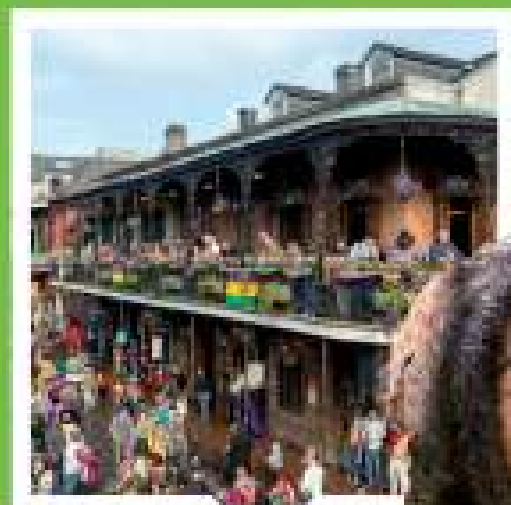




Тамара Бондар

Англійська мова

English 8

with Bloggers



Student's Book

Dyslexia-friendly



DELTA
Publishing

Бондар Т. І.

АНГЛІЙСЬКА МОВА

(4-й рік навчання, друга іноземна мова)

Підручник для 8 класу
закладів загальної середньої освіти
(з аудіосупроводом)

Рекомендовано Міністерством освіти і науки України

Tamara Bondar

ENGLISH

(Year 4)

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

Київ
«Методика Паблішинг»
2025

*Рекомендовано Міністерством освіти і науки України
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Вітання!

Цей підручник створений спеціально із думкою про тебе. Ми працювали з максимальною віддачею, щоб зробити його цікавим, пізнавальним і захопливим. Ми врахували твої можливі інтереси, прагнення та таланти, щоб навчання стало для тебе приємною пригодою!

Познайомся з нашими героями – блогерами з різних куточків світу. Вони відкриють перед тобою нові теми для обговорення, допоможуть дізнатися більше про шкільне життя у різних країнах та захопливі місця для подорожей. Завдяки їм ти зможеш дізнатися про особливі речі, якими діляться лише з друзями.

Цей підручник стане твоїм надійним помічником, якщо ти:

- ✓ братимеш активну участь у заняттях: говори англійською так часто, як зможеш, не бійся помилок – вони лише допомагають вчитися, адже помиляється той, хто пробує щось нове;
- ✓ поважатимеш оточуючих: стався до однокласників і вчителя так, як би ти хотів, щоб ставилися до тебе, не смійся з помилок інших – підтримуй і допомагай;
- ✓ будеш ставити запитання: сміливо запитуй, якщо щось незрозуміло, і цікався думками інших, навчання – це діалог і обмін ідеями;
- ✓ знаходитимеш час для повторення матеріалу: використовуй додаткові матеріали, що є на сайті, розвивай свою пам'ять і навички самостійного навчання;
- ✓ експериментуватимеш: проекти у підручнику – це твій шанс розкрити творчість, мислити нестандартно й розв'язувати завдання креативно;
- ✓ не здаватимешся перед труднощами: пам'ятай, що шлях до вершини долає лише той, хто наполегливо рухається вперед.

Навчання – це як підкорення гори: ти досягнеш успіху лише через постійну роботу над собою. Англійська мова – це виклик, але ми впевнені, що ти зможеш опанувати її, крок за кроком відкриваючи для себе її особливості.

До підручника розроблено електронний інтерактивний додаток. Цей інноваційний ресурс допоможе глибше засвоїти лексичний та граматичний матеріал, вдосконалити навички читання й аудіювання, розширити знання про англомовні країни.

Бажаємо натхнення, завзяття та цікавих уроків!

Хай кожен твій день із цим підручником буде наповнений відкриттями!

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I'm Daniel from
Vancouver.

How do young
Canadians
express their
creativity?
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MINI CHALLENGE 1

Make an infographic showing the creative and physical activities carried out by students in another class.

MINI CHALLENGE 2

Write a short advert to find a creative person in a particular field.

YOUR CHALLENGE

Take part in a talent competition for young people.

COMMUNICATION AND GRAMMAR OBJECTIVES

LESSON 1. Creative time

I talk about the creative activities I enjoy.

- Frequency (2)
- So do I / Me too / I don't
- Comparisons (1)
- Degrees

LESSON 2. I'm good at painting

I talk about my personality and talents.

- need to / have to
- Ability

REVIEW

- Adverbs of frequency

Unit 2 Only in the UK

Hi, I'm
Josh from
Birmingham.

What are British
habits and customs?
p. 28



MINI CHALLENGE 1

Create a page to compare stereotypes.

MINI CHALLENGE 2

Create a welcome video for British students.

YOUR CHALLENGE

Take part in the game "Are you ready to go to the UK?".

LESSON 1. I can discuss clichés about British people

- Expressing likes and dislikes
- Adverbs of frequency

LESSON 2. I can talk about British rules and laws

- Expressing contrast
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- Comparative adjectives

Unit 3 The Pelican State

Hi!
This is Zoe
from NOLA.

What is there to
discover in Louisiana?
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MINI CHALLENGE 1

Write a short wiki article on Louisiana.

MINI CHALLENGE 2

Talk about travel plans and give advice.

YOUR CHALLENGE

Record a conversation on video to prepare for a trip to Louisiana.

LESSON 1. Welcome to Louisiana!

I present the state of Louisiana.

- The superlative

LESSON 2. Let's go south!

I talk about options for tourist trips around Louisiana.

- should
- be going to
- from... to / from... until
- I did activities
- was/were doing

REVIEW

- Opinion
- must / mustn't, can / can't

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Hi!
I'm Nelson from
Los Angeles.

What are
the culinary
traditions in
the West
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MINI CHALLENGE 1

Create a video to present the meals you eat in a day.

MINI CHALLENGE 2

Imagine the recipe for the original burrito.

YOUR CHALLENGE

Present a recipe in a video to take part in the "MasterChef Junior" TV programme.

LESSON 1. Healthy California

I talk about likes and dislikes and eating habits.

- Frequency (1)
- The time and parts of the day

LESSON 2. So tasty!

I talk about the ingredients in different dishes and typical meals in the West of the US.

- Countable and uncountable nouns
- Quantifiers: much / many / a lot
- The imperative

REVIEW

- like / love / hate + noun

LEXICAL AND PHONOLOGICAL OBJECTIVES	CROSS-CURRICULAR LESSONS	CULTURAL OBJECTIVES
<p>VOCABULARY</p> <ul style="list-style-type: none"> • Creative hobbies • Personality (1) • Personal development • Daily routines <p>PRONUNCIATION</p> <ul style="list-style-type: none"> • Sentence stress • Word stress 	<p>ARTISTIC AND CULTURAL EDUCATION</p> <ul style="list-style-type: none"> • Ballet in Vancouver and Ukraine <p>ARTISTIC AND CULTURAL EDUCATION / CITIZENSHIP</p> <ul style="list-style-type: none"> • The importance of art in Canada and Ukraine 	<p>LANGUAGES</p> <ul style="list-style-type: none"> • Different means of artistic expression <p>SCHOOL AND SOCIETY</p> <ul style="list-style-type: none"> • Creative extra-curricular activities for Canadians <p>DISCOVERING OTHER CULTURES</p> <ul style="list-style-type: none"> • The city of Vancouver • Famous Canadian artists
<p>VOCABULARY</p> <ul style="list-style-type: none"> • National symbols • Manners • The law • Character (1) <p>PRONUNCIATION</p> <ul style="list-style-type: none"> • How to pronounce can and can't 	<p>ARTISTIC AND CULTURAL EDUCATION</p> <ul style="list-style-type: none"> • Artistic representations of the King of England <p>CITIZENSHIP</p> <ul style="list-style-type: none"> • Stereotypes 	<p>LANGUAGES</p> <ul style="list-style-type: none"> • How British royal power is represented in art. <p>DISCOVERING OTHER CULTURES</p> <ul style="list-style-type: none"> • British and Ukrainian laws • British and Ukrainian traditions • Royal power in the United Kingdom • The city of Birmingham
<p>VOCABULARY</p> <ul style="list-style-type: none"> • Transport • Accommodation • Tourist activities • Clothes for seasons • Clothes for trips • Opinion <p>PRONUNCIATION</p> <ul style="list-style-type: none"> • Pronouncing compound nouns • The pronunciation of should 	<p>ARTISTIC AND CULTURAL EDUCATION</p> <ul style="list-style-type: none"> • Mardi Gras • Vyshyvanka Day In Ukraine <p>CITIZENSHIP</p> <ul style="list-style-type: none"> • Animal protection 	<p>TRAVEL</p> <ul style="list-style-type: none"> • Organising a tourist trip in Louisiana <p>DISCOVERING OTHER CULTURES</p> <ul style="list-style-type: none"> • Historical and geographical landmarks in Louisiana • The city of New Orleans • Cultural and sports activities in Louisiana
<p>VOCABULARY</p> <ul style="list-style-type: none"> • Food • Ingredients • Meals of the day • Places to eat out <p>PRONUNCIATION</p> <ul style="list-style-type: none"> • The pronunciation of r at the end of the word • Word stress 	<p>ARTISTIC AND CULTURAL EDUCATION</p> <ul style="list-style-type: none"> • Food fashion <p>CITIZENSHIP</p> <ul style="list-style-type: none"> • Community gardening 	<p>LANGUAGES</p> <ul style="list-style-type: none"> • Food fashion • American units of measurement <p>SCHOOL AND SOCIETY</p> <ul style="list-style-type: none"> • Eating a balanced diet <p>TRAVEL</p> <ul style="list-style-type: none"> • International influences on Californian cuisine <p>DISCOVERING OTHER CULTURES</p> <ul style="list-style-type: none"> • The city of Los Angeles • Mexican food • Ukrainian food

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Unit 5 What's next?

Hi! This is Daniel from Vancouver.

What will the city of Vancouver be like in the future?
p. 90



MINI CHALLENGE 1

Present the city of Vancouver as a green city in a Pecha Kucha presentation.

MINI CHALLENGE 2

Send a letter from Vancouver in the year 2040 to your past self.

YOUR CHALLENGE

Imagine and present a new district in Vancouver.

LESSON 1. A green city

I present a green city.

- Cause and consequence
- as... as... and as much / as many... as...

LESSON 2. The future of Vancouver

I talk about the future of the city of Vancouver.

- The future
- Conditional sentences
- already, still and not yet

REVIEW

- The past simple of to be
- The past simple of regular and irregular verbs

Unit 6 Living in Australia

Hi, I'm Jayden from Sydney.

What is there to see and do in Australia?
p. 112



MINI CHALLENGE 1

Create a survey about holiday destinations.

MINI CHALLENGE 2

Write an email about your trip to Sydney.

YOUR CHALLENGE

Write an article about a trip to Australia for a travel website.

LESSON 1. Down Under

I can understand someone talking about their experience in Australia.

- Superlatives

LESSON 2. The Harbour City

I can talk about what I am going to do in the near future.

- Talking about preferences
- Talking about the future

REVISION

- Past simple

Unit 7 The Heroic Country

Hi, I'm Olena, from Cherkasy (Ukraine).

What is there to see and do in Ukraine?
p. 132



MINI CHALLENGE 1

Create a survey about places to see and things to do in Ukraine.

MINI CHALLENGE 2

Write an email about your favourite place in Ukraine.

YOUR CHALLENGE

Write a post entitled 'My first week in Ukraine' for a travel website.

LESSON 1. I am proud of Ukraine

I can understand someone talking about their experience in Ukraine.

- First conditional
- Adjectives that end in -ing and -ed

LESSON 2. The Tapestry of Ukraine

I can talk about what I am going to do in the near future.

- Talking about preferences
- The reflexive pronouns

REVISION

- Superlative adjectives

Unit 8 My school rules!

Hi! I'm Hannah from Houston.

How do American schools create team spirit?
p. 150



MINI CHALLENGE 1

Invent a song about a problem or promote team spirit at school.

MINI CHALLENGE 2

List projects to develop team spirit at school.

YOUR CHALLENGE

Talk to a classmate to find out about their new American school.

LESSON 1. School groups

I talk about the different groups of students in an American school.

- adverbs of frequency
- express purpose

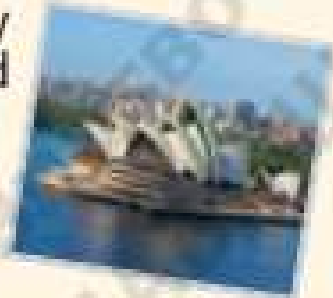
LESSON 2. School spirit

I talk about clubs and important events in American schools.

- express wishes
- the future

REVISION

- present simple

LEXICAL AND PHONOLOGICAL OBJECTIVES	CROSS-CURRICULAR LESSONS	CULTURAL OBJECTIVES
VOCABULARY <ul style="list-style-type: none"> • The city • Transport (2) • Ecology • Technological innovations PRONUNCIATION <ul style="list-style-type: none"> • The pronunciation of will and 'll 	ARTISTIC AND CULTURAL EDUCATION <ul style="list-style-type: none"> • Canadian digital artists CITIZENSHIP <ul style="list-style-type: none"> • Environmental issues in the city 	TRAVEL AND MIGRATION <ul style="list-style-type: none"> • Time travel through science fiction and looking to the future DISCOVERING OTHER CULTURES <ul style="list-style-type: none"> • The city of Vancouver: geographical, urban and architectural landmarks
VOCABULARY <ul style="list-style-type: none"> • Hobbies and activities • Landscapes • Emotions PRONUNCIATION <ul style="list-style-type: none"> • Sentence stress • The pronunciation of the letter a 	ARTISTIC AND CULTURAL EDUCATION <ul style="list-style-type: none"> • The Sydney Opera House and the Vivid Sydney festival CITIZENSHIP <ul style="list-style-type: none"> • Accessibility for disabled people 	SCHOOL AND SOCIETY <ul style="list-style-type: none"> • Tourist and leisure activities in Australia TRAVEL AND MIGRATION <ul style="list-style-type: none"> • Travelling Down Under DISCOVERING OTHER CULTURES <ul style="list-style-type: none"> • The city of Sydney
VOCABULARY <ul style="list-style-type: none"> • cities and city life • places to see and things to do, culture • the longest rivers, lakes • plants and animals • emotions and traditions PRONUNCIATION <ul style="list-style-type: none"> • The pronunciation of the letter i 	ARTISTIC AND CULTURAL EDUCATION <ul style="list-style-type: none"> • 'Spiv Brativ', the band from Ukraine CITIZENSHIP <ul style="list-style-type: none"> • The "National Legend of Ukraine" prize 	SCHOOL AND SOCIETY <ul style="list-style-type: none"> • Tourist and leisure activities in Ukraine TRAVEL AND MIGRATION <ul style="list-style-type: none"> • Travelling in Ukraine DISCOVERING OTHER CULTURES <ul style="list-style-type: none"> • Ukrainian cities
VOCABULARY <ul style="list-style-type: none"> • groups • personality • friendships • clubs • American school events PRONUNCIATION <ul style="list-style-type: none"> • the pronunciation of s at the end of a word • contraction of will and will not 	FUTURE COURSES <ul style="list-style-type: none"> • school exchanges in the United States CITIZENSHIP <ul style="list-style-type: none"> • prevent school bullying 	SCHOOL AND SOCIETY <ul style="list-style-type: none"> • American school traditions and differences with other school systems • feeling of belonging in American schools. DISCOVERING OTHER CULTURES <ul style="list-style-type: none"> • the city of Houston

What do the icons in your Student's Book mean?



Speaking time / Time to speak / Speaking practice



Listen and understand



Let's speak together!



Watch and understand



Write

Track 3

Audio file



Read and understand

How does each unit work?

The opening double page

The main character of the unit, who presents the city and the topic that you're going to deal with.

The objectives of the unit and your challenge! This is the task at the end of the unit. You will use your new knowledge to complete it.

The two or three lessons

All kinds of documents (texts, videos, recordings, images...), authentic and always interesting!

Need help to express yourself? Use the prompts or the examples in blue.

Games, because you always learn better when you're having fun!

A mini challenge to put into practice what you've learned and train you up for the final challenge.

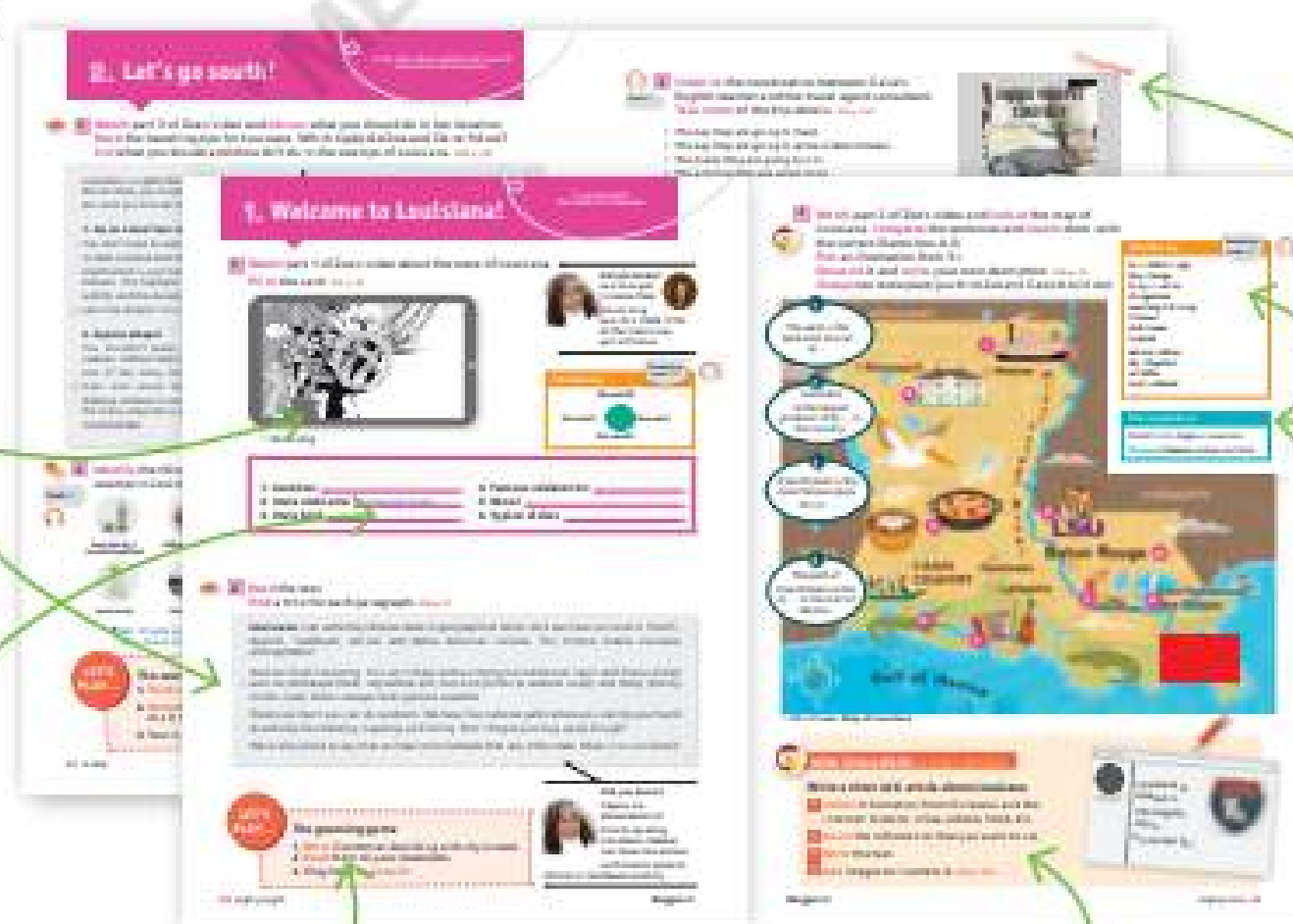
A simple question about an aspect of the English-speaking world. The unit will equip you with the tools to be able to respond.

Activities to familiarise you with the subject and revise what you've learned.

A video that shows you the city and the topic.

A bit of reflection to help prepare you to become a citizen of the world... in English, naturally!

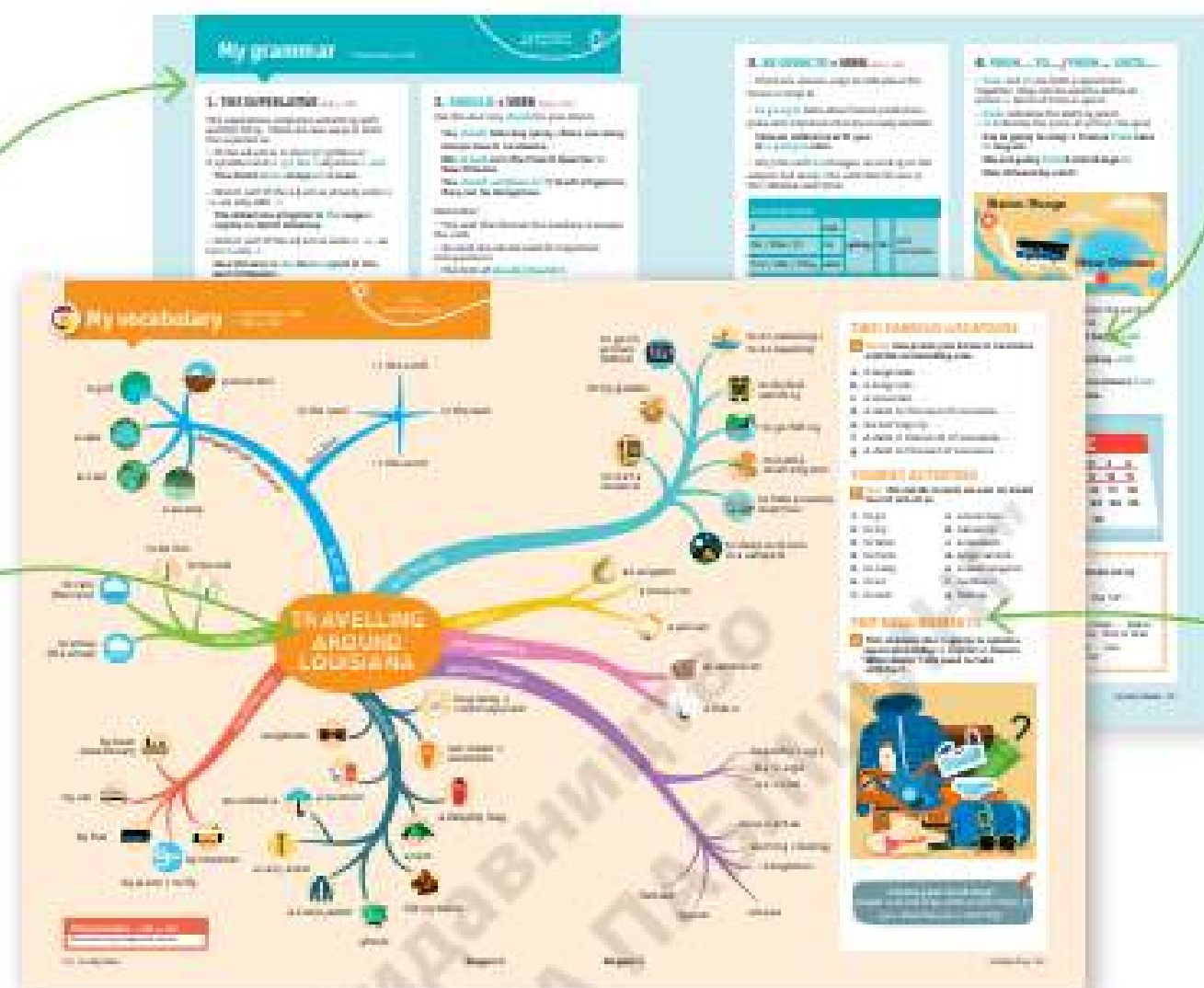
The essential grammar and vocabulary you need to remember.



My grammar My vocabulary

Simple explanations and exercises for each grammar point in the unit.

A mind map to visualise all the key vocabulary in the unit. Words are easier to memorise when they're grouped in a logical, visual way!



Observation questions to find links between English and other languages that you know.

Test your memory with a variety of exercises!

The Culture Blog

Your challenge

The blog by the main character of the unit. Read their articles to get into the topic of each unit... before jumping into the creative phase!



Your mission! All the stages are here in detail, and the examples are here to help you. You have all the cards in your hand to succeed!

Meet the Bloggers

Here are the seven bloggers from your Student's Book. They are from different English-speaking countries and Ukraine, but they all contribute to the **Culture Blog**, a collaborative blog where they write about what they're interested in. Let's meet them!



DANIEL

Daniel is from Vancouver, Canada.

He's 14 years old. His grandparents moved to Canada from China.



He loves computers and digital arts.

He's a member of a film club. Once a month they take pictures and make videos about Vancouver. They are making a video about the city's daily life.



ZOE

Zoe is from New Orleans, Louisiana (USA).

She is 14 years old. She comes from a Creole family.

She started playing drums when she was small. She plays in a jazz band, but is too afraid to play in public.

Her favourite time of year is Mardi Gras. Zoe studies French at school, and even has a friend in France called Claire who she makes video calls to. They are planning a trip together around Louisiana this year.



JOSH

He's British and lives in Birmingham (UK), but his family comes from Jamaica.

He's 14 years old. He lives with his mother, Lorna, and his sister, Margot.

He takes the best of both cultures: he usually plays cricket, a typical British sport, and he also loves Saltfish and Ackees, the



NELSON

Nelson is from Los Angeles, California (USA).

He's 14 years old. His family has Mexican origins, and he loves Mexican food, especially spicy tacos.

He can sing and dance very well, and he loves acting. Every year he wins the talent contest at his school.

He wants to be a famous actor one day.





JAYDEN

She's from Sydney, Australia, and she has Chinese origins.

She's 14 and a half.

She loves water sports: she surfs, she goes white water rafting with her friends and she is going to learn how to scuba dive. She's not afraid of anything!



OLENA

She's Ukrainian and she lives in Cherkasy, the city in the heart of Ukraine.

She's 14 years old. When she's older, she wants to be an architect.

On weekends, she volunteers to help people in Ukraine, because the country is at war. Her brother is also a volunteer.



CLASSROOM ENGLISH

Teacher to student

Open your books.
Put your things away.
Put your hands up to answer. Sit down.
Stand up. Close your books. Turn on the computer.

Student to student

- What did you get for number 6?
- I put D for that one. What about you?
- Shall I start?
- Sure, go ahead!
- Whose turn is it?
- It's your go, I've just had a turn.

- Do you think that's the right answer?
- I'm not so sure. We should ask the teacher.
- Can I borrow a pencil?
- Of course! Here you go!

Student to teacher

I don't understand. Could you help me?
Could you repeat that, please?
What page is it?
May I have a pair of scissors, please?

HANNAH



She's a 14-year-old American girl from Houston, Texas and proud of it!

In the Culture Blog she writes about a French exchange student who attended her high school. But she is crazy

about the Space Race. That is why she has written a column in the blog about two black women who have played a key role in the US space adventure.



Unit 1

How do young Canadians and Ukrainians express their creativity?

Get creative every day!



↑ Six industrial concrete silos transformed into a mural, The Giants, Granville Island, Vancouver

→ In this unit, we are going to...

- talk about the creative activities we enjoy.
- talk about our personality and our talents.
- talk about the activities of a typical school day.
- discover a famous Canadian dancer.
- talk about the importance of art in Canada and Ukraine.



Your challenge

Take part in a teen talent show.



Hi, I'm **DANIEL**. I'm from Vancouver (Canada). In this unit we'll talk about creativity, things we do every day and things we enjoy doing.



↑ Daniel's vlog

LET'S GO!

- 1** **Look** at the image from Daniel's video about Summer Camp.
Make a list of the activities you think he does at Summer Camp.
- 2** **Make** a list of activities you did during your summer holidays.
Make a list of things you are doing now.

1. Creative time

I can talk about my personality and talents. I can justify my opinion by using 'because'.

-  **1** a. **Watch** part 1 of Daniel's video about Summer Day Camp.

Would you like to go to the Summer Camp? Why? **Tell** a partner.

-  b. **Identify** which activities from the list below appear in the video.
c. Which of them are creative activities?

Track: 01

dancing roller skating painting sculpture acting singing
playing music fashion design crafts playing games cooking
writing climbing making videos drawing taking photos swimming

- d. **Watch** the videoblog (part 1) and write the activities that Daniel, Manon, Ellie, Jake are doing now, did last summer and do often.

	Present Simple	Present Continuous	Past Simple
Daniel	Every day he comes to the summer day camp and (continue)	This morning, he is swimming. (continue)	
Manon			
Ellie			
Jake			

Vocabulary
track: 02

Vocabulary

creative
self-sufficient
to become confident
to develop confidence
to express myself
to express my talents
to feel good with each other
to feel left out
to get involved
to have fun = to have a good time
to make friends
to practice (USA / Can.)
= to practise (UK) =
to train
to share
to spend time doing sth
to take classes

- 2** **Watch** the video above.
Write down why this summer camp is so good.

Thanks to this summer camp, kids...

This experience allows them to...

This summer camp helps them to...

-  **3** **Interview** two of your classmates. What creative activities do they do? How often? What about you?
Find out as many details as possible.

I like drawing.

So do I. How often do you draw?

Well, it depends, but at least once a week...

-  **4** **Recap** your findings to the class.

Manon draws at least once a week. Rose and I don't. She also plays the piano and so does Lukas... Manon takes classes every Monday...



Frequency (2)

How often do you...?

once a day / week / month / year

twice a day / week / month / year

three times a day / week...

every day / week / month...

every Monday / Tuesday...

So do I / Me too / I don't

- I take acting classes.
- ✓ **So do I.** I love acting.
- ✓ **Me too.** It's great!
- ✗ **I don't.** But I love theatre.

- 5 a. **Watch** part 1 of Daniel's video about a summer camp in Vancouver.
Circle the activities you hear.
Underline the creative activities.

roller skating drawing painting sculpture writing fashion design
 acting singing swimming playing music taking photos cooking
 crafting playing games dancing climbing making videos

- b. **Match** the verbs with the items on to find common collocations.
 You can use several combinations.

my talents time yourself confident creative hard classes

- a. to be
 b. to express
 c. to develop
 d. to feel
 e. to take
 f. to train
 g. to spend

- c. **Watch** the video again.
Write down why this summer camp is important for young people.
Use expressions from activity b in your answers.

This summer camp is useful because it helps young people to...

- 6 a. **Complete** the bubbles with the expressions in the boxes.

in a club during the week twice a week at school at the weekend in the park
 once a day at night with a teacher three times a month with my family alone





- 7 a. Watch part 2 of Daniel's video and **answer** his questions with a partner.
b. **Read** this infographic and **write** the missing information.
c. Are your habits different from the ones presented here?
I spend more than five hours a day playing...

HEALTH EDUCATION



Did you know?

According to the Canadian Society for Exercise Physiology, young people aged 12-17 should

do a total of at least 60 minutes of physical activity daily.

SCREEN TIME VS. PHYSICAL ACTIVITY



↑ Centre for Addiction and Mental Health, Canada (2015)

- 8 a. **Write** two or three questions about your partner's daily screen time and physical activity.
b. **Write** answers to your partner's questions and **read** you partner's answers.
c. **Write** sentences to compare his/her habits to yours.
d. **Write down** your reaction.

*How many hours do you...?
How much time do you...?*

*I think you spend too much time playing...
You don't spend enough time...*

Comparisons (1)

I spend **more than** two hours a day watching videos.
Daniel spends **less than** two hours a day watching videos.
I spend **more** hours **than** Lisa playing video games. =
Lisa spends **fewer** hours **than** me playing video games.
I sleep **more than** Lisa. = Lisa sleeps **less than** me.

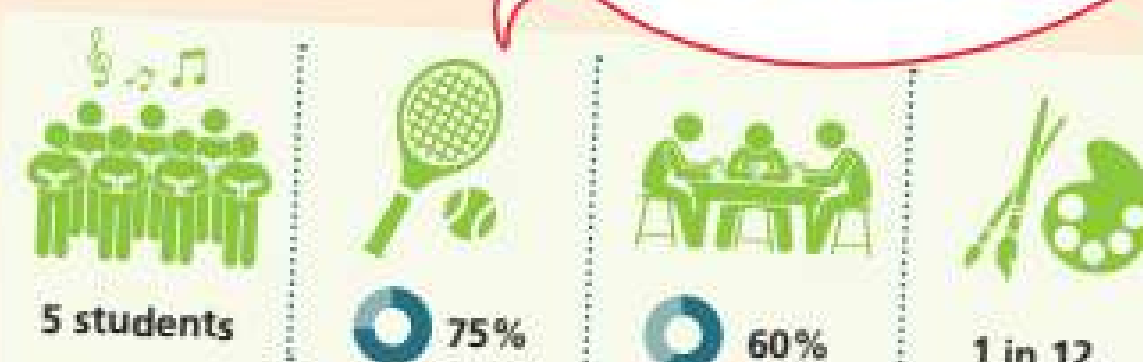
Degrees

I spend **too much** time playing video games. =
I spend **too many** hours playing video games.
I don't sleep **enough**.

MINI CHALLENGE: AN INFOGRAPHIC (group work)

- 1 **Prepare** questions. **Ask about** creative and physical activities.
- 2 **Interview** a partner and write down the answers.
- 3 **Get together** to share the information.
- 4 With the information from all the groups, the whole class **prepares** an infographic.
- 5 **Present** your infographic to the class.

*Only 5 students...
75% of students...
More than half of the students...
1 in 12 students...*



My grammar

FREQUENCY

- Read the sentences.
 - a. Martha plays in a band **every** Wednesday.
 - b. She plays in a band **once** a week.
 - c. She has dancing lessons **every** Tuesday and Thursday.
 - d. She has dancing lessons **twice** a week.
- Complete the rule.

- In sentences and, I know on what days Martha does these activities and if it is regular.
- In sentences and, I know how many times a week she does these activities.

1 Write sentences about how often Daniel does these activities.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				
				

- a. Take drawing lessons. →
- b. Take photos. →
- c. Play with his band. →

My grammar

SO DO I / ME TOO / I DON'T

- Read these dialogues and tick if Amy and her friends have the *same* or *different* situation.
 - a. Amy: I take piano lessons once a week.
Liam: **So do I!** And I practise every day. ☐ same ☐ different
 - b. Amy: I like to sing.
Nasir: **Me too!** But I don't have a good voice. ☐ same ☐ different
 - c. Amy: I love writing, I write every day.
Vera: **I don't!** But I love reading. ☐ same ☐ different
- Complete the rule.

- To say that a statement is the same for you, use or
- To say that a statement is different for you, use

2 Complete the dialogues with phrases from the grammar task.

- a. • I speak Italian, French and Spanish.
◦, but I speak German.
- b. • I play hockey every Saturday and go swimming twice a week.
◦, I hardly ever do sports.
- c. • My brother plays his guitar every day.
◦, I love playing it every evening.
- d. • My friend Jake loves playing Minecraft.
◦, I play video games every day!
- e. • I have a blog and I love posting photos.
◦, I prefer making videos.

- 3 **Look at** the infographic about the habits of Canadian teenagers.
Choose the correct element in the following sentences.



↑ Centre for Addiction and Mental Health, Canada

- Many Canadian students spend **more/fewer** than 2 hours a day watching TV, in front of a computer, using a tablet or a smartphone.
- Most Canadian students spend **more/fewer** than 5 hours a day playing video games.
- Only 22 % of Canadian students **spend enough/don't spend enough** time doing physical activity.
- Many Canadian students **spend too much time/don't spend enough time** sleeping.

HOW DO I UNDERSTAND AN INFOGRAPHIC?

- When you looked at the infographic, did you see the three areas of colour?



- What do they refer to?
- In the two bottom coloured areas, did you notice different parts? What are they?

In each of these parts, what helped you understand?

- ☐ the text? ☐ the pictures? ☐ the numbers?
- What do you think is the purpose of an infographic?

4

Look at the infographic about the habits of Canadian teenagers.
Complete the following sentences.

-% of Canadian students spend **more than** hours a day in front of a screen.
-% of Canadian students spend **more than** hours a day playing video games.
- Only% of Canadian students **spend enough time** doing physical activity.
- Only% of Canadian students **spend enough time** sleeping.



↑ Centre for Addiction and Mental Health, Canada



5

Complete the sentences about your free-time habits.

- I watch TV hours a day.
- I'm in front of a computer
- I use my smartphone
- I play videogames
- I do sport
- I sleep a night.

My grammar

EXPRESSION OF DEGREE

- Read these sentences and indicate if they express excess (→) or lack of (←).

- You spend **too many** hours in front of a screen. It is bad for your eyes.
- You spend **too much** time watching TV. Go outside!
- I **don't** spend **enough** time sleeping. I am very tired.

- Complete the rule.

- To express excess, use + an uncountable noun (**time, money...**) or + countable noun (**hours, days...**).
- To express a lack of, use ... **not** +

1 Rewrite the sentences with an expression of degree.

- I only sleep 6 hours a night. *You don't sleep...*
- I spend 4 hours a day playing video games.
- I spend all my weekends at home.
- I spend 2 hours a month reading.

2. I'm good at painting

I can talk about my personality and talents.

- 1 **Think about** part 1 of Daniel's video. **Match** the words he used to the person.

athletic

creative

hard-working

Daniel

Jake

Manon



- 2 **Look at** these Canadian artists. **Name** the most important qualities for each discipline. **Justify** your answer. **List** some common qualities for all artists.

*In my opinion, to be a good actress like Evangeline Lilly, you need to be... because...
I agree, and you also have to be...*

Glenn Gould was a **pianist**. He was born and died in the city of Toronto.



Chan-hon Goh is a Chinese-Canadian ballet **dancer** who grew up in Vancouver.

Alice Munro is a short story **writer** (and Nobel Prize winner!) born in the state of Ontario.



Evangeline Lilly is a Canadian **actress** born in the state of Alberta.

Need to/Have to

To be a good writer, you **need to** be imaginative.

You also **have to** work hard.

Vocabulary track: 03

Vocabulary

athletic = sporty
clever ≠ dumb
cocky ≈ self-confident
≠ modest
creative = imaginative
geeky
hard-working
intellectual
open-minded ≠ narrow-minded
outgoing ≠ shy



- 3 **Read** the profiles of Daniel's friends. What creative activities do they do? **Describe** their personalities.

Zoe seems to be quite... She's also a bit...

I play drums. I practise two hours every day. But I need to practise more. I can't play in front of people. Sometimes I record my sessions and show them to my friends. They say I do it quite well. But, honestly, I'm not sure about that.



Zoe

I enjoy writing very much. I can write funny short stories and draw comics. But I'm not very good at poetry. It's not easy to write good poetry. I don't mind. I just need to try more, I'm sure one day I'll be good at it.



Oliver

I am very good at singing and dancing. I can dance funk, jazz and hip-hop. I'm the best in my school. Every year I win the school talent contest.



Nelson

Ability

I **can** draw comics (**very**) **well**. = I'm (**very**) **good at** drawing comics. = I draw comics (**very**) **well**.

I **can't** draw. = I'm **not** (**very**) **good at** drawing. = I **don't** draw (**very**) **well**.

I'm **average at** drawing. = My drawing is **OK**.

I'm **terrible at** drawing. = I draw **very badly**.



- 4 **Write** a short text about yourself. What do you do? When? How good are you?



Track: 04

- 5 Daniel hosts a weekly programme on his school's radio. **Listen to** an excerpt of his programme. **Write down** the activities, the qualities you need and the frequency of each class.



↑ Vancouver Performing Stars



↑ Vancouver Film School

- 6 **Read** Daniel's blog. What helps him do many things?
Discuss your ideas with your partner.

Every school day, I wake up early to make sure I have enough time to get ready. I always pack my backpack the night before, so I don't forget anything in the morning. Being on time to school is important because it shows that I am responsible and ready to learn. I follow a daily routine to keep my day organized, like going to classes, taking notes, and doing my homework. Staying organized helps me keep track of my assignments and deadlines. During breaks, I make sure to rest and recharge for my next lessons.

I set aside time after school to complete my homework and review what I learned. Discipline is important because it helps me stay focused and manage my time well. When I follow a routine, I can balance schoolwork and free time easily. Organizing my day also reduces stress, as I know what to expect and what needs to be done. I avoid distractions when studying, which helps me finish my work faster. With good discipline and organization, I achieve better results at school and feel more confident.

MINI CHALLENGE: SEARCHING FOR A PARTNER

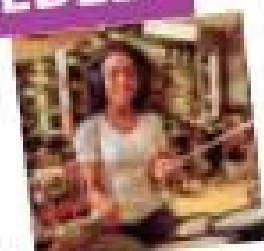


You need to find a partner for a project. Post an ad in a forum.

- 1 **Choose** one of these three projects: setting up a rock band, creating a video game design company, or creating an online magazine for teenagers.
- 2 **Describe** the details of the activity.
- 3 **Define** the qualities the person must have.
- 4 **Write** the ad. Don't forget to **include** your contact information!

DRUMMER NEEDED

We are looking for someone who...
You need to be...
We practise every...



**IF YOU ARE INTERESTED,
PLEASE CALL...**

1. FREQUENCY (2)

To answer a question with **how often** or to talk about the frequency of our activities/actions, use:

- Adverbs of frequency: **always, usually, often, sometimes, hardly ever, never...**
I **never** cook.
- Expressions **once / twice / three times...** + **a day / a week / a month...**
I have photography classes **once a week**.
- Watch out!
one time = once
two times = twice
three times, four times, five times...
- The adjective **every** + time:
every day, every week, every Tuesday...
I have photography classes **every Tuesday**.

1 Read out loud the expressions of frequency listed below.

- every Thursday
- every week
- once a month
- four times a year

2 Answer these questions using complete sentences.

- How often do you play online?
- How often do you play music?
- How often do you write poetry?

2. SO DO I / ME TOO / I DON'T

To say that a statement also applies to you or another person, use **so do I / me too, so does he / she ...**

- I go to dance classes twice a week.
◦ **So do I. / Me too.**
◦ **So does Owen. / Owen too.**
- To say that a statement does not apply to you or another person, use **I don't** or **he / she doesn't**:
• Emily goes hiking every weekend.
◦ **I don't.** I never do any physical activity.
◦ Janet **doesn't.** She never does sports.

3 Read the sentences below and answer by saying if it is the same for you.

- I love reading at night.
- I cook a pie every Sunday for my family.
- I spend more than two hours a day in front of a screen.

4 Complete the sentences in an appropriate way.

- She plays the piano very well.
◦ ! I'm very bad at music.
- My brother really likes this cartoon.
◦ ! It's my favourite.
- I play computer games every morning.
◦ my sister! And every evening too!

3. COMPARISONS

- Use the following expressions to make a comparison between nouns.
- To express superiority: **more** + noun + **than**.
My little sister sleeps **more** hours **than** I do.
- To express inferiority:
less + uncountable noun + **than**.
I spend **less** time sleeping **than** my little sister does.
- Or: **fewer** + countable noun + **than**.
I spend **fewer** hours sleeping **than** my little sister does.
- After **than** we can use an object pronoun.
Claire spends **more** time studying **than me**.
I sleep **fewer** hours **than her**.
- We can also make comparisons without nouns.
I sleep **less than** my sister does.



5 Think about the activities your family or friends do and complete the sentences below.

- I spend time studying than
- spends more time cooking than me.
- I spend more hours than
- I sleep hours than
- spends less time than me.

4. DEGREES

- You can use **too much** or **too many** to express ideas of excess.
- Use **too much** for uncountable nouns.
You spend **too much** time playing online.
- Use **too many** for countable nouns.
You spend **too many** hours playing online.
- To indicate something is lacking, use **not enough** before a noun, or as an adverb.

You **don't** spend **enough** time studying.
You **don't** study **enough**.



Pronunciation
track: 05

Pronunciation

Sentence stress

5. ABILITY

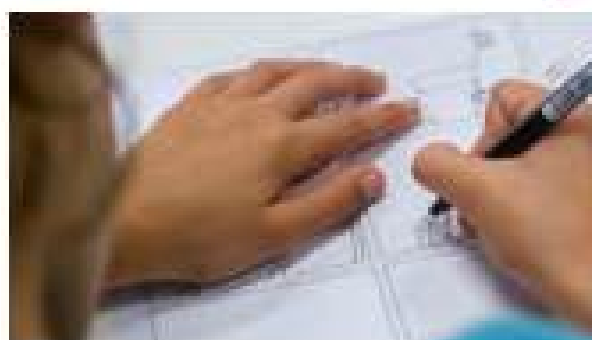
To talk about what you are / are not able to do, use the expressions below:

I **can** draw comics (very) well. = I **am** (very) good at drawing comics.

I **am average at** drawing. = My drawing is ok.

I **can't** draw comics. = I **am not good at** drawing comics. = I **am bad at** drawing comics.

I **can't** draw comics **at all**. = I **am terrible at** drawing comics. = I draw comics **very badly**.



6 Write sentences about what Daniel does or does not know how to do, using to be (very) good at, be average at, be bad at or be terrible at.

a. taking photographs	👍👍👍👍
b. dancing	👍👍
c. singing	👎👎👎👎
d. writing poetry	👎👎
e. drawing comics	👍👍
f. acting	👍
g. playing video games	👍👍👍👍



6. NEED TO AND HAVE TO

- You can use **need to** or **have to** + verb to express a need.
- Have to** expresses an obligation.
When you're acting, you **have to** remember the text and feel what you say.
- Need to** expresses a necessity.
To be a dancer, you **need to** be fit.

7 Give advice to the following people, using need to or have to.

- Kerry wants to win this piano competition but he doesn't play very well.
- I want to read this book, but it's very long.
- Alexa has got a maths test tomorrow.
- Jim is terrible at singing, but he loves it.
- I want to speak English better.
- It's my brother's birthday tomorrow.
- Nico is always tired.



My vocabulary

I see
and I memorise.



SENTENCE STRESS



Pronunciation
track: 05

- 1** Listen and repeat the sentences.
Zac spends all his free time playing drums. He's really good at it.
Lisa practises twice a week, and she always plays at weekends too.
James has a Spanish class once a week, but he practises every day.
Rebecca plays football every Tuesday, and she goes dancing every Thursday.
Anna watches films three times a week, but she hardly ever goes to the cinema.
- 2** Listen again and underline the stresses you hear.
- 3** Now circle the most important words in the sentences. What do you notice?

WORD STRESS



Pronunciation
track: 06

- 4** Listen to the following words. Circle the stress in each word.

photography music athletic
sculpture practise creative
intellectual confident



Pronunciation
track: 07

- 5** Listen to this tongue-twister and repeat it as accurately as possible. Then try to say it faster and faster!

- to get involved (in)
- to take classes
- to practise = to train
- to spend time doing sth
- to be creative
- to become confident = to gain confidence
- to develop my talents
to develop new skills
- to express myself
- to express my talents
- to have fun = to have a good time
- to make friends
- to share something with others

CREATIVE HOBBIES

- 1** Read the description and **identify** which creative activity it is.
- 2** Write your own description of another activity and get your classmates to guess what it is.

You do this activity alone. It is a good way to express yourself and your thoughts. Some people take classes and share their work. This can help them become more confident. All you need is a pen, some paper and your imagination!

PERSONALITY

- 3** How would you describe these people? **Find** the correct adjective.
 - She takes classes twice a week, and practises every day. She is so !
 - Paul is always talking about how good he is. He is very
 - They are very They are always creating new characters and stories.
 - Artists are usually people, they listen to other people's ideas.

PERSONAL DEVELOPMENT

- 4** **Complete** the sentences below with the correct verb or expression. Sometimes there are several different options!
 - To become very good at something, you have to
 - Going to a summer camp is a perfect way for teens to
 - To become, you can take acting classes.
 - Please, don't too many hours on your computer.

Create your mind map!
Create a mind map by choosing words that describe your personality, talents, what your hobbies give you, and what you can do to improve yourself!

Vocabulary

to make sure	to complete my homework
to get ready	to review
to pack my backpack	discipline
to forget	to stay focused
to be on time to school	to manage my time well
to be responsible	to follow a routine
to follow a daily routine	to balance
to keep my day organized,	schoolwork
to go to classes,	free time
to take notes	to organize
to do homework	to reduce stress
to stay organized	to expect
to keep track of	What needs to be done.
assignment	to avoid distractions
deadlines	to finish
to recharge for	to achieve better results
to set aside time	



Today, I'm writing about Canada's greatest ballerina, who is from Vancouver, of course, and the devoted ballerinas in Ukraine.

ARTISTIC
AND CULTURAL
EDUCATION

BALLET IN VANCOUVER

→ **CHAN-HON GOH**

My little sister Diana is a great fan of dancing and ballet, so one of her idols is Chan-hon Goh. If you don't know her, you really should learn about her life because she is quite extraordinary. She is a talented and enthusiastic lady who is a role model for many young people here in Vancouver. Diana dreams of joining her ballet academy and I hope she can do it someday. But it is very difficult. You must be very athletic and hard-working.



BALLET IN UKRAINE

In the show Ukraine's Got Talent, 11-year-old ballerina Alisa from Ukraine performed more than just a dance. On stage, she relived a part of her life, showing the harsh world she lives in and the challenges she has to overcome on her path to her dream. Her performance moved all the judges and audience members.

Young ballerinas in Ukraine start training at a very early age. They practice many hours every day to improve their dancing skills. Ballet schools in Ukraine are known for their strict and professional teaching. Many Ukrainian ballerinas dream of performing on big stages around the world. With hard work and dedication, they become graceful and talented dancers.

YOUR TURN!

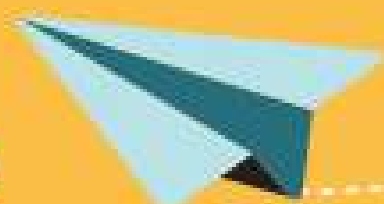
- 1 **Look at** the photograph. What words do you associate with ballet?
- 2 **Find out** about Chan-hon Goh and Ukrainian ballet dancers. **Recap** the main events in Chan-hon Goh's life and the life of Ukrainian ballet dancers.

YOU ARE AN ARTIST!

Create a collage to highlight the key elements of the life of a famous Canadian and Ukrainian artists. For example, their lives could be shown with the flags of China and of Canada and Ukraine, the image of a ballet dancer, and a picture of the city of Vancouver or Kyiv or Kharkiv.



Your challenge



ORGANISE A TEEN TALENT SHOW

Your class is organising a Teen Talent Show in your school.

Group A: You are competing in the Teen Talent Show.

1. **Fill in** the application form for the show with information about you (or about a fictional character).
2. **Answer** the questions from the judging panel.

Group B: You are the judging panel.

1. **Write** questions for the contestants.
2. **Interview** the contestants about their talents, where and how often they practise, their personality, what they need to improve.
3. **Take notes** about their answers.
4. **Choose** the winner.

↓ Digital alternative

Create a trailer to promote a competition on your school website. Make a video that alternates short presentations by candidates and comments from the judges.



Name: Nico

Your talent: Play the guitar

Where do you practice? In a rock music school

How often do you practice? Two hours a week at school and more than ten hours a week at home.

About you

Your personality strengths
I'm quite hard-working
and...

What you need to improve
I need to be less shy
and more...

Tell us more about you

I'm a thirteen-year-old student from...
I'm good at...

Unit 2

Only in the UK

What are British habits and customs?



→ **In this unit, we are going to...**

- discuss clichés about British people.
- talk about British rules and laws.
- talk about stereotypes.
- talk about rules and laws in Ukraine.
- discuss Ukrainianness.
- discuss rules of sport.



Your challenge

Take part in the game
“Are you ready to go
to the UK?”

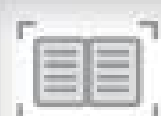




Hi, I'm JOSH, from Birmingham (UK). In this unit you'll learn about Britishness and laws in the UK.



↓ The Bull Ring in the centre of Birmingham



↑ Josh's vlog



LET'S GO!

Track: 08

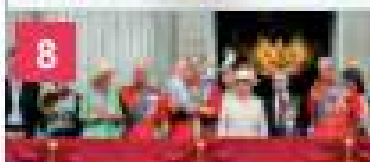
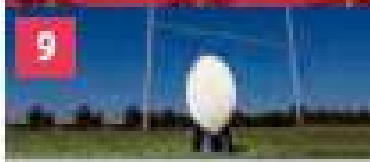
- 1 **Listen to** Josh's conversation. What do English people often do? Do you think it is true or a cliché?
- 2 **Look** at the picture from Josh's vlog. What do you think is British?
Make a mind map.

1. Being British

I can discuss clichés about British people.

Vocabulary
track: 09

- 1 **Look at** these pictures. What do they tell us about Britain and British people (habits, hobbies, personality)?
What is a stereotype? **Tell** a partner. **Complete** the table.

	WHAT IS IT?	WHAT DOES IT MEAN?
1		<i>It is a portion of fish and chips.</i> <i>British people love fish and chips.</i>
2		
3		
4		
5		
6		
7		
* 8		
9		

Vocabulary

funny ≠ boring
posh
snobby
well-mannered = polite
≠ rude
baked beans
cricket
fish and chips
hygiene
monarchy = royal family
a stereotype = a cliché
to be on time =
to be punctual
to drink / have tea
to have a laugh
funny = to have a sense of humour
to queue
to be proud ≠ to be ashamed
to take the mickey

Expressing likes and dislikes

They **love** golf / playing golf.
= They **are crazy about** golf / playing golf.
≠ They **can't stand** golf / playing golf.

Adverbs of frequency

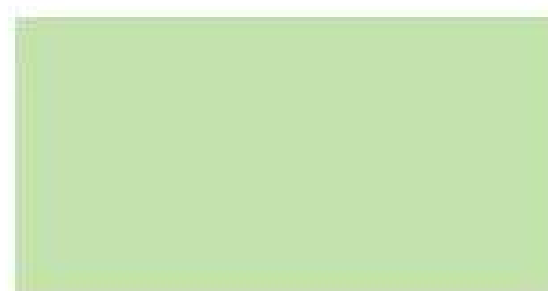
always
usually
often
sometimes
hardly ever
never

↑ +
↓ -

- 2 a. **Watch** part 1 of Josh's video.
b. **Discuss** Josh's questions while you watch.
c. **Write** a list of British stereotypes he talks about.
Are they true or false according to Josh?
d. **Complete** the diagram.



↑ Josh's vlog



true



false

* In picture 8, you can see Queen Elizabeth II and Prince Philip. Even though they passed away, we included them to honor their important historical roles. Queen Elizabeth II reigned for 70 years and 214 days, from February 6, 1952 to September 8, 2022. Prince Philip, Duke of Edinburgh, served the British monarchy alongside Queen Elizabeth II for over 70 years too. Their dedication to public service continues to influence modern society and international relations.

3 **Complete** the table with the expressions.

be crazy about	be keen on	be mad about	can't bear	can't stand
LOVE 	LIKE 	HATE 		

4 a. **Watch** the video. **Write** down the keywords you understand.

.....

b. **Watch** it again. What do you think these words mean?

1. posh:
2. snobby:
3. rude:
4. funny:
5. gravy:
6. monarchy:
7. polite:
8. punctual:
9. dish:

c. **Watch** the video a third time. **Complete** the table.

	STEREOTYPE	TRUE OR FALSE
1		
2		
3		
4	<i>The British love queueing.</i>	
5		
6		
7		
8		

d. **Watch** it one last time. Are these stereotypes really true?



- 5 a. **Listen** to Josh.
Complete the table about the activities he does.
How often does he do each activity?

ACTIVITY	FREQUENCY

- b. Does he reflect the British stereotype? Why?

.....

- c. **Talk** about your daily routine.
Use adverbs of frequency.

.....

.....

- 6 **Read** the sentences and underline the adverbs of frequency.

- a. I always wake up at 7.30.
- b. I usually have baked beans for breakfast.
- c. I often play football with my brother.
- d. I sometimes play cricket with my friends.
- e. I hardly ever eat fish and chips.
- f. I never talk about the weather.
- g. Complete the rule.

These adverbs specify we perform an action.

They go before the



7 **Read** the text.

Classify the elements that define the British in two columns: positive and negative.



Amanda Hodges 29 "Being British means that you live with diversity. Britain is very multicultural so life here is also multicultural."

Dr Elijah Hartshron 47 "Being British is having a mix of music. A lot of the music on British radio is a mix of foreign music with British music, like rock or metal."



Ada Collina 18 "The British have a great sense of humour, we're really funny! We can make jokes out of things and laugh at ourselves."

Helena Parry 72 "The British dominated and colonised a lot of the world. There were bad wars and a lot of people suffered. I'm ashamed of that history so I call myself English."



Jade Hearn 22 "Britain has crazy weather that always changes. Being British means you leave the house prepared for rain, sun or snow."

8 **Classify** the elements that you have found in two columns: positive and negative.

PERSON	POSITIVE VIEW	NEGATIVE VIEW
 Amanda	<i>Sense of humour (= take the mickey out of anything)</i>	
 Elijah		
 Ada		
 Helena		
 Jade		

2. Do as the British do

I can talk about British rules and laws.



- 1 a. **Watch** part 2 of Josh's video. **Read** this text about the rights and obligations that teenagers have in the UK. **Fill in** the gaps.

Unlike in the UK, in this country we can / can't... at...



Rights help us stay safe and receive fair treatment. Some rights are given to you at certain ages, like being allowed to leave home or drive a car. On this page we have lots of information about the age you're allowed to do different things in the UK.

Age: 12

- You can watch a film or play a computer game with a 12 rating.

Age: 13

- a) ... You are allowed to work for five hours a day on Saturdays, Sundays and during school holidays.

Age: 14

- You are allowed to enter a pub b) ...

Age: 15

- You can watch a film or play a computer game with a 15 rating.

Age: 16

- You are allowed to c) ...
- You can have a full-time job.
- You can buy a pet.
- You can have an d) ... around the world.

Age: 17

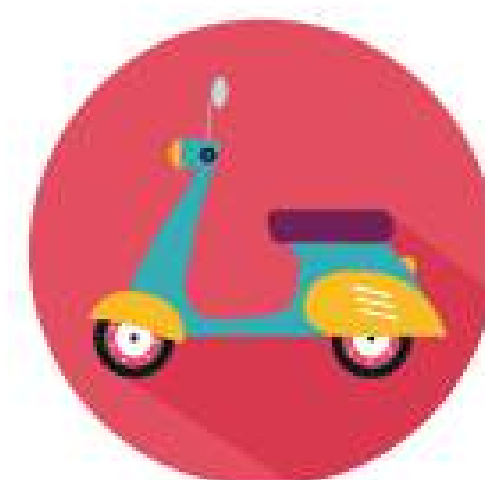
- You can e) ...

Age: 18

- You are legally an adult.
- You are allowed to buy fireworks.
- You can f) ...
- You can get a tattoo.

- b. **Look at** the table and complete the facts about your country. **Complete** the sentences.

ACTIVITY	YOUR COUNTRY	UK
have a part-time job		13
drive a moped		16
get your driving licence		17
vote		18



1. Unlike in, in the UK you can at
2. In the UK, you can at, whereas in you have to be to obtain it.
3. Unlike in the UK, in you can at
4. As in, in the UK you can at

- c. **Compare** the facts in the UK to your country.

-  **2** Graham, Josh's best friend, is 13 today.
Write what he can and can't do.
At 15, Graham can..., but he can't...
Graham is not allowed to...

Contrasts

unlike
 but
 whereas / while

-  **3** **Look** at the pictures and write down what you can and can't do using or (not) be allowed to.



- a. You smoke.
 b. You park here between 12 o'clock and 8 o'clock.
 c. You walk on the grass.
 d. You ride a bicycle.

- 4** a. **Listen** to a radio programme about strange laws in the UK. **List** the laws that you hear.



Vocabulary
 track: 10

Vocabulary

fair ≠ unfair
 a full-time job
 ≠ a part-time job
 a law
 a moped
 the rights

- b. **Listen** to a radio programme about strange laws in the UK.
Look at the map. **Say** who the callers are and where they come from.

	NAME	CITY
1 st caller		
2 nd caller		
3 rd caller		



- c. **Listen** again. **Write down** key words.

NAME	KEY WORDS
	
	
	

- d. **Write** down the three laws.

1. You are not allowed to
 2. You are not allowed to
 3. You are not allowed to



- 5 **Choose** two laws.
Do you think they are good laws?
Discuss with a partner.
It's not fair that you can't... because...
Well, in my opinion...

Can and be allowed to / must and have to

I **can** / **am allowed to** drive a car at 18.
I **have to** fasten my seat belt.
I **don't have to** get my parents' permission to buy a pet when I am 16.
I **mustn't** drive on the left in Spain!



- 6 **Read** this text about British habits. **Look at** the comic.
Find differences and similarities with your country.
Here, we are more... than...
Unlike British people, we are...



Tea: Unlike in other countries, in Britain, tea is not only a drink, but also a light meal of sandwiches, biscuits and cake, and an important ceremony of our national life.

Expressions to learn: I'm gasping for a cuppa!

- 5 One lump or two?

Avoid saying: Actually, I'd prefer coffee.

Complaining: In order to pass unnoticed in the UK, the visitor must learn not to make a fuss. If the receptionist ignores you or the soup is cold, say nothing. You may
10 purse your lips or raise one eyebrow quizzically, but don't complain.

Expressions to learn: Keep your voice down.

Meaning: Speak quietly.

Avoid saying: I demand to see the manager!

- 15 **Politeness:** In order to be a popular guest, the foreign visitor needs to learn how to apologise. 'Sorry' is one of the most important words in the vocabulary of any true Brit.

Expressions to learn: **After you. Allow me.**

- 20 Avoid saying... what you really think.

- Meeting and greeting:** While some nationalities greet one another by kissing twice or even three times and embracing noisily, avoid this in Britain. The way to greet Britons for the first time is to offer them your
25 hand — the ends of three fingers is quite sufficient.



Comparative adjectives

The British are **more polite** and **funnier than** the Spanish.
Spanish people are (not) **as patient as** British people.

Vocabulary
track: 11

Vocabulary

to apologise
to complain
to greet
to make a fuss
to purse one's lips
to raise an eyebrow

- 7 a. **Look** at the pictures. **Give** the series of pictures a title.
What does 'complain' mean?
b. Where are they? **Describe** the characters' attitudes.
Imagine some of their words.
c. Can you spot any stereotypes in the pictures?

7 a. **Read** the text about British habits again. Write questions on the text in your notebook.

b. **Guess** the meaning of these words.

Find a synonym or **explain** it in your own words.

1. Avoid saying

2. Apologise

3. Keep your voice down

c. **Sum up** each paragraph.

If possible, **use** can, be allowed to, must, mustn't, have to or don't have to.

1.

2.

3.

4.

d. **Compare** and **contrast** these habits to the ones you have in your country.

In Ukraine we usually greet people by...

In Ukraine, we are more... than...

MINI CHALLENGE: A WELCOME VIDEO (group work)

Josh is coming to your school next week. You have decided to record a welcome video with tips on how to fit into your country.



1 **Think of** what is acceptable in your country, at school and in families. How do people greet each other? What can or can't you do at school?

2 **Write** sentences to give your advice to Josh. **Compare** your country with Britain.

3 **Record** your video, with some keywords as subtitles.



3. Rules of sport

I can talk about rules of sport.



- 1 a. **Read** the questions below and think about your answers.
Listen to some rules.

Track: 12

1. Rugby	2. Football (soccer)	3. Basketball	4. Tennis	5. Bowling
				

Answer these questions.

a) Can you pass the ball sideways? b) Can you pass the ball forward? c) Can carry the ball and run with it?	a) Are you (a regular player) allowed to catch the ball? b) Can you carry the ball? c) Can you push an opponent?	a) Can you carry the ball? b) Are you allowed to throw a ball? c) Can you catch the ball?	a) Do you have to hit the ball with the racket? b) Can you head the ball over the net? c) Can you touch the net?	a) Can you throw the ball? b) Do you have to roll the ball? c) Can you wear open-toed sandals?
---	--	---	--	--

- b. **Work** with your classmates. Listen again. Then answer with: Yes, you can. / No, you can't. / Yes, you do. / No, you don't. / Yes, you are. / No, you aren't.

- 2 a. **Work** with a classmate. **Write** three questions about a popular sport with *Can you?* **Use** dictionaries to help with new vocabulary or pictures below.

Football:

Can you throw a ball? Can you hit the ball with your hand? Can you roll the ball?

				
catch	throw	carry	hold	dribble



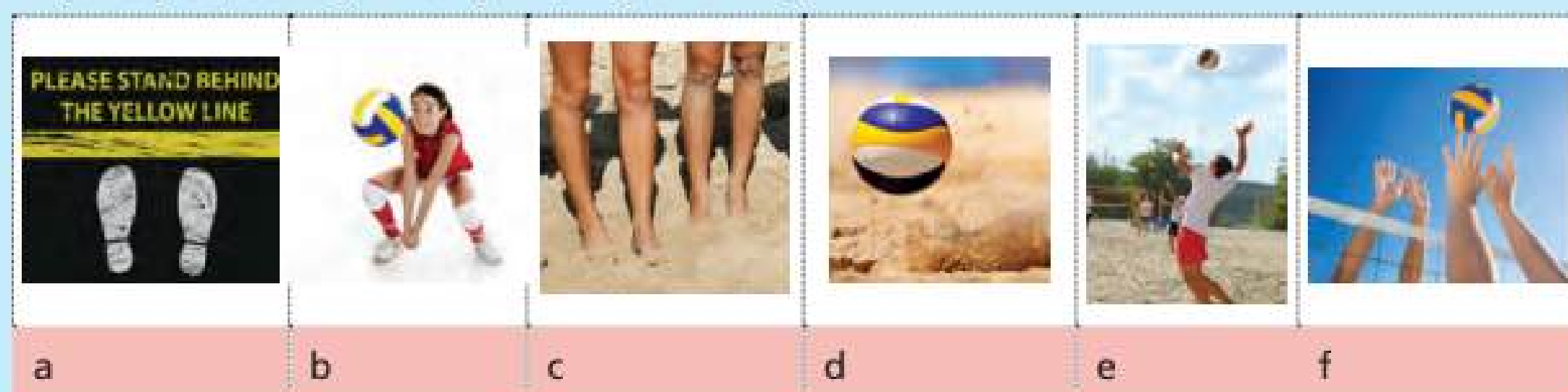
- b. **Take** turns to ask your classmates your questions.
 – In football, can you throw a ball? – Yes, you can.

3 a. **Read** and **match** the rules with the pictures.

Beach volleyball is a very popular game all over the world. These are the rules.

- 1 Bare Feet: Players must play barefoot on the sand. Shoes and footwear are not allowed to ensure safety and to maintain the integrity of the game.
- 2 Hitting the Ball Over the Net: When hitting the ball over the net, players must use an open hand or a fist. The players must not catch or throw it; they should cleanly hit it.
- 3 Serving: The server must stand behind the end line and hit the ball into the air with one hand over the net to the opposing team. The ball must not touch the net during a serve; if it does, it is considered a fault.
- 4 Foot Faults: Players must not step on or over the end line while serving. If they do, it results in a foot fault, and the serve is lost.
- 5 Contact with the Ground: Players are allowed to jump and dive to hit the ball but must not touch the ground with anything other than their feet during play.
- 6 You can't touch the net with your hands and arms.

Safety: Players should be cautious while moving in the sand, as the surface can be uneven. They should avoid unnecessary rough play to prevent injuries, especially when jumping or diving.



- b. **Read** again. Do you know or can you guess what those words mean?

1. bare feet 2. serve 3. step on 4. jump and dive 5. touch the ground 6. a fault

1. EXPRESSING LIKES AND DISLIKES

To talk about something you like, use **like** or **be keen on** followed by a noun or verb + **-ing**:

She **likes** tea / **drinking** tea.

She **is** (quite) **keen on** tea / **drinking** tea.

- When you talk about something you like a lot, use **love** or **be crazy about** followed by a noun or verb + **-ing**:

She **loves** tennis / **playing** tennis.

She **is crazy about** tennis / **playing** tennis.

- When you are talking about something you don't like, use the verbs above in the negative form, or the expressions **can't stand** or **can't bear** followed by a noun, or the verb + **-ing**:

She **can't stand** tennis / **playing** tennis.

She **can't bear** tennis / **playing** tennis.

1 Say what Josh likes and doesn't like.

		
rugby fish and chips	to do his homework baked beans	to play cricket American food

2. ADVERBS OF FREQUENCY

- Always, usually, often, sometimes, hardly ever** and **never** are adverbs of frequency. Place them in front of the verb to indicate the frequency of the action.

The British **usually** drink tea at 5pm.

The French **hardly ever** play cricket.

- An adverb of frequency also allows you to make an adjective more specific.
British people are **always** polite.

2 Complete the sentences below using an adverb of frequency.

a. I have cereal for breakfast.

b. I drink tea.

c. I am on time at school.

d. In my town, it rains.



3. COMPARATIVE ADJECTIVES

To compare one thing with another thing, use comparative adjectives to show that something is more, less or equal.

- To form a **more** comparison with a short adjective, add **-er** to the adjective.

Tim is **posher** than Joe.

- To form a comparison with a long adjective, use: **more** + long adjective + **than**.

Phoebe is **more arrogant** than Lisa.

A short adjective only has one syllable. A short adjective can have two syllables if the adjective ends in **-y**. All other adjectives are long adjectives.

- For short adjectives, the **-y** at the end becomes **i** (**funny** → **funnier**).

- Only add **-r** when the adjective ends in **-e** (**safe** → **safer**).

- When the adjective ends in a consonant, the final consonant is doubled (**big** → **bigger**).

- To compare two things that are **equal**, add **as** before and after the adjective.

Linda is **as arrogant** as Sophie.

- To form a **less** comparison with an adjective, use **not as ... as**.

Linda is **not as arrogant** as Sophie.

- You can also use **less ... than**, using the adjective.

Linda is **less arrogant** than Sophie.

- Exceptions:

good → **better**

bad → **worse**

3 a. Underline the more comparison in **green**, equal comparison in **blue** and less comparison in **red**.

a. Josh is less talkative than Sasha.

However, he is not as shy as Sasha.

b. In my opinion, Josh is more polite and nicer than Sasha.

c. Josh is as well-mannered as Duncan.

d. Josh is not as tall as Duncan.

b. **Complete** the rules of comparison structures.

More comparison	short adjective + - + + long adjective +
Equal comparison	 + adjective +
Less comparison	 + adjective + not + + adjective +

c. **Use** comparison structures to write sentences with the same meanings.

1. London is bigger than Birmingham. → *Birmingham is*
2. Birmingham is not as warm as Miami. →
3. Chris is less punctual than Jane. →
4. Chris and Josh are the same age. →

4. CONTRASTS

To contrast between two things, you can use **unlike**, **but**, **while**, **however** or **whereas**.

- At the start of a sentence, use **unlike**.
Unlike the British, the Germans drive on the right.
- Between two statements, use **but**, **however** or **whereas**.
English people like tea, **but / whereas** Italian people prefer coffee.
English people like tea. Italian people, **however**, prefer coffee.

- **While** can be used at the beginning of a sentence, or between two statements.
While English people like tea, Italian people prefer coffee.
English people like tea, **while** Italian people prefer coffee.

4 a. **Complete** the sentences below, to express contrast.

1. the British, the French never eat Marmite.
2. Josh's family always talk about the weather, he doesn't!
3. the British enjoy taking the mickey out of everyone, the French don't.
4. Josh is keen on playing cricket, his cousin prefers playing rugby.

b. **Read** the sentences and **underline** the words or phrases that indicate contrast.

1. The British eat beans for breakfast, while the French prefer croissants.
2. While the British eat beans for breakfast, the French prefer croissants.
3. Unlike the British, the French never eat beans for breakfast.
4. The British eat beans for breakfast, whereas the French prefer croissants.
5. The British eat beans for breakfast, but the French prefer croissants.
6. The British eat beans for breakfast; however, the French prefer croissants.

- At the beginning of a sentence, use and
- Between the two prepositions, use , and

5. CAN AND BE ALLOWED TO

Permission can be expressed with the modal **can** + verb or with the expression **be allowed to** + verb.

The British **can** vote when they are 18.
(= it's possible)

The British **are allowed to** vote when they are 18. (= it's authorised.)

- **Can't** indicates something is not possible.
Not be allowed to indicates something is forbidden.

You **can't** survive without drinking water.

I **am not allowed to** go out at the weekend.



Pronunciation

Pronunciation
track: 13

The pronunciation of can and can't

- 5 a. Rewrite** the sentences below using **can**, **be allowed to**, **can't**, **not be allowed to**.

1. Josh has no permission to use his mobile phone after 10 pm.
2. Is Josh authorised to go to the cinema next Friday?
3. Josh has to work, it's impossible that he watches TV.

- b. Margot**, Josh's older sister, is 17 years old. **Write** what she can and can't do at her age.



Margot is 17 and she is from the UK. At her age she can..., but she is not allowed to...



COMPARISONS

- Underline the more comparison in **green**, equal comparison in **blue** and less comparison in **red**.

a. Josh is less talkative than Sasha.

However, he is not as shy as Sasha.

b. In my opinion, Josh is more polite and nicer than Sasha.

c. Josh is as well-mannered as Duncan.

d. Josh is not as tall as Duncan.

- Complete the rules of comparison structures.

More comparison	short adjective + - + + long adjective +
Equal comparison	 + adjective +
Less comparison	 + adjective + not + + adjective +

Use comparison structures to write sentences with the same meanings.

b. London is bigger than Birmingham. → *Birmingham is*

c. Birmingham is not as warm as Miami. →

d. Chris is less punctual than Jane. →

e. Chris and Josh are the same age. →



My vocabulary

I see
and I memorise.

1 Write the words in the correct category.

funny

boring

weird

punctual

ashamed

polite

rude

well-mannered

awful

snobby

posh

unpredictable

POSITIVE	NEGATIVE

2 Write the correct word or phrase for each photo.



F _ _ _ _ _ A N D

_ _ _ _ _



M _ _ _ _ _ Y



B A D

W _ _ _ _ _



C _ _ _ _ _



T O Q _ _ _ _ _



_ _ _ _ _ D S



R _ _ _ _ _



U _ _ _ _ _

_ _ _ _ _

3 Write the correct preposition to complete the sentences about the British.

1. Josh's mother is crazy the royal family. I don't know why.
2. In the UK you have to drive the left.
3. British people are never late. They are always time.
4. I can't stand waiting line. It's so stressful!
5. British people are really keen cricket but I find it a bit boring.
6. My British friend Colin likes to take the mickey everybody.

4 Complete the table with stereotypes of the British.
Then write your own stereotypes for your country.

They love wine.	Food is usually bad.	They are always late.
They are polite.	They drive on the left.	They are always very punctual.
They love football.	They drink a lot of tea.	They have unpredictable weather.
They like queueing.	They are keen on rugby.	They like taking the mickey out of anything.
They never complain.	They often eat baked beans.	They like rice and eggs for breakfast.

 UNITED KINGDOM	

5 Read the text. Complete the sentences with the words.

a. healthier • b. polite • c. fish and chips • d. cricket • e. stereotypes

There are 1) that are applied to British culture, some of which are close to the truth, and others which aren't.

One of these is that we live on 2) Fortunately, this is not the case. This dish is a favourite amongst British people, but these days people have a 3) diet.

As in any society, there are some people who choose not to be respectful, but in general Brits are 4) It is normal to hear people saying 'please' and 'thank you' a lot.

Another stereotype is that we all love football and 5) It's true that both of these sports are popular, but they are not the only ones; rugby is also very popular, as are tennis and horse racing.

HOW TO PRONOUNCE CAN AND CAN'T



1 Listen and tick the correct column: can you hear **can** or **can't**?

Pronunciation
track: 13

	POSITIVE FORM: CAN /kən/	NEGATIVE FORM: CAN'T /kɑːnt/
☐		
☐		
☐		
☐		

STRESSED AND UNSTRESSED FORMS OF CAN

In English, when a word has several syllables, one syllable is stressed. The stressed syllable is the stressed sound and the other syllables are the weak sounds.



2 Use the stressed sound to emphasise the word.
Listen to these phrases and **practise** saying them.

Pronunciation
track: 14

- a. You can do it.
- b. I don't know if I can.



3 The weak sound has less force and the **a** becomes shorter.
Listen to these phrases and **practise** saying them.

Pronunciation
track: 15

- a. You can drive at 17.
- b. She can have a part-time job.
- c. They can watch that film.



4 Listen and tick the correct sound. Do you understand the stressed or weak sound of **can**?

Pronunciation
track: 16

	STRESSED SOUND	WEAK SOUND
☐		
☐		
☐		
☐		
☐		





My vocabulary

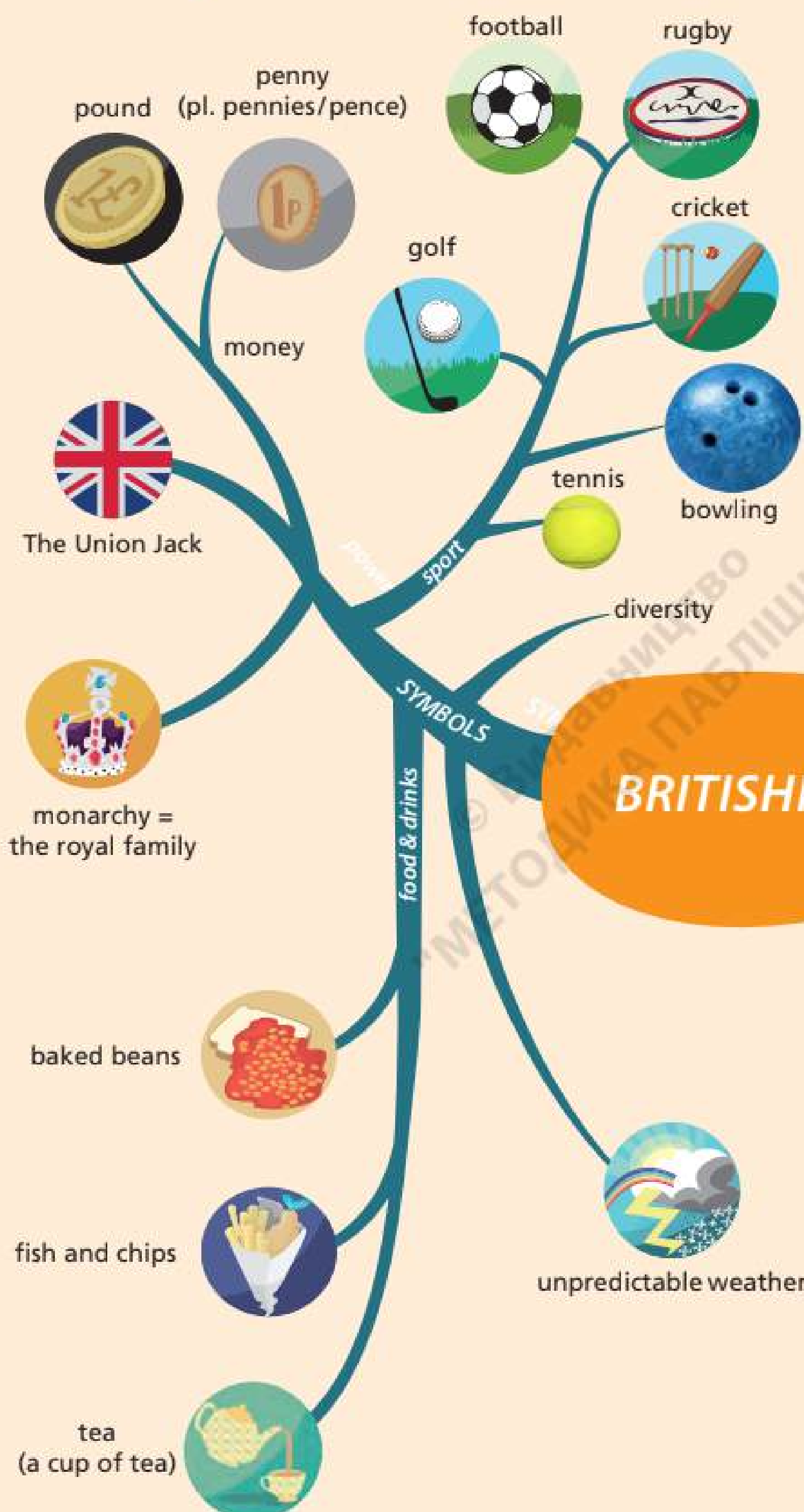
I see
and I memorise.



Vocabulary
track: 17

Vocabulary

to catch
to throw
to **carry**
to hold
to dribble
to roll
to kick
to head
to hit (**baseball**)
to **bounce**
to serve





SYMBOLS

1 Complete the sentences below with typical symbols from UK culture.

- In Britain, it's not easy to know what to wear, because they have
- While in Europe they use euros and cents, in the UK they use and
- and are two of the most popular sports in Britain and France.
- is the national flag of the United Kingdom.

HABITS

2 Match the expressions to the correct image and explanation.

to purse your lips

to queue

to raise an eyebrow

to take the mickey out of someone



- to show scepticism
- to make fun
- to wait in line
- to try hard not to say rude things to people who make you angry

Unlike my mind map, this one has "cricket".

3 Compare your mind map from the beginning of the unit with this one.

Ukrainianness

Create your mind map! Create a mind map using the same structure and with words to describe people from your country.



Today I'm writing about His Majesty King Charles III and his image.

GOD SAVE THE KING



↑ King Charles III

The British royal family is one of the most famous families in the world, with King Charles III as the current head. They live in huge palaces, like Buckingham Palace, which has over 700 rooms! The family has lots of cool traditions, like riding in golden carriages and wearing fancy crowns. Many of them also work to help people by supporting different charities and causes. You might have heard of William and Katherine, who are preparing for their son, Prince George, to be king one day. Despite their glamorous lives, they still do regular things like taking their kids to school or playing sports!

PRINCE GEORGE AND ASTON VILLA

Prince George and his father, Prince William, are big fans of the football club Aston Villa. Aston Villa is a professional football team based in Birmingham, England, and they play in the Premier League. Prince William has supported Aston Villa since he was young, and now he shares that passion with his son, George. Prince George likes Aston Villa because he grew up watching them with his father, and it is a special family tradition. He often watches their games, both on TV and sometimes live at the stadium. Prince George gets excited when Aston Villa plays and enjoys cheering them on with his dad. It's a fun way for them to bond over football and share something they both love.



YOUR TURN!

- 1 Read the text. What are important elements of being British?
- 2 Find a picture of your favourite football club.
Make a list of the elements of Ukrainianness it shows.

YOU ARE AN ARTIST!

Choose one sport that represents Britishness.

Choose one sport that represents Ukrainianness.



Your challenge



LET'S PLAY 'ARE YOU READY TO GO TO THE UK?'

We are going to find out which students are more prepared to go to the UK.

1. **Form** groups of three students.
2. **Take** six cards from your teacher. Two of them are blank.
3. Each student **completes** the blank cards with a question or activity about the UK (symbols, habits, personality).
4. **Take** it in turns to **read** out your cards to your group.
5. Each group member **answers** and **gets** points if it is correct.
6. **Add up** your points and **decide** who is more prepared to go to the UK!

↓ Alternative

What is typically British?
Answer this question by interviewing a classmate, who will play the role of an expert on British culture!

↓ Alternative

What is typically Ukrainian? Answer this question by interviewing a classmate, who will play the role of an expert on Ukrainian culture.

«Name three types of sports that originated in the UK».

«Name three types of sports that are popular in Ukraine».



Unit 3

The Pelican State

What is there to discover in Louisiana?



→ In this unit, we are going to...

- introduce the state of Louisiana.
- talk about options for tourist trips around Louisiana.
- tell the fascinating story that happened while we were travelling.
- talk about clothes teenagers wear in different seasons in Louisiana.
- discover a Louisiana artist.
- talk about animal protection



Your challenge

Record a conversation on video to prepare for a trip to Louisiana.





Hi, this is ZOE from New Orleans. In this unit you'll learn about my beautiful state.



Steamboat on the Mississippi River



↑ Zoe's vlog

LET'S GO!

- 1 **Read** the conversation.
What is Zoe going to do?
- 2 **Look** at the pictures on this page.
Complete the tasks.
 - a. **List** three things you think you can do in Louisiana.
 - b. **Describe** an alligator to a partner.

1. Welcome to Louisiana!

I can present
the state of Louisiana.

- 1 a. **Think** what you know about Louisiana. Here are some phrases that help you to talk about Louisiana and California.

gumbo and jambalaya • The Pelican State • in the west of the US • jazz • surf rock • the pelican • in the south of the US • vegetable • tacos and burritos • the wild turkey • Latino • Heritage Month • The Golden State • Mardi Gra

Did you know?

Louisiana got its name from French king Louis XIV (1638-1715). At the time it was part of France.



Vocabulary

north
west east
south

- b. **Watch** part 1 of Zoe's video about the state of Louisiana. **Fill in** the card.

- | | |
|---|------------------------------|
| 1. Location: | 4. Famous celebration: |
| 2. State nickname: <i>The Pelican State</i> | 5. Music: |
| 3. State bird: | 6. Typical dishes: |

- c. Typical dishes. Types of food Cities. Outdoor activities Nationalities / Culture

- 2 a. **Read** the text about Louisiana. Where do you think this text is from?

☐ Wikipedia ☐ a travel book ☐ a novel ☐ a student coursebook

- b. **Write** a title for each paragraph.

A VERY DIVERSE STATE

Louisiana is an extremely diverse state in geographical terms. And we have our roots in French, Spanish, Caribbean, African and Native American cultures. This mixture makes Louisiana unforgettable!

- 5 And our food is stunning. You can't leave without trying out traditional Cajun and Creole dishes such as jambalaya (meat, vegetables and rice) and gumbo (a seafood soup), and being directly on the coast, there's always fresh seafood available.

There's so much you can do outdoors. We have five national parks where you can try your hand at activities like trekking, kayaking

- 10 and fishing. Don't forget your bug spray though!

We're also proud to say that we have more festivals than any other state. Music is in our bones!

- c. **Read** the text again. **Find** words for each category

Typical dishes	Types of food	Cities	Outdoor activities	Nationalities / Culture



- 3 a. **Watch** part 2 of Zoe's video. **Complete** the sentences and **match** them with the correct illustration A-D.
 b. **Pick** an illustration from E-I.
 c. **Research** it and **write** your own description.
 d. **Choose** two more place you think Zoe and Claire should visit.

Vocabulary

beautiful ≠ ugly
 big = large
 busy = active
 dangerous
 exciting ≠ boring
 famous
 old ≠ new
 typical
 an accordion
 an alligator
 a fiddle
 a steamboat

The superlative

Driskill is **the highest** mountain. **The most** famous swamps are here.



- b. **Complete** the following information.

- The capital city:
- Two cities in the north of Louisiana:
- The state to the west of Louisiana:
- The lake to the east of Baton Rouge:
- Two cities in the south of Louisiana:
- The state's main river:

- c. **Write** the description for illustrations A, C, D, F and H using the clues.

- Steamboat/common/ boat / on the Mississippi river
The steamboat is the most common boat on the Mississippi river.
- Gumbo and jambalaya/typical / dishes/Louisiana

- LSU/important/ university / Louisiana

- The accordion and the fiddle/popular/ instruments / Cajun music

- Pontchartrain Causeway/long/bridge over water/the world

2. Let's go south!

I can talk about options for tourist trips around Louisiana.



- 1 a. **Watch** part 3 of Zoe's video and **discuss** what you should do in her situation.
- b. **Read** the travelling tips for Louisiana. Which tip(s) did Zoe and Claire follow?
- c. **List** what you should and shouldn't do in the swamps of Louisiana.

Louisiana is a great destination for families. In the Pelican State, you should explore the swamps. Here are some tips that can help you.

1. Go on a boat tour of a swamp

- 5 You don't have to wander far into Cajun country to take a swamp boat tour. We took ours at Honey Island which is just half an hour away from New Orleans. The highlight of the swamp tour is the wildlife, and the one animal that everyone wants to see is the alligator. It's a must!

2. Explore deeper

- 15 You shouldn't leave the swamps without exploring one of the many hiking trails and canoe trails. Sleeping outdoors in one of the many campsites is also recommended.

3. Be safe!

- 20 Seeing alligators up close is exciting! Just keep in mind that the native wildlife is just that: wild. You shouldn't get too close to the water. This isn't a zoo and the animals can be dangerous.

4. Protect yourself from mosquitoes

- 25 Some Cajun Coast attractions are directly in the swamps, which are mosquito-infested. You should use bug spray to avoid their bites.

5. Be aware of the weather

- 30 If you go in the summer you are going to spend a lot of time under the hot southern sun. You should apply sunscreen to avoid a nasty sunburn. From June to September it often rains during the afternoon. So, come prepared.



- 2 a. **Identify** the things Zoe and Claire take to the swamps. **Imagine** you are going to the swamps in Louisiana. **Talk to** your partner about what to pack. **Explain** why.

Track: 19



bug spray = insect repellent



a down jacket



gloves



a hat



a rain jacket



a sleeping bag



sunscreen



sunglasses



a tent



a swimsuit = a swimming costume



hiking boots



an umbrella

We should pack bug spray.

Yes, there are a lot of mosquitoes. But we shouldn't...

LET'S PLAY...

The secret suitcase game (pair work)

1. **Think of** five objects that you can pack for a trip.
2. **Write** the name of each object. For each letter, use the next one in the alphabet, so for a write b, for b write c, etc.
3. Your classmate has 2 minutes to **decode** your list.

NBQ

It's a...
MAP!

Yes!

Past simple

Claire left yesterday,
On day four, we visited the swamps.

Past continuous

I was paddling and Claire was looking
for alligators.
Claire and I were screaming.

- b. **Watch** part 3 of Zoe's video and write actions that happened in the past – past simple and past continuous

Past simple	Past continuous

- c. **Look** at the verbs in the past tense from part 3 and decide how the '-ed' ending is pronounced.

visited • decided • wanted • joined • recommended • hoped • canoed • planned •
reached • paddled • looked • missed • appeared • focused • jumped • turned •
screamed • pointed • leaned • tipped • panicked • splashed • pulled • shivered •
laughed • realized • moved • embarrassed

/t/	/d/	/d/

- d. **Look** at the list of base form verbs below (from part 3). **Write** the past simple form of each irregular verb in the space provided.

leave	forget	hit
have	bite	sit
spend	keep	mean
take	put	feel
	fall	

- e. **Read** some sentences from part 3 and decide on the form of the verb.
Watch part 3 and check your answers.

But suddenly I a) *was feeling* / b) *felt* a raindrop on my neck. Bad luck! Claire was so focused on the water, she didn't see the sky and she a) *was jumping* / b) *jumped* when the rain started hitting her hair. She turned around to look at me and then a) *screamed* / b) *was screaming* and pointed at the water. There was an alligator right next to our canoe! I mean, what should you do in this situation? I a) *was screaming* / b) *screamed* and leaned the other direction. The canoe tipped over and we a) *fell* / b) *was falling* into the water. It was difficult to swim because I a) *panicked* / b) *was panicking*. We were in the water with an alligator! We screamed and splashed... and suddenly an arm pulled me out of the water. I looked up and a) *was seeing* / b) *saw* Claire was sitting in another canoe with the group leader. She a) *shivered* / b) *was shivering* and looked terrified. I felt the same. But I was surprised, everyone a) *was laughing* / b) *laughed*!



3 Complete the texts with the words from the box

boots • leggings • beanies • hoodies • shirt

- A. Teen fashion in Louisiana during winter is usually a mix of style and comfort, since the winters are mild but can get chilly. Teens often wear light jackets, 1 _____, or sweaters, paired with jeans or 2. _____ to stay warm. Layering is popular, so a T-shirt under a flannel 3. _____ or hoodie is a common look. Since it doesn't snow often, heavy coats or 4. _____ aren't usually necessary, but sneakers or casual boots are popular. Accessories like 5. _____ or scarves are used more for style than warmth. Overall, teens in Louisiana balance practicality with trends.

skirts • sunglasses • blouses • flats

- B. In Louisiana, teen fashion during spring is all about light layers and fresh, vibrant colors as the weather warms up. Teens often wear cardigans, or hoodies that they can easily take off as the day gets warmer. T-shirts, 1. _____ and lightweight sweaters are paired with jeans, leggings, or 2. _____ for a casual but trendy look. Sneakers, 3. _____ and sandals become more popular as the temperatures rise. Accessories like 4. _____ and hats are also popular as the sun becomes stronger. Overall, spring fashion is fun and colorful while keeping comfort in mind.

caps • shorts • comfort • sandals • stylish

- C. Teen fashion in the summer is all about staying cool while looking 1. _____. Because of the hot and humid weather, teens often wear light and breathable clothing like 2. _____, tank tops, and T-shirts. Sundresses and flowy skirts are also popular among girls. Flip-flops, 3. _____, and sneakers are common footwear choices to keep comfortable. Many teens also wear baseball 4. _____ or sunglasses to protect themselves from the strong sun. Overall, summer fashion in Louisiana focuses on 5. _____ and keeping cool.

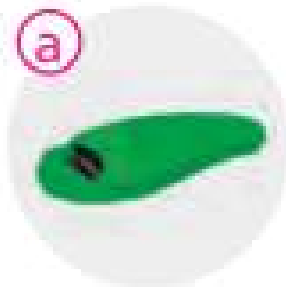
pants • changing • denim • sweatshirts • shoes

- D. Teen fashion during the fall is also all about layering to adjust to the cooler but still mild weather. Light jackets, 1. _____, and flannel shirts are popular for keeping warm without being too heavy. Teens often pair these with jeans, leggings, or casual 2. _____ for comfort and style. Sneakers, ankle boots, or casual 3. _____ are common footwear choices as the weather cools down. Hoodies and 4. _____ also become go-to items for school and weekend outings. Overall, Louisiana teens dress for the 5. _____ weather while staying relaxed and stylish.



4 **Complete** the name of these items. **Match** them with the images.

1. s _ _ _ gla _ _ _ s ☐
2. s _ _ n _ _ _ e _ _ _ ☐
3. h _ _ _ ☐
4. _ _ _ nt ☐
5. h _ _ k _ _ _ b _ _ _ ts ☐
6. _ _ a _ _ _ ja _ _ k _ _ _ ☐
7. u _ _ _ r _ _ l _ _ _ ☐
8. sw _ _ ms _ _ _ ☐
9. s _ _ _ p _ _ _ _ _ _ g ☐
10. d _ _ _ _ ja _ _ k _ _ _ ☐
11. _ _ _ o _ _ es ☐
12. b _ _ _ s _ _ _ ay ☐



5 **Group** the items by category. Some items belong to several categories.

Sneakers • coat • sandals • sweater • slippers • gloves • hat • jacket • loafers • thermal shirt • wool socks • flip-flops • snow pants • earmuffs • boots • ballet flats • T-shirt • tank top • shorts • swimsuit • sunglasses • heels • sundress • cap • crocs • light blouse • running shoes • skirt • belt • headband • umbrella • scarf

winter clothes	summer clothes	accessories	footwear
<i>snow pants</i>	<i>light blouse</i>	<i>belt</i>	



6 **Interview** your partner.

1. What items of clothing would you wear in winter? Why?
2. Describe your favorite outfit. What pieces are in it, and why do you like them?
3. What do you usually wear to the beach? List the items and describe their purpose.
4. What kind of shoes would you wear to a party vs. for a sports activity?
5. What accessories could you pair with a formal outfit? Why would you choose those?
6. What's the difference between a sweater and a hoodie?
7. How would you describe the difference between boots and sneakers?
8. Which clothing items do you think are essential for a rainy day?
9. If you could only wear three clothing items for a week, what would they be?
10. How do you choose your clothes when going on vacation?

Choose your pet carefully



Respect animals!

1. **Imagine** why it is not a good idea to have an alligator as a pet.
2. **Listen to** the audio. What reasons are mentioned?
3. What should people do to take good care of pets?

- 7 a. **Listen to** the conversation between Claire's English teacher and the travel agent consultant. **Take notes** of the trip details.

The day they are going to travel.
 The day they are going to arrive in New Orleans.
 The places they are going to visit.
 The activities they are going to do.
 The transport they are going to use.
 The day they are going to leave New Orleans.



- b. **Listen to** the telephone conversation. **Mark** on the map the places the group are going to visit. **Draw** the means of transport they are going to use. **Complete** the table with the activities they are going to do in each place.

Track: 20



PLACE	ACTIVITIES

- c. **Complete** the email from the travel agent with information for the trip.

To: ccolin@educationnationale.fr

Your trip details

Dear Ms Colin,
 You are going to stay in Louisiana from until
 . Your flight leaves at from Marseille.
 It arrives in New Orleans at And on your way back, you will
 leave New Orleans at and you will arrive in Marseille at
 While you are in Louisiana, you are going to visit two cities:
 , and , the state capital. You are also going
 to visit a by the river, near Monroe, and a park to discover
 wildlife near , in the northwest of Louisiana.

Best wishes,
 Susan Davis

- d. **Write** an email from the travel agency consultant. Recap the trip details.

My grammar

BE GOING TO

- Read the sentences.
 - a. We're **going to** visit a museum tomorrow.
 - b. I'm **not going to** wear a jacket; it's too hot.
 - c. **Are we going to** visit Baton Rouge?
- What time do these sentences talk about?
 - ☐ a plan in the future.
 - ☐ present / now
 - ☐ unplanned future.
 - ☐ past
- Complete the rule.



- The structure contains three parts: + **going** +
- The verb following this structure is always
- The structure for question form is: + subject + + +
base verb OR infinitive verb (without to).

- 8 a. **Talk to** a classmate about your plans for your next holidays.

What are you going to do for Easter?

I think we are going to...

And how long are you going to stay there?

...

- b. **Write** the verbs in brackets in the correct tense to complete the dialogue.



OLIVER: What (you / do) in July?



ZOE: I think (I / visit) my grandparents in Opelousas.



OLIVER: Opelousas?



ZOE: Yes, that's in Cajun country, not far from Baton Rouge.



OLIVER: I see. How long (you / stay) there?



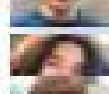
ZOE: Probably a week.



OLIVER: Who (you / go) with?



ZOE: My parents and my little sister Shania.



OLIVER: (you / do) anything else?



ZOE: Yes, (I / attend) a music camp in Shreveport.



OLIVER: Wow! That's cool!



ZOE: Yeah, I'm really excited about it. And, what about you?

OLIVER: Mostly (I / stay) in Cardiff but
(I / go kayaking) on the coast.

1. COMPARISONS

To compare something to something else, use comparative adjectives. There are two possible options to form a comparative of superiority.

- When the adjective is short (1 syllable), add **-er** to the adjective.

The wizard is taller than the hobbit.

Watch out! If the adjective already ends in **-e**, only add **-r**.

Wendy's house was larger than Peter Pan's.

When the adjective ends in **-y**, replace **-y** with **-i**, then add **-er**.

Bruno is funnier than the Grand High Witch.

- When the adjective is long (2 syllables or more), add **more** before the adjective.

Harry is more generous than Draco.

Watch out! There are two irregular comparative adjectives:

good / well → better than

bad → worse than

- To form a comparative of equality, use **as** + adjective + **as**.

The fairy is as beautiful as the princess.

*Hermione is
more intelligent
than Harry.*



*Yes, but
Harry is
funnier.*

- 1 Compare** the two ideas in each sentence, using the adjective in brackets.

- Charlie is (tall) Oompa-Loompas.
- Alice is (beautiful) the Queen of Hearts.
- Matilda is (nice) the headmistress.
- Prince Charming is (handsome) Shrek.
- The Harry Potter books are (good) the films.

3. THE SUPERLATIVE

The superlative compares something with a group of things. There are two superlative structures:

- If the adjective is short (1 syllable or 2 syllables end in **-y**): **the** + adjective + **-est**.

This hotel is the cheapest in town.

- Watch out! If the adjective already ends in **-e**, only add **-r**.

The American alligator is the largest reptile in North America.

- Watch out! If the adjective ends in **-e**, turn it into **-r**.

New Orleans is the busiest port in the Gulf of Mexico.

- If the adjective is long (2 or more syllables):

the most + adjective.

This restaurant is the most expensive in town.

- Watch out! There are irregular superlatives:

good / well → the best

bad → the worst

far → the farthest / furthest

- 2 Decide** if these adjectives are short or long. Then **write** the superlative form.

old high long exciting

- 3 Use** the superlatives in activity 1 to complete these sentences.

- Driskill Mountain is summit in Louisiana.
- New Orleans is city in Louisiana.
- The Mississippi is a really long river, but it isn't river in North America.
- Destrehan Plantation, built in 1787, is documented plantation home in Louisiana.



3. PAST SIMPLE

Affirmative (Positive) Form:

- Use the base form of the verb + -ed for regular verbs. Example (regular verb): I walked to school yesterday.
- For irregular verbs, use their past form. Example (irregular verb): He went to the park.

Negative Form:

Use did not (or didn't) + the base form of the verb.

Example: She didn't watch the movie.

Question Form:

Use Did + subject + base form of the verb.

Example: Did you finish your homework?

Short Answers:

Yes: Yes, subject + did.

Example: Yes, I did.

No: No, subject + did not (or didn't).

Example: No, they didn't.

We use the past simple tense to:

- describe completed actions in the past:

I visited my grandparents last weekend.

- describe a series of completed actions, a sequence of events that happened one after the other.

He woke up, brushed his teeth, and left for school.

- say that the action happened in a specific time in the past:

They moved to a new house in 2010.

- describe habits that were true in the past but are no longer true now:

When I was a child, I played football every day. or When I was a child, I used to play football every day.

Pronunciation rules for the '-ed' ending in the past simple tense:

/t/ sound:

the '-ed' is pronounced as /t/ sound: after voiceless sounds like /p/, /k/, /f/, /s/, /ʃ/ (as in 'sh'), and /tʃ/ (as in 'ch').

helped (/helpt/), worked (/wɜːrkt/)

/d/ sound:

the '-ed' is pronounced as /d/ after voiced sounds like /b/, /g/, /v/, /z/, /ʒ/ (as in 'measure'), /dʒ/ (as in 'judge'), or any vowel sound,

played (/pleɪd/), loved (/lʌvd/)

id/ sound:

the '-ed' is pronounced as /ɪd/ after /t/ or /d/.

wanted (/ˈwɒntɪd/), needed (/ˈniːdɪd/)

Short spelling rules for adding '-ed' to regular verbs in the past simple:

Most verbs: just add -ed, e.g. walk → walked, play → played

Verbs ending in 'e': add only -d, e.g. love → loved, move → moved

One-syllable verbs with a short vowel followed by a consonant: double the final consonant and add -ed, e.g. stop → stopped, plan → planned

Verbs ending in a consonant + 'y': change y to i and add -ed.

carry → carried, study → studied

Verbs ending in a vowel + 'y': just add -ed (no change to the 'y').

play → played, enjoy → enjoyed

4. PAST CONTINUOUS

Affirmative (Positive) Form:

Structure: Subject + was/were + verb(-ing)

Example: I was watching TV.

Negative Form:

Structure: Subject + was/were + not + verb(-ing)

Example: They were not (weren't) playing outside.

Question Form:

Structure: Was/Were + subject + verb(-ing)?

Example: Was she studying all night?

Short Answers:

Affirmative: Yes, subject + was/were.

Example: Yes, I was.

Negative: No, subject + was/were not.

Example: No, they weren't.

We use the past continuous to:

- describe actions that were happening at a specific moment in the past.

I was reading a book at 8 pm last night.

- talk about an action that was happening in the past when another action interrupted it.

The interrupting action is in the past simple.

They were watching TV when the phone rang.

- show two or more actions that were happening at the same time in the past.

I was cooking while he was cleaning.

- describe the background or atmosphere in the past, often in storytelling.

The sun was shining, and the birds were singing as they walked down the street.

Here are short spelling rules for adding -ing to verbs:

Most verbs: Just add -ing.

play → playing, read → reading

Verbs ending in 'e': drop the 'e' and add -ing.

make → making, write → writing

One-syllable verbs with a short vowel followed by a consonant: double the final consonant and add -ing.

run → running, sit → sitting

Verbs ending in a vowel + consonant + 'l' (British English): double the 'l' and add -ing.

travel → travelling, cancel → cancelling

Verbs ending in 'ie': change 'ie' to 'y' and add -ing.

lie → lying, die → dying

Some verbs are not usually used in the continuous

Here are non-continuous verbs, grouped by their meaning or function:

Verbs of emotion: Like, love, hate, prefer, dislike,

Verbs of mental state: believe, know, understand, remember, forget, mean

Verbs of possession: own, have (when it means possession), possess, belong

Verbs of perception: see, hear, smell, taste.

Verbs of desire/need: want, need, wish, desire

These verbs generally describe states or feelings rather than actions, which is why they are not commonly used in continuous tenses.

5. BE GOING TO + VERB

- There are several ways to talk about the future in English.
- **be going to** talks about future predictions, plans and intentions that are already decided.
Take an umbrella with you; it is going to rain.
- Only the verb **be** changes, according to the subject and tense. The verb that follows is the infinitive verb form.

POSITIVE FORM

I	am	going	to	visit Louisiana.
He / She / It	is			
You / We / They	are			

We **are going to** fly to Louisiana tomorrow.

They **are not going to** leave at 6 o'clock.

Where **is she going to** stay?



4 Complete these questions with **be going to + verb**.

- What (you/do) for your birthday?
- What time (you/get up) tomorrow?
- Where (you/go) on holiday this year?
- When (you/do) your homework?

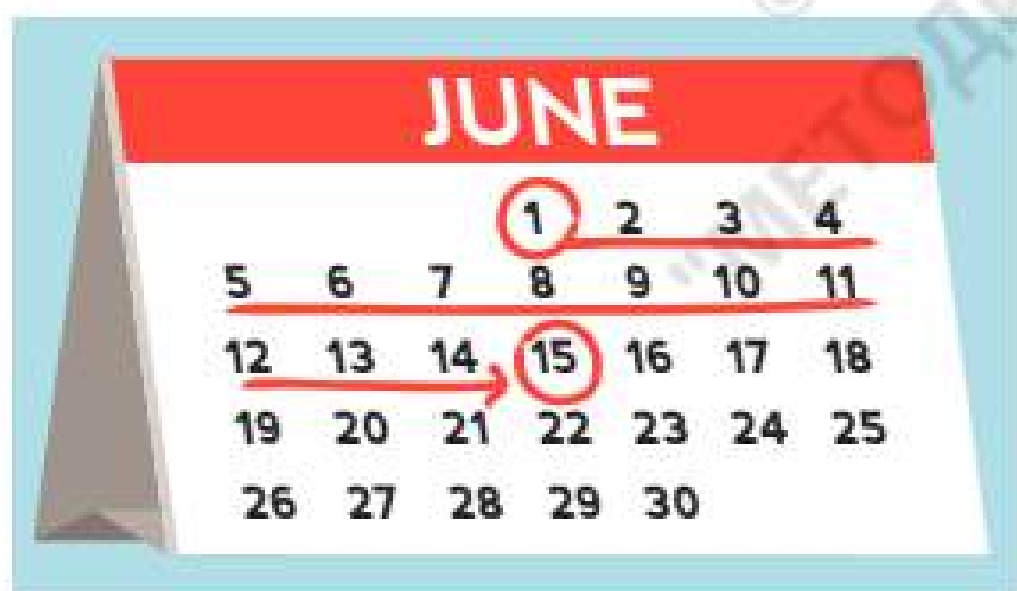
5 Write sentences to answer the questions below. You can make up your own answers.

6. FROM... TO... / FROM... UNTIL...

- **from** and **to** are both prepositions. Together, they can be used to define an action in terms of time or space.
 - **from** indicates the starting point.
 - **to** indicates the point of arrival, the goal.
- Zoe is going to stay in France **from** June **to** August.
We are going **from** Baton Rouge **to** New Orleans by coach.



- **until** = up to a particular point in time.
- I don't want to leave the bayou **until** I see an alligator.
I'm not going to start packing **until** tomorrow.
Claire is going to stay in Louisiana **from** the 1st **until** the 15th of June.



6 Complete these sentences using **from** or **to**.

- He was in the USA the 10th the 17th of November.
- They're Spanish. They come Spain.
- Hurry up! Go school. You're late.
- They fly New York Los Angeles every weekend.

7. SHOULD + VERB

Use the modal verb **should** to give advice.

You **should** take bug spray, there are many mosquitoes in Louisiana.

We **should** visit the French Quarter in New Orleans.

You **should not** (**shouldn't**) touch alligators; they can be dangerous.

Remember:

- The verb that follows the auxiliary is always the infinitive form (without to).
- An auxiliary can be used for negatives, and questions.
- The form of **should/shouldn't** doesn't change.



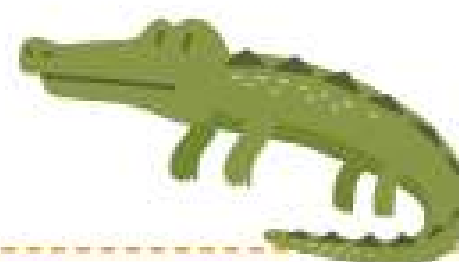
Tracks:
22, 23 p.
67

Pronunciation

The pronunciation of **should**

7 Use **should** or **shouldn't** to complete the sentences.

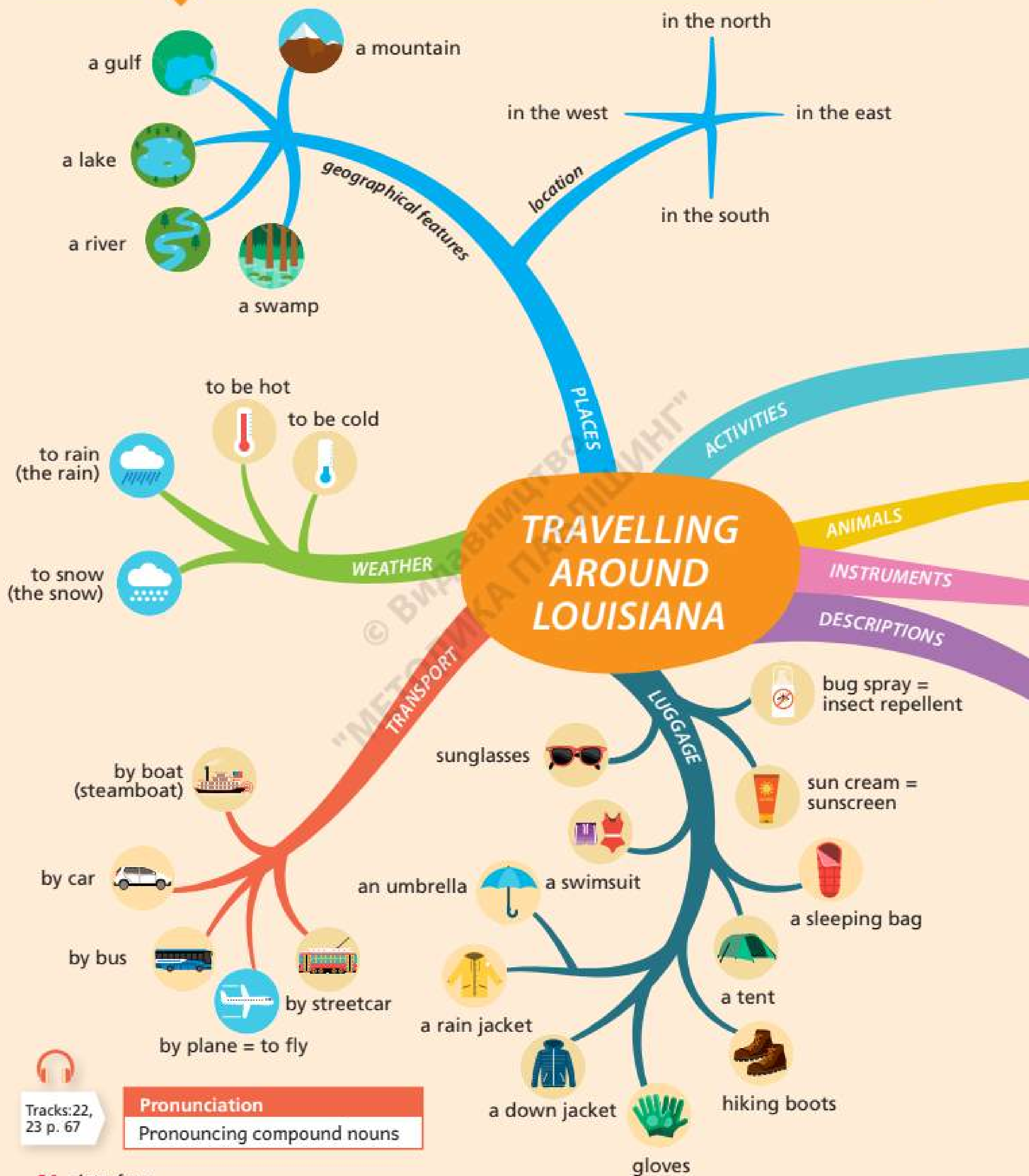
- Mardi Gras is great, you see it at least once!
- People feed the alligators in the swamps; it's dangerous.
- You pack so many clothes. Your suitcase is going to break.
- Tourists be careful when they order in Cajun restaurants, because the food can be really spicy.
- We take a lot of water with us. It's going to be very hot.
- You take an umbrella, it's quite rainy at the Louisiana swamps.
- They get close to the alligators.
- You leave Louisiana if you haven't tried the jambalaya and the gumbo.
- We go to Baton Rouge. It's a really beautiful town.





My vocabulary

I see
and I memorise.



Tracks: 22,
23 p. 67

Pronunciation

Pronouncing compound nouns



TWO FAMOUS LOCATIONS

1 Name two places you know in Louisiana and the surrounding area.

- A large lake.
- A long river.
- A mountain.
- A state to the west of Louisiana.
- An exciting city.
- A state in the north of Louisiana.
- A state to the east of Louisiana.

TOURIST ACTIVITIES

2 Join the words in each column to create tourist activities.

- | | |
|-------------|----------------------|
| 1. to go | a. a boat tour |
| 2. to try | b. canoeing |
| 3. to take | c. a museum |
| 4. to hold | d. a typical dish |
| 5. to sleep | e. a small alligator |
| 6. to do | f. outdoors |
| 7. to visit | g. fishing |

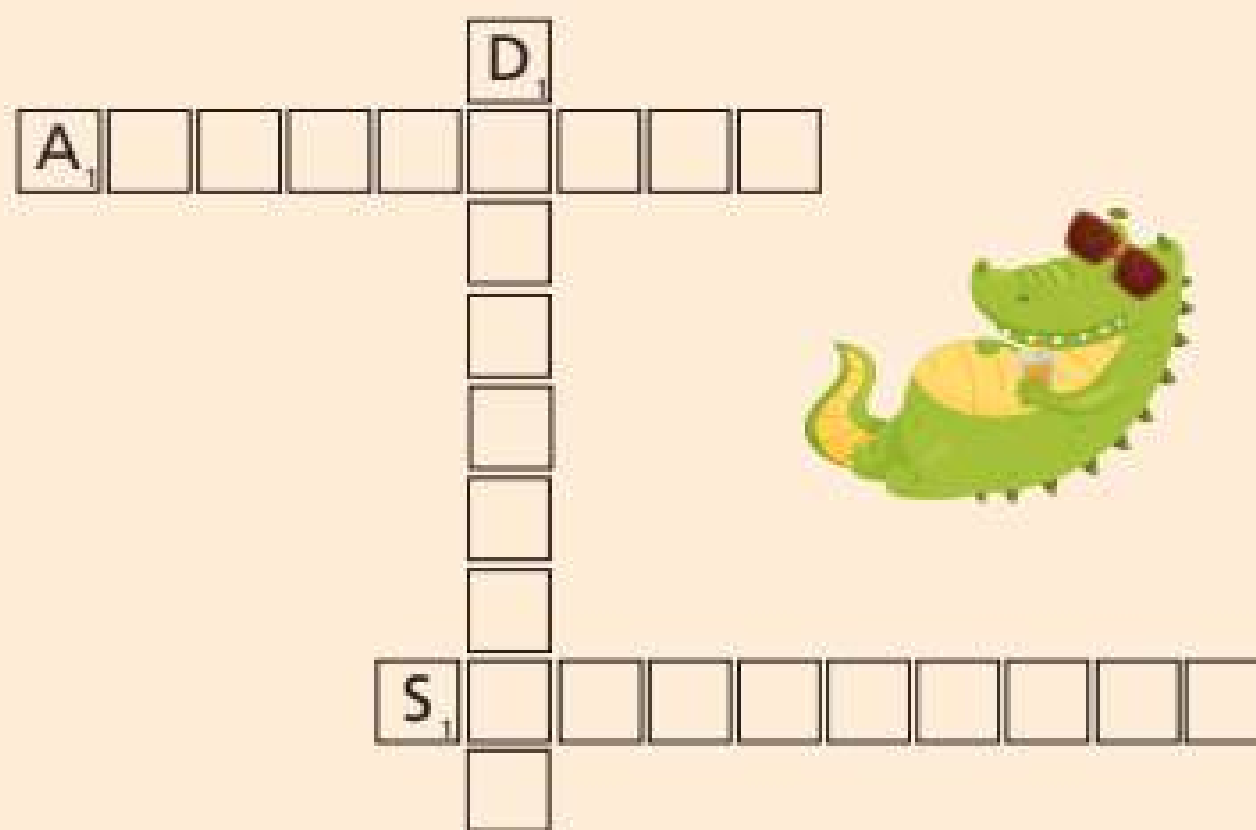
TRIP REQUIREMENTS

3 This summer, Zoe is going to spend a week on holiday in a hotel in Hawaii. What doesn't she need to take with her?



Create your mind map!
Create a mind map with words to describe your next trip.

- 1 **Write** three words that you learned in this unit to complete this part of the scrabble board. You already have one letter for each word.



- 2 **Find** the words to replace **smurf**.

a. If you go in the sun, you should wear a **smurf**. →

b. I'm going to take my **smurfs** to go hiking. →

c. Don't forget your **smurfs** for the beach. →

d. It is going to be cold, take your **smurf** and your **smurfs**. →

e. In case it rains, take a **smurf** or your **smurf**. →



- 3 **Write** words from the unit into the categories.

a. **Clothing**

famous
busy
typical

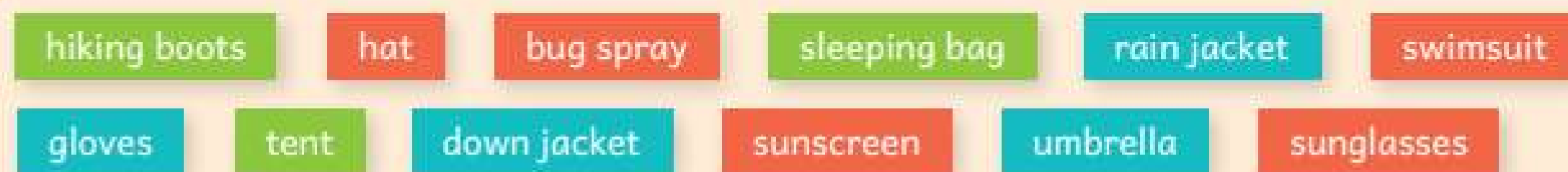
b. **Describing word**

swimsuit
sunscreen
hot

c. **Transport**

kodak
pelican
pelican

- 4 **Write** the words in the correct column to complete the table.



YOU SHOULD WEAR...	YOU SHOULD USE...

HOW TO PRONOUNCE COMPOUND NOUNS

1 **Listen** and **repeat** as accurately as possible.



Pronunciation
track: 21

sunscreen	sunglasses
sleeping bag	rain jacket
swimsuit	hiking boots

2 **Listen** again and **underline** the stress.
Tick the correct option to complete the rule.



Pronunciation
track: 21

In a compound noun, stress:



the first part



the second part

3 **Listen** and **repeat** the **tongue-twister**.



Pronunciation
track: 22

There's a sleeping hag
in my sleeping bag!



HOW TO PRONOUNCE SHOULD

4 **Listen** to these sentences and **cross** out the letters you can't hear.



Pronunciation
track: 23

- a. They should wear a hat.
- b. You shouldn't swim in the swamps.

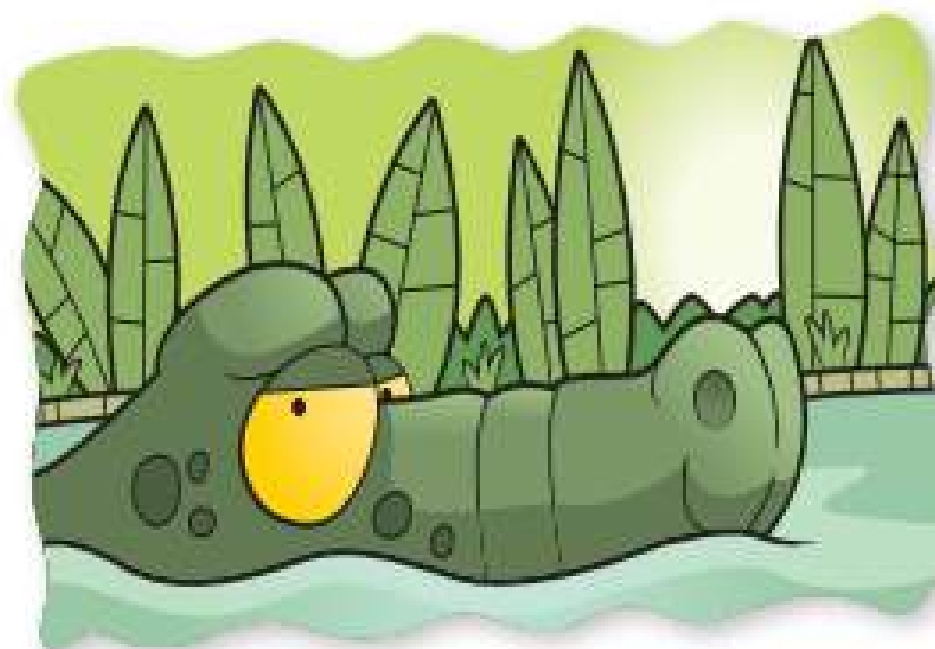
Tick the correct pronunciation of **should** :



voiced /l/



silent 'l'





Today I am writing about
Mardi Gras in New Orleans
and Vyshyvanka Day in Ukraine.

ARTISTIC
AND CULTURAL
EDUCATION

MARDI GRAS

Mardi Gras is a famous festival in New Orleans, celebrated with parades, music, and vibrant costumes. During Mardi Gras, people are wearing colorful masks and glittery costumes. Many are dressed in bright outfits with beads, feathers, and sequins. Some parade participants are wearing elaborate headdresses and capes. Others are dressed in purple, green, and gold clothes, the traditional colors of Mardi Gras.



VYSHYVANKA DAY IN UKRAINE



Ukrainian Embroidered Shirt Day, also known as Vyshyvanka Day, is a celebration of Ukrainian culture and heritage. People wear traditional embroidered shirts called "vyshyvanka", which are often decorated with intricate patterns and symbols. The day promotes unity and pride in Ukrainian traditions. It is celebrated both in Ukraine and by Ukrainian communities around the world. Vyshyvanka Day reminds people of the importance of preserving and sharing their cultural identity.

YOUR TURN!

Read the texts about Mardi Gras and Vyshyvanka Day.

If you could design your own Mardi Gras mask, what colors and decorations would you use to show off your personality? Imagine you're on a float in a Mardi Gras parade – what kind of costume would you wear, and what special items would you throw to the crowd? If you could design your own Vyshyvanka, what colors and patterns would you choose, and what would they symbolize for you?

How do you think wearing a Vyshyvanka connects people to their Ukrainian heritage, even if they live far away from Ukraine?



Your challenge



HOLD A VIDEO CONVERSATION TO TALK ABOUT YOUR TRIP TO LOUISIANA

Student A: You are Zoe's penpal and you are going to visit her.

1. **Talk to** her in order to prepare your stay.
2. **Tell** her about things that you like or don't like to do.
3. **Ask** her questions about:
 - the visits and activities you are going to do in Louisiana,
 - the weather and the things you should or shouldn't pack in your suitcase.

Student B: You are Zoe.

1. **Talk to** your friend about their visit to Louisiana.
2. **Ask** them about:
 - the dates of their trip,
 - things they like or don't like to do.
3. **Tell** them about the activities you are going to do and the things they should pack.

When are you going to come to Louisiana?



↓ Digital alternative

You can use a video call program on your laptop, tablet or computer. It will make your conversation more realistic!

I'm going to arrive in New Orleans on...

Unit 4

Foodies

What food can you find in the West of the US?



→ In this unit, we are going to...

- talk about likes, dislikes and eating habits.
- talk about the ingredients in different dishes typical of the West of the US.
- learn about different places to eat.
- learn about Andy Warhol's work.
- talk about community associations.



Your challenge

Present a recipe in a video to take part in a junior cooking contest on TV.





Hi, I'm **NELSON** from Los Angeles, California. In this unit you'll learn about food on the west coast of the USA.

Los Angeles



↑ Venice Beach, Los Angeles



↑ Nelson's vlog

LET'S GO!

- 1 **Read** the conversation.
What kind of food does Nelson like?
- 2 **Look** at the video still.
What food is popular in LA?
Where are some good places to eat in LA?

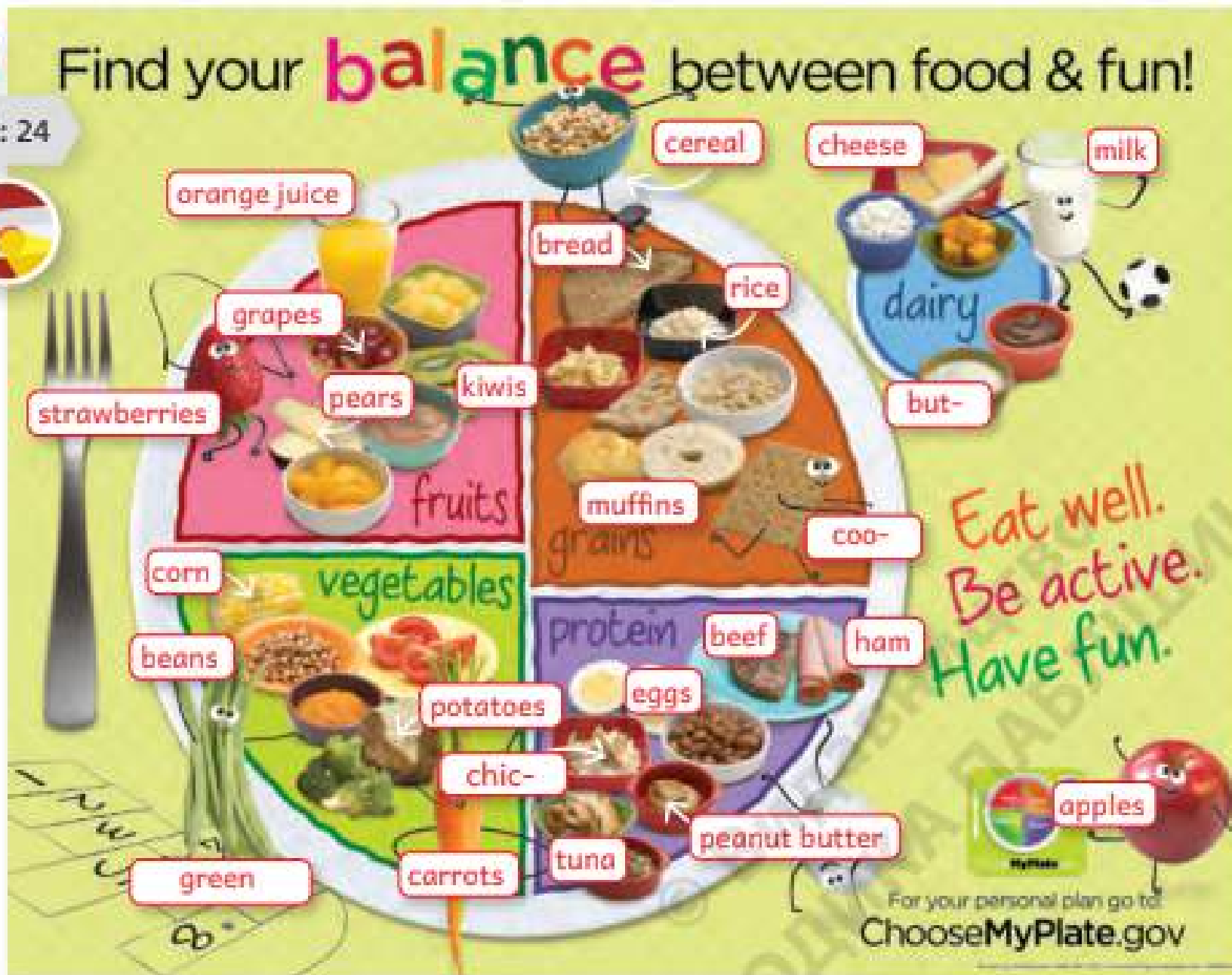
1. Healthy California

I can talk about likes, dislikes and eating habits.

- 1 Look at this poster from the US government. What do you usually eat? Is there something you never eat? Talk to your classmate about your food habits.
- I usually have beef at school, and I love it!
 - Really? Ugh! I never eat meat, I can't stand it.



Track: 24



Frequency

I **always** eat bread with my meals.
I **usually** eat lots of fruit.
I **often** drink milk at night.
Sometimes I have eggs in the morning.
I **hardly ever** eat tuna.
I **never** eat meat.

← US Department of Agriculture, Choose my plate



- 2 Watch part 1 of Nelson's video. Talk to your classmate about your food preferences.
- I love Japanese food, especially sushi. But I would like to try...



- 3 a. Look at the map. What types of food can you try in Los Angeles? Label the pictures of food. Read the text to confirm.

Los Angeles Cuisine

Los Angeles is a melting pot of ethnic cooking, from the kitchens of Little Tokyo and Thai Town to the taquerías of East LA.

You can also go up the coast highway past Malibu, stopping at seafood stands.

- 10 In Los Angeles, foodies argue passionately about where the best bar or fusion food truck is.



↑ Lonely Planet, Los Angeles, San Diego & Southern California

b. **Match** the food with the correct country.

1. Sushi 

2. Tacos 

3. Spaghetti 

4. Dumplings 

5. Wat 

5. Pad Thai 

7. Cheeseburger 

- ☐ American food
- ☐ Chinese food
- ☐ Ethiopian food
- ☐ Italian food
- ☐ Japanese food
- ☐ Mexican food
- ☐ Thai food

c. **Where** can you eat these dishes in LA?

1.  *You can eat sushi in...*

2.  *You can...*

3. 

4. 

5. 

6. 

d. **Look** at the text. In your opinion, what type of book is 'Los Angeles, San Diego & Southern California'?

☐ a comic book

☐ a novel

☐ a travel guide

e. **Underline** the words which refer to a part of the city of LA.

Circle the words which refer to places where you can eat.

Who are 'foodies' (line 8)?

.....

.....

f. **Where** would you like to go to in LA? What food would you like to try?

I would like to go to... because...

I like..., so I would like to go to...

.....

.....

- 4 a. **Listen** to Nelson and Amelia talk about their food habits.
Write the times when Nelson and Amelia usually eat.

	 	 	
BREAKFAST			<div>12:00</div> <div>07:30</div>
LUNCH			<div>10:30</div> <div>11:00</div>
SNACK			<div>18:30</div> <div>15:30</div>
DINNER			<div>14:30</div> <div>19:00</div>

- b. **Listen** to the conversation again. Copy and complete the table what Nelson eats in the US and what Amelia eats in the UK.

pancakes

pasta

cereal

toast

eggs

ham

burgers

avocado

grapes

pear

apple

roast chicken

bacon

cheese

chocolate

milk

peanut butter

sausages

chicken wraps

crisps = chips

mashed potatoes

lettuce

curry

Tex-Mex food

spinach

salad

tomato

French fries

baked beans

		
BREAKFAST	Cereal with milk	
LUNCH		
SNACK		
DINNER		

c. **Listen to** the conversation again.

Identify what Nelson and Amelia usually have for breakfast, lunch, dinner and as snacks.



	Nelson	Amelia
BREAKFAST		
LUNCH		
SNACK		
DINNER		

5 a. Are your eating habits similar to Nelson's or to Amelia's?

Nelson likes to eat... but I...

During the week I often have breakfast at...

LET'S PLAY...

Food pictionary (group work)

1. A student from group A **draws** some food on the board.
2. The students from groups B and C **guess**.
3. The group that **guesses** the food first wins a point.



Vocabulary

Vocabulary track: 25

Yummy! ≠ Ugh!

a **dessert**

a **meal**

to have **breakfast**

to have **lunch**

to have a **snack**

to have **dinner**

Time and parts of the day

at **half past** seven =
at 7:30 am

at **noon** = at 12:00 pm

at six **o'clock** = at
6:00 pm

in the morning

in the afternoon

in the evening

at night

b. **Write** about your habits.

1. Are your eating habits more similar to Nelson's or Amelia's?

I'm more similar to ... because ...

2. Do you eat different food at the weekend and during the week?

I eat ... at the weekend, but I ...

... during the week.

3. What food from the conversation do you like best?

I like ...

2. So tasty!

I can talk about different dishes typical of the West of the US.



- 1 a. **Watch** part 1 of Nelson's video again.
Look at the menu from his favourite restaurant.
Tick which dishes you can find these ingredients in.

TACOS, BURRITOS & QUESADILLAS

BEEF TACO
The original favorite!
Specially seasoned
a) ...

VEGGIE BURRITO
Specially seasoned
b) ...

CHICKEN QUESADILLA
Tasty and tender
c) ...

DRINKS & DESSERTS

ICED TEA
A very refreshing mixture of black tea, d) ... and lemonade with ice cubes.

EMPANADA
A delicious rolled tortilla with tasty filling (apple, cherry or blueberry) and lightly sprinkled

- b. Can you remember the missing ingredients? **Write** them down.

	BEEF TACO 	VEGGIE BURRITO 	CHICKEN QUESADILLA 	EMPANADA
GROUND BEEF				
CHICKEN				
PINTO BEANS				
LETTUCE				
TOMATO				
ONIONS				
PEPPERS				
CHEDDAR CHEESE				

 **2** a. How do you cook or serve this food? **Place** the food in the right column(s).

chicken fish potatoes eggs

BOILED	FRIED	FROZEN	GRILLED	RAW	ROASTED

b. What do you think of these foods?
Talk to your classmate about your preferences.

- | | | |
|------------|-------------|-------------|
| 1. chicken | 3. potatoes | 5. carrots |
| 2. fish | 4. eggs | 6. tomatoes |

I love roasted chicken.
Me too! But I also like fried chicken!

**LET'S
PLAY...**



Pass the ball

1. **Form** a circle.
2. Student A takes the ball and **picks** a category (types of meat, vegetables, fried food, ...).
3. Student A **throws** the ball and **announces** the category.
4. The student who catches the ball **says** the name of a food from that category, and **throws** the ball to another student.
5. If a student can't think of a food from that category, **change** to another category.

Fried food!

Chicken nuggets!

Er...French fries!

Vocabulary

Vocabulary track: 26



favorite (US) =
favourite (UK)

boiled
fried
frozen
grilled
raw
roasted

healthy
salty
sour
spicy = hot
sweet
tasty = with a lot of taste

grated cheese
ground beef
seasoned beef
scrambled eggs

HOW DO I UNDERSTAND VOCABULARY?

• To learn vocabulary...

- ☐ create glossaries with translations.
- ☐ say the words aloud several times.
- ☐ make associations between words and meanings.
- ☐ illustrate the meaning of words.

- ☐ make lists in alphabetical order.
- ☐ other ideas

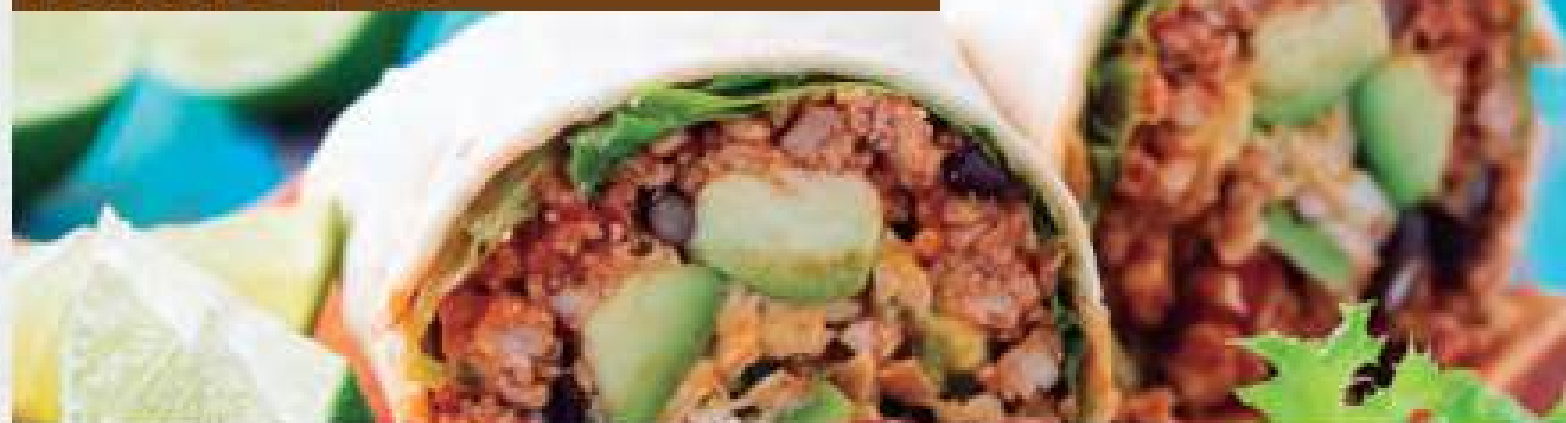
• Which method(s) do you like? Why?





- 3 a. **Read** the recipe for a dish in Nelson's video. What is it for? **Tell** a partner. **Complete** it with the missing ingredients.
- b. **Write** the name of each ingredient.

RECIPE: ...



Ingredients

- 1 whole flour tortilla
- 1 portion of scrambled eggs
- 2 tbsp of grated cheese
- 1 tbsp of salsa
- ¼ cup of pinto beans
- ¼ cup of chopped tomatoes

Directions

1. Warm a a) _____ in the microwave for about 30 seconds.
2. Put the b) _____ onto the middle of the warm tortilla. Top with some c) _____ and a spoonful of d) _____ some e) _____, lettuce, tomatoes, and whatever else takes your fancy.
3. Fold the bottom upwards, roll in the two sides, and enjoy!

- b. **Write** the name of each ingredient.

1 whole flour _____

1 serving of scrambled _____

2 tbsp of grated _____

1 tbsp of _____

¼ cup of pinto _____

¼ cup of chopped _____



- c. **Complete** the recipe for a dish in Nelson's video with the missing ingredients from b.



Did you know?

In the US, we don't use the metric system. For quantities, instead of using grams and kilos, we use pounds and ounces. For temperatures, we use degrees Fahrenheit: 70°F is 20°C.

Quantifiers

I don't eat **much** bread.

We don't need **many** eggs, only two.

I eat a **lot** of vegetables.

I drink a **lot** of water.

I eat a **little** sugar.

Vocabulary track: 27

Vocabulary

whole

1/2 = half

1/4 = a **quarter**

tbsp = **tablespoon**

1 cup = 225 grams

1 pound = 450 grams

to add

to chop = to cut

to core

to fold

to mash

to peel

to pour

to top

to warm = to heat

The imperative

Chop the onions.

Don't forget to add salt and pepper.



4 a. **Watch** the video recipe for a delicious rainbow salad.

b. **Look** at the screenshot of a video recipe for a delicious salad.
Tick the ingredients you think it contains.



- | | |
|---|--------------------------------------|
| ☐ red onion | ☐ tomato |
| ☐ avocado | ☐ carrot |
| ☐ sweetcorn | ☐ blueberries |
| ☐ lemon juice | ☐ chocolate |
| ☐ scrambled eggs | ☐ nuts |
| ☐ peanut butter | ☐ ham |

c. **Watch** the video and check your answers.

d. **Write** down all the ingredients it contains.

e. **Make** a list of other ingredients you can put in a rainbow salad. Work with a partner.

f. **Watch** the video again. **Complete** the instructions with the correct verb.

add

chop

cut

dice

peel

slice

top

grate

1. the red onion and tomato.
2. **Chop** the tomato.
3. the skin off the carrot and it.
4. the skin off the avocado, take out the stone and it.
5. some oil into a pan and warm it. Then in two eggs.
..... them with a fork.
6. the ingredients into a bowl.
7. on some olive oil.
8. salt and pepper.
9. with seeds and nuts.



MINI CHALLENGE: AN ORIGINAL RECIPE

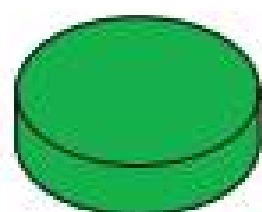
A Tex-Mex restaurant is looking for an original burrito recipe.

- 1 **Make a list** of the ingredients and the quantities. Be original!
- 2 **Write** the directions to prepare it.
- 3 **Create** a poster with the name of the burrito, the recipe and a photo or drawing.

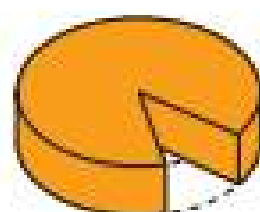


1. FREQUENCY (1)

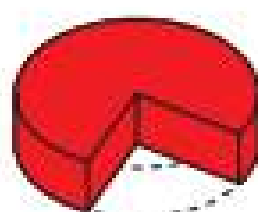
To indicate how frequently something happens, use the adverbs below:



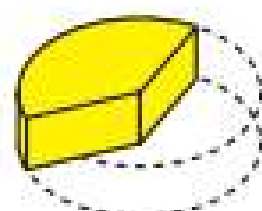
always



usually



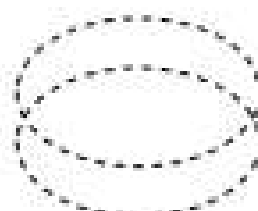
often



sometimes



hardly ever



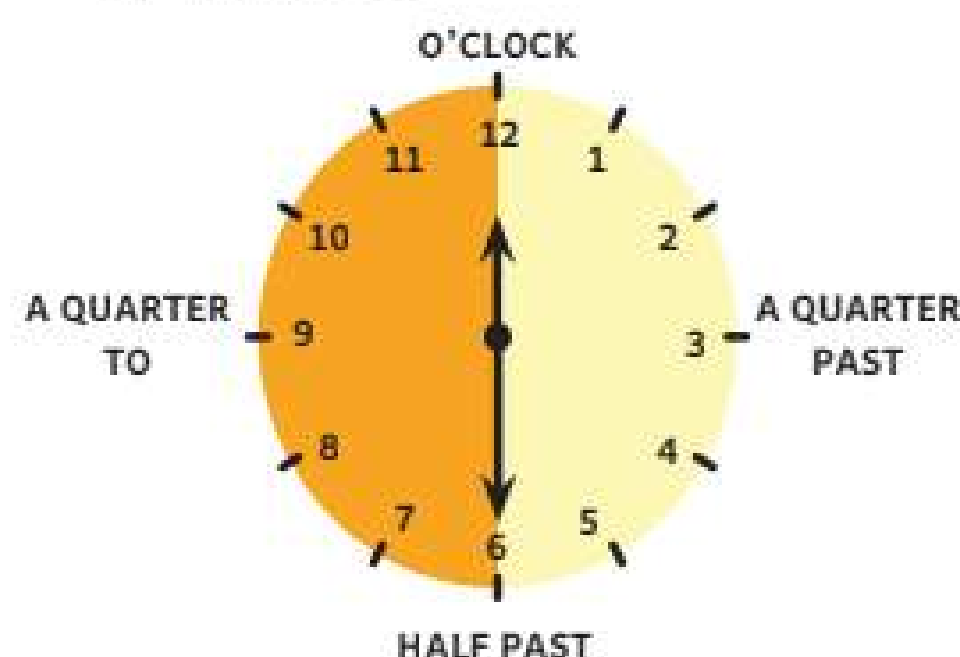
never

- These adverbs are used before the verb.
I **always** have a snack at 3:00 pm.
I **often** drink a glass of hot milk at night.
I **never** eat meat.
- Exception: **sometimes** can also go at the beginning or end of a sentence.
I **sometimes** have pancakes for breakfast.
Sometimes I have pancakes for breakfast.
I have pancakes for breakfast **sometimes**.
- Second exception: the adverb is placed after the verb **to be**.
Quesadillas from this restaurant **are** **always** delicious.
Tacos **are** **often** spicy.
Orange juice **is** **never** a bad idea for breakfast.

1 Rewrite the sentences below using the adverbs of frequency shown in brackets. **Pay attention** to their position in the sentence.

- Mexican food is spicy. (usually)
Mexican food is usually spicy.
- Martha has yogurt for breakfast. (often)
- I have cereal for lunch. (never)
- My brother cooks. (hardly ever)
- Nelson's recipes are healthy. (always)
- On Sundays, we have pizza. (sometimes)

2. THE TIME AND PARTS OF THE DAY



I have breakfast **at half past seven** (7:30 am).
At a quarter past ten (10:15 am), I have a snack.

I have lunch **at noon**. = I have lunch **at twelve o'clock** (12:00 pm).

We have dinner **at a quarter to eight** (7:45 pm).
In the morning, we have breakfast in the kitchen.

In the afternoon, I have some fruit as a snack.

In the evening, we all have dinner together.

At night, I have a glass of hot milk and cookies.

2 Complete the sentences below by writing the time in words.

- I usually get up at **06:45**.
- The restaurant opens at **11:00**.
- At **12:30** we have lunch at school.
- My favourite TV show starts at **18:15**.

3 Choose the correct preposition.

- I never eat sweets **at/in** the morning.
- She usually watches a little bit of TV **at / in** the evening.
- They always leave for school **at/in** eight o'clock.
- I play tennis **at/in** three o'clock.
- At/in** night, I always read in bed.

3. COUNTABLE AND UNCOUNTABLE NOUNS

- Countable nouns are things that can be counted.
an apple, two apples, some apples...
- Uncountable nouns *cannot* be counted and they don't have a plural form.
- They *can* be concepts such as *time* or *love*.

~~one milk, two milks~~ → milk

- You must specify the measure in order to indicate a quantity for uncountable nouns.

a glass of milk

a slice of cheese

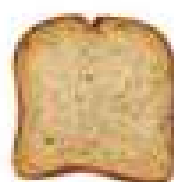
- Here are some uncountable nouns related to food:

rice	bread	soup
sugar	butter	meat
salt	honey	fish
water	food	coffee
milk	fruit	tea
cheese	juice	pasta
flour	cereal	yogurt

- Certain nouns (food, fruit, juice) can be countable or uncountable depending on the context.
- I have some food in the fridge.
- Many snack foods are high in sugar.
- Watch out! The nouns *toast* and *cereal* are often uncountable.
- For breakfast, I have (a slice of) *toast*.
- Here are some expressions with uncountable nouns using appropriate quantifiers for food:

A slice of bread

e.g. I'd like a slice of bread with butter, please.



A bottle of water

e.g. Can you grab a bottle of water from the fridge?



A piece of cheese

e.g. She cut a piece of cheese for her sandwich.



A spoonful of sugar

e.g. Add a spoonful of sugar to the tea.



A glass of juice

e.g. He poured a glass of juice for breakfast.



A handful of rice

e.g. We only need a handful of rice for the recipe.



A bowl of soup

e.g. She served a warm bowl of soup with lunch.



A jar of honey

e.g. I bought a jar of honey from the farmer's market.



A pinch of salt

e.g. Add a pinch of salt to enhance the flavor.



A can of soda

e.g. He opened a can of soda to enjoy with his meal.



A bar of chocolate

e.g. She treated herself to a bar of chocolate after finishing her homework.



A cup of tea

e.g. I always enjoy a cup of tea in the morning to start my day.



A loaf of bread

e.g. We bought a fresh loaf of bread from the bakery.



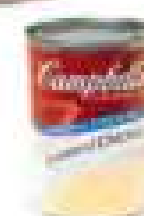
A bag of rice

e.g. He added a bag of rice to the grocery list for dinner.



A tin of soup

e.g. She opened a tin of soup for a quick and easy lunch.



A cone of ice cream.

e.g. Would you like to have a cone of delicious vanilla ice cream?



These phrases combine quantifiers with uncountable nouns, making them specific and easy to measure!

4 Complete the sentences with the words in the box..

cup • glass • cones • handful
• loaf • bar • tin • carton

- a. It is a practice where each family from the Mizo ethnic group, puts aside a of rice every time they cook a meal.
- b. I'd love a of coffee to wake me up this morning.
- c. They shared a of chocolate after their hike.
- d. He drank a of orange juice with breakfast.
- e. We bought a of milk to go with our cereal.
- f. She opened a of soup to heat up for lunch.
- g. They ordered five of ice cream for dessert.
- h. I need to buy a of bread.

4. QUANTIFIERS: MUCH AND MANY

These quantifiers are used to refer to a large amount. Their use depends on what type of noun follows (countable or uncountable).

- **Much** is followed by an uncountable noun.
I don't eat **much** bread, I only have toast for breakfast.
How **much** water do you drink in a day?
- **Many** is followed by a countable noun.
Sam doesn't eat **many** eggs, just one a week.

How **many** bananas do you want?

In short:

- Use **many** with countable nouns in questions/negative sentences
- Use **much** with uncountable nouns in questions/negative sentences

5 Complete the sentences below with **much** or **many**.

- a. For this recipe, you don't need potatoes.
- b. How bread do you want to buy for the picnic?
- c. Don't put too turkey and cheese in my sandwich, please. I also want lettuce and avocado in it.
- d. How oranges do you use to make this juice?
- e. I don't want my salad with tomatoes, please.

5. THE IMPERATIVE

The imperative is usually used for orders. It also gives advice.

- In the positive, use the infinitive verb.
First, chop the chicken. Then, fry it.
- In the negative, add **don't** before the verb root.
Don't forget the salt and pepper.

6 Underline the positive statements in **green** and the negative ones in **red**. Then, complete the rules.

- a. Don't warm the tortilla for too long.
 - b. Put the eggs onto the tortilla.
 - c. Top with cheese. Enjoy!
 - d. Don't forget the salsa.
- To give an order or instruction, use
 - To give a negative instruction, add before the

7 Write the verb in the imperative. Pay attention if you are using the positive or the negative form!

- a. (Add) one cup of chocolate chips.
- b. (Peel - not) the cucumbers completely.
- c. (Pour) the juice in two glasses.
- d. (Forget - not) to add some salt.

6. QUANTIFIERS: A LOT

- Use a lot when talking about food in general. It can work with both countable and uncountable nouns.
- *Example: I ate a lot of food at the party!*
- Tip: You can use **a lot** for almost anything, so it's the easiest to use if you're not sure.

Important!

- Don't use **a lot** in negative sentences. Instead, use **many** or **much**.
- There aren't many apples in the fridge.
- ~~There aren't a lot of apples in the fridge.~~

In short:

- Use **a lot** for both countable and uncountable nouns.
- Use **a lot** in positive statements:
We have a lot of cookies.

8 Complete the sentences below with much, many, a lot.

- There aren't cookies in the jar.
- We have of apples in the basket.
- How oranges do we have left in the fridge?
- She bought of snacks for the party.
- How flour do we need for the cake?
- We don't have milk left for breakfast.

7. QUANTIFIERS: A LITTLE

- **A little** means some, but not a lot. We use it with uncountable nouns (things you can't count individually, like water, flour, or cheese). It's used when there's just enough of something, but not a large amount.
- Add a little sugar to the cake batter. (There's some sugar, but not a lot.)
- I have a little milk left for breakfast.
- So, remember: **a little** is for uncountable items and shows there's just a small amount, but enough to be useful!

9 Complete the sentences below with a lot, a little.

- There's only milk left in the fridge, so we need to buy more.
- I brought of snacks for the picnic; everyone will have something to eat!
- Could you add just more sugar to the tea?
- We made of sandwiches for the party; we'll have enough for everyone.
- She put salt in the soup, so it has a mild flavor.
- The chef prepared of different dishes for the event, so guests have a variety to choose from.

8. ADJECTIVES

Look at the adjectives. Which words do they come from?

- healthy:
- salty:
- tasty:
- spicy:
- juice:
- grease:
- sugar:
- cream:
- oil:
- butter:

Complete the following rule.

- In English, you can make adjectives from, by adding
- When the noun ends in, remove the letter and add



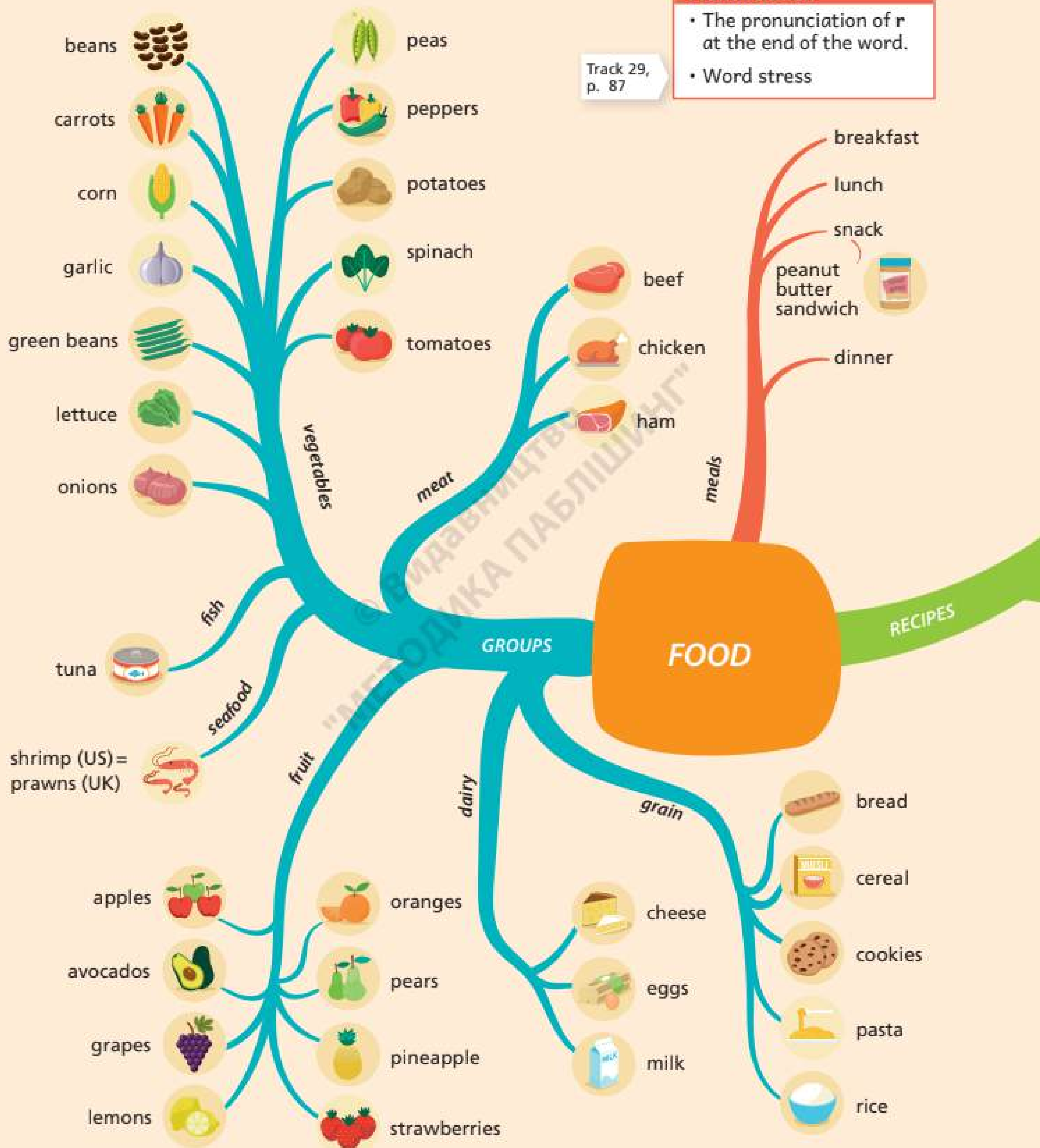
My vocabulary

I see
and I memorise.

Pronunciation

- The pronunciation of **r** at the end of the word.
- Word stress

Track 29,
p. 87





FOOD

1 Match each food to the correct sentence.



- You can cook them in many ways, and when you fry them, they are called French fries:
- It lives in the sea or the ocean, and in the United Kingdom it is very popular with chips:
- It comes in many different shapes. It is delicious with tomatoes or cheese:
- It's a healthy drink with a lot of vitamin C. It's perfect for breakfast:

INGREDIENTS

2 Match each ingredient to the correct meal.

PEPPERONI PIZZA



CALIFORNIA SALAD



- 1 avocado
- lemon juice
- 4 mushrooms
- 4 tablespoons of tomato sauce
- 1 pound of medium shrimp

- 1/4 cup of mozzarella cheese
- 10 slices of pepperoni
- 1 head of romaine lettuce
- 1/4 cup of mayonnaise

COOKING TECHNIQUES

3 Complete this recipe for rice salad with the correct verbs in the imperative.

- the onion and the red peppers.
- them in a bowl with the boiled rice, the peas and the sweetcorn.
- lemon juice over the mixture, and mix well. Then season to taste. Enjoy!



Create your mind map!
Create your own mind map from the meals you eat during a normal day (breakfast, lunch, snack, dinner).



4 Complete the questionnaire.

<i>My favourite dish:</i>	
<i>My favourite drink:</i>	
<i>My favourite dessert:</i>	
<i>My usual breakfast:</i>	
<i>My two favourite fruits:</i>	
<i>My two favourite vegetables:</i>	
<i>My two least favourite dishes:</i>	



5 Write the words in the correct verb categories.

milk	an onion	an avocado	a carrot	water	an orange	a potato	meat
a pepper	a banana	juice	an apple				

pour	peel	chop
------	------	------

6 Write the correct verb for each definition.

- To remove the skin of fruit and vegetables:
- To cook food in hot oil or fat:
- To cook food in an oven or over a fire:
- To put something together with something else:
- To cut something into pieces with a knife:
- To put liquid on something:

7 Write the adjective that corresponds with the correct definition.

- A person who loves food and is very interested in different types of food:
- Food that is preserved by freezing:
- Something that is good for your health:
- Food that is not cooked:
- Food that is cooked over fire:
- Food that is cooked in hot oil:
- Something that is liked by many people:

HOW TO PRONOUNCE **R** AT THE END OF A WORD



Pronunciation
track: 28

1 Listen and repeat.

- a. It's a quarter to three.
- b. Can I have water please?
- c. Are you ready to order?
- d. Pour the milk in the bowl.

Complete the rule.

When the letter **r** is at the end of a word,



WORD STRESS



Pronunciation
track: 29

2 Listen and underline the stress.

- | | |
|---------------|---------------|
| a. strawberry | d. pineapple |
| b. vegetables | e. tablespoon |
| c. tomatoes | f. potatoes |

Complete the following rules.

When a word has three syllables, you usually stress the

But it can also be the

So you have to memorise it by practising it aloud!



Pronunciation
track: 30

3 Listen to this song and note the differences between the American pronunciation and British pronunciation. The first person you hear is British.

You say 'tomato', I say 'tomato'
you say 'potato', I say 'potato'
tomato, tomato
potato, potato

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





Today I'm writing about what food is in Ukraine.

ARTISTIC
AND CULTURAL
EDUCATION

FOOD FASHION

Many teenagers appreciate classic Ukrainian dishes, like varenyky (dumplings filled with potato or cottage cheese) and syrnyky (cheese pancakes). At the same time, fast foods like burgers, pizza, and sushi are trendy among teens, reflecting an interest in international cuisine.

Ukrainians often adapt pizza to local tastes. Pickled vegetables, like cucumbers are popular toppings. Some Ukrainian pizzas include thin slices of salo, a traditional delicacy.

Locally produced sausages, such as kovbasa, are frequently used as toppings.

Corn is also popular in Ukraine. Many varieties of pizza often include non-traditional ingredients like corn and various local cheeses.



YOUR TURN!

- 1 **Read** the texts. Do you agree that food is fashionable?
- 2 **Look at** the texts and pictures. Which food would you most like to try? What kind of food is fashionable where you live?

YOU ARE AN ARTIST!

Pick a food item. **Take a photograph**, share it with other people and tell them about it.



Your challenge



MAKE A VIDEO OF YOURSELF COOKING YOUR FAVOURITE DISH

The TV show is looking for new junior chefs to participate. Apply to the show with a video of yourself cooking.

1. **Look at** an illustrated recipe from your teacher.
2. **Write down** the directions that correspond to the recipe pictures.
3. **Practise** reading your recipe, while **acting** out the chef's actions.
4. You're ready! **Record** your video: **present** the dish, the ingredients, the quantities, and **explain** the directions.

Alternative challenge

Fill in the worksheets provided by your teacher and make an illustrated recipe book with typical recipes from the West coast of the USA. Don't forget to create a beautiful cover!!

I'm going to make chicken nuggets and corn on the cob.

*First, cut the chicken into little pieces.
Then...*

Unit 5

What will the city of Vancouver be like in the future?

A Smart City. What's next?



→ In this unit, we are going to...

- present a green city.
- talk about the future of the city of Vancouver.
- discuss how online platforms portray everyday life in the city, including cultural events, challenges, and community stories.
- investigate how cities use apps, press releases, TV commercials, and online advertising to attract tourism and investment.
- learn about some Canadian digital artists.
- think about which gifts are the most environmentally friendly.

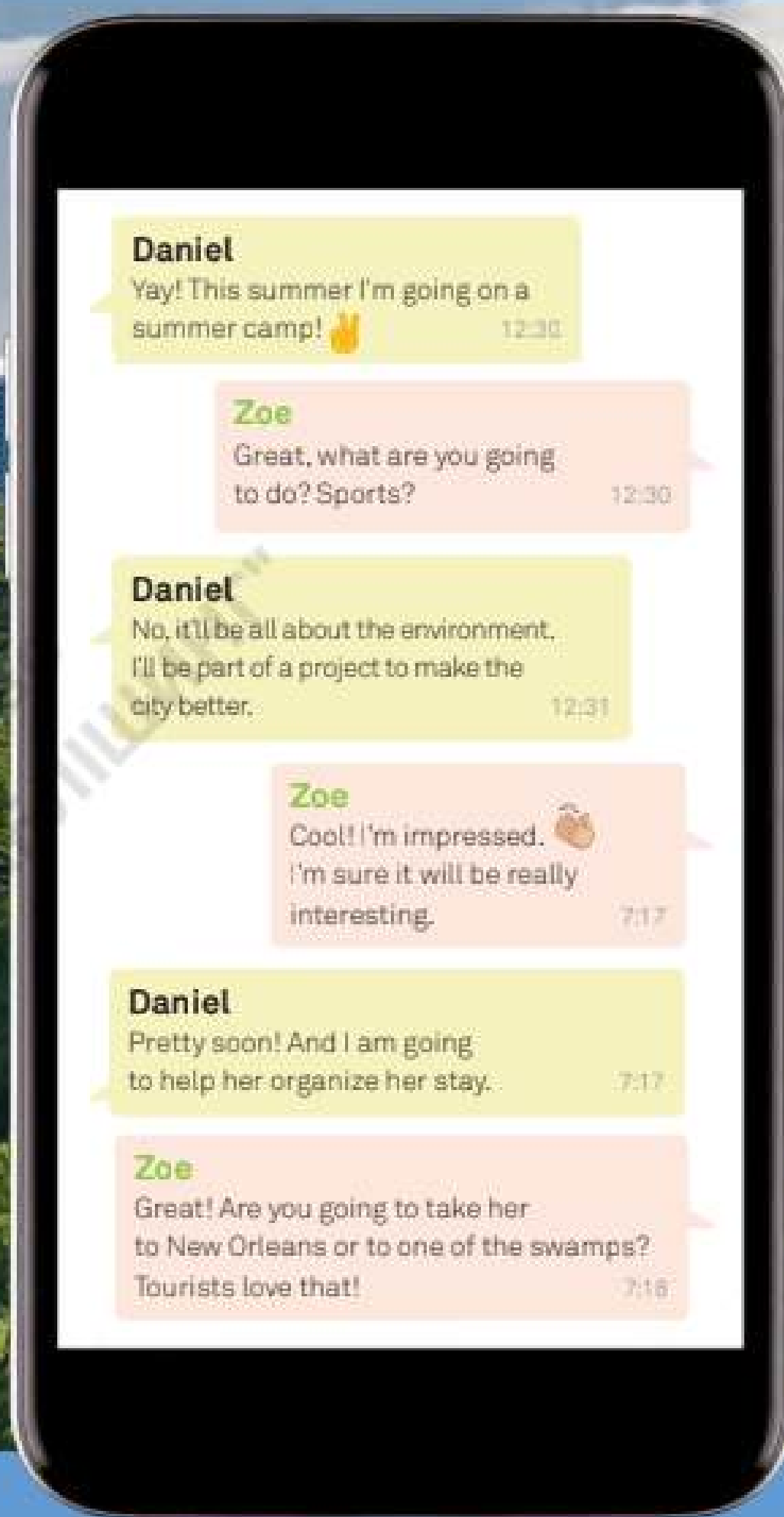


Your challenge

Imagine and present a new district in Vancouver.



Hi, this is **DANIEL**
from Vancouver.
In this unit you'll learn
about my city now and
in the future.



↑ Daniel's vlog

LET'S GO!

- 1 **Read** Daniel's conversation. What are his plans for July? What about Zoe?
- 2 **Look at** the still from Daniel's vlog. **Write** a slogan to promote Vancouver.

1. A green city

I can present
a green city.



- 1 **Watch** Daniel's vlog about Vancouver. What can you say about this city?
Read the text. **Make a list** of five things that make Vancouver a green city.

There are many green areas, a lot of people ride their bikes...

Vancouver is supremely green in all senses of the word. Set between ocean and mountains and lined with trees, Vancouver also has the lowest greenhouse gas emissions of any major city in North America and is showing leadership on climate change. How did Vancouver do that?

1. Vancouver has bicycle lanes and a bike share system. It also encourages carsharing, with free parking spaces for its users. And it's trying to expand public transport with new SkyTrain lines to help with traffic on busy roads.

2. Walk around downtown Vancouver and you'll see a lot of skyscrapers. New residents are living in dense, walkable and transit-accessible neighbourhoods. Denser buildings tend to be more energy-efficient.

Vancouver is designed around the idea of building complete communities. In downtown Vancouver, you will find shops, offices, parks, and public services.

3. Vancouver also tries to make efficient use of its waste. Families can collect their compost, and then the city sells it to gardeners.

↑ Ben Adler, 'How Did Vancouver Get So Green?', Grist

- 2 **Watch** part 1 of Daniel's video again.
Use your notes to **complete** the table about how Vancouver is a green city.
Write 5 sentences with since / because / so / that's why.

Cause	Consequence



↑ Edward Juan, By Sea, Land, and Air We Prosper

Cause and consequence

Since there are many bike lanes, a lot of people ride bikes. =
A lot of people ride bikes **because** there are many bike lanes.
There are many bike lanes, **so / that's why** a lot of people ride bikes.

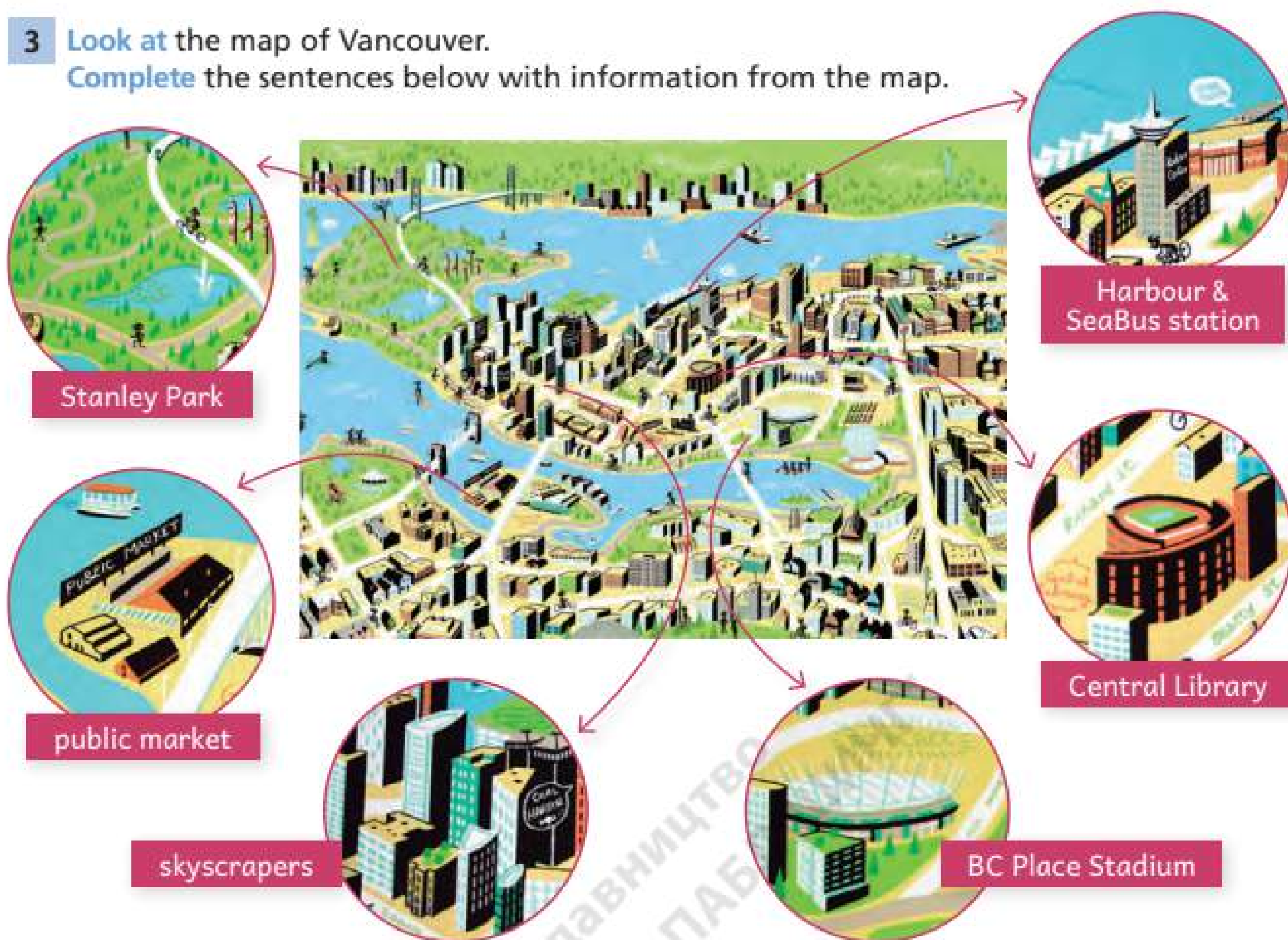
Vocabulary

Vocabulary
track: 31



clean ≠ polluted
greenhouse gas
energy-efficient
well-connected
a cycle lane
a bike / car share system
the city hall
a green area ≈ a park
a library
a neighborhood (US) =
a neighbourhood (UK / CAN)
public services (hospital, fire & rescue, police, social housing,
waste collection, etc.)
a skyscraper
to collect organic waste =
to make compost
to recycle

- 3 Look at the map of Vancouver.
Complete the sentences below with information from the map.



- In Vancouver, there are different kinds of public transport: buses, express trains, and underground and surface trains, like the SkyTrain. At the you can take the SeaBus, a passenger ferry that connects downtown Vancouver to North Vancouver.
- There are a lot of green areas, like where you can breathe clean air and do sports.
- A lot of people live and work in in downtown Vancouver.
- There are a lot of public buildings, like the, a nine-story building with more than 1.3 million books.
- There is a where you can buy local products.
- The served as the main stadium for the 2010 Winter Olympics hosted in Vancouver.

- 4 Circle the adjectives that describe Vancouver in your opinion.

accessible

clean

polluted

attractive

cultural

green

unique

natural

modern

old

boring

livable

exciting



- 5 a. Read the text. Circle the adjectives.
b. Find words for each category in the boxes below.

Nature

Transport

Places and services

- 6 Read the text again. Match the two parts to form sentences.

- | | |
|---|--|
| a. There are lots of cycle lanes, | 1. ... places are well connected. |
| b. Since the city is built in lots of small neighbourhoods, | 2. ... that's why they don't need as much heating or cooling as old buildings. |
| c. The city is also green | 3. ... because the council works hard to look after the environment. |
| d. Most of the new buildings are energy efficient, | 4. ... so more people cycle around and drive cars less. |

- 7 Complete the sentences. Use your imagination!

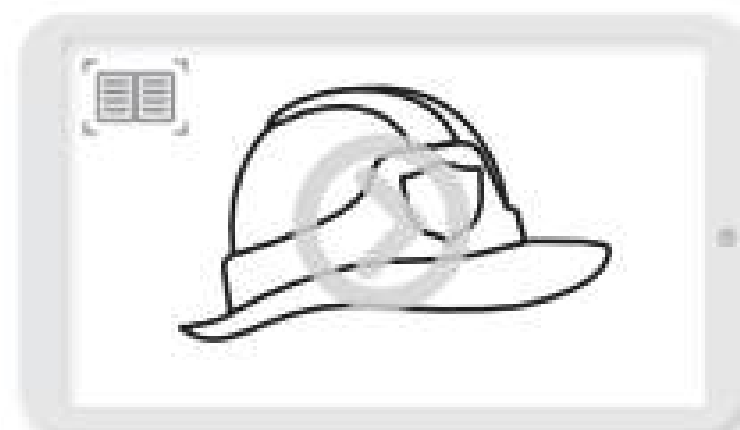
- a. Many people go to work by bike because it is
- b. It's raining today so I am going to
- c. Since there are lots of parks, people in Vancouver
- d. I want to be healthier. That's why I

- 8 a. You're going to watch Daniel's video about Vancouver. Before you watch the video, make a list of four public services you usually find in a city. Watch the video and tick the services on your list.

- ☐ a hospital
- ☐
- ☐

- b. Watch the video again and add four other public services.

- ☐
- ☐
- ☐



- 9 a. Look at these infographics about Vancouver and New York. Which city is greener? Compare these cities with a classmate.

In New York people use less... Yes, but Vancouver is less...



↑ Visually, Which Cities Are Embracing The Green Revolution?

- b. Write the correct information in the table.

	VANCOUVER	NEW YORK
City population	 residents	 residents
City area	 square miles	 square miles
Tonnes of CO ₂ per person	 tonnes	 tonnes
Water used per person and day	 gallons	 gallons
People walking, cycling or taking public transportation to work	 % of residents	 % of residents

Comparisons

In Canada, there are **more** forests **than** in Portugal.
 In my city, **more** people ride a bike **than** in Vancouver.
 In my city, there aren't as many bicycle lanes **as** in Vancouver.
 In my city, there isn't as much culture **as** in Vancouver.



MINI CHALLENGE: A PECHA KUCHA ABOUT GREEN CITIES

You are presenting Vancouver at a Pecha Kucha Night to select the greenest North American city.

- 1 Is your city / country green? Write a script to present your city/country in 5 slides.
- 2 Use images, drawings or charts to illustrate your texts.
- 3 Remember you only have 20 seconds to present each slide.
- 4 The class will vote for the most complete and accurate presentation.



HOW GREEN IS YOUR CITY / COUNTRY?

2. The present of Vancouver

I can talk about the present of the city of Vancouver and Kyiv.

- 1 a. **Read** the text. How apps make our lives easier?
Do you think it is necessary to spend money on creating smart cities?

Unlocking the Power of Apps: How Technology Enhances Our Lives

Vancouver is a smart city where people use apps to make their lives easier. Many residents use apps to find the quickest public transport routes across the city. There are apps that help monitor air quality, which is important for people who love outdoor activities. In Vancouver, you can pay for parking with an app, so you don't need to carry coins. Some apps show live traffic updates, helping drivers avoid busy areas. People also use apps to find bike-sharing locations, promoting a healthier and greener way to travel around the city.

Vancouver has apps that help residents track and manage their energy use at home. You can use food delivery apps to get meals from local restaurants, supporting the city's diverse food scene. Some apps connect people to community events, making it easy to find fun activities in Vancouver. The city also uses smart waste management apps to remind residents when to take out the recycling or garbage.

- b. **Think** what apps can make your life easier? Safer? More comfortable?

- 2 a. Question time on technology from Lilly. **Read** questions and answers.
What questions are easy? Why? What questions are difficult? Why?



Vikki:
Have you got many social media profiles?

You know, Vikki? I haven't. Apart from my video channel, I've only got one other profile. And that's like only for 50-60 friends. I don't post very often. And my privacy settings are really strong. If you look for me you probably won't find me. 60% of teenagers have private social media accounts. But there are some people who don't even know how to do it. Better get learning, guys, or the game is over for you.



Lukas:
If you could only have one app, what would it be?

Excellent question. I use apps for everything. I use them for communication, travel, news, photos, videos, even ordering food. But if I chose one, it would be my instant messaging app. That is how I communicate with everyone. So, I need my smartphone. And that's very typical for teens. In fact, 95% of teenagers have a smartphone.



Jack:
If you could, would you like to spend less time online?

Apparently, almost 50% of teenagers say they are online constantly. I am not one of them. But I go online every day. And if don't, I find it difficult. Maybe I should try a digital detox. What about you? Do you use a lot of digital apps? How about social networks? Or if you don't use them at all, I want to hear about it. As usual, let me know by commenting below.

- 3 a. **Work** in pairs. **Read** the statements and decide whether the statements are true or false. Then read the text in 3b. to check.
1. All teenagers know how to control who can see what they post online.
 2. Less than 10% of teens have given their phone number online to someone they don't know.
 3. Passwords should be private. You shouldn't share them with your friends.
 4. More boys are bullied online than girls.
- b. **Read** the text about digital DOs and digital DON'Ts. Analyze why are these things problems? Write a list of your top five tips for young people who are starting to use the Internet.

Posting and privacy

23% of teens do not know how to change their privacy settings

When posting online, remember that while many platforms let you delete posts, there's no guarantee they're fully gone from the internet. Here's a quick overview:

1. Most social media platforms (like Instagram, Twitter, or Facebook) allow you to delete your posts. Once deleted, these posts are no longer visible on your profile.
2. Even if a post is deleted, screenshots, saved copies, or cached versions may still exist. The post could still be available if it was saved or shared by others.

Privacy Controls: Check your privacy settings to control who can see your posts initially, as this can help minimize sharing by others.

Think Before Posting: Since deletion isn't foolproof, it's wise to consider the long-term impact of each post.

It is not accurate to say that more boys than girls are bullied online. Research generally indicates that both boys and girls experience cyberbullying, but girls tend to be more affected by specific forms, such as rumor-spreading. For example, a study by the Pew Research Center found that while overall rates of online harassment are similar between boys and girls, girls more frequently suffer from specific abuses, such as false rumors.

Passwords are meant to keep your personal accounts safe, so it's essential to keep them private and secure. Sharing your password, even with friends, can put your accounts at risk since they may accidentally or unknowingly share it with others. To stay protected, always create strong passwords and avoid sharing them with anyone else.

When teens share private information like their phone numbers online with strangers, they risk several potential dangers:

1. Personal information shared online can be used by others to contact them without permission.
2. Strangers with access to contact information may try to deceive teens into giving out more personal data or attempt to trick them into financial scams.
3. Even limited information like a phone number can sometimes be enough to gather more details about someone, leading to identity theft or impersonation on other platforms.
4. Sharing a phone number could potentially reveal a person's location, compromising their safety.



3. The future of Vancouver

I can talk about the future of the city of Vancouver.



1 Look at the infographic about Vancouver. Read the sentences. Are they true or false?



↑ City of Vancouver, Vancouver: Greenest City

- Over half of the trips made in Vancouver are already *green*.
- Families in Vancouver aren't consuming less water yet.
- Very little food is grown in Vancouver city.
- People in Vancouver are travelling by car less than before.
- More businesses still need to be *greener*.
- Vancouver doesn't have any new trees yet.



Did you know?
Vancouver is planning to use 100% renewable energy for the entire city by 2050.

The future

Vancouver **will** be run on 100% renewable energy by 2050.
I **will** recycle every day.
I **won't** travel by car every day.

2 Look at the infographic about Vancouver. Read the sentences below and **circle** the words **already**, **still** and **not... yet**. Mark if the sentences are true (T) or false (F).

- ☐ The city of Vancouver already has several farmers' markets.
- ☐ Families in Vancouver aren't consuming less water yet.
- ☐ Vancouver doesn't have a plan to make safer streets for pedestrians yet.
- ☐ Many residents already live close to green spaces.
- ☐ Vancouver still needs to start a bike share system.
- ☐ The city will increase mass rapid transit.



3 Write the expression next to the correct definition.

public transport

a bike share system

a green area

~~an urban farm~~

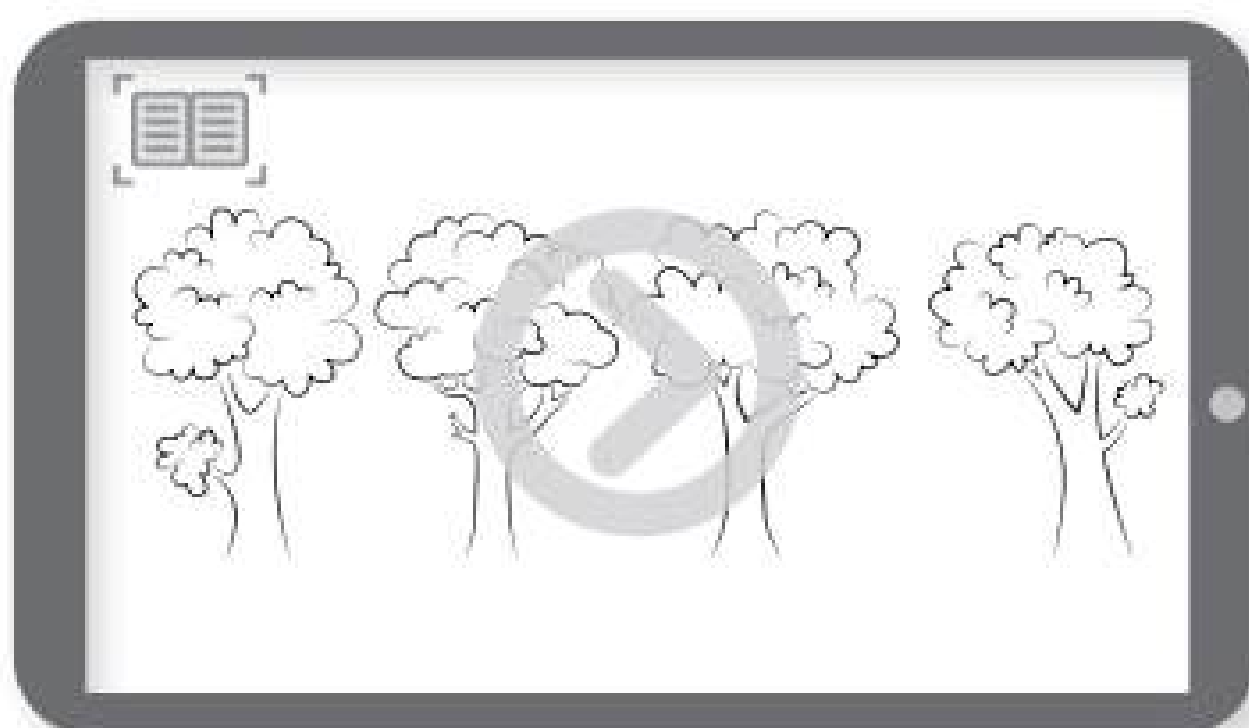
a farmers' market

1. An urban farm.....: A place in a city where people grow fruit and vegetables.
2.: When a city has bikes that people can use.
3.: An area in the city with lots of plants, trees and grass.
4.: A place in the city where you can buy fresh vegetables and meat, directly from the people that produce them.
5.: Transport for many people at the same time, like a bus.

4 Complete the sentences with already, still or yet.

1. In my city there isn't a bike share system They will introduce it next year.
2. Vancouver is a green city. It has lots of clean means of transport.
3. We have a phone at home. But we hardly ever use it.
4. Some people have drones, but they're very expensive.
5. My older brother has a computer in his room, but I don't have one
6. In my city, lots of people use the old tram system.

- 5 a. **Discuss** what is important for you in a future city.
- b. **Watch** part 2 of Daniel's video about the future of Vancouver.
- c. **Write** three aspects that will define the city.



↑ Daniel's vlog

*In 2040, Vancouver will be / have...
By 2040, in Vancouver there will be...*

Already, still and not yet

We **already** recycle organic waste.
My city **doesn't** have a bike share system **yet**.
We **still** need to plant more trees.

Vocabulary
track: 32

Vocabulary

connected
cultural ≈ artistic
diverse
friendly ≠ unfriendly
inclusive = tolerant
safe ≠ dangerous
welcoming

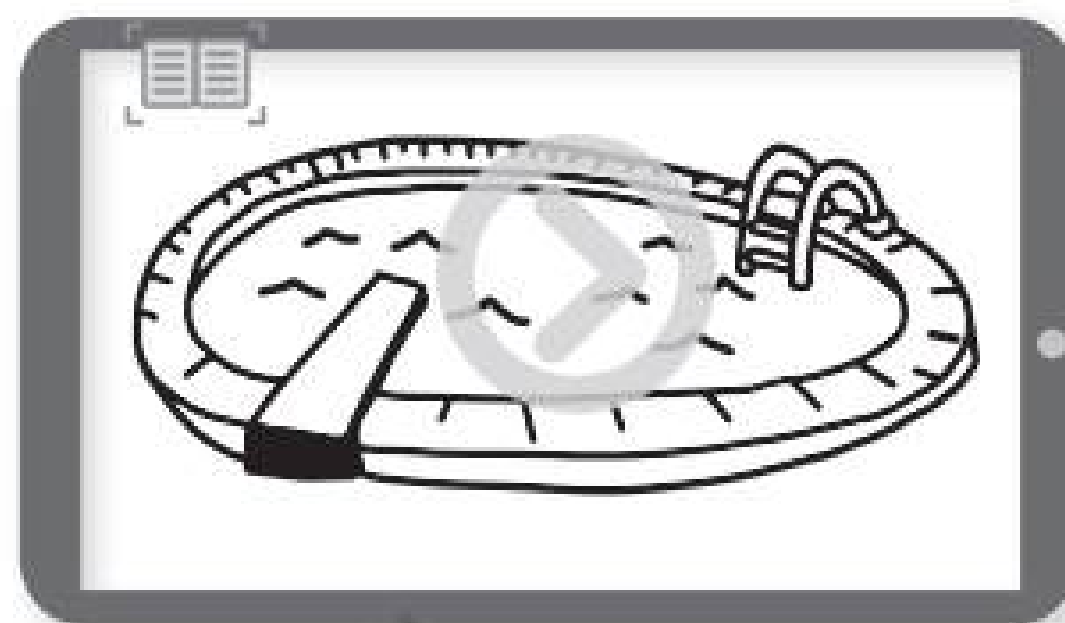
architecture
a business hub
a farmers' market
the skyline
an urban farm



- 6 a. **Watch** part 2 of Daniel's video about the future of Vancouver.
Tick the aspects that will define the city in 2040.

In 2040...

1. ☐ downtown Vancouver will be a mix of community commerce, creativity and culture.
2. ☐ it will be a multicultural community.
3. ☐ it will have a lot of new sports facilities.
4. ☐ it will be a more musical city.
5. ☐ there will be spectacular skylines.
6. ☐ it will have a variety of architecture.
7. ☐ there will be more public schools.
8. ☐ everyone will be welcome in Vancouver.



↑ Daniel's vlog

- b. **Watch** the video again. **Complete** the sentences with the information about other aspects of Vancouver in 2040.

In 2040...

1. where nature and urban life exist in harmony.
2. There will be across the entire skyline.
3. It will be a safe and city.
4. There will be more and art.
5. There will be a variety of
6. There will be interesting

- c. **Match** the two parts to form sentences.

- | | |
|---|--|
| a. If they build impressive skyscrapers, ... | 1. ... there will be a variety of architecture. |
| b. If they open more museums and art galleries, ... | 2. ... there will be spectacular skylines. |
| c. If they install WI-FI in public places, ... | 3. ... downtown Vancouver will be a multicultural community. |
| d. If they preserve old buildings and build new ones, ... | 4. ... it will be more cultural. |
| e. If they attract a diverse mix of residents, ... | 5. ... it will be a connected city. |



- 7 Read the extracts from 'Journey to the Future'. Is the novel's vision of the future positive or negative? Justify your answer. Draw two of the future innovations described.

Text 1

At a crosswalk, instead of saying WALK, it said DANCE, and there was music that made it impossible not to—not just me but others too, laughing and smiling at each other.

At the end of the street, a cluster of people were gathered around a large electronic screen that showed the Eiffel Tower in the background. People in Paris, where it was late night, were talking to people in Vancouver, using their phones to cross the language barrier.

Looking east, the entire street was both car-free and bike-free. A green walkway had been laid into the middle of the road, and the street was shaded by trees.

↑ Guy Dauncey, *Journey to the Future*

Text 2

Turning to Dezzy, Lucas asked, 'Did you get the tickets?'

'You bet I did,' Dezzy replied. 'How often do you get to hear Crocus in full holo-concert?'

'Who's Crocus?' I asked hesitantly. 'And what's a holo concert?'

'Crocus just happens to be a megastar. She's from Brazil. And holograms are pure creative expression. Crocus is not flying here.'

'So how is she getting here?' I asked naively.

'Skypogram. High-definition hologram.'

↑ Guy Dauncey, *Journey to the Future*

CITIZENSHIP

This year, Barb's giving Zoe singing lessons. Christmas can't come soon enough.

↑ Metro Vancouver

SUSTAINABLE GIFTS

1. Look at the poster. What holiday is it about? Who are Barb and Zoe? What gift creates memories?
2. What gifts create waste during this holiday?



Did you know? 'Journey to the Future' is a blockbuster novel by Guy Dauncey. Patrick Wu, the main character, finds himself in 2032 Vancouver, after sneezing three times.



- 8 a. Read the extracts from 'Journey to the Future'. Which text is about concerts in the future? Which text is about streets in the future?

☐ Text 1 ☐ Text 2
☐ Text 1 ☐ Text 2

b. Read the two extracts again.

How does the author imagine the future? Write sentences related to these aspects.

1. Crosswalks → *Crosswalks will invite people to dance*

2. People →

3. Communication →

4. Streets →

5. Concerts →

c. Read the two extracts again and the sentences below.

Find three false sentences and correct them.

1. In Vancouver, in 2032, people will walk sadly down the streets.
2. Vancouver will have big screens connected to other cities all around the world.
3. People will use their smartphones to understand other languages.
4. There will be lots of cars, and traffic jams will be bigger.
5. Cities won't have trees or green areas.
6. Pop stars will travel all over the world to perform concerts.
7. Music will still be a very important activity.

d. Write your own predictions for Vancouver in 2032.

.....

.....

e. Write your own predictions for Kyiv in 2032.

.....

.....



MINI CHALLENGE: A LETTER FROM YOUR FUTURE SELF

Your future self sends you a letter from 2040 Vancouver.

- 1 **Imagine** your life in Vancouver in 2040: what you'll do, how you'll get around the city, what your house will be like ...
- 2 **Write** the letter.
- 3 **Use** images or drawings to **illustrate** your letter.



HOW TO PRONOUNCE WILL AND 'LL



1 Listen and repeat the sentences.

Pronunciation
track: 33

- a. In the future people will live under the sea.
- b. In 100 years, we'll be able to read minds.
- c. Cities will be less polluted.
- d. From now on, I'll recycle every plastic bottle.
- e. In the next 5 years, the city will have 200 miles of bicycle lanes.
- f. Andy says he'll give me his bike when I grow up.



2 Listen and tick the correct option. Can you hear *will* or the contracted form *'ll*?

Pronunciation
track: 34

	will	'll
1		
2		
3		
4		
5		
6		



3 Listen to the tongue-twister and practise saying it.
Record yourself and focus on the rhythm and the stress.

Pronunciation
track: 35

Will you, William? Will you,
William? Will you, William?
Can't you, don't you, won't
you, William?



1. CAUSE AND CONSEQUENCE

- A cause is the reason why something happens. When talking about causes in English, use **because** or **since**.

A lot of people practise outdoor sports, **because** there are many green areas.

Since there are many green areas, a lot of people practise outdoor sports.

- A consequence is the result of an action. When talking about consequences in English, use **so** or **that's why**.

In Vancouver, there are many bike lanes, **so** you can safely ride a bike around the city.

In Vancouver, there are many green areas. **That's why** a lot of people do outdoor sports.



Vancouver has a great bike share system. That's why I always go to school by bike.

1 Rewrite these sentences using **since, because, so or that's why**. There are many different options.

- There are more traffic jams.
There are more cars in the city.
Now, there are more cars in the city, that's why there are more traffic jams.
- People cycle a lot in Vancouver.
They are healthy.
- There are supermarkets downtown.
People don't need to drive to do their grocery shopping.
- People don't use a lot of energy in the summer or the winter.
Modern buildings are well-insulated.

2. AS... AS AND AS MUCH / MANY... AS...

- To say that two things are the same or similar, use: **as** + adjective + **as**.



Our house is **as** energy-efficient **as** yours.

Vancouver is **as** big **as** Ottawa.

- If you add the negative **not**, it becomes an inferior comparison.

Our house is **not as** energy-efficient **as** yours. = Our house is **less** energy-efficient **than** yours.

- Similarly, you can compare quantities that are the same. Use **as... as...** and add quantifiers:

- **as many** with countable nouns (that can be counted with a number) in the plural.

In my city, there are **as many** parks **as** in Vancouver.

- **as much** with uncountable nouns.

Today there's **as much** pollution **as** yesterday.

- If you add the negative **not**, it becomes an inferior comparison.

There aren't **as many** bicycles in Vancouver **as** in London.

2 Rewrite these sentences using (not) as (much / many)... as...

- New York's Central Park is smaller than Vancouver's Stanley Park.
New York's Central Park isn't as big as Vancouver's Stanley Park.
- In Canada there is more snow than in France.
- New York is more polluted than Vancouver.
- You drink more water than me.
- My school recycles more plastic bottles than I do at home.

3. THE FUTURE

• The present simple talks about certain future events based on facts e.g. a timetable or calendar.

The ferry **leaves** in half an hour, hurry up!

• **will** before the verb indicates that something is very likely to happen. In the negative form use **will not (won't)**.

In 2020, we **will** only use electric cars.

Next year, they **won't** expand the bike share system.

• The present continuous is often used to talk about future plans.

Next weekend I **'m meeting** my friend.

• **be going to** indicates future intentions, confirmed plans and predictions.

Next summer I **'m going to** visit Vancouver. I **already have** the plane ticket.

• Use the preposition **by** to express the date limit (at the latest).

By 2080, we'll be living on the moon.

Pronunciation

The pronunciation of **will** and **'ll**

3 Write the sentences below using **will** or **won't**. **Use** the contracted form if possible.

- Next weekend, I think there ...
- During the holiday, I think my family ...
- Next year, I think we ...
- In 10 years, my hometown ...
- In 30 years, people ...

4 Imagine what predictions about the future of humanity would be made by Dory (who is very optimistic) and Harry (who is quite pessimistic). **Write them down.**



4. CONDITIONAL SENTENCES

To imagine a situation or indicate a possibility in the future, use a conditional sentence. This type of sentence is made up of two parts.

• **if** + present tense verb = the hypothesis. It is placed at the beginning or end of the sentence.

If we **use** less private transport, ...

• The consequence is expressed by the verb that follows **will**.

... there **will** be less pollution.

5 Complete these sentences with your own ideas.

- If you ride your bike to school, ...
- If I live to be 100, ...
- You will improve your English ...
- My city will be more attractive ...

5. ALREADY, STILL AND NOT YET

• **already** allows you to talk about something that has happened.

Vancouver **already** has a recycling system.

• **still** indicates that something is happening right now, and has not finished.

Vancouver can **still** improve on some areas.

• **yet** is used to talk about things that have not happened up to the present time, but that are expected to happen. It is often used with a negative (not yet). It is used at the end of the sentence.

In Vancouver they don't recycle compost in apartments **yet**, but they will soon.

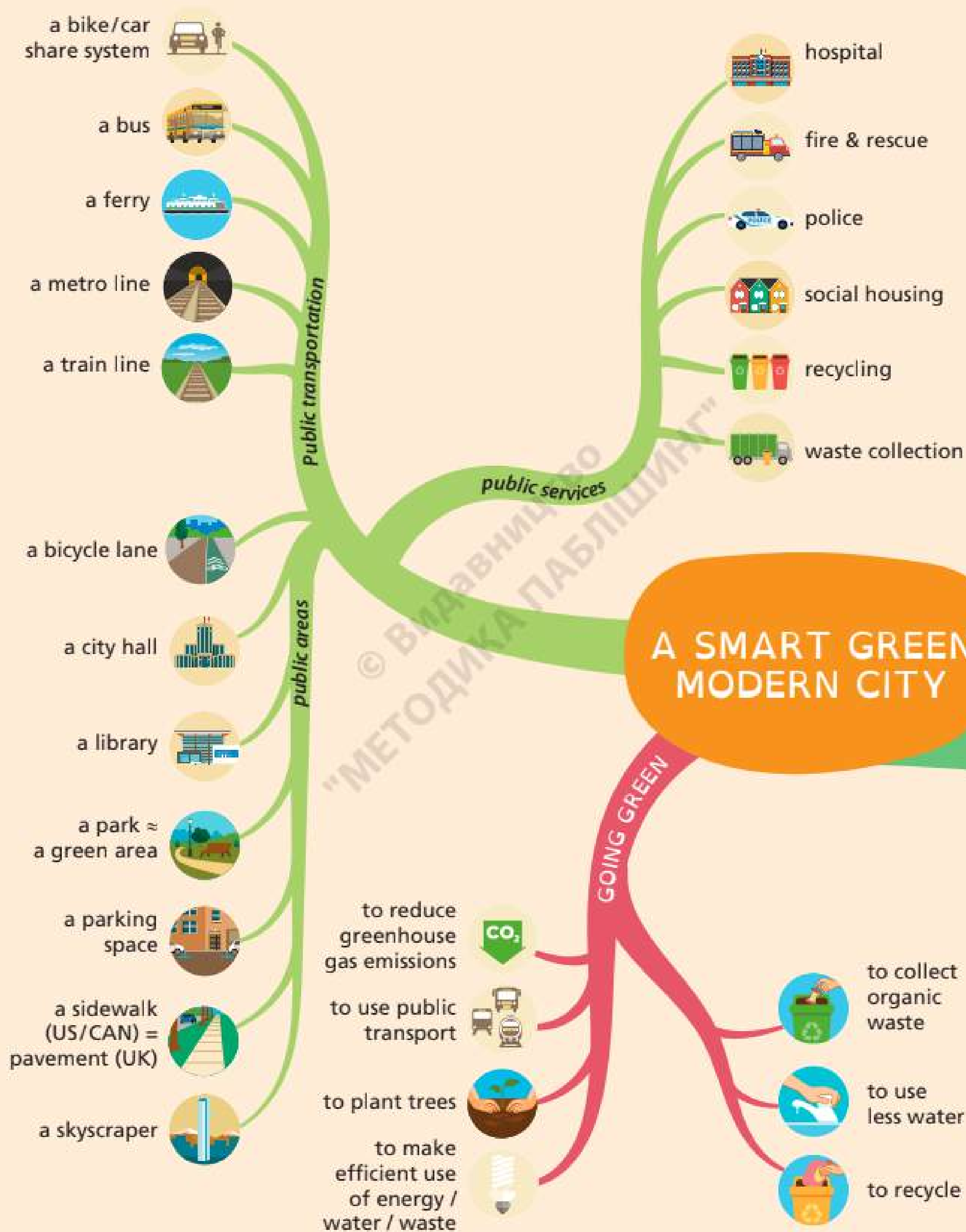
• These three adverbs indicate that actions happen at different times. They should not be confused.

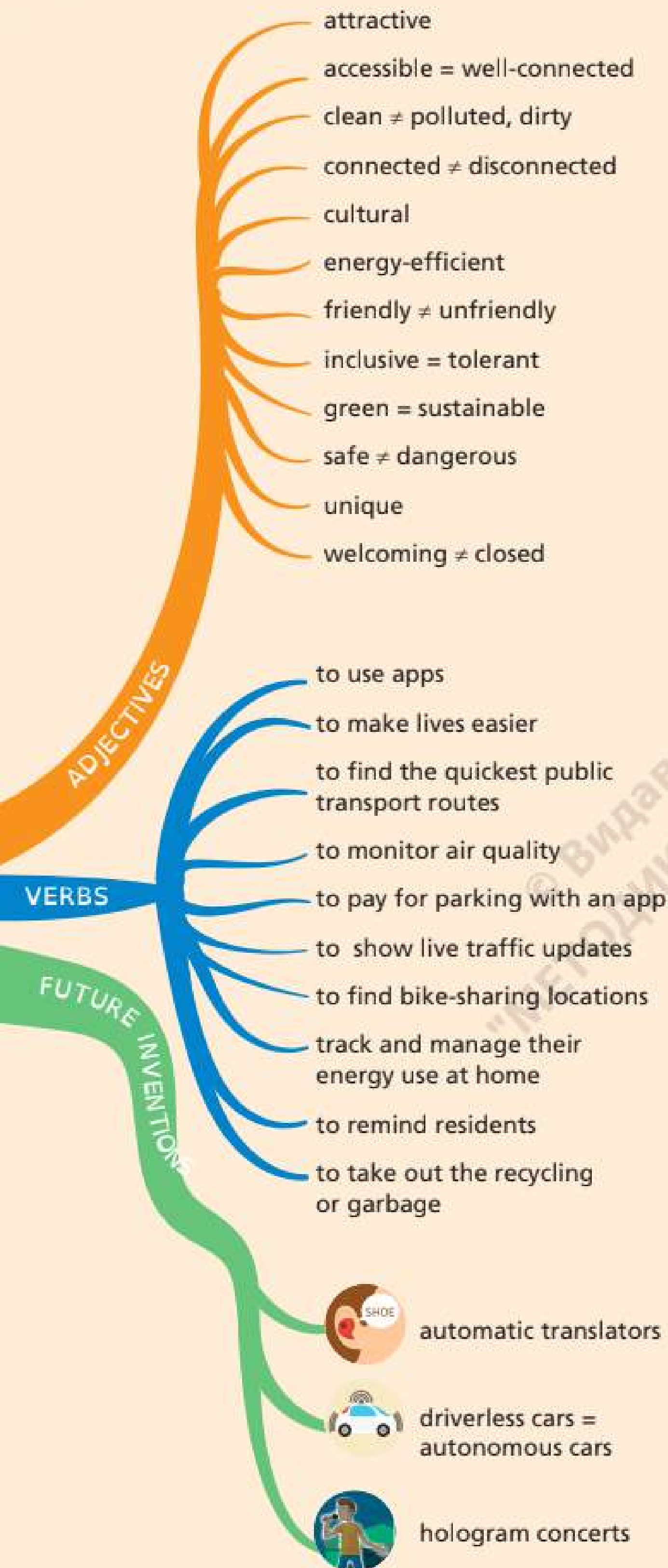
The city of Vancouver **already** does a lot to be a green city. But it **still** has a lot to do to become the greenest by 2020, because there are things it **doesn't** do **yet**.



My vocabulary

I see
and I memorise.





LIFE IN THE CITY

1 Find the odd one out. Explain your answers.

- library cycle lane market
- police fire & rescue skyscraper
- waste street neighbourhood
- a train line a park a metro line
- inclusive friendly polluted

ENVIRONMENTALLY FRIENDLY BEHAVIOUR

2 Match the advice to slogans to make the city greener.

1 Turn off the water while you brush your teeth!	2 Walk or ride your bike to school.	3 Don't mix your waste.
a Recycle! 	b Use less water! 	c Reduce gas emissions!

CITIES

3 Categorise these adjectives in the table as positive or negative

clean cultural welcoming safe
dangerous well-connected polluted
unfriendly inclusive sustainable

+	-

Create your mind map!
Create a mind map with all the words that correspond to your city.

My vocabulary

1 Write the phrases under the correct image.

a bicycle lane

a skyscraper

a residential neighbourhood

a green area

an urban farm

a library

a waste container

a farmers' market

recycling bins



.....



.....



.....



.....



.....



.....



.....



.....



.....

2 Write antonyms for the adjectives.

a.	 clean	
b.		dangerous
c.	friendly	
d.	interesting	

3 Write synonyms for the adjectives.

a.	 well-connected	
b.	green	
c.	inclusive	
d.	attractive	

4 Complete the series.

- a. train ferry
- b. road park
- c. hospital library
- d. to save energy / water to collect organic waste
- e. clean safe



Today I'm writing about three very special Canadian artists.

**ARTISTIC
AND CULTURAL
EDUCATION**

DIGITAL ARTISTS

→ PUBLIC ART

Downtown Vancouver is dynamic and full of surprises. For example, in the harbour you will find an incredible sculpture. It is a sculpture, but it also looks like a digital image with all the pixels!



↑ George Grieg, **Arrested Expansion**

↑ SCI-FI ART

Other Canadian artists use computer software to create their art. I love this painting by George Grieg, it makes me dream of the future, like in a science-fiction novel!



↑ Douglas Coupland, **Digital Orca**

↓ VIDEO ART

I also like Reva Stone, who uses computers and robots and a lot of technology to create strange installations. Check out this video!



↑ Reva Stone, **Radiopticon**

YOUR TURN!

- 1 **Read** Daniel's blog entry, and **list** the names of the different Canadian artists. What forms of art do they do?
- 2 **Write** a comment to post on Daniel's blog, to express what you like or don't like.

YOU ARE AN ARTIST!

Choose a well-known piece of art, like the Mona Lisa.

Download it to your computer. Then **open** it with photo editing software and **pixelate** it, just like the Digital Orca. What do you think? Is it still art?



Your challenge



PRESENT A NEW NEIGHBOURHOOD IN VANCOUVER

Vancouver's city council has launched a competition to find the best project for a new neighbourhood in the city. You are an architect and an urban planner. Today you are presenting your project to the city council.

1. **Think about** what this new neighbourhood will offer in terms of transport, recycling, housing, waste, and public services.
2. **Decide** where it will be located.
3. **Invent** a name for the neighbourhood.
4. **Write** a draft and **find** pictures to illustrate your project.
5. **Practise** reading it aloud several times.
6. **Make your presentation** and... good luck!

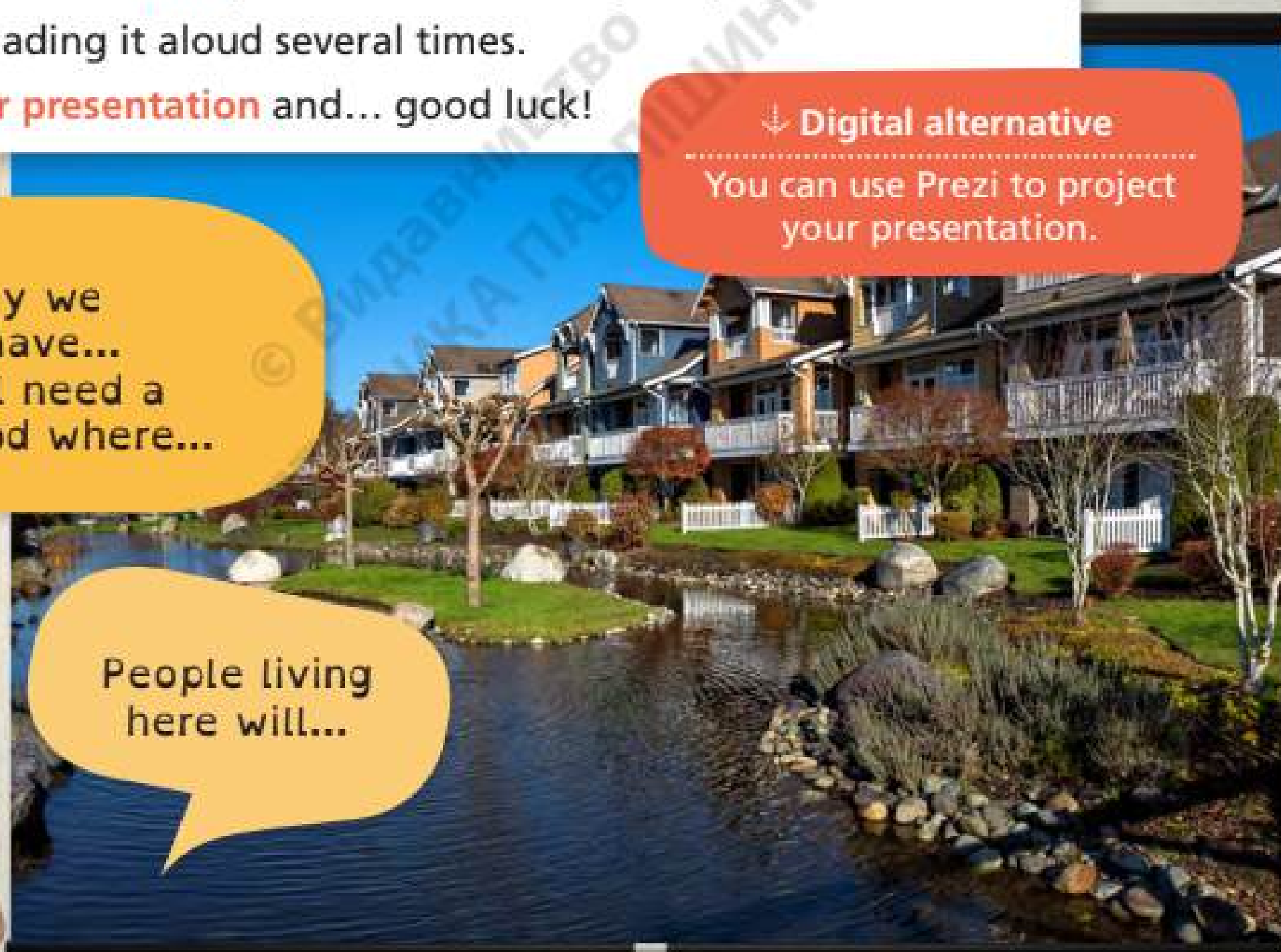
↓ Digital alternative

You can use Prezi to project your presentation.

In our city we
already have...
But we still need a
neighbourhood where...

People living
here will...

It will be a very...
neighbourhood.



Unit 6

What is there to see and do
in Australia?

Living in Australia



↑ View of Sydney: the Opera House

→ In this unit, we are going to...

- listen to someone talking about their experiences in Australia.
- talk about what we are going to do in the future.
- discover a landmark in Sydney.
- talk about accessibility for disabled people.



Your challenge

Write an article about
a trip to Australia for
a travel website.



Hi, I'm **JAYDEN**, from Sydney (Australia). In this unit you'll learn about what to do and where to go in Australia.



Jayden

Hi Martha. Are you ready to come to Australia? 🇦🇺

10:30

Martha

Oh yes, I can't wait to fly there! I've never been outside the US!

10:31

Jayden

When are you coming exactly?

10:31

Martha

I'm arriving on Sunday morning at 11 am. Only 4 days left! 🕒

10:32

Jayden

Great! Remember to call me or text me as soon as you land in Sydney. OK?

10:33

Martha

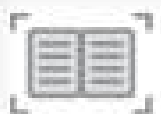
Yep! I will. See you in Australia!

10:34

Jayden

Bye! 🇦🇺

10:34



↑ Jayden's vlog

LET'S GO!

- 1 **Read** the conversation. When is Martha getting to Sydney? What is special about her trip?
- 2 **Look** at the image from Jayden's video. What do you associate with Australia? Do you know any Australian cities or landmarks?

I can understand someone talking about their experience in Australia.

What did you see there?

In Western Australia there are many beaches and you can...



• What title would you give this map?

b. **Look** at the map of Australia. **Match** the vocabulary with the pictures on the map.

a. go horse riding

b. go surfing

c. do bungee jumping

d. go cycling

e. ride a camel

f. go kayaking

g. go rafting

h. spot wildlife

i. go hiking / trekking

j. do scuba diving



c. **Choose** one of the tourist destinations or cities you would like to visit. **Tell** your partner.

d. **Write** a short description. **Use** your own ideas.

*Brisbane is the best place for surfers.
There are lots of alligators in...*

*I would like to
visit Port Douglas
because ...*

Superlative adjectives

Australia is **the** sixth **largest** country in the world and it has **the most** amazing landscapes.

Vocabulary

an aboriginal **painting**
a **barrier** reef
a **platypus**
a shark
sights
a **tropical rainforest**
a **waterfall**
to do **bungee jumping**
to do **scuba diving** ≈
to do **snorkelling**
to go **cycling**
to go **fishing**

to go **hiking / trekking**
to go **kayaking**
to go **paddle boarding**
to go **rafting**
to go **rock climbing**
to go **surfing**
to go horse **riding**
to go whale / **dolphin**
spotting
to have a hot-air
balloon ride
to ride a **camel**
to spot **wildlife**

Vocabulary
track: 36



- 4 a. **Complete** the sentences with the definite article "the" where it is necessary. You can see the rules in the right-hand column.

G'day everyone, how ya going?
I'm Jayden and I'm from Sydney, Australia. I know there are heaps of amazing places in the world, but I think Australia is the best one! Let's start with Western Australia. It has the most isolated city in the world, Perth. But it's also the sunniest city in the world. It's got sandy beaches, an enormous park and Mount Eliza, so you can do heaps of outdoor sports and go up the mountain for awesome views. I would like to go to Perth one day. In Northern territory, there is a city called Darwin on the north coast. In the centre of North-ern territory, there's Alice Springs Desert Park where you can see heaps of wildlife.

Here are some rules for using "the" or no article with different types of proper nouns related to Australia.

- ✓ No "the" before names of cities, towns, or states:
Sydney, Melbourne, Perth, Victoria
- ✓ This rule is also true for city districts or neighborhoods:
Darling Harbour, Bondi Beach
- ✓ Use "the" with broader regions and areas:
the Northern Territory, the Outback, the Gold Coast
- ✓ No "the" for mountains when using a single name or a specific point:
Uluru (rather than the Uluru)
- ✓ Use "the" for iconic man-made structures, historical locations, and institutions:
the Sydney Opera House, the Australian War Memorial, the Alice Springs Desert Park, the Royal Botanic Garden
- ✓ "The" is used to refer to specific, unique geographic features, especially when the name is plural (like "mountains"):
the Blue Mountains, the Andes, the Rockies.

- b. **Practice** using articles. **Underline** the proper nouns that are used with "the" and without "the". **Explain** your answer to the class.

South of the park, there's Ayers Rock, which is the world's largest monolith. It's sacred to indigenous Australians and they call it by its original name, Uluru. I didn't have time to visit the Alice Springs Desert Park or Ayers Rock. I would rather visit Ayers Rock because it is associated with indigenous people. I think that's really interesting.

In South Australia, we've got Lake Eyre. It's the lowest point in Australia, 15m below sea level. On the south coast, there's a city called Adelaide. It's famous for its culture and arts. It has a popular international arts festival and some indigenous arts collections.

- c. **Read** the text in a. and **complete** the sentences

If you go to Australia, you will

If you go to Western Australia, you

If you visit Perth,

If you go to the Northern territory,

In you go to the the centre of the Northern territory,

The first conditional:

if + present simple,
will + verb

- b. **Continue exploring** the use of the article the with the proper nouns.
Use the where it is necessary.

In South Australia, we've got Lake Eyre. It's the lowest point in Australia, 15m below sea level. On the south coast, there's a city called Adelaide. It's famous for its culture and arts. It has a popular international arts festival and some indigenous arts collections. From Adelaide, you can get a ferry to Kangaroo Island. It's one of the greatest places in the world for nature. You can explore hundreds of kilometres of bushland and white beaches. By the way, bushland is the wild nature in Australia. I visited Kangaroo Island last summer and it's amazing! You have to go. South of Australia is a large island called Tasmania, which is part of the country. Its capital is called Hobart and you can go hiking and see some awesome waterfalls. Sixty-eight kilometres south of Port Douglas is another town, Cairns. The two cities are very similar but Cairns also has Tjapukai Aboriginal Cultural Park. It tells stories of indigenous Aboriginal and Torres Strait islander people with dance and music. It's really interesting to learn about the original people of Australia. Both of these cities are entrances to Great Barrier Reef.

- ✓ No "the" when referring to lakes by name alone:
Lake Eyre
 - ✓ For individual islands, generally do not use "the":
Kangaroo Island, Fraser Island, Hamilton Island
 - ✓ Some individual islands may take "the" if the name includes a word "Isle" instead of "Island":
the Isle of Pines
- If the island name includes a geographical description (like "Great"), use "the" to emphasize uniqueness:
the Great Barrier Reef
- ✓ "The" is always used with the names of rivers, regardless of whether the word "river" is included in the name or not:
the Barron River, the Nile, the Amazon, the Thames

- c. **Place** each location into one of the following categories.

The Alice Springs Desert Park the Isle of Pines Perth Adelaide Fraser Island
Sydney Hamilton Island Kangaroo Island Kangaroo Island Northern territory
Uluru Great Barrier Reef Tjapukai Aboriginal Cultural Park Mount Eliza

Cities	Lakes	Mountains	Islands	National parks	broader regions and areas

- d. **Watch** Jayden's video about Australia. **Check** your answers and correct if necessary.



- 5 a. **Read** the travel blog. **Underline** the adjectives Georgia uses to describe her experiences. Does the writer sound disappointed or enthusiastic?

Hello everyone,

I am lucky enough to enjoy a one-month trip up the East Coast of Australia. These days I am having the best time of my life. The trip is so amazing! (...)

- 5 I visited many cities over these last two weeks. First stop was Spot X for a week of surfing! So far, it was my favourite part of the trip. I love surfing! I wasn't particularly good at it and it was a bit scary at first, but I stood up a few times, even without help from the instructor. I had such a fun time! Unfortunately, I couldn't try
10 paddle-boarding. I visited Fraser Island a week ago, too. It is the world's largest sand island.

Spending four days there is enough to see all the sights: swimming in the beautiful fresh lakes, trekking through the sub-tropical rainforest, spotting wildlife and learning about the fascinating history behind the island. (...) Last, but not least, Cairns! While

- 15 I was there I dived the incredible Barrier Reef and I went whitewater rafting down the Barron River. I did not have a hot-air balloon ride then, but that's definitely on my bucket list!

I am loving every minute of my experience, but I'm sure the next days will be even better. I am going to Sydney!



↑ Georgia Wilson, blog.gap360.com

- b. **Answer** these basic questions about the text.

1. What kind of document is it?

☐ An advert. ☐ A tourist flyer. ☐ A travel blog. ☐ A press article

2. Who is Georgia Wilson?

☐ professional writer. ☐ blogger. ☐ journalist.

3. How long is she staying in Australia?

4. What locations did Georgia visit these last two weeks? Locate these places on the map of Australia (p. 115).

Vocabulary

Vocabulary
track: 37

to have the best time of my life
to be good at something
it is bit scary
an instructor
unfortunately
to try paddle-boarding
to see all the sights

to trek through
to spot wildlife
to learn about
Last, but not least
to go whitewater rafting
to be on the bucket list
experience



- 6 a. **Read** the travel blog. **Write** down the verbs in the past simple, present simple, present continuous, future simple.

past simple	present simple	present continuous	future simple

- b. **Read** another blog. **Complete** the sentences with the words from the box.

paddle-board • instructor • to see all the sights • the best time •
a bit scary • Unfortunately

Last summer, I had of my life when my family took a trip to a beautiful seaside town. I was so excited because I was going to learn how to

When we got to the beach, we met an who was super friendly and encouraging. He showed us how to balance on the board and use the paddle correctly. At first, I was nervous because standing up on the board looked a bit tricky. It is to imagine falling into the water, but I decided to give it a try anyway.

....., my first few attempts didn't go as planned. I fell into the water every single time! Still, I kept trying, and soon enough, I managed to stand up and paddle around without falling. It felt amazing! Now, I am sure if I try hard enough, I will be good at anything so challenging.

After paddle-boarding, we took a stroll around the town There were colorful houses, street performers, and delicious food stalls. By the end of the day, I was tired but so happy. I couldn't stop thinking about fun trying something new and exploring such a wonderful place.

- c. **Match** the words and phrases with their definitions

1. to trek through	a. used to emphasize the importance of the final item in a list, indicating it is just as significant as the others.
2. experience	b. to walk or hike a long distance, often through challenging terrain like forests, mountains, or deserts.
3. to spot wildlife	c. to gain knowledge or information about a topic, place, or experience, often by observing, reading, or listening.
4. to learn about	d. to see or notice animals in their natural habitat, often while outdoors or in nature.
5. Last, but not least	e. to be included in a personal list of things someone wants to do, see, or achieve during their lifetime.
6. to go whitewater rafting	f. the process of doing, seeing, or feeling something that leaves a lasting impression or teaches you something new.
7. to be on the bucket list	g. to participate in the activity of navigating a raft down a river with fast-moving water, often over rapids.

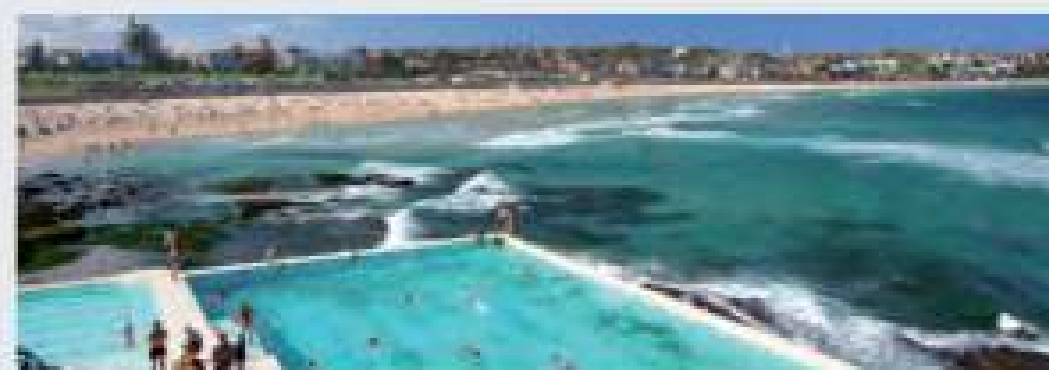
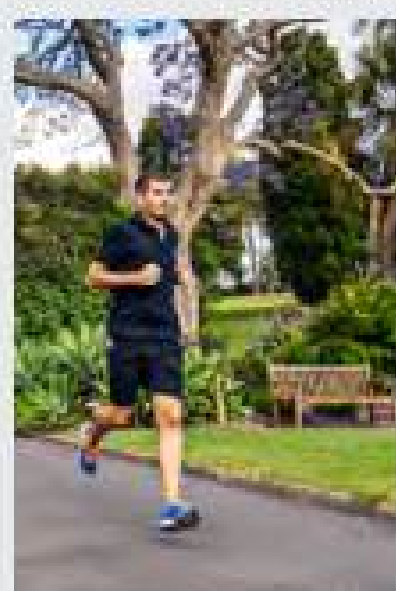
2. The Harbour City

I can talk about
what I am going to do
in the future.

- 1 a. **Read** this forum for travellers to Sydney.
b. **Watch** Jayden's video again and **write** the place names.
c. What do you think the symbol in location c means? **Tell** a partner.

> a) ...

This place is famous for its waves and stunning views. It also has a fantastic ocean swimming pool where people have their morning swim, especially in summer. You'll love the Australian culture and surf lifestyle of this lively coastal community!



> b) ...

Enjoy a horseback tour to see how Aussies spend their weekends. It is filled with exotic trees, waterfalls and a large lake. You will see people roller-blading, cycling and jogging. There are even yoga and tai chi classes!



> c) ...



This is Sydney's main zoo and popular with locals and tourists alike. The shows are an absolute highlight! The walk-in kangaroo and emu enclosure is also an experience you won't forget.

> d) ...

This iconic destination is known for its beauty as well as its purpose. If you're feeling really brave, why not try the Bridge Climb all the way to the top of the structure. The view of the **Opera House**, Sydney's beautiful opera theatre is incredible.



- d. **Read** it again. **Find** the words in the text that match the definitions:

- | | |
|--------------------------------|---------------------------------------|
| 1. people from the area | 4. place where water comes down |
| 2. the coast | 5. can't miss something |
| 3. people from Australia | 6. people with the most courage |

- e. **Answer** the following questions.

- What is the best season and month to have a morning swim in Sydney?
.....
- Which attraction is adapted for disabled people? How do you know this?
.....
- What can you do in Centennial Park?
.....
- Which attraction offers the best views?
.....

Vocabulary
track: 38

Vocabulary

must-see	a theatre
unforgettable	a kangaroo
an Aussie =	a seal
an Australian	to fly a kite
a bridge	to go roller
a harbour	blading

- f. **Choose** your favourite place or activity.
- g. **Explain** your choice.
- h. **Complete** the activities on p. 136 to write your own travel blog.



Track: 39

- 2 a. Tom, Jen and Mark have read the forum.

Listen to them talk about what they will visit in Sydney.

Complete the table with the information you hear. Take notes about their preferences.

Jen wants to go to...

Mark would rather go to...

A city for everyone

In Sydney, disabled people can easily access many attractions. These icons help them decide which attractions provide the appropriate level of access. What do they stand for?

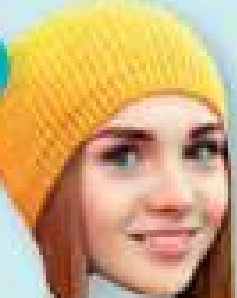
You can visit this place if you are...



Track: 40

- b. **Listen to** the audio.

Complete the table with the information you hear.

	Preferred destination	Why?	What will he / she do there if they decide to go?
Tom 			
Jen 			
Mark 			

- c. Now **draw** your conclusions.

I think maybe they will

I believe they won't

They might (not)



Track: 41

- 3 Listen to the audio. Note down the final decisions of Tom, Jen and Mark. Complete the timetable of their first day in Sydney.

TRIP TO SYDNEY! - Day 1	TRIP TO SYDNEY! - Day 1 (cont.)
Activity 1	Who: <i>Tom, Jen and Mark</i>
Where: <i>Harbour Bridge</i>	When:
What:	Activity 4
Who:	Where:
When:	What: <i>relax and watch the surfers</i>
Activity 2	Who:
Where:	When:
What:	Activity 5
Who:	Where:
When: <i>at 12 (noon)</i>	What:
Activity 3	Who:
Where:	When: <i>at around 6 pm</i>
What:	

- 4 Read a short blog post written by a tourist who wants to go to Australia. Write an answer to his question.

2 HOURS AGO

 **LivingAustralia14**

I'm going to Sydney for a few days next June. I read that you are also going there! What are you going to do in Sydney? Maybe I will join you!

LET'S PLAY...

When in Sydney... (group work)

1. Imagine you are going to visit Sydney. On your own, make a list of three things you are going to do there.
2. In groups of three, Student A says the first thing on their list. Student B repeats what Student A said and adds the first thing on their list, and so on. Can you remember what your classmate is going to do?

I am going to surf at Bondi Beach.

Audrey is going to surf at Bondi Beach and I am going to visit the zoo.

MINI CHALLENGE: A DAY IN SYDNEY

You are spending a day in Sydney.

- 1 Go through this lesson to decide where you want to go and what you are going to do.
- 2 Write an email to Jayden to tell her about your plans.
- 3 Say where and when you prefer to meet.

Trip to Sydney

Friday, October 3 at 2:49 PM

From: +

To: +

Dear Jayden,
I'll be in Sydney this Saturday.
In the morning I'm going to...
Love, Marc

How to write a travel blog

Reading takes you on a journey. To make sure your readers want to keep following your travels and to give the best possible travel blog, follow the tips below.

1. Announce your programme!

- Describe your trip **in order**: what did you do on the first day, afternoon or evening? What about the day after?
- **Describe the activities you did**, the places you visited and even the restaurants where you ate, or the local specialities you tried.

2. Make them dream!

- **Describe the landscapes or the surroundings** to make your readers want to visit. Use positive adjectives (**amazing**, **wonderful**, **unforgettable**...), superlatives and exclamations.

*I discovered the most fabulous landscape.
I felt so thrilled!*

- Talk about your personal experience and what you felt when you saw the landscape, or visited the museum, and so on.
- Tell anecdotes and give advice on how to make the most of the place (the best time to go and come back, the entrance price, and so on). Include a photo if you can!
- If you didn't enjoy your visit say so and explain why (too many people, not very pretty, etc.).



3. Make readers want to know more!

- Talk about places you have not yet been and what you hope to discover, so that your readers keep reading about your travels. You can tell them about your next article using the expressions below.
- **I will keep you posted!**
 - **Stay tuned!**
 - **More in the next episode!**
 - **Come back for more!**



NOW, LET'S GET TRAVELLING!

You visited the Sydney aquarium.

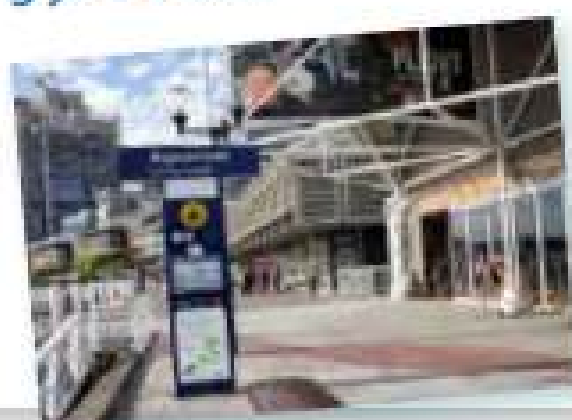
Describe your experience using these photos and by finishing the sentences below.

When you get to the aquarium, the first thing you see...

The viewing tunnel is the best because...

What I really have enjoyed is...

Next on my visit list is...



1. USING "THE" OR NO ARTICLE

Here are some rules for using "the" or no article with different types of proper nouns related to Australia.

- No "the" before names of cities, towns, or states:
Sydney, Melbourne, Perth, Victoria
- This rule is also true for city districts or neighborhoods:
Darling Harbour, Bondi Beach
- Use "the" with broader regions and areas:
the Northern Territory, the Outback, the Gold Coast
- No "the" for mountains when using a single name or a specific point:
Uluru (rather than the Uluru)
- Use "the" for iconic man-made structures, historical locations, and institutions:
the Sydney Opera House, the Australian War Memorial, the Alice Springs Desert Park, the Royal Botanic Garden.
- No "the" when referring to lakes by name alone:
Lake Eyre
- For individual islands, generally do not use "the":
Kangaroo Island
Fraser Island
Hamilton Island
- Some individual islands may take "the" if the name includes a word "Isle" instead of "Island":
the Isle of Pines

If the island name includes a geographical description (like "Great"), use "the" to emphasize uniqueness:

- *the Great Barrier Reef*

2. SUPERLATIVE ADJECTIVES

Superlative adjectives compare something with a group of things. There are two structures:

- **the** + short adjective (one syllable or two syllables and ends in -y) + **-est**.
Koalas are the calmest animals in the zoo.
- **the most / the least** + long adjective (more than one syllable).
I saw one of the most amazing views.

1 Underline the superlatives in the following sentences.

- Sydney is the biggest city in the country.
- Perth is the most isolated city in the world.

2 Write the superlative form of the words in brackets.

Australia is (arid) and (dry) country in the world. (Memorable) scenery is in the Outback. Nature in Australia has sculpted fabulous rock formations. Ayers Rock is (famous) of these monoliths. Perhaps (good) way to see the sights is to go trekking there.

Exceptions:

Adjective	Comparative	Superlative
good	better	the best
bad	worse	the worst
far	further	the farthest / the furthest

3 Read the sentences and underline the superlative forms.

- Melbourne is the best city in Australia.
- This is the worst restaurant in Cairns and it's the farthest/furthest from

4 Rewrite the sentences below with superlative adjectives.

- Sydney/expensive city/in the country.
- Cooladdi/small town/in Australia.
- Bondi Beach/good/surf beach.
- Blue Mountains/bad place/to cycle.

3. TALKING ABOUT PREFERENCES

When talking about preferences in English, you can use the verb **prefer**.

- I **prefer (doing) something to (doing) something else**.
- To choose from options, you can use two forms:
 - **would prefer + to + verb + rather than...**
I **would prefer to** visit the zoo **rather than** to go to the beach.
I **would prefer to** go to Perth **rather than** to Canberra.
 - **would rather + verb + than...**
I **would rather** visit the zoo **than** go scuba diving.
I **would rather** go to Perth **than** to Canberra.
- There are contracted forms **'d rather** and **'d prefer**.
I **'d rather** go to Perth.

5 Answer the following questions using the words in brackets.

- a. Shall we go surfing? (prefer / scuba-diving)

I'd prefer to go scuba diving.



Shall we visit Perth? (rather / Cairns)

- b. Shall we meet at 6? (prefer / 7 o'clock)
c. Shall we go for a swim? (prefer / shopping)
d. Shall we go together to the Sydney Opera House? (would rather / on my own)

6 Write the sentences below using the following words or phrases.

- a. prefer / have lunch / go for a walk
b. prefer / rent a house in the Outback / stay in Sydney
c. rather go by bus / by ferry
d. prefer / go to a concert / to the museum
e. rather watch the match / watch a film

7 Write three sentences about what you would prefer to do next weekend.

I'd rather go to the swimming pool than...

4. TALKING ABOUT THE FUTURE

There are different options to talk about the future in English:

- The present simple indicates something is sure to happen: it is already planned.
The plane to Sydney **leaves** at 4.
- Future with **will/won't** before the verb indicates a spontaneous decision, a planned action or a promise or prediction.
I **will** take your suitcase for you.
- The present tense of the verb **to be + verb-ing** is often used to talk about future arrangements.
I **can't** stay for the meeting because I **'m taking** the train in an hour.

8 Complete the sentences with your own ideas.

- a. My friend starts ...
b. I promise I ...
c. Tonight, I'm ...

9 Write a short text to tell your classmates what you will do next weekend.

Next weekend I am going to play basketball at the basketball court and I'm going to...



10 Walk around the classroom and ask your classmates about their plans for next weekend. Try and find someone with:

- the sample plans as you.
- a plan you would like to do.

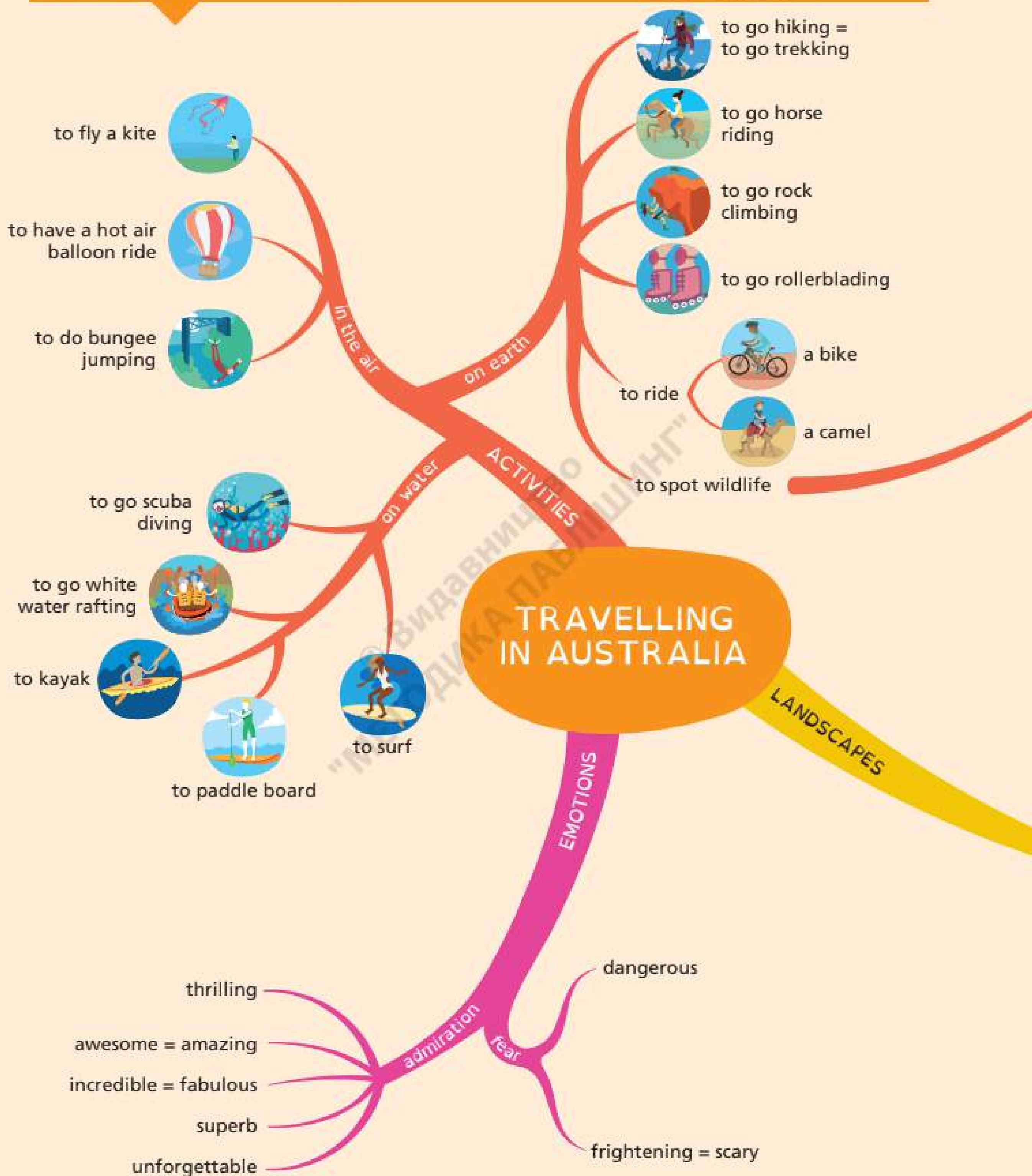
This weekend, I'm going to go to the cinema.

Me too! What film are you going to see?



My vocabulary

I see
and I memorise.





Pronunciation
track: 42

Pronunciation

The pronunciation
of the letter "a"



a kangaroo



a koala



a platypus



a seal



a shark



a Tasmanian
devil



a whale



a barrier reef



a beach

a coast



an island



a sea



a mountain



a park



a rainforest



a river



a waterfall

a bridge

a harbour



the Opera House

a theatre

a zoo

EMOTIONS

1 Complete the text with the adjectives below.

amazing

frightening

relaxing

Last year I went to Sydney. I loved it! I had the most ____ experience in the world. I especially love the Royal Botanic Gardens. You can sit on the grass and look at the harbour. Everyone goes there to have a quiet afternoon. It is so ____! The most ____ experience I had was at Bondi Beach, I thought I heard a shark alarm while I was surfing!

LANDSCAPES

2 Find the word that matches each definition.

a. A bank of rocks or sand, often coral, near the surface of the water.

R

b. A place for anchoring a ship and providing protection from the weather.

H

c. A structure that reaches across a river, and provides a way of crossing.

B

d. Water dropping from a great height.

W

TOURIST ACTIVITIES

3 Find the activity that matches each slogan.

IMAGINE YOURSELF RIDING A WAVE AT BONDI BEACH

Explore the Blue Mountains
wilderness with our walking guides!

PADDLE PICTURESQUE RIVERS AND GORGES

2 WHEELS AND A LONG WAY TO GO.
EXPAND YOUR MIND IN AUSTRALIA

Create your mind map!

Create a mind map with words that describe a real or imaginary trip to a country of your choice.

Did you know?
The Outback is the name
given to the vast and
arid interior of Australia.



1 a. Write the correct activity below each picture.

surfing rafting rock climbing hiking whale watching

horse riding cycling scuba diving bungee jumping paddle boarding



b. Complete the table with the activities from Task A.

Pacific Ocean	
mountain	
river	
Australian Outback	

2 Use the clues to complete the crossword.

1. A stream or river falling down from a high place.
2. The Nile is the longest in the world.
3. The Pacific is the largest in the world.
4. A large fish with sharp teeth and a pointed fin.
5. A jumping animal that carries its baby in a pouch.
6. Tasmania is an
7. Sydney is the biggest in Australia.
8. An Australian animal that has big hairy ears and claws for climbing.
9. An Australian river mammal with a beak. It can swim and lay eggs.



3 Match the words below with the correct verb.



a camel	trekking	horse riding	hiking
a kite	fishing	scuba diving	wildlife
surfing	a whale	paddle boarding	a bike



- a. ride:
- b. go:
- c. fly:
- d. spot:



Today, I'm writing about Australia's most famous building: the Sydney Opera House

ARTISTIC AND
CULTURAL
EDUCATION

SYDNEY OPERA HOUSE

→ THE SYDNEY OPERA HOUSE



↑ View of the Sydney Opera House

The construction of the Opera House began in 1958, but its Danish architect Jørn Utzon had to resign before it was completed in 1973 and inaugurated by Queen Elizabeth II. The design of the building was too futuristic and people didn't like it at first.

Jørn Utzon was inspired by nature. The roof structures of the Opera House are called 'shells'.

Today, the Sydney Opera House is one of the most visited monuments in the world and a UNESCO World Heritage Site.

→ THE VIVID SYDNEY FESTIVAL



↑ Vivid Sydney festival

Like the Opera House, Vivid Sydney wasn't an easy start. It was often considered as nothing more than a light show. But today it is the world's largest festival of light. It transforms Sydney into an outdoor art exhibition with its 90 installations.

2.3 million people attended the festival in 2016. Songlines, part of 2016 Vivid Sydney festival, was an art project in which images are projected onto the shells of the Opera House. It was inspired by contemporary paintings celebrating the story of the Aboriginal peoples. It was amazing!

YOUR TURN!

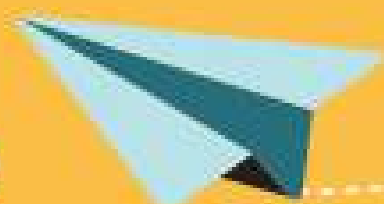
- 1 **Read** the texts. What do the Opera House and the Vivid Sydney festival have in common?
- 2 **Create** an advert to promote the Opera House or the Vivid Sydney festival.
Use some pictures and **write** a slogan.

YOU ARE AN ARTIST!

Choose a famous building in the world. **Design** a picture that will appear in lights on the front of the building.
Present your design and **explain** what inspired you.



Your challenge



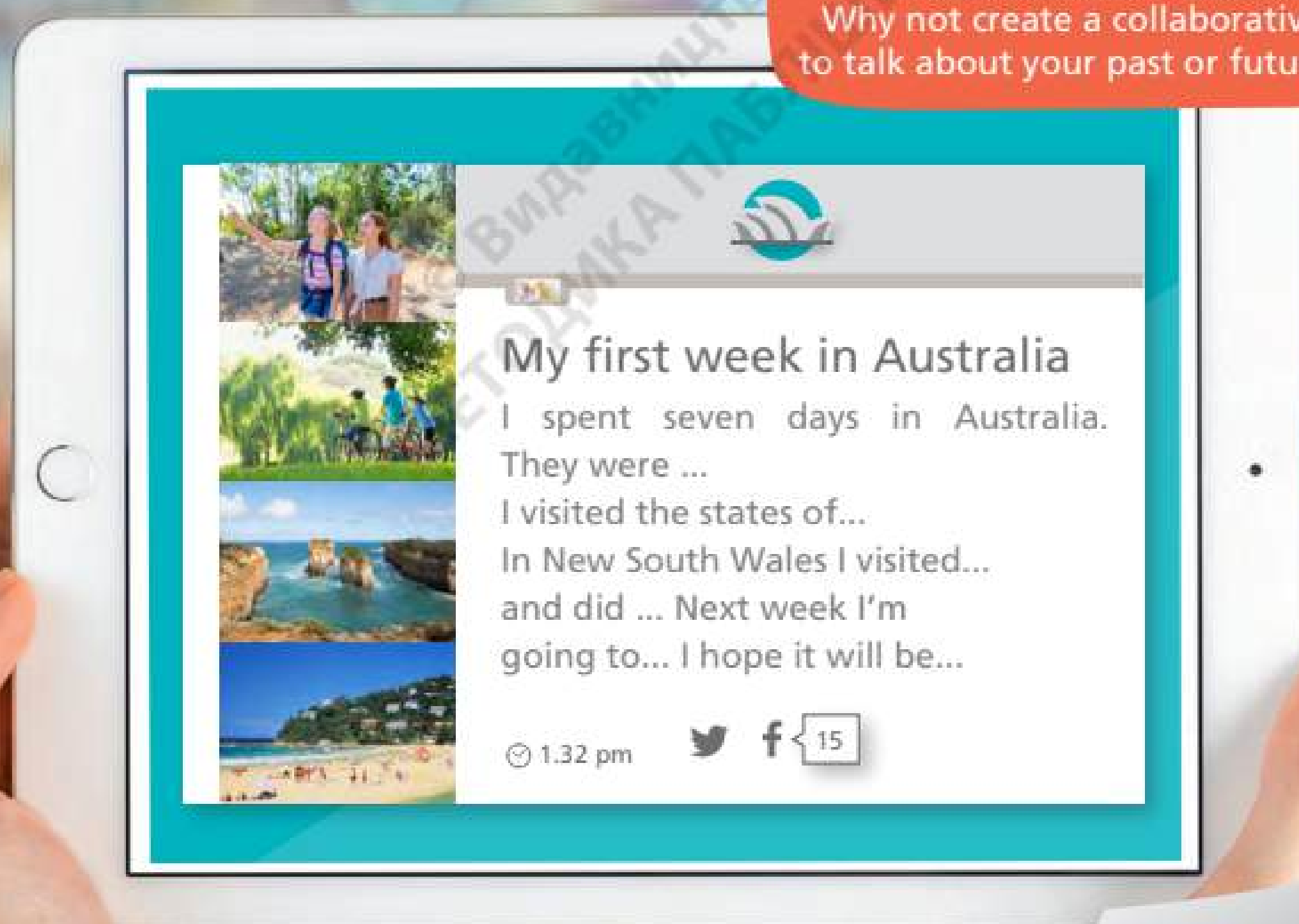
WRITE A POST FOR A TRAVEL WEBSITE

You are a blogger and you are travelling around Australia for two weeks. Write a post entitled 'My first week in Australia' for a website designed for tourists.

1. **Choose** the places in Australia that you are going to describe.
2. **Take notes** about the activities that you can do in each place.
3. **Decide** where you have already been and where you haven't been yet.
4. **Decide** what you have already done and what you haven't done yet.
5. **Share** your impressions. **Show** your enthusiasm or disappointment.
6. **Explain** your plans for the second week.

↓ Digital alternative

Why not create a collaborative blog to talk about your past or future trips?



Unit 7

What is there to see and do
in Ukraine?

The Heroic Country



→ In this unit, we are going to...

- listen to someone talking about their experiences in Ukraine.
- talk about what we are going to do in the future.
- discover different cities in Ukraine.
- talk about volunteering.



Your challenge

Make a presentation
about Ukraine
for a travel website





Hi, I'm **OLENA**,
from Cherkasy (Ukraine).
In this unit you'll learn
about what to do and
where to go in Ukraine



Olena

Hi there! Yesterday in English class, we
learned about the UK and Ukraine. 16:45

Oliver

Oh, really? That's cool! I love learning
about countries, their history and
people! Now, Ukraine is my favourite
country to learn about. 16:47

Olena

Oh, so you like Ukraine?! 16:48

Oliver

I do! Did you know that Stefan Terlezki,
who arrived in Britain in 1948, became a
preeminent figure in Welsh politics and
sport in the 1960-1970s?! He was also
the first MP (1983-1987) of the British
Parliament of Ukrainian origin. He was also
the economic adviser of Prime Minister
Margaret Thatcher. For his service to Great
Britain and the British nation, Terlezki was
appointed the Commander of the Most
Excellent Order of the British Empire by
Queen Elizabeth II in 1992! 16:52

Olena

Amazing! I am so proud of our people. 16:53

Oliver

So am I! 16:54



↑ Image of Ukraine: blue sky and yellow fields



↑ Olena's vlog

LET'S GO!

- 1 **Read** the conversation. What is special about Ukraine?
- 2 **Look** at the image from Olena's video. What do you associate with Ukraine? Do you know any Ukrainian cities or landmarks?

1. I am proud of Ukraine

I can understand someone talking about their experience in Ukraine.

- 1 a. Watch part 1 of Olena's video about Ukraine.
- b. Look at the map of Ukraine and label geographic locations.



- c. Tell a partner which places you can see in different parts of Ukraine.

In the center of Ukraine	
In southern Ukraine	
In southeastern Ukraine	
In western Ukraine	
In the north of Ukraine	

- 2 a. **Look** at the three posters. What are they about? Choose one of the locations.



The Carpathian Mountains
in the autumn



The Carpathian Mountains in the winter



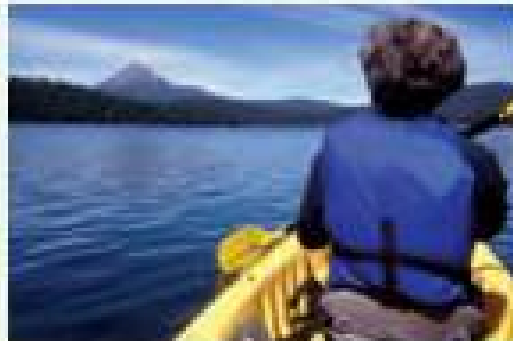
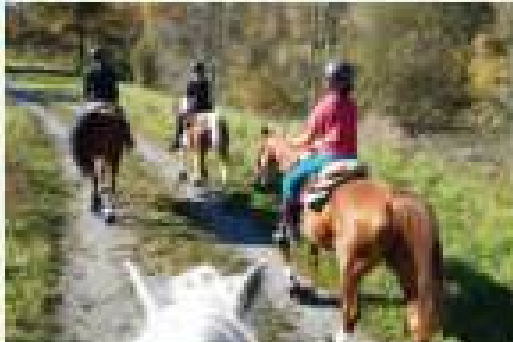
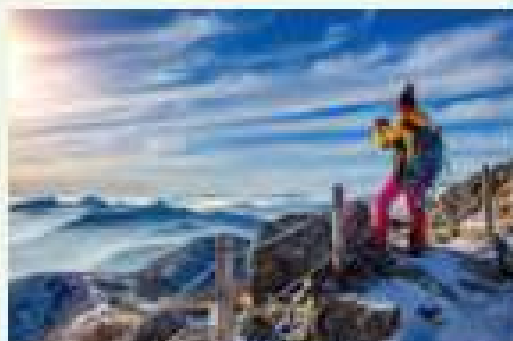
The "Tunnel of Love"

- b. **Discuss** with your classmate what you will be able to do if you go there in the future. **Watch** part 1 of Olena's video and check your ideas.

The First Conditional: If + Present simple, will + verb

If we go to the river, we **will** have a boat ride.

- c. **Look** at the images in the table below.
Write down things that you will be able to do there.

<p>Name of the location</p> <p>.....</p> <p>.....</p>	   <p>If I go to, I will</p>
<p>Name of the location</p> <p>.....</p> <p>.....</p>	   <p>If I go to, I will</p>
<p>Name of the location</p> <p>.....</p> <p>.....</p>	   <p>If I go to, I will</p>

- 3 a. **Read** the article "Reasons to be proud of Ukraine".
Underline key words related to the main topic.
 Does the writer sound disappointed or enthusiastic?

In a small Ukrainian village, there was a 14-year-old boy named Andriy. Andriy was curious and always loved exploring the fields, forests, and rivers around his home. One day, while he was walking by the Dnipro River, he noticed a group of older boys sitting around the campfire. Interested, Andriy joined them and listened as one boy began to play his guitar and sing a song. He learned it was a song based on T. Shevchenko's lyrics. Boys enjoyed playing and singing.

Feeling inspired, Andriy decided to learn more about why young people were proud of their culture and country. First, he visited his grandmother, babka Nadia, who was baking fresh bread in her small, cozy kitchen. "Babko, what makes you proud to be Ukrainian?" he asked. Babka Nadia smiled, handing him a warm slice of bread. "Our land, Andriy! Ukraine's soil is so rich that it feeds people all over the world. Our sunflowers, wheat, and vegetables are famous. This bread? Made from Ukrainian wheat. Our land is a gift to the world."

Andriy thought about this as he chewed the delicious bread. Next, he visited his friend Kateryna, who was painting in her yard. "Katre, what do you think makes Ukraine special?" he asked. Kateryna pointed at her painting, a view of the Carpathian Mountains. "We have beautiful landscapes, from the Carpathians to the Black Sea. People come from all over to see our mountains, rivers, and forests," she said. "It's like nature gave Ukraine a bit of everything!"

Then, Andriy's older cousin Mykola, who was visiting from the city, told him about something else that made him proud. "Our people are strong and brave," Mykola said. "Even in difficult times, Ukrainians come together to help each other and protect our home. Remember how everyone supported each other during the hard times? That's something special about us."

By the end of the day, Andriy felt his heart swell with pride. He was proud of the rich land that grew their food, the breathtaking landscapes, and most of all, the kindness and strength of his people. Walking back home, he thought about how lucky he was to be part of Ukraine.

Vocabulary

curious
 to explore
 a campfire
 lyrics
 to be inspired
 to be interested
 to be proud of
 the soil
 to feed
 a gift
 a landscape
 to protect our home
 to come together
 to swell with pride
 proud = pride
 strong = strength



- b. **Summarise** paragraphs in a maximum of twelve words each.

- 4 a. **Watch** part 1 of Olena's video again and make a list of things to be proud of. **Find** the adjectives Olena uses to talk about Ukraine.

.....

.....

.....

Adjectives that end in -ing and -ed

It's a very **interesting** city.

I'm **interested** in Ukrainian culture and history.

- b. **Identify** all the names with capital letters in the video.

Proper geographical names

Proper geographical names, such as Kyiv, Hoverla, the Dnipro River, always begin with capital letters.

- c. **Write** some reasons why you are proud of Ukraine.

.....

.....

.....

Review: the superlative

The Dnipro is the longest river and Hoverla is the tallest mountain in Ukraine.

Vocabulary
track: 44

Vocabulary

a **heroic** country

to **cover**

to **vary**

to run **through**

rolling hills

rugged mountains

vast **steppes**

sandy beaches

forests

ski **resorts**

wildlife

fresh **water**

climb the **mountain**

to **enjoy** the **country's** **beauty**.

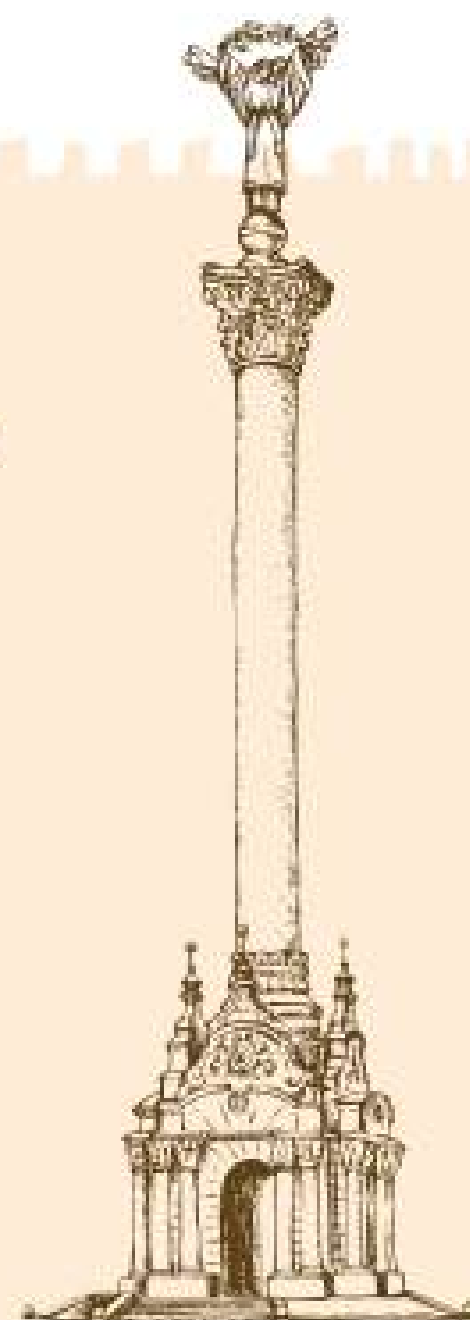
to **respect** the **environment**

to keep the **country** clean

MINI CHALLENGE: HEROIC COUNTRY

Ukraine is one of the biggest countries in Europe. It is also one of the strongest and fantastic countries in the world. We are going to find out the best locations according to you and your classmates.

- 1 **Ask** and **answer** questions about places that you visited, what you did there and if you liked it or not.
- 2 **Tell** the class about your classmate's experience.
- 3 Which are the best locations according to the class?
- 4 **Go** to page and create a speech.
- 5 **Give** a speech to promote Ukraine. Mention what people will experience.
- 6 **Vote** for the best speech.



2. The Tapestry of Ukraine

I can talk about
what I am going to do
in the future.

- 1 a. **Read** this forum about cities in Ukraine.
- b. **Watch** part 2 of Olena's video and write the city names.

A

..... is a peaceful city in northwestern Ukraine. One of the coolest places nearby is the Tunnel of Love, a magical train track covered by trees that looks like something out of a fairy tale! It also hosts annual Ukrainian Music Festival, where people come to hear both old and new Ukrainian music and watch dancers in colorful costumes. At the local markets, you'll find handmade crafts, traditional clothes, and fresh fruits and veggies from local farmers, giving everyone a taste of Ukrainian culture.



B



..... is a city in northeastern Ukraine. It is the Psel River, where locals enjoy outdoor activities and relaxing in nature. People can go fishing, swimming, and even kayaking, especially in the summer. Kayaking can be a fun and exciting experience. However, you need some proper planning and preparation. Training is a must.

C

..... is the center of Ukraine. It is a river city with many fabulous places like the beaches and the Sosnivka Park or Sosnovy Bir. In summer you can go swimming and go camping. In the park you can skateboard, roller blade, cycle, jog or exercise in the playground with monkey bars, vine climbers, rock and log climbers, vertical climbing walls, and noodle climbers. If you are feeling really brave, you need to try them all!!! They make you laugh. You can have some joyful time.



D



..... is a big city in western Ukraine. It is famous for its old European charm, cobblestone streets, colorful buildings, and a lively café culture. If you have a sweet tooth, this place is for you to take a master class making your own chocolate. You'll paint chocolate products, get new facts about chocolate, taste a delicious drink and sweets which you'll make yourself under supervision of a professional master! Get creative! Yummy!

E

In, there is a unique entertainment and discovery park for children with disabilities! The first park of its kind in Ukraine! No matter how tough the times are, all children, without exception, have the right to joy. The playground for children with disabilities is completely enclosed and decorated with yellow-blue patriotic flags. At the top, there is a sign that reads "The Bridge of Life," depicting children holding Ukrainian and American flags. Why? It was created by the American couple Eddie and Tetiana at their own expense.



c. **Read** it again. Find the words in the text that match the definitions:

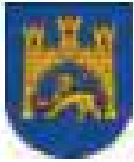
1. people from the area
2. a story about fairies or other mythical or magical beings
3. streets made of a rounded stone
4. very pleasant, delightful
5. a necessity
6. people with the most courage

d. **Answer** the following questions.

1. What is the best season to do kayaking in Sumy?
2. Which attraction is created for disabled people?
3. What can you do in the Sosnovy Bir?
4. Which attractions does Lviv offer?
5. Where can you take stunning pictures like in a fairy tale?

2 a. **Watch** part 2 of Olena's video again.

Complete the table with the information you hear.

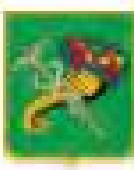
Coat of arms	Location	Places to see	Things to do	Feelings
 Lviv				
 Sumy				
 Rivne				
 Cherkasy				

b. You **listened** to Olena talking about some cities in Ukraine.

Discuss with your partner where you want to go together and what you want to do together. You **can use** some expressions.

	
Yes, that's a good idea. Yes, that's always interesting... Yes, I'd rather go there, because I think it's better than... Yes, I'd prefer to do that Yes, I'd like to do that... Then we could There's a very nice ... Let's do that!	No, I'd prefer not to go there, because ... No, I'd rather not to go there, because ... No, I wouldn't like to.... I like.... better. No, I don't like that idea. It's too far / expensive, boring... I'm not very good at...

- c. **Watch** part 3 of Olena's video. **Complete** the table with the information you hear

Coat of arms	Location	Places to see	Things to do	Feelings
 Kyiv				
 Kharkiv				
 Odesa				
 Uzhhorod				

- d. **Choose** your favourite city. **Explain** your choice. **Imagine** you are exploring a city alone. **Write** some sentences describing what you can do, using reflexive pronouns. For example:
I can buy some souvenirs myself (I am independent enough to do it personally).
Or I can buy myself some souvenirs (I want to treat myself to a few keepsakes).
- e. **Choose** your favourite city. Explain your choice.

Exploring Places by Yourself

Reflexive pronouns

- **Singular:**
 I – myself;
 you – yourself;
 he – himself;
 she – herself;
 it – itself
- **Plural:**
 we – ourselves;
 you – yourselves;
 they – themselves.

- 3 **Read** a short blog post written by a tourist who wants to go to Lviv. **Write** an answer to the question.



2 HOURS AGO

Living Cherkasy14

I'm going to Lviv for a few days next June. I read that you are also going there! What are you going to do in Lviv? Maybe I will join you!



NOW

Your answer:



- 4 a. **Read** the text. **Tell** your partner what you think about volunteering.

Children in schools often volunteer to help Ukraine. They participate in fundraising events, organize donation drives, and create care packages for families in need. They show their support by crafting handmade cards and messages of encouragement for soldiers and displaced families. Many schools also host bake sales, concerts, and charity events where children actively contribute their time and creativity to raise money for humanitarian aid. Through these activities, young students learn the importance of compassion, teamwork, and the impact they can have on their community and country.

- b. **Answer** the questions.

1. How can someone find volunteering opportunities in their local community or abroad?
2. What are the benefits of volunteering for both the volunteer and the people they help?
3. What motivates people to volunteer, even when the work can be challenging or emotionally difficult?



A Japanese volunteer named **Fuminori Tsuchiko** was one of eight people to receive the "National Legend of Ukraine" award from President Volodymyr Zelensky. When the war in Ukraine began, he came to help people who were forced to live in the Kharkiv metro for safety. Using his own money, he opened a café where he serves free meals every day to support those in need.

LET'S PLAY...

When in **...** (group work)

1. **Imagine** you've just decided to go to (select a city). On your own, **make a list** of three things you are going to do there.
2. In groups of three, Student A **says** the first thing on their list. Student B **repeats** what Student A said and **adds** the first thing on their list, and so on. Can you remember what your classmate is going to do?

MINI CHALLENGE: A DAY IN YOUR (CITY, TOWN, VILLAGE)

- 1 **Introduce** the place you live in.
- 2 **List** three places that you like in your place.
- 3 **Say** why you like your place. **Say** about people who make your place you live in special.
- 4 **Write** an email to tell her about your place and people.



How to debate in English

You already know how to give your opinion. But how can you find the right arguments to convince others? Here are some tips.



1. Define your point of view!

- Read the instructions and **decide which point of view you agree with**. What do you think of the topic? Are you for or against? Are you undecided?

I think / believe that...

I agree with...

I don't agree with... = I disagree with...

2. Make a list!

- **Make a list of the arguments and ideas** that support your opinion. Think about the things you have seen in class, or read or heard elsewhere. Think about everything you know.
- **Organise your ideas using conjunctions** to take your ideas from general to specific.

*First...
Second...
Then...*

*Moreover...
Besides...
In addition...*

*Finally...
Last but not least...*

3. Illustrate!

- Don't forget to **use examples or anecdotes** to illustrate your opinion. This will give your arguments even more weight.

*For example...
/ For instance...*

Let me give you an example...

4. Anticipate!

- If you want to improve even more, imagine some of the arguments the other side could make, and **prepare yourself** using the expressions below:

I must admit that... but / however...

You could think that... and yet...



5. Convince!

- Pay attention to your body language, intonation, expression and hand gestures. You will be able to express your message better if you are **absolutely convinced, energetic and enthusiastic!**

NOW, LET'S SPEAK UP!

You want your city to be twinned with Birmingham to create school exchanges between students, and you have to convince the English twinning committee.

Here is a list of ideas. **Complete the list** and **organise your ideas** so that

VO

=====

=====

=====

=====

- Discover how is typical life in my country. E.g.: meals, family life
(use my family as a personal example)

- Activities to do in your country

- ...

How to write and give a speech

Giving a speech involves reading a text that has been written in advance, like the speeches given by politicians, for example. Here's how.



1. Understand the job!

To start with, **read the instructions**:

- What **type of speech** is it (a thank you speech, a presentation, a political campaign, etc.)?
- **Who is your speech aimed at** (your classmates, internet users, people at a festival, etc.)?
- What is your objective (to thank, present, convince, etc.)?

2. Organise yourself!

• **Imagine the different parts of your speech** by following the different stages: welcoming the audience, giving the introduction to the topic, presenting the different ideas you want to cover, giving a conclusion, and saying goodbye.

• As you are writing, make sure to **structure your speech** so that the audience can follow your line of thought):

1. Welcome and introduction to the topic

- Ladies and gentlemen! Thank you for being here at the launching of the Birmingham Multicultural Festival. Let me explain why we decided to organise it here.
- Hello everyone, today I'll explain you how you can organise your trip to the UK, let's start!

2. Presenting the different ideas to be covered, in order

First,... Second,... Third,... Finally...

3. Conclusion and goodbye

Thank you for listening. Have a great day!

3. Don't read it, live it!

- **Think about your pronunciation and sentence stress.** In English, the most important words are stressed in a sentence. Circle them to make sure you emphasise them.
- **Don't forget to breathe:** at every punctuation sign or before linking words (**and**, **but**), but never between the subject and the verb or between the verb and the verb complement.
- **Make links between the words!** If a word ends in a consonant and the next word starts with a vowel, the two words should be pronounced like one word. On the other hand, when a word ends in a sound and the next word starts with the same sound, the repeated sound is only pronounced once.
- **Practise** so that your speech is fluent and you can look at the audience. This will help you share your message more easily.

NOW, LET'S GO CHARM THEM!

Listen to your speech and **note down** the stressed words and liaisons. Then, **practice** reading while respecting the intonation and liaisons.

Good afternoon ladies and gentlemen. It is an honour to be here in Birmingham today to open the first Birmingham Multicultural Festival. We are greatly pleased to organise it in our lovely city: diversity, ethnic music, balti. You can live in this city and feel like you're travelling around the world. Our city is well-known for its values: respect, unity and community, and today you'll be able to experience all of this. First, you can go...

1. FIRST CONDITIONAL

Use the first conditional to talk about a likely situation in the future.

The structure is:

If + present simple, will + infinitive verb

If the weather **is** good, we **will** go to the parade.

Pronunciation

The contracted forms of will

1 Choose the correct form.

- We won't get wet if we **take** / **will take** an umbrella.
- If we take part in the parade, we **never forget** / **will never forget** it.
- If mum **arrives** / **will arrive** late, she will miss the best part of the film.
- If she goes to the museum, she **will discover** / **discovers** the history of migrations in Britain.

2 Put the verbs in brackets in the right form.

- If we (to run), we (to arrive) on time.
If we run, we will arrive on time.
- If my parents (to save) money, we
(to go) to Jamaica next year.
- You (to feel) sick if you (to eat) too much spicy food.
- Dad (to be) happy if England
(to win) the match.
- If they (not to study), they (not to pass) the exam.
- The students (to get) wet if it
(to rain) tomorrow, the festival is in the courtyard!

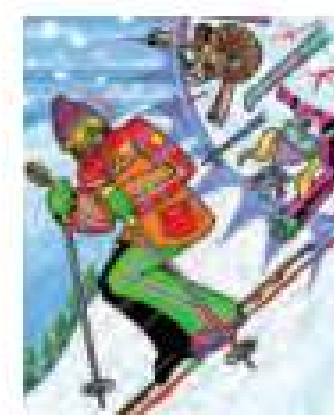
3 Match the prepositions to the phrases to make complete sentences.

- If it rains...
- If we go to Birmingham...
- I will see my favourite singer at Mela festival...
- We won't have a balti...
 - ... if my parents agree to let me go.
 - ... they will cancel the show.
 - ... if we go to a fish and chips restaurant.
 - ... we will experience cultural diversity at its best.

2. ADJECTIVES THAT END IN -ING AND -ED

- You can use verbs to create adjectives. Adjectives can have the suffixes **-ed** or **-ing**.
to frighten → **frightening** / **frightened**
to bore → **boring** / **bored**
to amaze → **amazing** / **amazed**
- Normally, an adjective that ends in **-ed** refers to how someone is feeling. An adjective that ends in **-ing** refers to the thing or the event that caused the feeling.

- cause = -ing
The **avalanche** is **frightening**.
- consequence = -ed
The skier is **frightened**.



4 Change the following verbs into adjectives ending in -ed and -ing. Then **translate** them into your own language.

- to surprise
- to annoy
- to worry
- to frighten
- to exhaust

5 Rewrite each sentence choosing the correct form of the adjective.

- Birmingham is a very city! (interesting/interested)
- This festival is, all the artists are very talented! (excited/exciting)
- I am never (bored/boring) when I go to a concert.
- I tried an mango cocktail at the Carnival. (amazing/amazed)

6 Rewrite each sentence with the correct form of the adjective.

- This film is **boring** / **bored**. Let's watch another channel. → *This film is boring.*
- Do you get **embarrassed** / **embarrassing** easily?
- It was an **embarrassing** / **embarrassed** situation for everybody.
- We were **surprised** / **surprising** when our team won!
- This book is really **interesting** / **interested**.

3 THE REFLEXIVE PRONOUNS

- The reflexive pronouns are:
Singular: myself - yourself - himself - herself - itself
Plural: ourselves - yourselves - themselves
- We use a reflexive pronoun:
 As a direct object when the object is the same as the subject of the verb

7 Underline the reflexive pronouns in the following sentences.

- They challenge themselves to climb to the top of the jungle gym.
- She encourages herself to go down the tallest slide, even if she's a bit scared.
- He swings himself as high as he can, trying to reach the sky.
- They organize themselves into teams for a game of tag.

- She finds herself a cozy spot on the grass to read a book during the break.

8 Complete the sentences with the reflexive pronouns **herself, myself, himself, themselves**

- He pushes on the merry-go-round, spinning until he's dizzy.
- They cheer up after a fall by getting back on the monkey bars.
- She reminds to drink water after running around in the sun.
- He takes on a mini adventure, exploring every corner of the playground.
- I pack a small snack and picnic in the shade for a little break.

4 THE REFLEXIVE PRONOUNS

- We use a reflexive pronoun:
 to emphasize who will do the action. It suggests independence or exclusion of others. The person wants to make it clear that there is no need for anyone else to do it for him or her.
 For example, "*I can buy some souvenirs myself*" means that I'll buy the souvenirs without anyone's help. It suggests independence, as in "*I don't need anyone else to do it for me; I can do it myself.*"

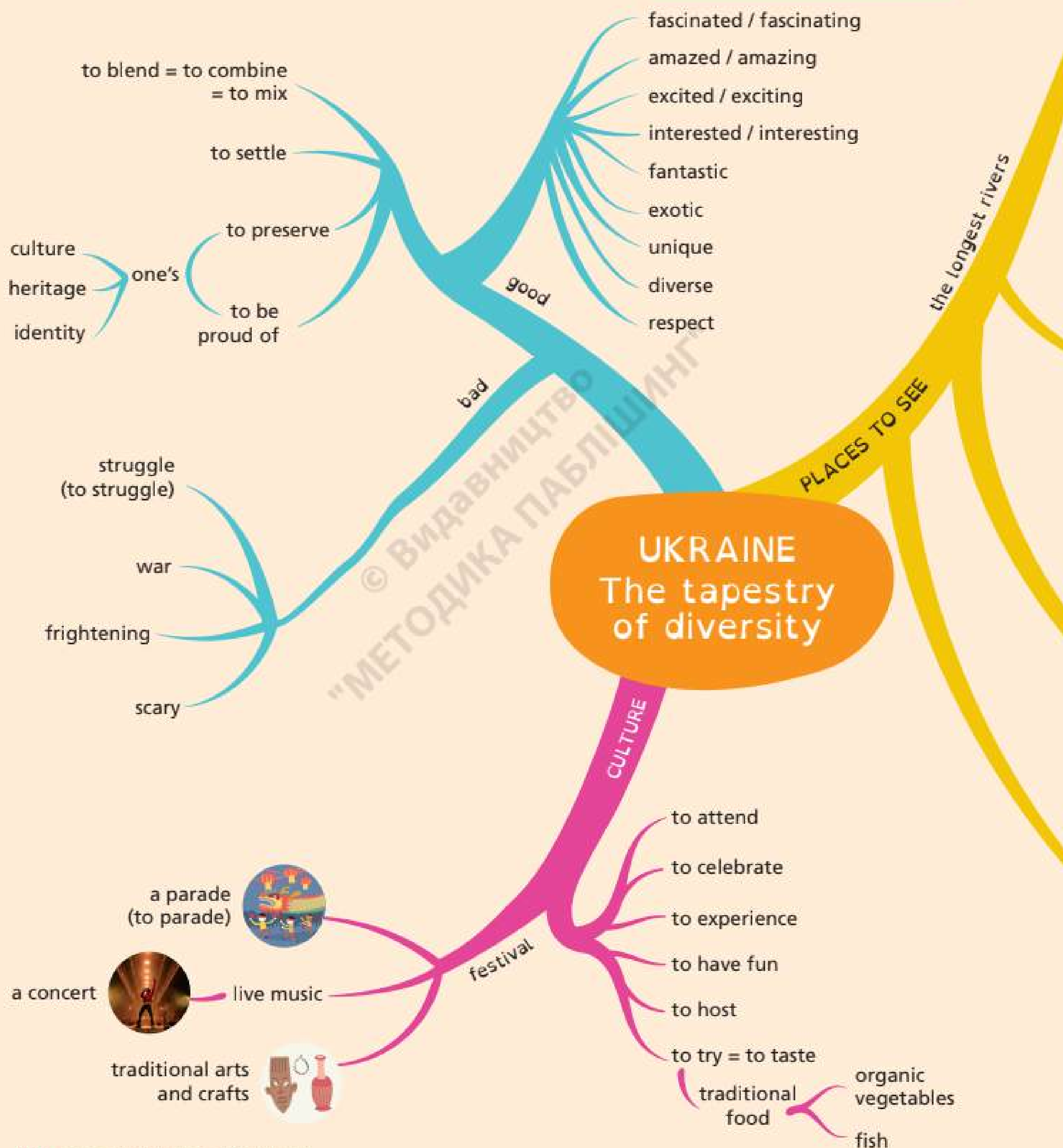
9 Complete the sentences with the reflexive pronouns **ourselves, myself, yourself, themselves**.

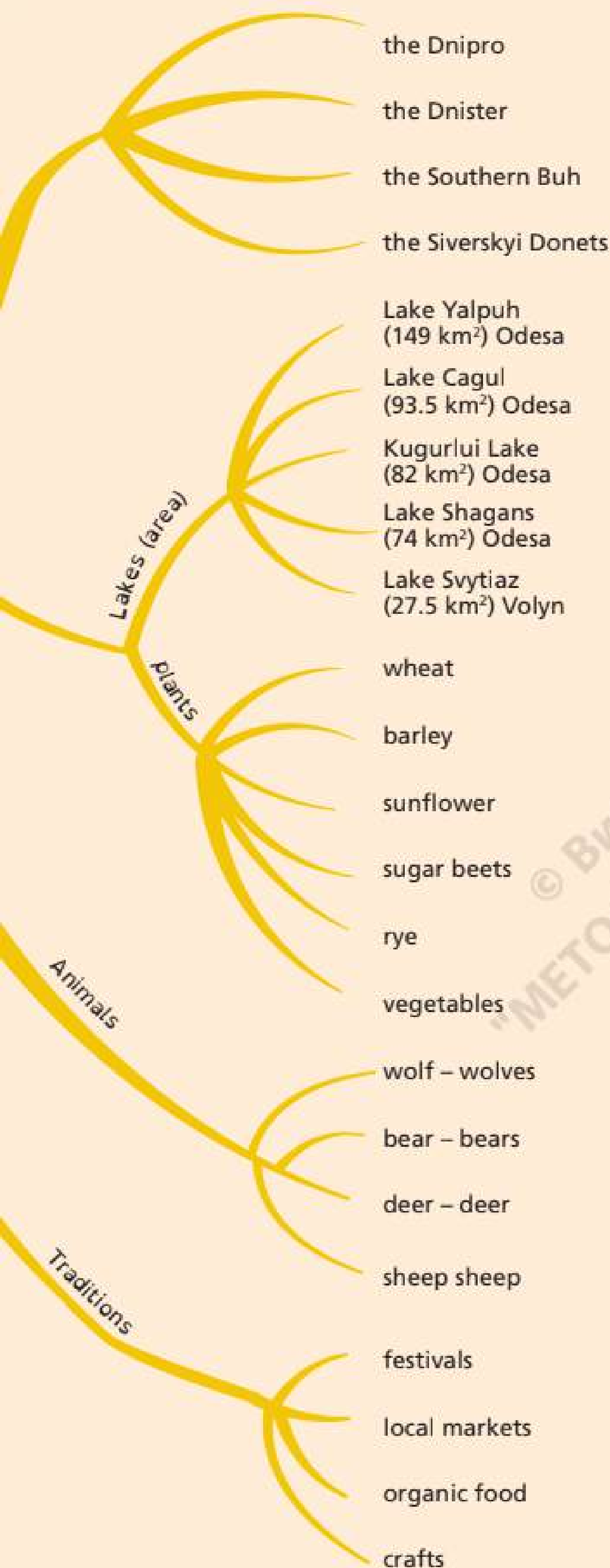
- We organized the charity event, and it turned out amazing.
- They built the themselves, using only online tutorials.
- I decorated the living room, and I'm proud of how it looks.
- You should try solving the puzzle before asking for hints.



Pronunciation

The pronunciation of the letter i





DIVERSITY AND UNITY

1 Categorise these nouns that can describe diversity and unite people.

- | | |
|-------------------|------------------|
| a. food | f. heritage |
| b. plants animals | g. traditions |
| c. festivals | h. culture |
| d. clothes | i. understanding |
| e. respect | j. war |

DIVERSITY	UNITY

GEOGRAPHY

2 What's the word? Work with your partner and make sure that you know these words.

bridge

country

population

sea

mountain

Example:

A: What is a natural flow of water that goes into an ocean or a lake?

B: It's a river. Go on ...

1. the territory occupied by a nation
2. it's higher than a hill
3. a large body of salt water that has land around part or all of it.
4. the number of people who live in one place
5. it's built over a river, a road, or railway to allow people and vehicles

Create your mind map!

Create a mind map by choosing the words that describe the diversity and unity of Ukraine





Today, I'm writing about Ukraine's band group from Cherkasy: the Spiv Brativ band

ARTISTIC AND
CULTURAL
EDUCATION

SPIV BRATIV



Spiv Brativ is a unique band group from Ukraine. They are four brothers: Dmytro Osychniuk – vocal, guitar, harmonica, piano; Artemii Osychniuk – drums, percussion, backing vocals; Antonii Osychniuk – guitar, backing vocals; Leontii Osychniuk – bass guitar, backing vocals.

They are known for their energetic performances. Their name translates to “Brothers’ Singing”. They illustrate spirit of unity. They blend folk, pop, and rock elements, giving Ukrainian folk songs a modern twist. That is why their songs appeal to all generations. People love Spiv Brativ for their harmonized vocals and lively rhythms.

They can bring traditional Ukrainian music to life in new ways. The band often incorporates traditional instruments, like the bandura and accordion, alongside modern guitars and drums. Their songs tell stories about Ukrainian culture, history, fights, and the love for their homeland. They gained popularity at music festivals across Ukraine and have even performed internationally. The four brothers often inspire audiences to dance and sing along, making every concert feel like a big celebration. They have several albums that showcase their love for Ukraine. Spiv Brativ is a proud example of how Ukrainian music can stay true to its roots while also feeling fresh and exciting for today’s listeners.

YOUR TURN!

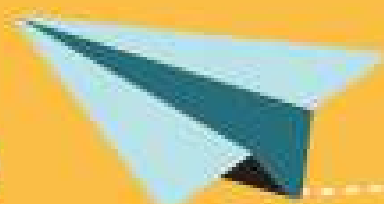
- 1 **Read** the text. What songs of the band do you know?
- 2 **Choose** one of their songs and summarise it.
- 3 **Draw** some pictures to illustrate this song.

YOU ARE A FAN!

Write a comment to brothers where you share how you feel about their performances.
Explain what inspired you.



Your challenge



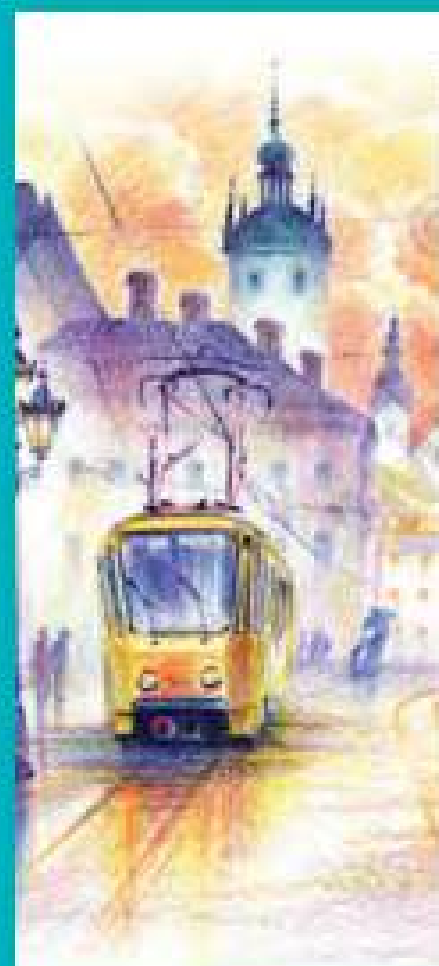
WRITE A POST

You are a blogger and you are travelling around Ukraine for two weeks. Write a post entitled 'My first week in for your blog.

1. **Choose** the places in that you are going to describe.
2. **Take notes** about the activities that you can do in each place.
3. **Decide** what places you want to visit.
4. **Share** your impressions. **Show** your enthusiasm or disappointment.
5. **Explain** your plans for the second week.

↓ Digital alternative

Why not create a collaborative blog to talk about your past or future trips?



My first week in Lviv

I spent a week in Lviv. I made some mint chocolate myself. I also bought some chocolate for my family. I visited some nice castles. Next week I'm going to... I hope it will be...

🕒 1.32 pm



15

Unit 8

My school rules!

How do American schools create team spirit?



→ In this unit, we are going to ...

- talk about different groups of students in an American school.
- talk about important clubs and events in American and Ukrainian schools.
- learn about school exchange programmes.
- talk about bullying in schools.



Your challenge

Talk about different groups of students in American and Ukrainian schools.





Hi, I'm **HANNAH** from Houston, Texas. In this unit you'll learn how American schools create school spirit.



↓ View of downtown Houston



↑ Hannah's vlog

LET'S GO!

- 1 **Read** Hannah and Conor's conversation. How does she feel? Why?
- 2 **Watch** the video. Why is Houston famous? What adjectives are associated with Houston?

1. School groups

I talk about different groups of students in an American school.

- 1 a. **Look at** the image from Hannah's video. What do you think she's talking about?
 b. **Watch** part 1 of Hannah's video.
 c. **Discuss** her questions with a partner.



jocks
geeks
punks

cheerleaders
goths
skaters
artists

- d. **Match** the groups with Hannah's six friends. **Identify** the extra group.

STUDENT GROUP	BEHAVIOUR	PERSONALITY	CLOTHES
JOCKS			
CHEERLEADERS			
GEEKS		X	
GOTHS		X	
PUNKS			
ARTISTS			
SKATERS			



e. **Listen** to the audio and **tick** what type of jocks you hear. Then **circle** two things all jocks have in common.

Track: 45

.....

.....

.....

.....

.....



clever jocks

musical jocks

drama jocks

maths jocks

skater jocks

All jocks have some things in common: they all do sports / they are all sociable / they all spend time with other jocks.

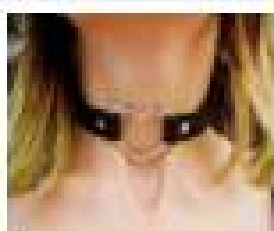
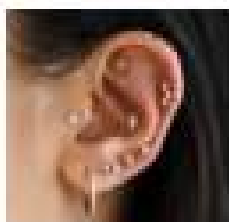
- 2 a. **Watch** part 1 of Hannah's video. **Draw** the table in your notebook. **Complete** the table.

GROUPS	INTERESTS	TASTE IN MUSIC	CLOTHES THEY WEAR
JOCKS			
.....			
.....			

- b. **Watch** part 1 of Hannah's video again. **Choose** which group Hannah's friends belong to and put a tick.

	JOCKS	CHEER-LEADERS	GEEKS	GOTHS	PUNKS	ARTISTS	SKATERS
LARRY							
DIANA							
STEVE							
AVA							
DAMIAN							
AIDEN							
HANNAH							

b. Watch part 1 of Hannah's video again. Choose which group Hannah's friends belong to and put a tick.

FRIENDS CLOTHES / ACCESSORIES / THINGS THEY LIKE	LARRY	STEVE	DIANA	DAMIAN	AVA	AIDEN
						
						
						
						
						
						
						



3 Discuss with your classmates.

- Do you know other types of groups in school?
- Do you belong to one?
- What music do you listen to?
- What clothes do you wear?
- Who do you usually hang out with?

I always hang out with...

I think I belong to... because...

I'm just a normal person. I often listen to metal music ...

Adverbs of frequency

I **often** go to concerts.

I **always** hang out with jocks.

I **never** talk to cheerleaders.

Vocabulary

Vocabulary
track: 46

athletic = sporty

arrogant

creative

loud

baggy clothes

a cheerleader

a choker

a geek ≈ a nerd

a jock

ripped jeans

to be friends with somebody

to belong to a group / a club

to hang out with somebody



- 4 a. **Think** of five reasons why students form groups.
 b. **Write** a list with a partner.
 c. **Read** the text to check and compare your ideas.
 d. **Explain** the difference between a group of friends and a clique.

Groups can form around things people have in common. So jocks, goths, skaters, and even the math club are naturally drawn together because they share similar interests. The people in these groups feel they have a place where they are welcome and supported, and where they can be themselves, quirks and all.

Some groups of friends can be pretty flexible and welcome people to join in. But others are more restricted, though. People in these groups make it clear that not just anyone can be part of their crowd. That type of restricted group is sometimes called a clique.

Unlike regular groups of friends, people in cliques do everything together. They sit together in class, go to the mall together after school—and they only do stuff with other clique members or people they decide are ‘cool’.

Although people might think it's better to belong to a clique than to be excluded, many times people in cliques end up dealing with lots of pressures and rules. They soon start to worry about whether they'll continue to be popular or whether they'll be dropped. After a while, they may begin to realize that true friends wouldn't be so bossy or demanding.



- 5 Are you for or against cliques? **Split** into two groups. **Think** of three arguments to defend your position. **Let's debate!**

I believe that...

Well, I don't really agree with you...

Preventing bullying

1. **Listen to** this song. What is the main message?
2. What do you do in your school and in your country to prevent bullying? How often?

Well, in my school we sometimes...

Vocabulary track: 47

Vocabulary

bossy ≈ demanding
 flexible ≠ restricted
 friendship
 mean = nasty
 group pressure
 team spirit
 to be yourself
 to bully ≈ to tease
 to feel protected / supported
 to fit in
 to get along (with)
 to join a group / a club:
 to make life easier
 to share an interest

Express purpose

People form groups **to** / **in order to** feel protected.

MINI CHALLENGE: CHEERS! (group work)

Watch Hannah's vlog again. Create your own cheer to promote team spirit or to address a problem in your school.

1. **Choose** a problem you would like to address or an attitude you would like to encourage.
2. **Create** a mind map about it and **write** a short cheer.
3. **Find** a rhythm for your cheer, clap your hands or make a simple choreography.
4. **Repeat** and **perform** it in front of the class.



2. School spirit

I talk about clubs and important events at American schools.

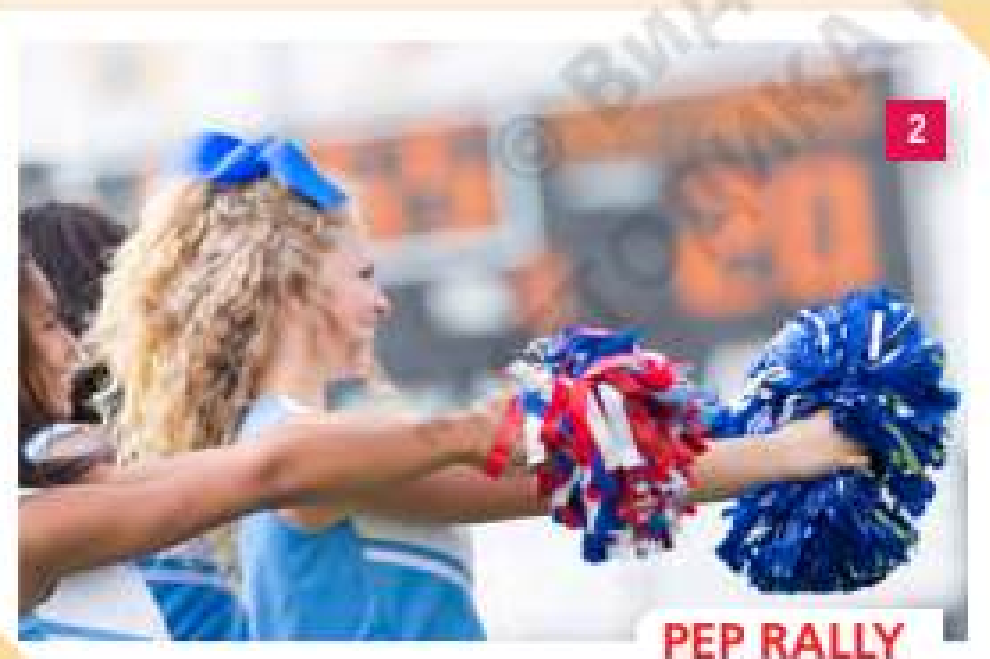


- 1 a. Look at the pictures and read the descriptions of important events in American high schools.

Match each description with one of the pictures.

Watch part 2 of Hannah's video and check your answers.

1. Dancing, singing and acrobatics to show support for a school sports team.
2. A formal dance party held every year in most US high schools.
3. A week-long event that celebrates old students visiting a school.



- b. What are the goals of these events?

Write a sentence per event. You can use the vocabulary below.

a game

a weekly programme

a party

to take pictures

to support

a dance

to show spirit

to cheer

to compete

to celebrate

to come together

c. **Watch** part 2 of Hannah's video again and **decide** if the statement is true (T) or false (F) . **Check** your answers with a partner.

STATEMENT	TRUE	FALSE
1. Hannah's school organizes events to encourage school spirit.		
2. The school prom is an informal event where students dress casually.		
3. Goths and punks always wear formal clothes to the prom.		
4. The pep rally takes place after the school sports games.		
5. Cheerleaders will wear blue this year to support breast cancer research.		
6. Spirit week lasts for one week, with different events organized daily.		
7. The red cross club is involved in helping elderly or disabled people in the community.		
8. Hannah is a member of the student council.		
9. The red cross club's event during spirit week will begin at 10 a.M. In the school hall.		
10. The spirit week event includes a parade with an orchestra and a band night.		



- 2 Look** at the Spirit Week poster.
Tell a partner which clubs you would like to join.
Explain why. What clubs does your school have?
Plan a spirit week for your school.
 You can **invent** new clubs.

- *I would like to have a basketball club because its popular in our school.*
- *We want to organise a volunteer club day.*

Express a wish

We **want to** organize a Spirit Week.
 We **would like to** join a club.

LET'S
PLAY...

The game of the silly club (pair work)

1. **Invent** a silly school club and its purpose.
2. **Stand up** and **explain** your club.

We'd like to create the Frog Club!

The Frog Club will help all students to connect with Mother Nature!



- 3 a. **Read** Sue's experience in an American high school. What did she find out about American schools? Did she like it?

Vocabulary
track: 48

Sue is a European exchange student who has spent a school year in an American high school.

Clubs

In the US, school is not only viewed as a learning environment, but it is supposed to be interactive and fun as well. That's why you will find numerous possibilities to participate in sports and other clubs. I tried to fit as many activities as possible into my schedule, so I joined a couple of clubs, the Drama Club and the French Club. I also participated in several events with the Student Council.

School Spirit

First thing that I have to admit, I love the American school spirit! 'Go Wolverines!' I had never experienced something like that before and I was especially excited at my first Homecoming Week (also known as Spirit Week). For everyone who does not know what homecoming is, it is the week of the first football game at home. During this week, the whole school gets dressed up every day with a different theme, there are games played during lunch and the hallways are decorated too. At the end of the week, a pep rally and a parade take place. In addition, the Homecoming king and queen are elected during the football game. It is an amazing experience, which everyone is part of.

My advice: don't be scared to try new things, experience as much as possible and be open-minded. I promise you, you won't regret it!

↑ www.girlxdeparture.com

Vocabulary

an art club
a science club
a French club
a mascot
a parade
school pride
school spirit
to attend
to celebrate
to cheer = to support
to decorate
to dress up
to encourage sb to do sth
to get involved in
to look forward to (doing) sth
to participate / to take part (in)

The future

The game starts at 2 pm.
They are going to dance at the pep rally.
We will cheer during the game.

- b. **Read** the section about the clubs. **Underline** the expressions that show that Sue was very active and busy. **Circle** adjectives that describe the school. What vision of an American high school do they give? ☐ positive ☐ negative
- c. **Read** the section about school spirit. **Circle** the word that shows Sue's opinion of American pupils and American schools.
- d. **Conclude**. What does Sue think about her American high school experience?



- 4 a. **Listen** to the interview.

Track: 49

1. **Tick** the correct answer and **complete** the sentence. The principal is planning to make...
☐ many changes. ☐ a few changes.
2. List the two main plans.

Number 1:

3. **Complete** the description of the example the principal gives about the students' involvement.

a. Idea: a competition to create a

b. Number of designs:

c. Designed by whom?

4. Who does the principal want to help in particular?

.....

b. **Explain** how the students will feel at the end of the year.

.....



5 a. **Listen to** the interview and **answer** the following questions.

Track: 50

1. What does the principal want to focus on this year?

☐ be a better school

☐ build a new school

☐ improve the students' results

☐ improve the school spirit

2. What are the plans for the future? **Number** the items in the order that you hear them.

..... Help students with difficulty do better.

..... Improve all students' results.

..... Great communication with students, parents and staff.

..... Make sure all students succeed.

3. What event does the principal talk about?

☐ a teacher contest

☐ a T-shirt contest

☐ a student test

☐ a competition to design a new school

4. How many designs were submitted? ☐ 53 ☐ 13 ☐ 43

5. Are the students involved in the school? ☐ yes ☐ no

6. What are the principal's goals? Tick the correct answer.

She wants to help students to...

☐ ...find what they're bad at.

☐ ...find their way.

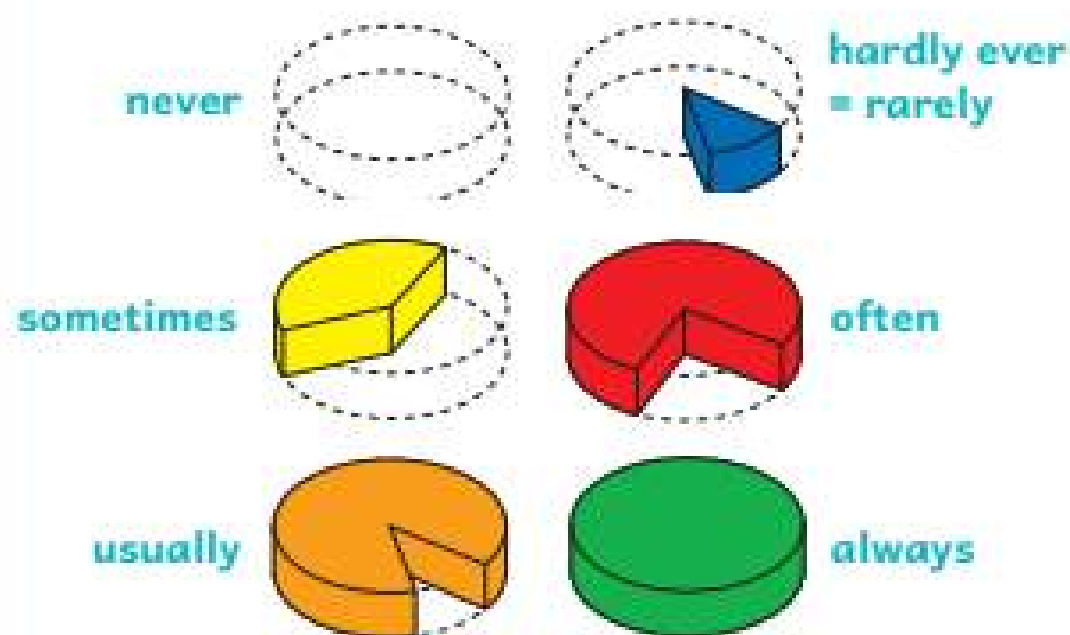
☐ ...find what they're good at.

b. **Listen to** the end of the interview again and **complete**.

I hope students confident and discover their I want them to go out into the and know they are and they can make a

1. ADVERBS OF FREQUENCY

Adverbs of frequency say how often people do an activity. These are common examples:



- The adverb of frequency goes in front of the verb.

I often go to school clubs.

I never dance at school rallies.

- But it appears after **be** or a modal auxiliary verb **can, will, would**.

Hannah is never late for a home game.

I will never go to a pep rally.

- In questions, it appears after the subject.

Do you always have a Spirit Week in your school?

- In negative sentences, it goes after the negative word.

Hannah doesn't usually play football.

1 Rewrite the sentences using the adverb of frequency in brackets.

- She plays football on Fridays. (always)
- I go to the home games. (often)
- Is she late for class? (usually)
- She will be a cheerleader. (never)
- Ben watches football games. (hardly ever)
- Sam trains with the team. (often)

2 Answer the questions.

Use adverbs of frequency.

- How often do you do your homework?
- How often do you eat at the cafeteria?
- How often do you lie?
- How often do you listen to music?

2. EXPRESS PURPOSE

- Use **to**, **in order to** or **so as to** + verb to give a reason for doing something.

Hannah works hard **to** be on the squad. I joined the drama club **so that** I can be in the school play.

- in order to** and **so as to** are more formal:

The cheerleaders train a lot every day **in order to** be ready for the pyramid.

In American schools, they organize pep rallies **so as to** encourage team spirit.

How do you say these sentences in your language?



- She stops **to** have a drink.
- Every year I buy a new outfit **for** my son.

3 Rewrite the sentences using **to**, **in order to**, **so as to** or **so that**.

- Hannah wants to become a professional actress. She is taking drama classes. *Hannah is taking drama classes to become a professional actress.*
- Our baseball players train very hard. They want to win the next match.
- She studies a lot. She wants to start a business.
- I do gymnastics. I want to be part of the cheerleading squad.
- He often practises the tuba. He wants to be in the school band.

4 Read the sentences and underline the expression of purpose.

- To go to the prom, every student gets dressed up.
- In order to win the match they train hard.
- Students hurry up so as to be on time.
- The hallways are decorated so that the school looks festive.

5 Write sentences using **to**, **in order to**, **so as to** or **so that**.

- Organise a sports competition with students and teachers. They can get to know each other better.
- Organise a big contest. Students can suggest a new logo for the school.
- Collect money for a charity. Members of this charity can get new wheelchairs.

3. THE FUTURE

There are different ways to express the future:

- The present simple indicates certainty that something will happen. Use it to talk about schedules and timetables.

The game **starts** at 2 pm this afternoon.

- **will** expresses a prediction, promise, or a decision made at the time of speaking.

Our football team **will / won't** win.

- The present continuous **be + verb + ing** and **going to** indicate a plan or arrangement.

I **can't** stay for the movies because

I'm training with the team in an hour.

Tomorrow I **am going to be** at the prom.

6 Underline the phrases that refer to the future in the sentences below.

- Tomorrow, we're going to cheer at the pep rally.
- Next week, we will win the game.
- The game is starting in an hour.
- I train with my team at 4 pm this afternoon.

7 Write the verbs in the correct future form to complete the sentences.
Explain your answers.

- What (wear) for the prom next week?
- We (win). We always do!
- She (meet) the coach at 5 pm on Monday.
- The game (start in half an hour). We should hurry!
- This time next month, I (take) my exams.
- My high school (celebrate) the 100th anniversary next year.
- Next week, we (decorate) the school for the prom.

Pronunciation

Tracks
51, 52

How to pronounce **s** at the end of a word

How to pronounce contracted forms of **will** and **will not**

4. EXPRESS A WISH

There are many ways to express a wish. Here are two:

- **Want** is direct and simple. It expresses a certain plan or desire.
- **Would like** is more polite. It indicates uncertain plans and wishes.

I **want** a cup of tea.

I **would like** a cup of tea, please.

Watch out! When **want** and **would like** are followed by a verb, add **to**.

I **want** to organize a prom.

I **would like** to go to the pep rally.

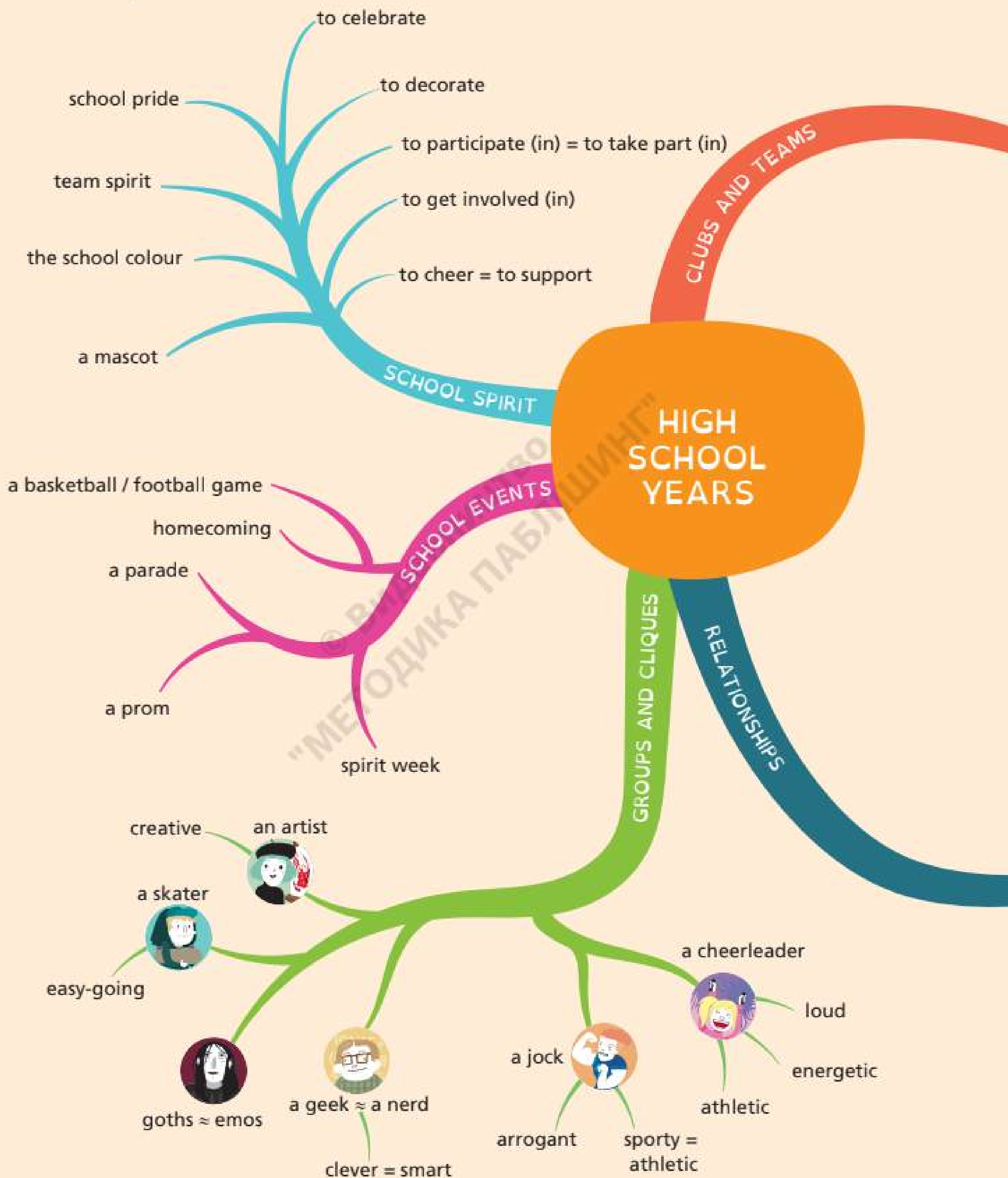


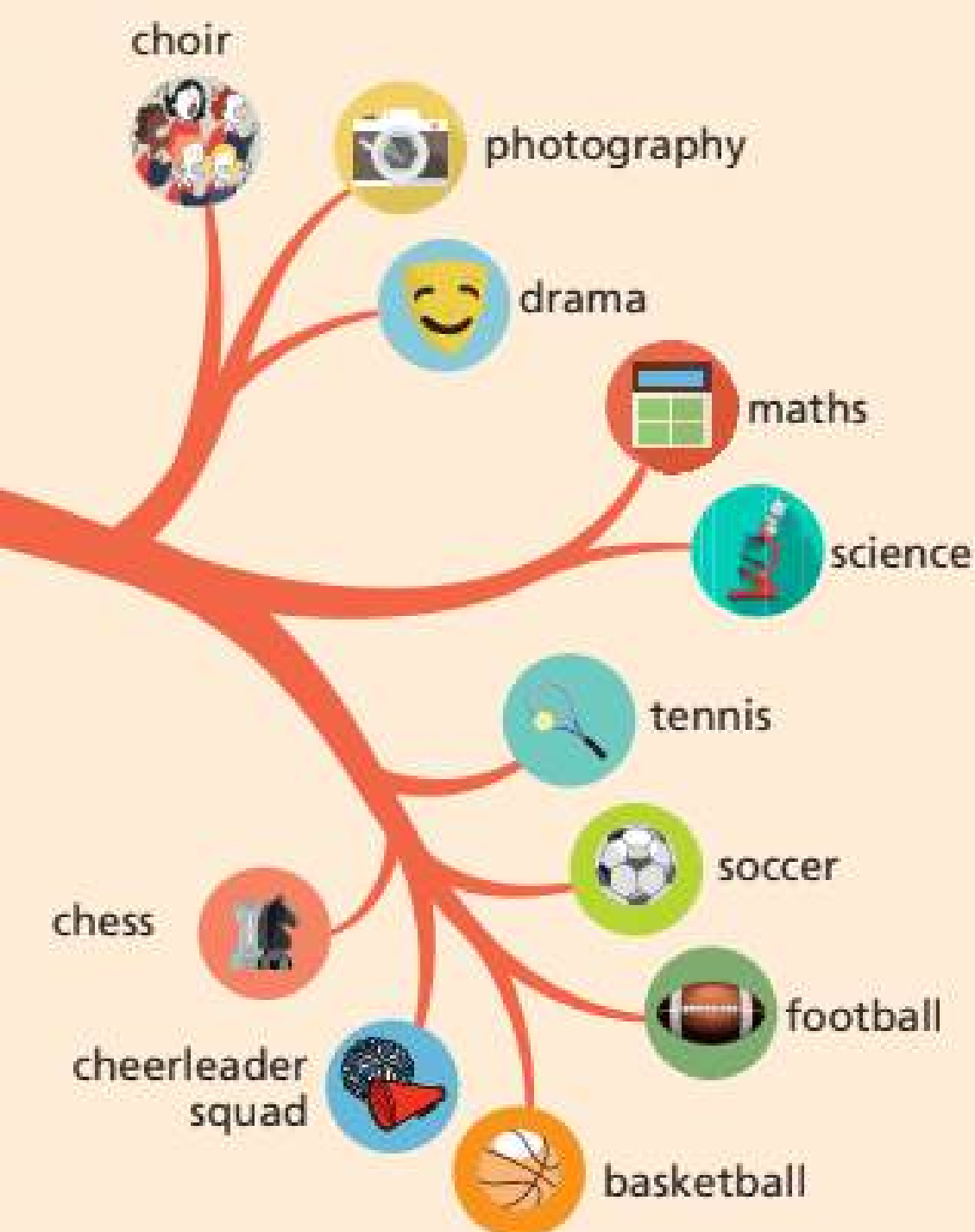
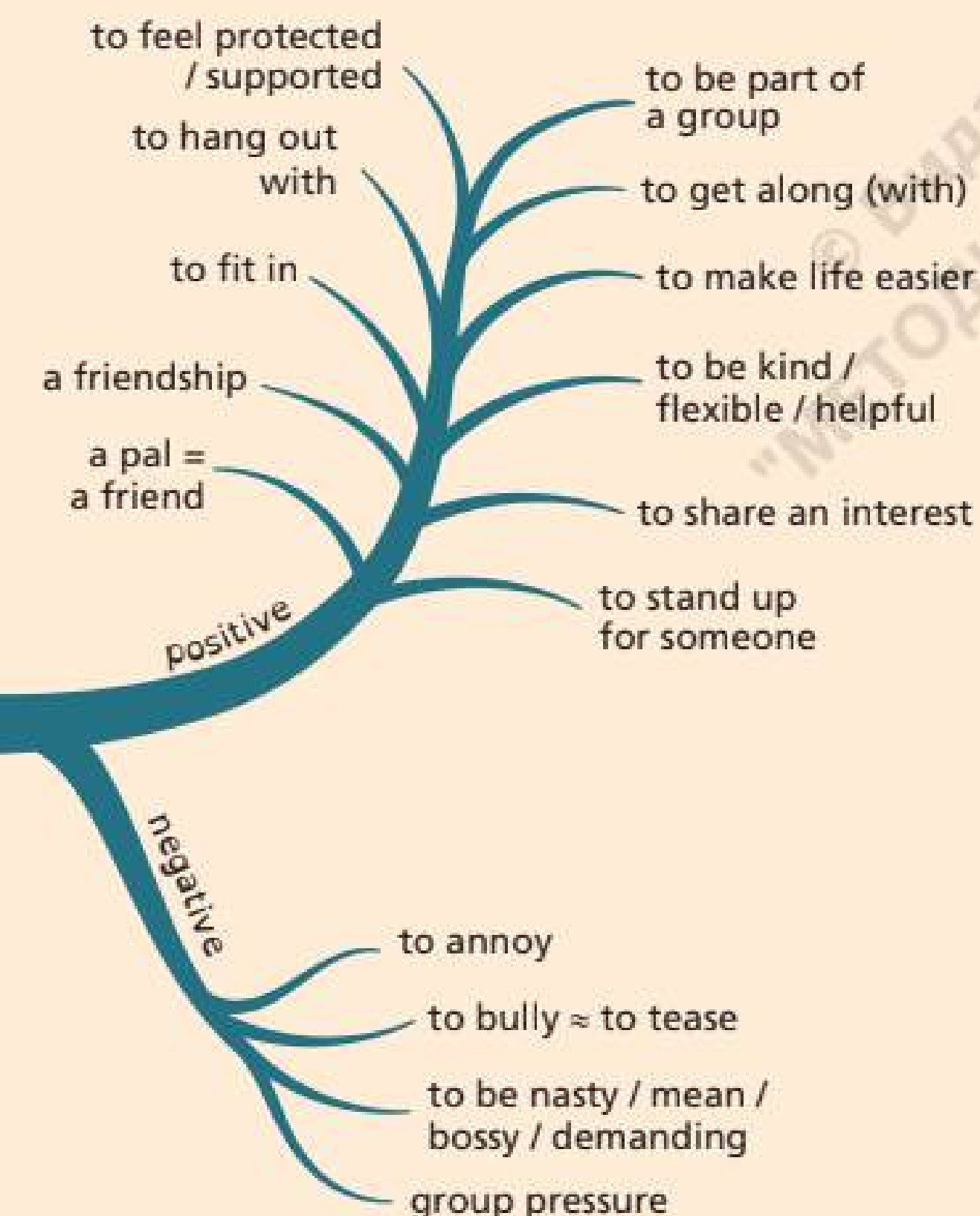
I would love to spend a year in an American high school.

9 Read the sentences and underline the phrases that express a wish.

- I want a new cell phone.
- I would like a piece of cake.
- I would like you to come to the game.
- I want to go to the prom with you.
- I would like to win the homecoming match.
- I want you to see this!

What do you notice in the sentences that contain **want** and **would like** + verb?





GROUPS

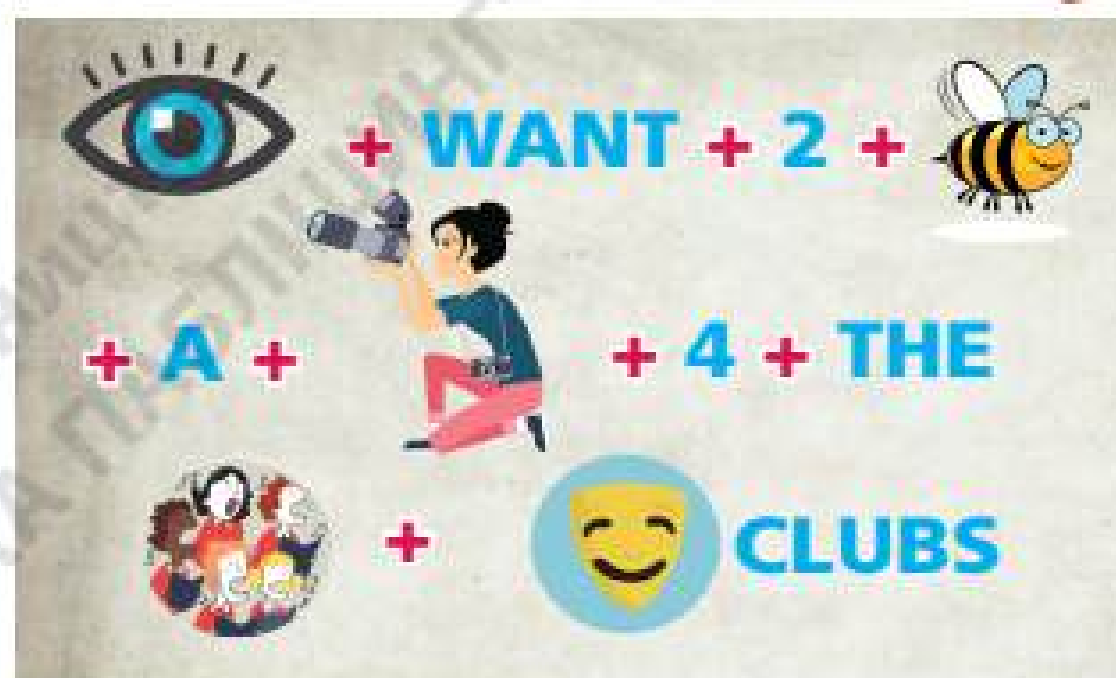
1 Write the adjectives that match each group.

cheerful	creative	popular	quiet
studious	athletic	clever	shy
cool			

Cheerleaders	
Jocks	
Nerds	
Artists	

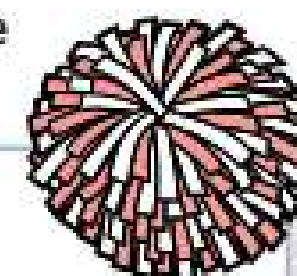
CLUBS

2 Solve the riddle to find out what Hannah wants to do.



TEAM SPIRIT

3 Fill in the missing words to complete the advert.

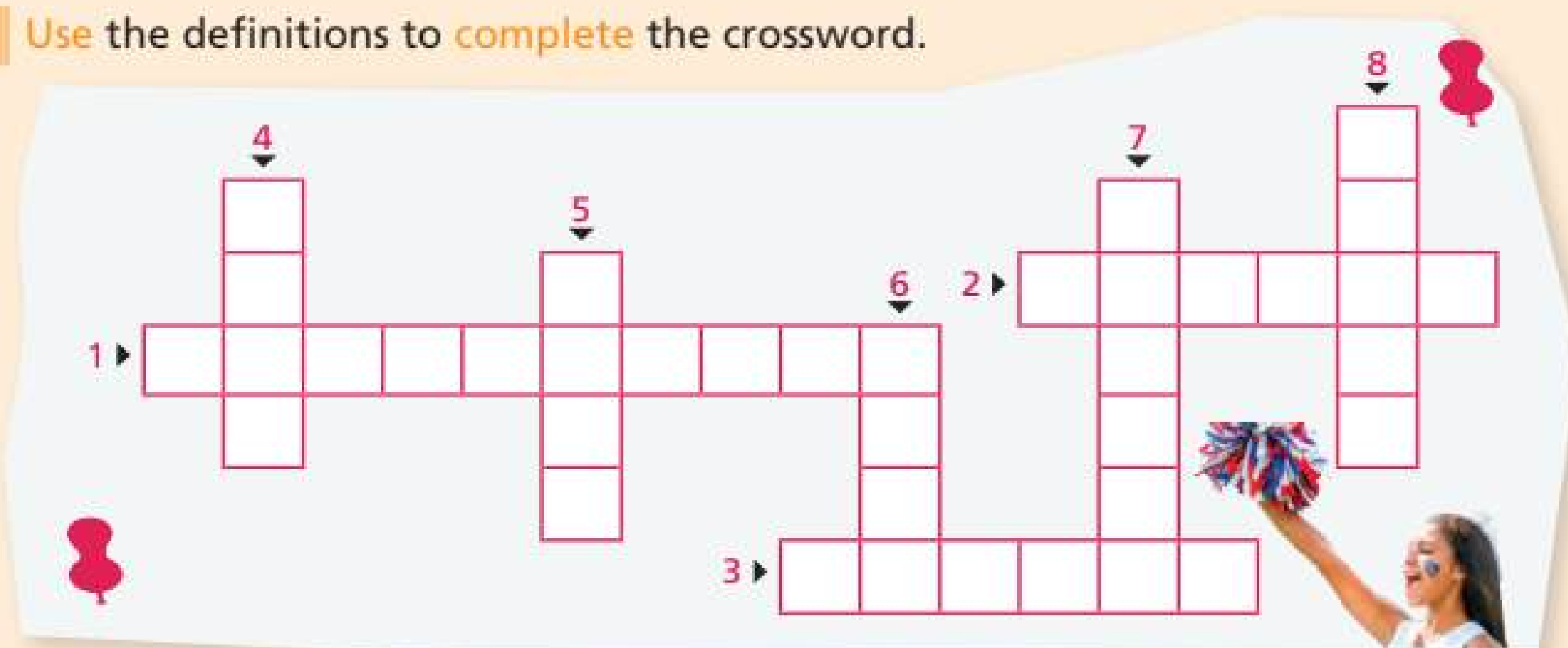


- Join us!
 We are looking for a a).... to join our squad. The selected person will b).... in all our activities, like pep c).... before home games. Remember that in order to be a good cheerleader, you will have to show true school d).... and always e).... our teams.

Create your mind map!
 Create your own mind map to help you talk about your school and your friends!

My vocabulary

1 Use the definitions to **complete** the crossword.



Across ▶

1. An annual celebration in US high schools and colleges that usually includes a football game.
2. A person or an animal that represents a school or a sports team.
3. A cool boy or girl who skates.

Down ▼

4. A formal dance of high school students
5. A school athlete
6. Someone who is an expert in technology (or other subjects) and is usually shy.
7. A large public procession, usually including a marching band, similar to a festival.
8. A group of students who sing together.

2 a. **Match** the opposite verbs. Use a dictionary to help.

1. gather

2. encourage

3. create

4. be involved

5. be absent

6. give up

a. separate

b. destroy

c. dissuade

d. attend

e. persevere

f. be apart

..... ≠

..... ≠

..... ≠

..... ≠

..... ≠

..... ≠

b. Use the verbs from **activity a** to complete the text about American schools.

American high schools often creativity. They want students to in many projects and to things like artistic or technological inventions. Students regular classes but they also join different clubs. In these clubs, they learn to never and always, even when it gets difficult.

Pronunciation

HOW TO PRONOUNCE S AT THE END OF A WORD



Pronunciation
track: 51

- 1 Listen to the sentences and tick the s sound you hear.

	/s/	/z/	/ɪz/
1. He always looks nervous before big events.			
2. She often encourages her team to do great performances.			
3. Cheerleaders never cheer for other teams.			
4. He watches her many poses for the yearbook picture.			
5. She laughs and stops dancing.			
6. She wishes us nothing but the best.			

- 2 Complete the pronunciation rules.

The s sound at the end of a word is

/...../ after consonant sounds (/p/, /t/, /k/, /f/).

/...../ after a voiced vowel or consonant (/b/, /d/, /g/, /m/, /n/, /l/, /v/).

/...../ after a hissing sound (/s/, /z/, /sh/).



Pronunciation
track: 52

- 3 Listen and repeat the poem.

SCHOOL SPIRIT HELPS. IT...

socializes students,
promotes your school,
implements enthusiasm,

rebuilds social links,
improves student relationships,
tells how much you like your school!

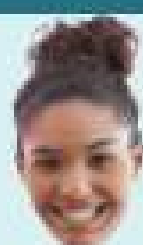
HOW TO PRONOUNCE CONTRACTED WILL AND WILL NOT



Pronunciation
track: 53

- 4 Listen to the sentences and tick the sounds you hear.

	will	'll	will not	won't
1.				
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3.				
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Today, my friend Anaïs is talking about studying abroad!

AN EXCHANGE STUDENT

Hi guys! Anaïs is my French friend. She came to my school in early September and wrote a short article to help future French adventurers who would like to take the big step and study abroad.



I've been in Houston, Texas for nearly twelve months now and it's like living a dream come true. I have changed so much over this past year. You can't even imagine!

First, my personality has changed. I feel more confident, more open-minded and even more mature. I have learnt so much about a new culture and a new way of life. People are so welcoming... so much warmth coming from my host family too. Thanks to high school, I have met new people, got involved in new activities and I have learnt to work differently.

Secondly, I can tell I'm less shy now. I've learnt to know what my strengths are, which has helped me grow up. This experiment has changed my whole life. I have become a different person, more independent and I feel ready for real life!

I came here thanks to the UNSE organization. They told me I could go to the US from three months up to a year. I had to be between 14 and 18 – and I was 15. I had to be motivated, have the right English level and, above all, I had to show personal qualities.

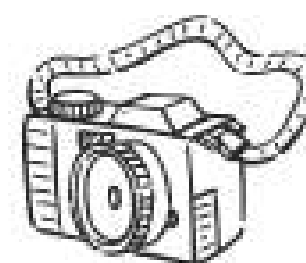
As for the price, my year in Houston is a bit expensive but there are ways to enjoy a year abroad. You can get assistance from different funds and grants programmes

or even find sponsors. You can also decide to become an au pair for the summer. You will work for a family and be fed and paid in return. They say, 'Home is where the heart is', so... are you tempted?

YOUR TURN!

1 Read the text and **answer** these questions.

- Does Anaïs think it is a good thing to study abroad? Why?
- What has changed for her?



2 Give your opinion.

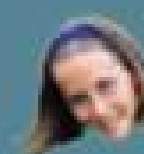
- If you went on a year abroad, where would you go and what would you do?
- What would be the most difficult thing for you?



Other Posts:

- o The Beano
- o Food Fashion
- o Ballet in Vancouver
- o Film Jobs
- o A Magical World
- o A Cajun Artist
- o Digital Artists

Contributors:



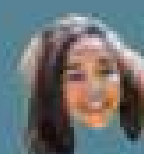
Amelia



Nelson



Daniel



Zoe



Oliver



Your challenge



DISCOVERING MY AMERICAN HIGH SCHOOL

You have just arrived in your new American high school, where you are going to spend a year as an exchange student. Get ready to meet a classmate and find out more about your new school.

Student A: you are the American classmate

1. **Write down** three questions to learn more about the new French student.
2. **Be ready** to talk about the type of students they will meet in the class, the school clubs, the main events they will participate in, what they can do to fit in.

Student B: you are the French student

1. **Introduce yourself** and **explain** the reasons why you are here.
2. **Ask questions** about the type of students you will meet in your class, the school clubs, the main events of the year.
3. You can **describe** three differences between your school and American high schools. You can also **tell** them about things you would like to do or will do.

Roleplay your interview. Lights, camera, action!

Alternative

Create a brochure to give advice to new students in an American school. Describe important school events that they can take part in during a school exchange in the USA.

Hello! How are you?
I'm Amandine, the new
French student.

Hey, good to see
you Amandine!

I'm sure you will love
Homecoming Week
because you will...

I would love to join
one of the clubs.



English-Ukrainian Glossary

UNIT 1

English	Ukrainian	Example
creative /kri'eɪtɪv/	креативний (-а)	<i>She is very creative and loves to paint.</i>
self-sufficient /sɛlf sə'fɪjənt/	самодостатній (-я)	<i>He wants to be self-sufficient and live on his own.</i>
to become confident /tə bɪ'kʌm 'kɒnfɪdənt/	стати впевненим (-ою)	<i>I want to become confident in speaking English.</i>
to develop confidence /tə dɪ'veləp 'kɒnfɪdəns/	розвивати впевненість	<i>Taking acting classes helps me develop confidence.</i>
to express myself /tə ɪk'spres maɪ'self/	виражати себе	<i>I use writing to express myself.</i>
to express my talents /tə ɪk'spres maɪ 'tælənts/	виражати свої таланти	<i>I love to express my talents through dance.</i>
to feel good with each other /tə fi:l gud wɪð i:tʃ 'lðər/	добре почуватися одне з одним	<i>We feel good with each other when we collaborate.</i>
to feel left out /tə fi:l lɛft aʊt/	почуватися залишеним (-ою) осторонь	<i>Sometimes, I feel left out when my friends make plans without me.</i>
to get involved /tə get ɪn'vɒlvd/	– бути залученим, брати участь	<i>I want to get involved in school activities this year.</i>
to have fun / to have a good time /tə hæv fʌn/ /tə hæv ə gud taɪm/	– весело проводити час	<i>We had fun at the amusement park yesterday.</i>
to make friends /tə meɪk frɛndz/	заводити друзів	<i>It's easy to make friends in a new school.</i>
to practice (USA / Can.) /tə 'præktɪs/	практикувати, тренувати	<i>I need to practice my piano skills every day.</i>
to practise (UK) /tə 'præktɪs/	практикувати, тренуватися	<i>I always practise my speaking before the exam.</i>
to share /tə ʃeər/	ділитися	<i>I like to share my books with my classmates.</i>
to spend time doing sth /tə spend taɪm 'du:ɪŋ sʌmθɪŋ/	проводити час, займаючись чимось	<i>I love to spend time playing soccer with my friends.</i>
to take classes /tə teɪk 'klɑ:sɪz/	відвідувати заняття	<i>I decided to take classes in photography this summer.</i>
athletic /ə'θlɛtɪk/ = sporty	атлетичний (-а) = спортивний (-а)	<i>She is very athletic and enjoys playing basketball.</i>
clever /'kleɪvər/ ≠ dumb /dʌm/	розумний (-а) ≠ недалекий, дурний (-а)	<i>He is clever enough to solve difficult math problems, while his brother is often called dumb for not understanding them.</i>
cocky /'kɒki/ = self-confident / 'self 'kɒnfɪdənt/ ≠ modest / 'mɒdɪst/	самовпевнений (-а) ≠ скромний (-а)	<i>She is cocky about her skills, but her friend is more modest about her achievements.</i>
creative /kri'eɪtɪv/ = imaginative /ɪ'mædʒɪnətɪv/	креативний (-а) = уявний (-а) (багата уява)	<i>The artist is very creative and has an imaginative way of expressing her ideas.</i>
geeky /'gi:ki/	дивний (-а) – часто вживається для опису людей, які сильно захоплюються певними темами, такими як технології, наука, комікси або відеоігри	<i>He is a bit geeky, as he loves video games and comic books.</i>

hard-working /'hɑ:rd'wɜ:rkɪŋ/	працьовитий (-а)	<i>She is hard-working and always completes her assignments on time.</i>
intellectual /,ɪntə'lektʃuəl/	інтелектуальний (-а)	<i>He enjoys reading books and discussing ideas, so he is very intellectual.</i>
open-minded /'əʊpən'maɪndɪd/ ≠ narrow-minded /'nærəʊ'maɪndɪd/	відкритий (-а) до нового ≠ вузьколюбий (-а) недалекий (-а)	<i>Being open-minded helps her accept new ideas, unlike her narrow-minded classmates.</i>
outgoing /'aʊt'ɡoʊɪŋ/ ≠ shy /ʃaɪ/	товариський (-а) ≠ сором'язливий (-а)	<i>He is outgoing and makes friends easily, while his sister is quite shy.</i>
to make sure /tə meɪk ʃʊr/	переконатися	<i>I double-check my work to make sure it's correct.</i>
to get ready /tə get 'reɪdi/	підготуватися	<i>I need to get ready for school early in the morning.</i>
to pack my backpack /pæk maɪ 'bækpæk/	зібрати рюкзак	<i>I always pack my backpack the night before school.</i>
to forget //tə fər'get/	забути	<i>Don't forget to bring your lunch to school</i>
to be on time to school /tə bi ɒn taɪm tə sku:l/	вчасно бути в школі	<i>It's important to be on time to school every day</i>
be responsible /tə bi rɪ'spɒnsəbl/	бути відповідальним (-ою)	<i>I want to be responsible for my actions and choices.</i>
to follow a daily routine /tə 'fələʊ ə 'deɪli ru:'ti:n/	дотримуватися щоденного розпорядку	<i>I follow a daily routine to stay organized.</i>
to keep my day organized /tə ki:p maɪ deɪ ɔr'ɡənɪzd/	дотримуватися розпорядку дня	<i>I keep my day organized by planning ahead.</i>
to go to classes /tə ɡoʊ tə 'klæsɪz/	ходити на заняття, відвідувати заняття	<i>I go to classes every day at my school.</i>
to take notes /tə teɪk noʊts/	робити нотатки	<i>I always take notes in class.</i>
to do homework /tə du 'həʊm,wɜ:k/	виконувати домашнє завдання	<i>I need to do my homework before dinner.</i>
to stay organized /tə 'steɪ ɔr'ɡənɪzd/	залишатися організованим (-ою)	<i>Staying organized helps me manage my time better.</i>
to keep track of /tə ki:p træk ʌv/ assignment /ə'saɪnmənt/	слідкувати за завданням	<i>I keep track of my assignments with a planner. My teacher gave us a difficult assignment for the week.</i>
deadlines /'dedlaɪnz/	терміни	<i>I have several deadlines to meet this month.</i>
to recharge for /tə rɪ'tʃɑ:dʒ fɔr/	відновити сили для	<i>I take breaks to recharge for my next study session.</i>
to set aside time /tə sɛt ə'saɪd taɪm/	виділити (знаходити) час	<i>I set aside time each day for reading.</i>
to complete my homework /tə kəm'pli:t maɪ 'həʊm,wɜ:k/	виконати домашнє завдання	<i>I usually complete my homework after school.</i>
to review /tə rɪ'vju:/	переглянути, повторити	<i>I like to review my notes before the test.</i>
discipline /'dɪsəplɪn/	дисципліна	<i>Discipline is key to achieving my goals.</i>
to stay focused /tə steɪ 'fəʊkəst/	бути (залишатися) зосередженим (-ою)	<i>I stay focused while studying to understand better.</i>
to manage my time well /tə 'mænɪdʒ maɪ taɪm wel/	добре планувати свій час	<i>I manage my time well by using a calendar.</i>
to follow a routine /tə 'fələʊ ə ru:'ti:n/	дотримуватися розпорядку	<i>I follow a routine to make my days more productive.</i>
to balance /tə 'bæləns/	балансувати	<i>I try to balance my schoolwork and hobbies.</i>
schoolwork /'sku:l,wɜ:k/	шкільні завдання	<i>I have a lot of schoolwork to do this weekend.</i>
free time /fri: taɪm/	вільний час	<i>I enjoy reading in my free time.</i>
to organize /tə 'ɔrgənəɪz/	організувати, упорядкувати	<i>I need to organize my notes for the exam.</i>
to reduce stress /tə rɪ'dju:s strɛs/	зменшити стрес	<i>I paint to reduce stress before exams.</i>
to expect /tə ɪk'spekt/	очікувати	<i>I expect to get good grades if I study hard.</i>

what needs to be done /wʌt niːdz tə biː dʌn/	що потрібно зробити	<i>I always write down what needs to be done for the week.</i>
to avoid distractions /tə əˈvɔɪd dɪsˈtrækʃənz/	уникати відволікань	<i>I avoid distractions when I'm studying for tests.</i>
to achieve better results /tə əˈtʃɪv ˈbetər rɪˈzʌltz/	досягати кращих результатів	<i>I work hard to achieve better results in my exams.</i>

UNIT 2

English	Ukrainian	Example
funny /ˈfʌni/	смішний	
boring /ˈbɔːrɪŋ/	≠ нудний (-а)	<i>The movie was funny, but the book was boring.</i>
posh /pɒʃ/	розкішний, вишуканий (-а)	<i>She spoke with a posh accent at the fancy party.</i>
snobby /ˈsnɒbi/	пихатий (-а)	<i>He acted snobby and looked down on everyone at the café.</i>
well-mannered /ˌwel ˈmænəd/	вихований (-а)	<i>The well-mannered boy said "thank you," while the rude one did not.</i>
polite /pəˈlaɪt/	ввічливий (-а)	
rude /ruːd/	грубий (-а)	<i>The well-mannered boy said "thank you," while the rude one did not.</i>
baked beans /beɪkt biːnz/	запечена квасоля	<i>Baked beans on toast is a popular breakfast in England.</i>
cricket /ˈkrɪkɪt/	крикет	<i>Cricket is a sport loved by many in England.</i>
fish and chips /fɪʃ ənd ˈtʃɪps/	риба з картоплею фри	<i>Fish and chips is a classic British meal.</i>
/ˈhaɪdʒiːn/	гігієна	<i>Good hygiene is important to stay healthy.</i>
monarchy /ˈmɒnəki/	монархія	<i>The monarchy in the UK is led by King Charles III.</i>
royal family /ˈrɔɪəl ˈfæmɪli/	королівська сім'я	
a stereotype /ˈstɛrɪətaɪp/	стереотип	
a cliché /kliˈʃeɪ/	кліше	<i>It's a stereotype that all British people love tea.</i>
to be on time /tə biː ɒn taɪm/	бути вчасно	<i>She always tries to be on time for school.</i>
to be punctual /tə biː ˈpʌŋktʃuəl/	бути пунктуальним (-ою)	
to drink/have tea /tə drɪŋk/hæv tiː/	пити чай	<i>In the afternoon, they like to have tea and biscuits.</i>
to have a laugh /tə hæv ə lɑːf/	сміятися, весело проводити час	<i>We had a laugh at the funny joke he told.</i>
to have a sense of humour /tə hæv ə sɛns əv ˈhjuːmər/	мати почуття гумору	<i>He is funny because he has a great sense of humour.</i>
to queue /tə kjuː/	стояти в черзі	<i>People had to queue for hours to buy tickets.</i>
to be proud /tə biː praʊd/	пишатися	<i>He was proud of his achievements.</i>
to be ashamed /tə biː əˈʃeɪmd/	соромитися	<i>She felt ashamed of her mistakes.</i>
to take the mickey /tə teɪk ðə ˈmɪki/	насміхатися	<i>Stop taking the mickey out of him; he's trying his best!</i>
fair ≠ unfair /feər/ ≠ /ʌnˈfeər/	справедливий ≠ несправедливий (-а)	<i>The teacher was fair when grading the test, but the decision to exclude him from the team was unfair.</i>
a full-time job /ə ˈfʊl taɪm dʒɒb/	робота на повний робочий день	<i>She has a full-time job as a teacher.</i>
a part-time job /ə ˈpɑːrt taɪm dʒɒb/	робота на неповний робочий день	<i>Her friend only works a part-time job at a café.</i>

a law /ə lɔ:/	закон	Everyone must follow the law to keep the community safe.
a moped /ə 'məʊpəd/	мопед	He rides a moped to school because it's faster than walking.
the right /ðə raɪt/	право	Children have the right to education and safety.
to apologise /tə ə'pɒlədʒaɪz/ complain /tə kəm'pleɪn/	to вибачитися скаржитися	He had to apologise for being late to the meeting. She likes to complain about the weather when it rains.
to greet /tə gri:t/	вітатися	The teacher always takes time to greet each student in the morning.
to make a fuss /tə meɪk ə fʌs/	піднімати галас, метушитися	There's no need to make a fuss over a small mistake.
to purse one's lips /tə pɜ:s wʌnz lɪps/	стискати губи, показуючи невдоволення	She pursed her lips in disapproval when she saw the mess.
to raise an eyebrow /tə reɪz ən 'aɪbraʊ/	здивуватися	He raised an eyebrow when he heard the strange news.
to catch /tə kætʃ/	ловити	She managed to catch the ball just before it hit the ground.
to throw /tə θrəʊ/	кидати	He can throw a baseball really far.
to carry /tə 'kæəri/	нести	She had to carry the heavy bag up the stairs.
to hold /tə həʊld/	тримати	Can you hold the door open for me, please?
to dribble /tə 'drɪbl/	вести (м'яч)	He dribbled the ball skillfully down the field.
to roll /tə rəʊl/	котити	The children like to roll the ball back and forth.
to kick /tə kɪk/	бити (ногою)	He kicked the ball straight into the goal.
to head /tə hed/	бити головою (м'яч)	He headed the ball into the net for a goal.
to hit (baseball) /tə hɪt/	ударити (в бейсболі)	He hit the baseball so hard it went over the fence.
to bounce /tə baʊns/	відбивати, стрибати (про м'яч)	The ball bounced high after hitting the ground.
to serve /tə sɜ:v/	подавати м'яч (в тенісі, волейболі)	She served the ball perfectly during the match.
to play barefoot /tə pleɪ 'beəfʊt/	грати босоніж	In some beach volleyball games, players are required to play barefoot.
footwear /'fʊtwɛər/	взуття	
not allowed /nɒt ə'laʊd/	не дозволено	Footwear is not allowed during the match to ensure safety and fairness.
safety /'seɪfti/	безпека	Safety is the top priority in every sports game.
to maintain the integrity of the game /tə meɪn'teɪn ði ɪn'tɛgrɪti əv ðə geɪm/	бути чесним у грі	Rules are enforced to maintain the integrity of the game
a net /ə nɛt/	сітка	The ball must go over the net to be counted as a valid play.
a fist /ə frɪst/	кулак	You can hit the ball with a fist if needed.
a server /ə 'sɜ:və/	гравець, що подає	The server must hit the ball over the net to start the game.
an opposing team /ən ə'pəʊzɪŋ ti:m/	команда суперників	The opposing team blocked the ball successfully.
to touch the net /tə tʌʃ ðə nɛt/	торкнутися сітки	It's a fault if a player touches the net during the game.
a fault /ə fɔ:lt/	помилка	The referee called a fault when the ball went out of bounds.
a foot fault /ə fʊt fɔ:lt/	помилка через положення ноги	A foot fault occurs when a player steps over the service line.

to step on or over the line /tə stɛp ɒn ɔːr 'əʊvə ðə laɪn/	наступати на / або за лінію	<i>Stepping over the line during service is not allowed.</i>
cautious /'kɔːʃəs/	обережний (-а)	<i>Players should be cautious to avoid injuries.</i>
rough /rʌf/	грубий (-а)	<i>The referee warned the players for playing too rough.</i>
to prevent injuries /tə prɪ'vent 'ɪndʒərɪz/	запобігати травмам	<i>Stretching before a game helps prevent injuries.</i>

UNIT 3

English	Ukrainian	Example
beautiful ≠ ugly /'bjʊ:təfʊl/ ≠ /'ʌɡli/	гарний ≠ потворний (-а)	<i>The park is beautiful in spring, but the old, abandoned house looks ugly.</i>
big = large /bɪɡ/ = /lɑːdʒ/	великий (-а)	<i>Example: They live in a big house with a large garden.</i>
busy = active /'bɪzi/ = /'æktɪv/	зайнятий, активний (-а)	<i>The street was busy with cars, and the market was active with shoppers.</i>
dangerous /'deɪndʒərəs/	небезпечний (-а)	<i>Swimming in the river during a storm is dangerous.</i>
exciting ≠ boring /ɪk'saɪtɪŋ/ ≠ /'bɔːrɪŋ/	захопливий ≠ нудний (-а)	<i>The amusement park is exciting, but waiting in long lines can be boring.</i>
famous /'feɪməs/	відомий (-а)	<i>She dreams of visiting Paris, a famous city for art and culture.</i>
old ≠ new /əʊld/ ≠ /njuː/	старий ≠ новий (-а)	<i>They replaced the old car with a new one.</i>
typical /'tɪpɪkəl/	типовий (-а)	<i>Eating borscht is a typical tradition in Ukrainian families.</i>
an accordion /ən ə'kɔːdiən/	акордеон	<i>The musician played a lively tune on his accordion.</i>
an alligator /ən 'ælɪɡeɪtə/	алігатор	<i>The zookeeper explained how an alligator hunts for its prey.</i>
a fiddle /ə 'fɪdl/	скрипка	<i>She played a cheerful tune on her fiddle at the festival.</i>
a steamboat /ə 'stiːmbəʊt/	пароплав	<i>They took a ride on a historic steamboat down the river.</i>
a destination /ə ,dɛstɪ'neɪʃən/	місце призначення	<i>Paris is a popular destination for tourists from all over the world.</i>
to explore /tə ɪk'splɔː/	досліджувати	<i>They love to explore new cities and learn about their culture.</i>
the swamps /ðə swɒmps/	болота	<i>The swamps are home to many unique plants and animals.</i>
tips /tɪps/	поради	<i>She gave me some tips on how to pack efficiently for a trip.</i>
to wander /tə 'wɒndə/	блукати	<i>We wandered through the forest, enjoying the fresh air and quiet.</i>
Cajun Country /'keɪdʒən 'kʌntri/	Каджунський край (регіон Луїзіани)	<i>Visiting Cajun country means experiencing delicious food and lively music.</i>
the highlight of the swamp tour /ðə 'haɪ laɪt əv ðə swɒp tuə/	родзинка екскурсії болотами	<i>Seeing the alligator up close was the highlight of the swamp tour.</i>
the wildlife /ðə 'waɪldlaɪf/	дика природа	<i>The park is famous for its diverse wildlife, including rare birds and reptiles.</i>
It's a Must! /ɪts ə mʌst/	Це обов'язково!	<i>If you visit New Orleans, a swamp tour is a must!</i>
many hiking trails /'meni 'haɪkɪŋ treɪlz/	багато пішохідних маршрутів	<i>The park offers many hiking trails for outdoor enthusiasts.</i>

a canoe trail /ə kə'nu: treɪl/	маршрут для каное	<i>We followed the canoe trail along the peaceful river.</i>
sleeping outdoors /'sli:piŋ ,aʊt'dɔ:z/	спати просто неба	<i>Sleeping outdoors under the stars is an unforgettable experience.</i>
a campsite /ə 'kæmp ,saɪt/	місце для кемпінгу	<i>We found a perfect campsite near the lake.</i>
It is recommended! /ɪt ɪz ,rɛkə'mendɪd/	Рекомендовано!	<i>It is recommended to bring bug spray when visiting the swamps.</i>
Just keep in mind! /dʒʌst ki:p ɪn maɪnd/	Просто майте на увазі!	<i>Just keep in mind that the trail can be slippery after rain.</i>
to protect yourself /tə prə'tekt jɔ: 'self/	захищати себе	<i>It's important to protect yourself from mosquitoes while hiking.</i>
Cajun /'keɪdʒən/	представники етнічної групи акадійського французького походження, які переважно проживають у південній частині Луїзіани	<i>A Cajun is a member of an ethnic group of Acadian French origin, primarily living in Southern Louisiana.</i>
Cajun Coast attractions /'keɪdʒən kəʊst ə'trækfənz/	цікаві місця узбережжя Каджунського краю	<i>The Cajun Coast attractions include swamp tours and cultural festivals.</i>
a mosquito-infested coast /ə mə'ski:təʊ ɪn'festɪd kəʊst/	узбережжя, наповнене комарами	<i>The mosquito-infested coast requires good bug spray for protection.</i>
Use bug spray /ju:z bʌg spreɪ/	Використовуйте засіб від комах.	<i>Always use bug spray when you visit the swamps.</i>
to avoid bites /tə ə'vɔɪd baɪts/	уникнути укусів	<i>Wear long sleeves to avoid bites while camping.</i>
be aware of the weather! /bi ə'weə əv ðə 'weðə/	Будьте уважні до погоди!	<i>Be aware of the weather before planning your trip to the coast.</i>
to apply sunscreen /tə ə'plai 'sʌnskri:n/	наносити сонцезахисний крем	<i>Remember to apply sunscreen before spending a day outdoors.</i>
to avoid a nasty sunburn /tə ə'vɔɪd ə 'næsti 'sʌnbɜ:n/	уникнути неприємного сонячного опіку	<i>Wearing a hat helps to avoid a nasty sunburn.</i>
Come prepared! /tə kʌm prɪ'peəd/	Приходьте підготовленим!	<i>It's always better to come prepared with snacks and water for your hike.</i>
comparisons /kəm'peərɪsənz/	порівняння	<i>The teacher asked the students to make comparisons between two different cultures.</i>
superlative /su:'pɜ:lətɪv/	найвищий ступінь порівняння (прикметників)	<i>In English, the superlative of «good» is «best.»</i>
geographical features /'dʒɪə'græfɪkəl 'fi:tʃəz/	географічні особливості	<i>Mountains and rivers are examples of geographical features found in the region.</i>
luggage /'lʌdʒɪz/	багаж	<i>Make sure your luggage is properly tagged before you board the plane.</i>
trip requirements /trɪp rɪ'kwəɪmənts/	правила подорожі	<i>The trip requirements include a valid passport and travel insurance.</i>
gumbo /'ɡʌmbəʊ/	гамбо (традиційна страва Луїзіани)	<i>We had gumbo for dinner, and it was full of shrimp, sausage, and spices.</i>

UNIT 4

English	Ukrainian	Example
favorite (US) = favourite (UK) /'feɪvərɪt/	улюблений (-а)	<i>My favorite dish is spaghetti with meatballs.</i>
Boiled /bɔɪld/	відварений (-а)	<i>She prefers boiled potatoes with butter and herbs.</i>
fried /fraɪd/	смажений (-а)	<i>Fried chicken is a popular comfort food.</i>

frozen /'frəʊzən/	заморожений (-а)	<i>I bought frozen berries to use in my smoothie.</i>
grilled /grɪld/	приготований (-а) на грилі	<i>Grilled vegetables make a healthy and delicious side dish.</i>
raw /rɔː/	сирий (-а)	<i>Sushi is often made with raw fish.</i>
roasted /'rəʊstɪd/	запечений (-а)	<i>We had roasted turkey for Thanksgiving dinner.</i>
healthy /'heɪlθi/	здоровий (-а)	<i>Eating fresh fruits and vegetables is part of a healthy diet.</i>
salty /'sɔːlti/	солоний (-а)	<i>The soup was too salty, so I added more water.</i>
sour /'sauə/	кислий (-а)	<i>The lemonade was too sour, so I added some sugar.</i>
spicy = hot /'spaɪsi/ = /hot/	гострий (-а)	<i>Indian curry is often very spicy.</i>
sweet /swi:t/	солодкий (-а)	<i>She loves sweet desserts like cakes and pastries.</i>
tasty = with a lot of taste /'teɪsti/	смачний (-а)	<i>This soup is very tasty because of the fresh herbs.</i>
grated cheese /'greɪtɪd tʃiːz/	тертий сир	<i>Sprinkle grated cheese on top of the pasta before serving.</i>
ground beef /graʊnd biːf/	фарш з яловичини	<i>Ground beef is often used to make burgers.</i>
seasoned beef /'siːzənd biːf/	приправлене (спеціями) м'ясо	<i>The seasoned beef was full of flavor and perfect for tacos.</i>
scrambled eggs /'skræmbəld ɛgz/	яєчня-бовтанка	<i>Scrambled eggs are quick and easy to prepare for breakfast.</i>
to add /tə æd/	додавати	<i>Don't forget to add a pinch of salt to the soup.</i>
to chop = to cut /tə tʃɒp/ = /tə kʌt/	нарізати	<i>Chop the onions finely before frying them.</i>
to core /tə kɔːr/	видаляти серцевину (з яблука)	<i>Use a knife to core the apples before baking them.</i>
to fold /tə fəʊld/	складати, перемішувати (обережно)	<i>Fold the whipped cream into the mixture gently.</i>
to mash /tə mæʃ/	розминати	<i>Mash the potatoes until they are smooth and creamy.</i>
to peel /tə piːl/	чистити (знімати шкірку)	<i>Peel the carrots before slicing them.</i>
to pour /tə pɔːr/	наливати	<i>Pour the milk into the bowl and mix well.</i>
to top /tə tɒp/	прикрашати (зверху), класти зверху	<i>Top the pizza with cheese and your favorite toppings.</i>
to warm = to heat /tə wɔːm/ = /tə hiːt/	підігрівати	<i>Warm the soup in the microwave before serving.</i>
the skin of the carrot /ðə skɪn əv ðə 'kærət/	шкірка моркви	<i>Peel the skin of the carrot before adding it to the soup.</i>
the skin off the avocado /ðə skɪn ɒf ðiː ævə'kɔːdəʊ/	шкірка авокадо	<i>Remove the skin off the avocado carefully to avoid damaging the fruit.</i>
to take out the stone /tə teɪk aʊt ðə stəʊn/	вийняти кісточку	<i>Use a spoon to take out the stone from the mango.</i>
ingredients /ɪn'ɡriːdiənts/	інгредієнти	<i>Gather all the ingredients before starting to bake the cake.</i>
seeds /siːdz/	насіння	<i>The seeds of the watermelon can be removed before serving.</i>
nuts /nʌts/	горіхи	<i>Add chopped nuts on top of the dessert for extra crunch.</i>
countable nouns /'kaʊntəbl naʊnz/	злічувані іменники	<i>Apples and bananas are examples of countable nouns because you can count them.</i>
uncountable nouns /ʌn'kaʊntəbl naʊnz/	незлічувані іменники	<i>Water and sugar are uncountable nouns because you cannot count them individually.</i>
the imperative /ði ɪm'perətɪv/	наказовий спосіб (дієслова)	<i>In the imperative form, you might say, «Close the door!»</i>

quantifiers /'kwɒntɪfaɪəz/	слова на позначення кількості	Words like «some,» «many,» and «a few» are quantifiers used to describe amounts.
grain /greɪn/	зерно	Rice is a type of grain that is eaten all over the world.
seafood /'si:fu:d/	морепродукти	My favorite seafood dish is grilled salmon with lemon.
shrimp (US) = prawns (UK) /ʃrɪmp/ = /praʊnz/	креветки	Shrimps are commonly served as an appetizer in many restaurants.
dairy /'deəri/	молочні продукти	Milk, cheese, and yogurt are examples of dairy products.
recipe /'resɪpi/	рецепт	This recipe calls for three eggs, flour, and sugar.
cooking techniques /'kʊkɪŋ tɛk'nɪks/	способи приготування	Baking and frying are two common cooking techniques used in many cuisines.

UNIT 5

English	Ukrainian	Example
cause and consequence /'kɔ:z ænd 'kɒnsɪkwəns/	причина та наслідок	The cause of the flooding was heavy rain, and the consequence was damage to homes.
clean ≠ polluted /'kli:n/ ≠ /pə'lu:tɪd/	чистий ≠ забруднений (-а)	We should keep our rivers clean and avoid making them polluted.
greenhouse gas /'gri:nhaʊs gæs/	парниковий газ	Carbon dioxide is a major greenhouse gas contributing to climate change.
energy-efficient /'ɛnədʒi ɪ'fɪʃnt/	енергоефективний (-а)	Replacing old windows with energy-efficient ones can save money.
well-connected /wəl kə'nektɪd/	добре сполучений (-а)	The city is well-connected with trains, buses, and cycle lanes.
a cycle lane /ə 'saɪkl leɪn/	велосипедна доріжка	The new cycle lane makes biking around the city much safer.
a bike/car share system /ə baɪk/ kɑ:ʀ ʃeə 'sɪstəm/	система спільного використання велосипедів/автомобілів	Many people use the bike share system to commute to work.
the City Hall /ðə 'sɪti hɔ:l/	міська рада	The mayor spoke at the city hall about the new park project.
a green area = a park /ə gri:n 'ɛəriə/ = /ə pɑ:k/	зелена зона = парк	The green area near my house is a great place to relax.
a library /ə 'laɪbrəri/	бібліотека	I borrow books from the library every weekend.
a neighborhood (US) = a neighbourhood (UK/CAN) /ə 'neɪbəhʊd/	район, мікрорайон	Our neighborhood has many friendly families and local shops.
public services /'pʌblɪk 'sɜ:vɪsɪz/	громадські послуги (лікарня, пожежна служба, поліція, соціальне житло, збір сміття тощо)	Public services like hospitals and fire stations are essential for a city.
a skyscraper /ə 'skaɪskreɪpə/	хмарочос	The skyscraper in the city center is the tallest building in the region.
to collect organic waste = /tə kə'lekt ɔ: 'gæənɪk weɪst/	збирати органічні відходи	We collect organic waste from the kitchen to make compost for our garden.
to make compost /tə meɪk 'kɒmpost/	робити компост	
to recycle /tə 'ri:saɪkl/	переробляти	It is important to recycle paper, plastic, and glass to reduce waste.

leadership /'li:dəʃɪp/	лідерство (керівництво)	Good leadership is essential for running a successful company.
to expand /tə ɪk'spænd/	розширювати	The company plans to expand its services to more cities.
traffic /'træfɪk/	рух (транспортний)	The traffic in the city center is very heavy during rush hour.
residents /'rezɪdənts/	жителі	The city residents are campaigning for cleaner parks.
walkable neighborhoods /'wɔ:kəbl 'neɪbəhudz/	райони, де зручно ходити пішки	Walkable neighborhoods encourage people to exercise more.
transit-accessible neighborhoods /'trænzɪt ək'sesɪbl 'neɪbəhudz/	райони з доступним громадським транспортом	Living in transit-accessible neighborhoods reduces the need for a car.
waste /weɪst/	відходи	Recycling can help reduce the amount of waste sent to landfills.
infographics /'ɪnfəu'græfɪks/	інфографіка	The infographics in the report made the data easy to understand.
a smart city /ə smɑ:t 'sɪti/	«розумне» місто	A smart city uses technology to improve the quality of life for its residents.
an application = an app /ən ˌæplɪ'keɪʃən/ = /ən æp/	застосунок, додаток	You can use an app to navigate public transport routes easily.
public transport routes /'pʌblɪk 'trænsपोर्ट ru:ts/	маршрути громадського транспорту	Maps of public transport routes are available at the station.
to monitor /tə 'mɒnɪtə/	моніторити, спостерігати	The app allows users to monitor their daily energy use.
to show live traffic updates /tə ʃəʊ laɪv 'træfɪk 'ʌpdeɪts/	показувати оновлення руху транспорту в реальному часі	The navigation system shows live traffic updates to avoid traffic jams (congestion).
to track and manage their energy use at home /tə træk ənd 'mænɪdʒ ðeər 'enədʒɪ ju:s æt həʊm/	відстежувати та керувати споживанням електроенергії вдома	Smart devices can help users track and manage their energy use at home.
food delivery /fu:d dɪ'lɪvəri/	доставка їжі	Food delivery apps have become very popular in recent years.
to post /tə pəʊst/	публікувати (розміщувати інформацію) на сайті	I don't post very often.
privacy settings /'prɪvəsi 'setɪŋz/	налаштування конфіденційності (системи захисту особистої інформації)	Make sure to check your privacy settings on social media.
private social media accounts /'praɪvɪt 'səʊʃəl 'mi:diə ə'kaʊnts/	приватні акаунти в соціальних мережах	Many people prefer to keep their social media accounts private.
a digital detox /ə 'dɪdʒɪtl 'di:tɒks/	цифровий детокс – це свідоме та тимчасове обмеження або повне уникнення використання цифрових пристроїв, таких як смартфони, комп'ютери, планшети, соціальні мережі чи інтернет	A digital detox can help you relax and reduce screen time.
a crosswalk /ə 'krɒswɔ:k/	пішохідний перехід	Always use a crosswalk to safely cross the street.
a cluster of people /ə 'klʌstə əv 'pi:pl/	група людей, скупчення людей	A cluster of people gathered around the street performer.

a large electronic screen /ə lɑːdʒ ɪˌlɛkˈtrɒnɪk skriːn/	великий електронний екран	<i>The large electronic screen in the square showed live news updates.</i>
to cross the language barrier /tə ˈkros ðə ˈlæŋɡwɪdʒ ˈbæriə/	подолати мовний бар'єр	<i>Learning basic phrases in another language can help to cross the language barrier.</i>
car-free /kɑːr friː/	без автомобілів	<i>The city has designated a car-free zone to reduce pollution.</i>
bike-free /baɪk friː/	без велосипедів	<i>The park is a bike-free area to ensure pedestrian safety.</i>
a green walkway /ə griːn ˈwɔːkweɪ/	зелена пішохідна доріжка	<i>The city's green walkway is surrounded by trees and flowers, making it a peaceful place for a stroll.</i>
You bet I did! /juː bet aɪ dɪd/	Авжеж, я це зробив.	<i>«Did you get tickets to the concert?» – «You bet I did!»</i>
to hear crocus /tə hiə ˈkrɒkəs/	Почути Крокуса (прізвисько вигаданого виконавця)	<i>I've been waiting for years to hear Crocus perform live.</i>
in full holoconcert /ɪn ful ˈhɒləʊˌkɒnsət/	у суцільному голографічному концерті	<i>The new technology lets fans experience their favorite artists in full holoconcert.</i>
Crocus just happens to be a megastar /ˈkrɒkəs dʒʌst ˈhæpənz tə biː ə ˈmegəˌstɑː/	Крокус – просто мегазірка!	<i>Crocus just happens to be a megastar with fans all over the world.</i>
holograms /ˈhɒləʊɡræmz/	голограми	<i>Holograms make it possible to attend concerts without the artist being physically present.</i>
pure creative expression /pjʊə kriːˈetɪv ɪksˈpreʃən/	справжнє творче самовираження	<i>The artist's work is known for its pure creative expression.</i>
to ask naively /tə ɑːsk naɪˈɪvli/	запитати наївно	<i>She didn't know much about holograms, so she decided to ask naively.</i>
Skypogram /ˈskaɪpəʊɡræm/	«Скайпограм» (вигадане слово, означає голографічне повідомлення через Skype)	<i>Sending a skypogram would be the perfect way to surprise her!</i>
high-definition hologram /haɪˌdefɪˈnɪʃən ˈhɒləʊɡræm/	високоякісна голограма	<i>The high-definition hologram looked so real that it felt like the person was actually there.</i>

UNIT 6

English	Ukrainian	Example
an aboriginal painting /ən ˌæbəˈrɪdʒɪnəl ˈpeɪntɪŋ/	аборигенний живопис	<i>The museum displayed an aboriginal painting that told stories of ancient traditions.</i>
a barrier reef /ə ˈbæriər ˈriːf/	бар'єрний риф	<i>The Great Barrier Reef is one of the most famous natural wonders in the world.</i>
a platypus /ə ˈplætipəs/	качкодзьоб	<i>We were lucky to see a platypus swimming in the river during our trip.</i>
a shark /ə ʃɑːrk/	акула	<i>Divers were amazed to see a shark gliding gracefully through the water.</i>
sights /saɪts/	визначні місця	<i>The city is full of amazing sights like historical monuments and modern skyscrapers.</i>
a tropical rainforest /ə ˈtrɒpɪkəl ˈreɪn fɔːrɛst/	густий і непрохідний тропічний ліс (джунгли – розмовний термін)	<i>The Amazon is the largest tropical rainforest in the world.</i>

a waterfall /ə 'wɔ:tər,fɔ:l/	водоспад	<i>We hiked all day to reach the beautiful waterfall hidden in the mountains.</i>
to do bungee jumping /tə də 'bʌndʒi 'dʒʌmpɪŋ/	займатися банджі-джампінгом	<i>I'm so nervous, but I've always wanted to do bungee jumping over a canyon.</i>
to do scuba diving /tə də 'sku:bə 'daɪvɪŋ/	займатися дайвінгом	<i>During our vacation, we decided to do scuba diving to explore the coral reefs.</i>
to do snorkelling /tə də 'snɔ:rkəlɪŋ/	займатися снорклінгом	<i>The clear waters were perfect to do snorkelling and see colorful fish.</i>
to go cycling /tə gou 'saɪklɪŋ/	кататися на велосипеді	<i>On weekends, we love to go cycling along the countryside trails.</i>
to go fishing /tə gou 'fɪʃɪŋ/	ловити рибу	<i>Early in the morning, we headed to the lake to go fishing and relax.</i>
to go hiking/trekking /tə gou 'haɪkɪŋ / 'trekɪŋ/	ходити в похід	<i>During our vacation, we decided to go hiking in the mountains to enjoy the fresh air.</i>
to go kayaking /tə gou 'kaɪækɪŋ/	кататися на каное	<i>We love to go kayaking on the calm river during the summer.</i>
to go paddle boarding /tə gou 'pædl 'bɔ:rdɪŋ/	кататися на сапборді	<i>It was my first time to go paddle boarding, and I managed to stay balanced!</i>
to go rafting /tə gou 'ræftɪŋ/	займатися рафтингом	<i>The river was full of rapids, making it so exciting to go rafting with friends.</i>
to go rock climbing /tə gou 'rɒk 'klaɪmɪŋ/	займатися скелелазінням	<i>She loves to go rock climbing and test her strength on steep cliffs.</i>
to go surfing /tə gou 'sɜ:rfɪŋ/	займатися серфінгом	<i>The waves were perfect, so we spent the afternoon to go surfing at the beach.</i>
to go horse riding /tə gou 'hɔ:rs 'raɪdɪŋ/	кататися на конях	<i>We went to the countryside to go horse riding through the fields.</i>
to go whale/dolphin spotting /tə gou 'weɪl / 'dɔ:lfin 'spotɪŋ/	спостерігати за китами/дельфінами	<i>On the boat trip, we were lucky to go dolphin spotting and saw a pod of them jumping!</i>
to have a hot-air balloon ride /tə hæv ə 'hɔ:t 'er bæ'lʊn 'raɪd/	кататися на повітряній кулі	<i>For her birthday, she got to have a hot-air balloon ride over the countryside.</i>
to ride a camel /tə raɪd ə 'kæməl/	їздити на верблюді	<i>On our desert safari, we got the chance to ride a camel across the dunes.</i>
to spot wildlife /tə spot 'waɪld laɪf/	спостерігати за дикою природою	<i>In the safari park, we managed to spot wildlife like lions and zebras.</i>
must-see /'mʌst 'si:/	те, що обов'язково потрібно побачити	<i>The Sydney Opera House is a must-see when visiting Australia.</i>
unforgettable /ˌʌnfə'getəbəl/	незабутній (-я)	<i>Our trip to the Great Barrier Reef was truly unforgettable.</i>
An Aussie /ən 'ɒzi/	австралієць	<i>I met an Aussie at the beach who told me all about the best local spots.</i>
to fly a kite /tə 'flaɪ ə 'kaɪt/	запускати повітряного змія	<i>On a windy afternoon, we went to the park to fly a kite.</i>
to go roller blading /tə gou 'roulər 'bleɪdɪŋ/	кататися на роликах	<i>She loves to go roller blading along the beachfront paths.</i>
a construction /ə kən'strʌkʃən/	будівництво, конструкція	<i>The construction of the new stadium took over five years.</i>
an architect /ən 'ɑ:rkɪtekt/	архітектор	<i>The famous architect designed several iconic buildings in the city.</i>
to resign /tə rɪ'zaɪn/	звільнитися, піти у відставку	<i>The project leader decided to resign due to personal reasons.</i>
to complete /tə kəm'pli:t/	завершити	<i>They managed to complete the bridge ahead of schedule.</i>
to be inaugurated /tə bi ɪ'no:ɡjəreɪtɪd/	бути урочисто відкритим (-ою)	<i>The museum was inaugurated by the president last year.</i>

a design /ə di'zain/	дизайн, проєкт	<i>The design of the building is both modern and functional.</i>
futuristic /ˌfjuːtʃə'rɪstɪk/	футуристичний (-а)	<i>The city has many futuristic skyscrapers with unique shapes.</i>
to be inspired by nature /tə bi ɪn'spaɪəd baɪ 'neɪtʃər/	бути натхненим природою	<i>The architect's work was inspired by nature, mimicking the flow of rivers.</i>
the roof structures are called 'shells' /ðə ru:f 'strʌktʃəz ɑːr 'kɔːld 'felz/	конструкції даху називаються «мушлями»	<i>The roof structures are called 'shells' because they resemble sea shells.</i>
UNESCO World Heritage Site /juː'neskou wɜːld 'hɛrɪtɪdʒ 'saɪt/	об'єкт Світової спадщини ЮНЕСКО	<i>The Sydney Opera House is a UNESCO World Heritage Site recognized for its architectural significance.</i>
Vivid Sydney /'vɪvɪd 'sɪdni/	«Вівід Сідней» – це щорічний фестиваль світла, музики та ідей у Сідней, який перетворює місто на яскраве шоу з інсталяціями, світловими проєкціями та культурними подіями.	<i>Every year, Vivid Sydney attracts thousands of visitors with its breathtaking light displays.</i>
to be an easy start /tə bi ən 'iːzi stɑːrt/	бути легким початком	<i>The beginner trail proved to be an easy start for new hikers.</i>
to be considered /tə bi kən'sɪdəd/	вважатися	<i>The Sydney Opera House is considered one of the most iconic buildings in the world.</i>
a light show /ə laɪt ʃəʊ/	світлове шоу	<i>The harbour bridge was illuminated as part of an incredible light show.</i>
The world's largest festival of light /ðə wɜːldz 'lɑːrdʒəst 'fɛstɪvəl əv laɪt/	найбільший у світі фестиваль світла	<i>Vivid Sydney is known as the world's largest festival of light, drawing global attention.</i>
to transform /tə træns'fɔːm/	перетворювати	<i>The city streets transform into a glowing wonderland during the festival.</i>
An outdoor art exhibition /ən 'aʊtɔːr ɑːt ˌeksɪ'bɪʃən/	виставка мистецтва просто неба	<i>The festival includes an outdoor art exhibition showcasing local talent.</i>
an installation /ən ɪnstə'leɪʃən/	інсталяція	<i>Each installation lights up the night, creating an unforgettable experience.</i>
to attend /tə ə'tend/	відвідувати	<i>Thousands of people gather every year to attend the vibrant events of Vivid Sydney.</i>
an art project /ən ɑːt 'prɔːdʒekt/	мистецький проєкт	<i>Local schools contributed an amazing art project for the festival.</i>
an image /ən ɪmɪdʒ/	зображення	<i>An image of the night sky was projected onto the museum walls.</i>
to be projected /tə bi prə'dʒektɪd/	проєктуватися	<i>Stunning visuals were projected onto the sails of the Sydney Opera House.</i>
The Aboriginal peoples /ði ˌæbə'rɪdʒɪnəl 'piːpəlz/	аборигени (корінні народи)	<i>The festival highlights the culture and stories of the Aboriginal peoples through art and light.</i>

UNIT 7

English	Ukrainian	Example
curious /'kjʊəriəs/	допитливий (-а)	<i>The boy was so curious about nature that he spent hours exploring the forest.</i>
to explore /tə ɪk'splɔːr/	досліджувати	<i>They decided to explore the nearby cave after hearing local legends.</i>
a campfire /ə 'kæmp faɪər/	багаття	<i>We sat around a campfire, singing songs and telling stories.</i>

lyrics / ˈlɪrɪks/	текст пісні	<i>She memorized all the lyrics of her favorite song.</i>
to be inspired /tə bi ɪnˈspaɪərd/	бути натхненим (-ою)	<i>The artist claimed to be inspired by the beauty of the sunset.</i>
to be interested /tə bi ˈɪntrestɪd/	цікавитися	<i>He seemed to be interested in learning more about astronomy.</i>
to be proud of /tə bi praʊd əv/	пишатися	<i>She was proud of her team for working so hard to win the game.</i>
the soil /ðə sɔɪl/	ґрунт	<i>Farmers rely on the soil to grow healthy crops.</i>
to feed /tə fiːd/	годувати	<i>It's important to feed the animals every day on the farm.</i>
a gift /ə ɡɪft/	подарунок	<i>She gave him a gift for his birthday that made him very happy.</i>
a landscape /ə ˈlændˌskeɪp/	ландшафт, краєвид	<i>The painting depicted a beautiful mountain landscape.</i>
to protect our home /tə prəˈtekt ˈaʊər haʊm/	захищати наш дім	<i>We all must work together to protect our home from pollution.</i>
to come together /tə kʌm təˈɡeðər/	об'єднатися, зібратися	<i>The community decided to come together to clean up the park.</i>
to swell with pride /tə swel wɪð praɪd/	переповнюватися гордістю	<i>She swelled with pride when her son graduated with honors.</i>
proud = pride /praʊd = praɪd/	пишатися = гордість	<i>Being proud of your achievements gives you a sense of pride.</i>
strong = strength /stroːŋ = streŋɡθ/	сильний (-а) = сила	<i>The bridge is strong, but its true strength lies in its design.</i>
a heroic country /ə həˈroʊɪk ˈkʌntri/	героїчна країна	<i>Ukraine is often described as a heroic country for its resilience and bravery.</i>
to cover /tə ˈkʌvər/	покривати	<i>The forests cover a significant part of the northern region.</i>
to vary /tə ˈveəri/	варіюватися	<i>The landscapes vary greatly from mountains to steppes.</i>
to run through /tə rʌn θruː/	проходити через	<i>The Dnipro River runs through the heart of Ukraine.</i>
rolling hills /ˈroʊlɪŋ hɪlz/	пагорби, що плавно тягнуться	<i>The region is known for its rolling hills covered in lush greenery.</i>
rugged mountains /ˈrʌɡɪd ˈmaʊntɪnz/	суворі гори	<i>Hikers enjoy exploring the rugged mountains of the Carpathians.</i>
vast steppes /væst steɪps/	широкі степи	<i>The vast steppes are home to unique wildlife and endless horizons.</i>
sandy beaches /ˈsændi ˈbiːtʃɪz/	піщані пляжі	<i>Tourists love the sandy beaches along the Black Sea coast.</i>
forests /ˈfɔːrɪsts/	ліси	<i>The forests in the north are filled with tall pines and oaks.</i>
ski resorts /ski ˈrɪːzɔːrts/	гірськолижні курорти	<i>Bukovel is one of the most popular ski resorts in Ukraine.</i>
wildlife /ˈwaɪldˌlaɪf/	дика природа	<i>The national parks are home to a variety of wildlife, including deer and wolves.</i>
fresh water /fref ˈwɔːtər/	прісна вода	<i>Ukraine is rich in fresh water thanks to its rivers and lakes.</i>
to climb the mountain /tə klaɪm ðə ˈmaʊntən/	підніматися на гору	<i>Many tourists come to climb Hoverla.</i>
to enjoy the country's beauty /tə ɪnˈdʒɔɪ ðə ˈkʌntrɪz ˈbjuːti/	насолюдовуватися красою країни	<i>You need to take time to enjoy the country's beauty when visiting Ukraine.</i>

to respect the environment /tə rɪˈspekt ði ɪnˈvaɪrənmənt/	поважати довкілля	<i>It's essential to respect the environment to preserve nature for future generations.</i>
to keep the country clean /tə kiːp ðə ˈkʌntri kliːn/	підтримувати чистоту в країні	<i>Everyone should do their part to keep the country clean by not littering.</i>
the Tunnel of Love /ðə ˈtʌnəl əv lʌv/	тунель кохання	<i>The Tunnel of Love in Ukraine is a romantic spot surrounded by trees.</i>
a magical train track /ə ˈmædʒɪkəl treɪn træk/	чарівна залізнична колія	<i>The magical train track looks like it's from a fairy tale.</i>
a fairy tale /ə ˈfeəri teɪl/	казка	<i>Walking through the forest felt like being in a fairy tale.</i>
annual /ˈænjʊəl/	щорічний (-а)	<i>The annual festival attracts thousands of visitors every year.</i>
Ukrainian Music Festival /juːˈkreɪniən ˈmjuːzɪk ˈfɛstəvəl/	український музичний фестиваль	<i>The Ukrainian Music Festival celebrates both traditional and modern music.</i>
handmade crafts /ˈhændˌmeɪd kræfts/	ручні вироби	<i>You can buy handmade crafts at the local market.</i>
veggies /ˈvedʒiz/	овочі	<i>I love fresh veggies from the garden.</i>
the Psel River /ðə psɛl ˈrɪvər/	річка Псел	<i>We enjoyed a peaceful afternoon by the Psel River.</i>
fabulous /ˈfæbjʊləs/	чудовий (-а)	<i>The views from the top of the hill were absolutely fabulous.</i>
monkey bars /ˈmʌŋki bɔːz/	гімнастичні турніки	<i>The kids love playing on the monkey bars at the playground.</i>
vine climbers /vaɪn ˈklaɪmərz/	канатні лазанки	<i>The vine climbers in the park are great for adventurous children.</i>
rock and log climbers /rɒk ənd lɒg ˈklaɪmərz/	лазанки з каменів та колод	<i>The rock and log climbers provide a fun challenge for kids.</i>
vertical climbing walls /ˈvɜːrtɪkəl ˈklaɪmɪŋ wɔːlz/	вертикальні стіни для лазання	<i>The vertical climbing walls are great for building strength.</i>
noodle climbers /ˈnuːdl ˈklaɪmərz/	лазанки-спагеті	<i>The colorful noodle climbers are fun for younger kids.</i>
brave /breɪv/	хоробрий (-а)	<i>You have to be brave to climb to the top of the tower.</i>
cobblestone streets /ˈkɒblˌstəʊn striːts/	вулиці, викладені бруківкою	<i>The cobblestone streets add charm to the old town.</i>
colorful buildings /ˈkʌləfəl ˈbɪldɪŋz/	яскраві будівлі	<i>The city is full of colorful buildings that look beautiful in the sunlight.</i>
to have a sweet tooth /tə hæv ə swiːt tuːθ/	любити солодке	<i>If you have a sweet tooth, you'll enjoy the cakes here.</i>
Get creative! /ɡet kriˈeɪtɪv/	Будь креативним!	<i>Get creative! Design your own birthday card.</i>
Yummy! /ˈjʌmi/	Смакота!	<i>The cookies were yummy!</i>
entertainment /ˌentərˈteɪnmənt/	розваги	<i>The park offers a lot of entertainment for families.</i>
a discovery park /ə dɪsˈkʌvəri pɑːrk/	парк відкриттів	<i>The discovery park has interactive exhibits for kids.</i>
children with disabilities /ˈtʃɪldrən wɪθ dɪsəˈbɪlɪtiz/	діти з інвалідністю	<i>The school ensures equal opportunities for children with disabilities.</i>
tough /tʌf/	важкий, міцний (-а)	<i>Life can be tough, but you should never give up.</i>
without exception /wɪˈðaʊt ɪkˈsɛpʃən/	без винятків	<i>Everyone is invited to the party without exception.</i>
to have the right to joy /tə hæv ðə raɪt tə dʒɔɪ/	мати право на радість	<i>All children have the right to joy, regardless of their abilities.</i>
a sign that reads /ə saɪn ðæt riːdz/	знак із написом	<i>There's a sign that reads, «Please keep off the grass.»</i>

to depict /tə dɪˈpɪkt/	зображати	<i>The mural depicts a vibrant street scene.</i>
a couple /əˈkʌpl/	пара	<i>The painting shows a couple dancing under the moonlight.</i>
at their own expense /æt ðeɪ oun ɪkˈspens/	за власний рахунок	<i>They built the new playground at their own expense.</i>

UNIT 8

English	Ukrainian	Example
athletic = sporty /æθˈletɪk/ = /ˈspɔːrtɪ/	спортивний (-а)	<i>She is very athletic and loves playing volleyball.</i>
arrogant /ˈærəɡənt/	зарозумілий (-а)	<i>She was too arrogant to admit her mistake.</i>
creative /kriˈeɪtɪv/	творчий (-а)	<i>The students came up with a very creative solution to the problem.</i>
loud /laʊd/	голосний (-а)	<i>The music was so loud that we could not hear each other.</i>
baggy clothes /ˈbæɡi kloʊðz/	мішкуватий одяг	<i>He prefers wearing baggy clothes because they are more comfortable.</i>
a cheerleader /ˈtʃiəˌliːdər/	черлідер, учасниця групи підтримки	<i>Sarah is a cheerleader for the school's football team.</i>
a choker /ˈtʃɒkər/	чокер (коротке намисто, щільно облягає шию)	<i>She wore a black choker with her evening dress.</i>
a geek = a nerd /ɡiːk/ = /nɜːrd/	ексцентрик, ентузіаст, фанат; гік	<i>He may be a geek, but his tech skills are amazing.</i>
a jock /dʒɒk/	спортсмен (у неформальному сенсі)	<i>The jock spent most of his time at the gym or playing on the field.</i>
ripped jeans /rɪpt dʒiːnz/	подерті джинси	<i>Ripped jeans are still a trendy fashion choice.</i>
to be friends with somebody /tə biː frɛndz wɪð ˈsʌmˌbɒdi/	дружити з кимось	<i>Are you friends with Anna?</i>
to belong to a group/club /tə biːlɒŋ tə ə gruːp/klʌb/	належати до групи/клубу	<i>He belongs to the local chess club.</i>
to hang out with somebody /tə hæŋ aʊt wɪð ˈsʌmˌbɒdi/	проводити час із кимось	<i>I usually hang out with my friends at the mall on weekends.</i>
bossy = demanding /ˈbɒsi/ = /dɪˈmɑːndɪŋ/	владний = вимогливий (-а)	<i>Her bossy attitude often annoys her colleagues.</i>
flexible ≠ restricted /ˈfleksəbəl/ ≠ /rɪˈstrɪktɪd/	гнучкий ≠ обмежений (-а)	<i>His schedule is flexible, so he can meet us anytime.</i>
friendship /ˈfrɛndʃɪp/	дружба	<i>Their friendship has lasted since they were kids.</i>
mean = nasty /miːn/ = /ˈnæsti/	злий = огидний (-а)	<i>It was mean of him to say such hurtful things.</i>
group pressure /gruːp ˈpreʃər/	тиск групи	<i>Group pressure can sometimes lead teens to make bad decisions.</i>
team spirit /tiːm ˈspɪrɪt/	командний дух	<i>The team spirit was high after they won the match.</i>
to be yourself /tə biː jɔːˈself/	бути собою	<i>You should always be yourself, no matter what others say.</i>
to bully = to tease /tə ˈbuli/ = /tə ˈtiːz/	знущатися = дражнити	<i>He used to bully his classmates, but now he regrets it.</i>
to feel protected / supported /tə fiːl prəˈtektɪd/ səˈpɔːrtɪd/	почуватися захищеним / підтриманим (-ою)	<i>I feel protected when I'm with my family.</i>
to fit in /tə ˈfɪt ˈɪn/	пристосуватися (до групи), знайти спільну мову	<i>She found it hard to fit in with her new classmates.</i>

to get along (with) /tə 'get ə'lon wið/	ладнати (з кимось)	<i>I get along really well with my neighbors.</i>
to join a group / a club /tə 'dʒɔɪn ə gru:p / ə klʌb/	приєднатися до групи / клубу	<i>She decided to join a photography club at school.</i>
to make life easier /tə 'meɪk laɪf 'i:ziər/	полегшити життя	<i>Technology is designed to make life easier.</i>
to share an interest /təʃeər ən 'intrəst/	розділяти інтерес	<i>They became friends because they share an interest in hiking.</i>
an art club /æn ɑ:t klʌb/	художній клуб	<i>She joined an art club to improve her painting skills.</i>
a science club /ə 'saɪəns klʌb/	науковий клуб	<i>The science club organizes experiments every Friday.</i>
a French club /ə frɛntʃ klʌb/	клуб вивчення французької мови	<i>The French club hosts language exchange events every month.</i>
a mascot /ə 'mæskɒt/	талісман	<i>The school's mascot is a fierce lion.</i>
a parade /ə pə'reɪd/	парад	<i>We participated in the parade to celebrate Independence Day.</i>
school pride /sku:l praɪd/	гордість за школу	<i>The students show their school pride during homecoming week.</i>
school spirit /sku:l 'spɪrɪt/	дух школи	<i>School spirit was evident at the pep rally.</i>
to attend /tə ə'tend/	відвідувати	<i>I plan to attend the art exhibition tomorrow.</i>
to celebrate /tə 'seləbreɪt/	святкувати	<i>They will celebrate the school's anniversary next week.</i>
to cheer = to support /tə tʃiər/ = /tə sə'pɔ:rt/	підтримувати	<i>The crowd cheered loudly for their team during the game.</i>
to decorate /tə 'dekəreɪt/	прикрашати	<i>We decorated the classroom with balloons for the party.</i>
to dress up /tə dres ʌp/	вдягатися святково / наряджатися	<i>Everyone dressed up for the Halloween party.</i>
to encourage sb to do sth /tə ɪn'kʌrɪdʒ 'sʌmbədi tə du: 'sʌmθɪŋ/	заохочувати когось зробити щось	<i>The teacher encouraged the students to participate in the competition.</i>
to get involved in /tə get ɪn'vɒlvd ɪn/	брати участь у / бути залученим до	<i>He got involved in organizing the charity event.</i>
to look forward to (doing) sth /tə lʊk 'fɔ:rwəd tu: 'du:ɪŋ 'sʌmθɪŋ/	чекати з нетерпінням (зробити) щось	<i>She's looking forward to visiting her grandparents during the holidays.</i>
to participate / to take part (in) /tə pɑ:'tɪsɪpeɪt / tə teɪk pɑ:rt ɪn/	брати участь (у)	<i>Many students participated in the talent show.</i>

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(4-й рік навчання)

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