FOR UKRAINE

Г. К. Мітчелл, Марілені Малкогіанні

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English
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мова

8

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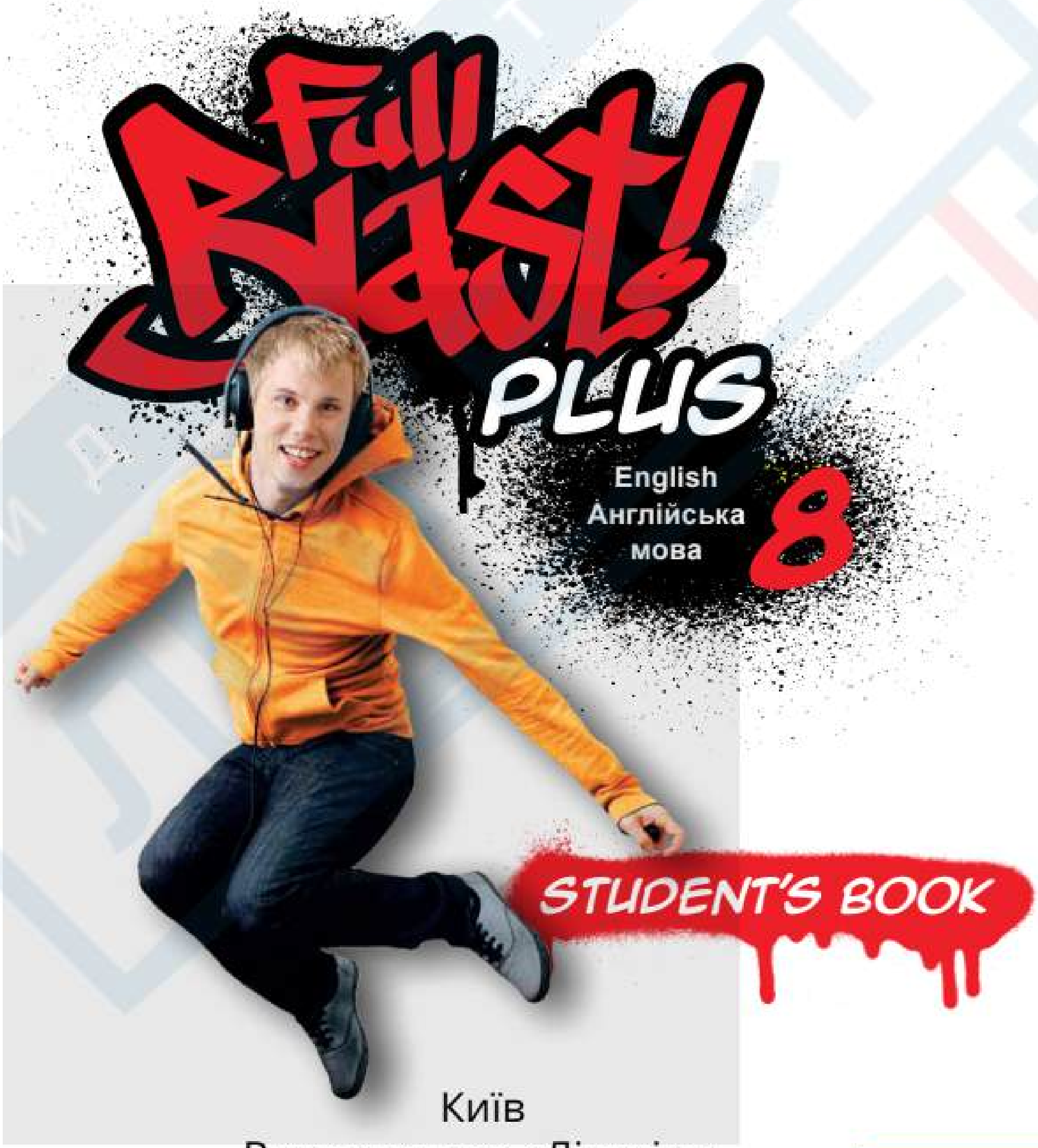
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Г. К. Мітчелл, Марілені Малкогіанні
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Англійська мова
(8-й рік навчання)

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

Рекомендовано Міністерством освіти і науки України



Київ
Видавництво «Лінгвіст»
2025

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1 School life

2 Teen life

3 My lifestyle

4 Music

5 Reading for pleasure

6 Technology and media

7 A helping hand

8 Holidays

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1 School life



Discuss:

- What is a typical school day like for you?
- What do you like about your school? What would you change about it?

In this module you will learn...

- to talk about the present and past
- to make plans and future arrangements
- to make comparisons
- to talk about what you like and dislike
- to talk about school experiences
- to start and end a conversation
- to link your ideas with *and*, *but*, *so*, *because* and *or*
- to write a blog post presenting yourself

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











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1a Let's meet up

1 Read

A. Look at the last picture and guess. Why do you think Bill, Stu, Amy and Liv are surprised? Listen to the dialogues and check your answers. Then read them out in groups.



1 **Amy** Hey, Liv! What are you up to?

Liv I'm taking my cousin to the train station.

Amy Your cousin Lillian? She's leaving already?

Liv Yes! She starts school tomorrow – just like us. Summer is over, you know!

Amy Don't remind me! I'm looking for my backpack right now and tidying my desk.

Liv Oh, Amy! You can do all that later. Let's just relax and go for a walk in the park this afternoon.

Amy Why not? Let's enjoy our last free day. How about three o'clock?

Liv That sounds great! I'll ring Stu and Bill and ask them to come along.

2 ***That afternoon...***



Liv Lillian loves her school. They've got a swimming pool, a basketball court, and two tennis courts!

Amy Big deal! She goes to a sports school, right? At a music school, they probably have lots of music rooms!

Liv Yes, but what facilities does *our* school have?

Bill I can't believe you are complaining about our school! We've got a wonderful computer room, and then there is the new library and the art room... In fact, you go there almost every day, Liv!

Stu Hold on, everyone! Let's stop talking about school, OK? The way I feel right now, I think homeschooling would be best for me! Who wants to go to school tomorrow?

All Not me!

Stu And we're starting a whole new year.

All Ugh!

3 ***Later...***



Liv It was a great summer. Except, maybe it was a bit long...

Stu Hey! Look how far we walked!

Bill Are you sure we don't want to start school?

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

1. Lillian visited Liv during the summer holiday. ○
2. Amy didn't want to go out. ○
3. Stu is planning to study from home next year. ○
4. The friends want school to begin. ○

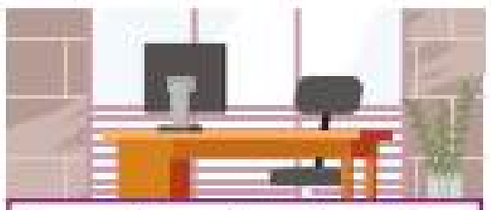
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2 Vocabulary

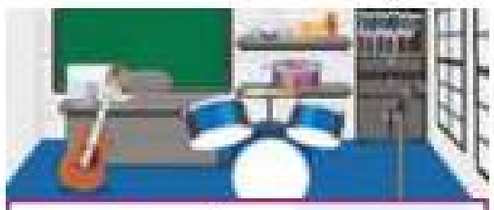
A. Look at the school facilities below. What other facilities does your school have?



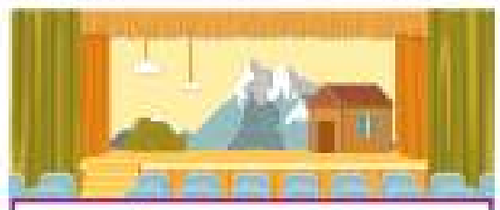
first aid room



head teacher's office



music room



drama room

B. Complete the sentences with the types of schools in the box.

boarding schools	music schools	sports schools	homeschooling

1. When parents or a tutor teach a child at the child's house, it is called _____ .
2. Students train as athletes and take regular classes in _____ .
3. At _____ , students live at the school during term time.
4. Students who attend _____ learn an instrument and study to become musicians.

C. Read and listen to the rules. Does your school have any other rules? What are they?

1. Always get to class on time.
2. Listen to your teachers and follow their instructions.
3. Treat your teachers and fellow students with respect.
4. Complete your homework by the deadline.

3 Grammar

Present Simple vs Present Progressive

- *When my friends **come** round, we usually **play** computer games. But today, we're **playing** football in the garden.*
- ***A:** **Are** you **coming** with us to the stadium? The match **starts** at 3.00.*

***B:** No, sorry, I **don't want** to come. I **hate** football.*

NOTE

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

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

1. Gavin rarely _____ (use) his computer to surf the Net. He usually _____ (play) computer games. He _____ (play) a basketball game at the moment.
2. **A:** Can you help me with this maths question? I _____ (not understand) it.
   B: In a minute. I _____ (help) Michael now.

4 Listen

Listen to the dialogue and complete the sentences with a word or short phrase.

1. Brian and Rosie have a _____ test on Friday.
2. _____ didn't get a good mark in the last test.
3. The _____ is often crowded at five o'clock.
4. Brian and Rosie are meeting in the _____ to study.

5 Speak

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

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1b A spelling bee

1 Vocabulary

Read the phrases below and then complete the sentences with the correct form of the verbs. Sometimes more than one answer is possible.

attend → a class / a lesson / a course / school	**miss →** an exam / a test / a class / a lesson / school
sit (for) / take → an exam / a test	**get →** exam results / good or bad marks
do well in / pass / fail → an exam / a test	**revise for →** an exam / a test

1. Hurry up! You're going to _____ your karate class.
2. John and I _____ the same course. We're classmates and best friends.
3. My brother is nervous because he is _____ his English exam tomorrow. If he _____, our parents are going to let him go to London with our cousins.
4. Unfortunately, I _____ the chemistry exam. I hope to _____ good results in my physics exam.

2 Read

A. Look at the first picture. What do you think the girls are looking at? Listen to the dialogues and check. Then read them out in groups.

THE SPELLING BEE





Josie Hey, Lucy! Come and check this out!

Lucy What is it?... Stamps?

Josie Yeah. I've found some really cool ones... Miss Foster gave us a project to do.

Lucy Sounds pretty boring.

Josie It isn't. Do you know when the first stamp came out?

Lucy Beats me.

Josie In 1840! Stamps are more interesting than you might think! Do you want to see the oldest stamp in the world? Look...

Lucy Actually, I have to run. I'm going to the library.

Josie What for? Are you going to revise for a test?

Lucy Sort of. I'm taking part in a spelling bee.

Josie You're kidding! I thought you hated that kind of stuff.

Lucy Well, it's less exciting than the school sports day last month, but I've decided to give it a go.

Josie OK then, can you get me a book?

Lucy Sure. What's the title?

Josie *Philately*.

Lucy Come again?

Josie *Philately*. It means collecting stamps.

Lucy Oh, OK.

Josie Hello?

Lucy I can't find your book. I searched all the titles that start with 'f'.

Josie You don't spell 'philately' with 'f'. It's with 'ph'.

Lucy Oh!

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Josie It's Lucy's turn. If she gets this one correct, she'll win!
Woman The word is 'philately'.
Josie Huh?!
Lucy Philately. P-H-I-L-A-T-E-L-Y. Philately.
Woman Congratulations!



Josie Well done! Philately isn't as boring as you thought, is it?
Lucy Ha ha! I guess not.

B. Read the dialogues again. Find sentences to prove the following.

1. Lucy isn't really interested in Josie's project.
2. Lucy doesn't know much about stamps.
3. Lucy is in a hurry.
4. Josie is surprised with Lucy's decision to take part in the spelling bee.
5. Lucy searched under the wrong letter in the library.

3 Grammar

Comparison of adjectives and adverbs

Comparative forms

- *Henry can run **faster than** Keith.*
- *Chemistry is **more difficult than** maths.*

Superlative forms

- *Steve is **the oldest** student in my class.*
- *Sally got **the best** marks in biology.*

(not) as... as

- *I can draw **as well as** my sister.*
- *Pool is**n't as boring as** chess.*

less... than... / the least...

- *History is **less exciting than** biology, but physics is **the least exciting** lesson of all.*

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

1. This is one of the _____ (modern) buildings in the city.
2. Steve did _____ (good) than I did in the exam.
3. The blue backpack is _____ (little) expensive than the red one.
4. Fay doesn't get up as _____ (early) as Daniel.

4 Pronunciation

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

a. Fr**ench** **b.** fri**dge**

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

	Fr**ench** /tʃ/	fri**dge** /dʒ/
jeans		
checked		
teena**g**er		
ma**tch**		
cen**t**ury		
imagi**n**e		

5 Speak & Write

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

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1c Tech habits



1 Vocabulary

Match. Then listen and check your answers.

1. download	○	**a.** to the Internet
2. make	○	**b.** music, apps, videos
3. send/receive	○	**c.** text/voice messages, emails
4. connect	○	**d.** a phone/video call

2 Read

A. Discuss.

- Do you use technology at school? Which devices do you use?
- Do you think students should use their smartphones at school? Why? / Why not?

B. Read the title and the first paragraph of the article. What is a digital detox challenge? Then read and listen to the whole article and find out more.



THE DIGITAL DETOX CHALLENGE

disconnect from your digital life

Can you imagine a whole week without the Internet or any electronic devices, like your smartphone or tablet? That's what teenagers at Highfield Secondary School in England experienced last month when they took part in the digital detox challenge. 'With smartphones and laptops, teens are constantly online,' said head teacher Brent Hamilton. 'Today's teenagers have never lived in a world without technology. They use their phones to listen to music, watch videos, download apps, communicate with friends, connect to the Internet and use social media sites.' He believes that this is bad both for students' performance at school and their social skills. 'Our goal was to show teenagers that they can turn off their devices every now and then and still enjoy life,' he continued. 'Technology has many advantages, but teenagers have to find the right balance. Technology shouldn't control their lives. By turning off their devices, I hoped they would connect more with the world around them.'

What happened when the teenagers started the challenge? It wasn't very easy.

Brian, 16: 'On the first day, I felt very anxious. I kept putting my hand in my pocket to get my phone.'

Jane, 15: 'It was so boring in the beginning. I didn't know what to do! After a few days though, things got better. I read books, I rode my bike and I had time for my favourite hobby – painting!'

What did the teens learn from the challenge?

Matt, 15: 'It used to take me hours to finish my homework. I couldn't concentrate because I used to check my phone all the time for notifications. Now I realise it's OK to just disconnect.'

Leslie, 16: 'My friends and I used to check our phones constantly when we were together. Now we put them aside for a while. We talk more and have more fun.'

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C. Read again and answer the questions.

1. How long did the digital detox challenge last?
2. According to Hamilton, what do teenagers use their phones for?
3. What does Hamilton think teens must do?
4. How did Brian feel at the beginning of the challenge?
5. What did Jane do in her free time during the challenge?
6. What changed for Leslie and her friends after the challenge?

3 Grammar

Past Simple

A: ***Did you use*** *my laptop last night?*

B: Yes, I did. I ***wanted*** *to send an email to a friend, but I* ***didn't send*** *it in the end. I* ***sent*** *him a text message.*

The verb *used to*

In the past, people ***didn't use to communicate*** *with friends through social media sites so much. They* ***used to call*** *them or meet up.*

Complete with the Past Simple of the verbs in brackets. Use *used to* where it is appropriate.

1. Yesterday I _____ (go) to Dan's house and we _____ (watch) some funny videos on the Internet. Then we _____ (decide) to make a video of us skateboarding. It _____ (be) great, but we _____ (not can) upload it. We _____ (be) very upset.
2. In the past, Sandy _____ (not have) a laptop. She _____ (do) her homework on a desktop computer. Now she's got a laptop, so she can do her homework anywhere.

4 Listen

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

1. What has the girl got?

a 

b 

2. What did the boy use to take pictures with yesterday?

a 

b 

5 Speak

CLASS DISCUSSION

Discuss the following.

- At what age did you get your first phone/ laptop/tablet?
- Which electronic devices did you use to have but don't have any longer?
- Do you think you use technology too much?
- Which sites do you usually visit when you're online?

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1d Do you speak English?

1 Read

A. Discuss.

- What are the most popular languages that people learn in your country?
- Do you think English is an important language? Why? / Why not?



B. Listen, read and choose the best title for the text.

a. English: For Students Everywhere

b. English Throughout the Centuries

c. English Around the World





Have you ever wondered how many people speak English? There are about 8 billion people in the world today and ¼ of the world's population can speak English. Now that's a lot! Three out of every four English speakers are non-native speakers. Nowadays, learning English is a common part of students' lives all around the world, and there are many reasons for this.

English is everywhere! It's the language of finance, business, science, transport, entertainment, computers, etc. For instance, a great number of songs and films are in English. Also, there are over 1 billion web pages with information written in English. So if you know English, you can look up almost anything and be informed about any topic.

Learning English allows you to communicate with people from all over the world. Travelling to other countries is made easier, too. If you're in a foreign country and need information, don't panic. You'll definitely come across someone who speaks English.

In many countries, it is a rule that schools must offer English classes. Students usually start taking these classes in the first few years of school and continue when they are in secondary school. But why should someone start learning English in school? According to research, it is easier to learn languages when you are younger, and schools know this.





English is the language of international communication. But, what about the future? Students might not learn English in school but Spanish, Chinese or another language. Nobody knows!

C. Read again and answer the questions.



1. How many people speak English around the world?
2. How many pages are written in English on the Internet?
3. According to the text, how can English help people in their everyday lives? Name two ways.
4. When do students normally begin learning English?

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2 Vocabulary

Read the sentences 1-6 below. What do the phrasal verbs in bold mean? Match them with the definitions a-f.

1. **Look out!** You're going to fall.
2. I always **look after** my little sister when my parents are away.
3. We're really **looking forward to** going to the concert.
4. Why don't you **come round** for dinner tomorrow?
5. Mark always **comes up with** the best ideas.
6. Can you **look up** this word online, please?

a. produce or find an answer
b. take care of
c. visit (usually a person's house)
d. be careful
e. to search in order to find out information by reading, such as the meaning of a word in a dictionary
f. feel excited about something that is going to happen

3 Grammar

Some / Any / No / Every and their compounds

- ***Someone*** *told me that there are* ***some*** *beautiful paintings in the local art gallery.*
- *I couldn't find* ***any*** *nice shoes in the shops, so I didn't buy* ***anything****.*
- ***Nobody*** *knows where to find her. She left* ***no*** *telephone number.*
- *James has visited* ***every*** *country in Europe. He's travelled* ***everywhere*** *in Europe.*

Circle the correct options.

1. **A:** The weather is terrible. We can't go **anywhere / nowhere** tonight.
   B: That's OK. We can do **something / everything at home**. There's a board game **somewhere / everywhere** in the house.
2. **Anyone / Everyone** in my class likes science, so there's **anything / nothing** more exciting than a trip to the Science Museum.
3. **Nobody / Somebody** called earlier and asked for Mr Rocco. I don't know **anyone / no one** by that name!
4. **A:** Do you know **anything / something** about the writer Charles Dickens?
   B: I know a few things, but you should do your own research. You'll find **everywhere / everything** you need on the Internet.

4 Speak

SURVEY Talk in pairs.

Go to the Pair work activities section.

5 Write

Read the plan below. Write an article for a local magazine about why you are learning English.

PARAGRAPH 1

Answer the following questions:

- *When did you start learning English?*
- *How often do you have lessons?*
- *Do you enjoy them? Why? / Why not?*
- *How many hours do you study a day?*

PARAGRAPH 2

Answer the following questions:

- *Why are you learning English?*
- *What are your future plans?*



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1e School days

1 Listen

Listen to three students talking about school in their country and answer the questions. Write K for Kenneth, A for Anastasya or L for Lesedi.

Which student...

1. talks about a change in their school system?
2. does not mind wearing a school uniform?
3. complains about school holidays?
4. talks about a special celebration?
5. mentions difficult school subjects?

2 Speak

Look at the pictures below and discuss the questions.





- What do you think has happened?
- How does the boy/girl feel?
- How does the teacher feel?
- How do you think the boy/girl will react?
- Has this ever happened to you?
- How did you react?
- What did your parents/teacher say?

Tip!

- *Speak clearly.*
- *Don't worry if you make a mistake. Correct yourself if you can, otherwise just continue speaking.*
- *If you can't remember a word, don't stop. Try to use other words.*

3 Speak & Write

A. Read the blog post and answer the questions.

1. Who created this blog post?
2. Why did he create it?
3. What tenses does the writer use? Find examples.
4. Why does the writer use the linking words *and*, *but*, *so*, *because* and *or*? Find examples.

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http://www.freds_blog.com

ABOUT ME



Hi, I'm Freddie. I'm fifteen years old, and this is my blog! Read on to find out a few things about me.

Freddie's blog!

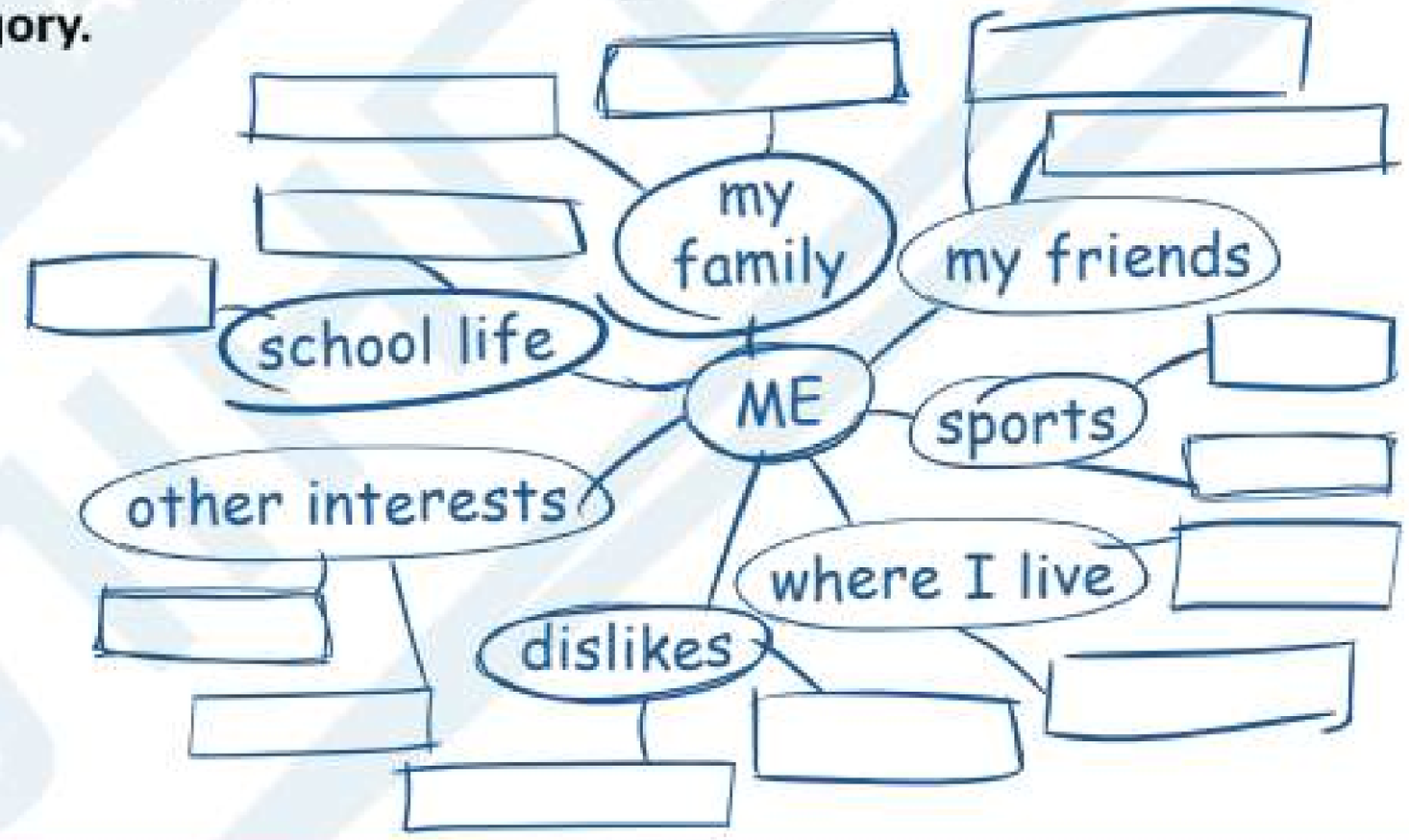
My school

I go to Greensville Secondary School, and I'm in year 10. It's the biggest school in the area, and there are about 800 students. Once a week, we have an IT class in the computer room. It's got really modern technology, so the technicians are always there to help us. My school's also got a few science labs. We have chemistry and biology classes there twice a week. But my favourite subject is English. It's quite popular because our English teacher, Mr Brown, is fantastic.

My interests

I'm really into swimming and I love all kinds of water sports, especially water polo. I'm also crazy about music and I listen to all kinds. These days, I'm interested in model car making and I have a small collection of model cars. At the moment, I'm working on a racing car. I also enjoy doing jigsaw puzzles because they're a great way to relax. In fact, yesterday I finished a 3D puzzle of the globe. You can see my globe here or some of my model cars here.

B. Look at the mind map and try to complete it by brainstorming ideas about yourself. Try to write about interesting aspects of your life and don't worry if you have nothing to say about a particular category.



C. Choose one of the categories in the mind map and talk about yourself. Try to use *and*, *but*, *so*, *because* and *or* to link your ideas.

D. Imagine that you are starting a blog. Write a post to present yourself, like Freddie did. Read the tips in the Writing section at the back of the book and use the mind map to help you decide what to write about. Choose 2-3 categories that you have got a lot to say about and which would be suitable for a blog about yourself. Expand on these ideas.



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SONG 1

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

Teen Life

School, friendships and other **(1) stuff / results**,
Sometimes make teen life a bit tough.
Now listen carefully or play this song twice,
Because here are some words of **(2) instruction / advice**.

Have fun and enjoy every day!
Teen life is great! That's all I can say!

Some school days are **(3) early / tiring**, that's true,
With all the things you have to do.
But don't get **(4) worried / shy** and keep the good work up!
This is your future, so don't give up!

Have fun and enjoy every day!
School is cool! That's all I can say!

You don't always get along with friends.
Sometimes you **(5) argue / create** with them instead.
But always try to be nice and **(6) kind / nervous**.
Don't be **(7) rude / informed**! Keep that in mind!

Have fun and enjoy every day!
Friends are important! That's all I can say!

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Teen life



Discuss:

- What are you and your friends like?
- Do you think life is easy for teenagers?

In this module you will learn...

- to talk about places of entertainment
- to express agreement/disagreement
- to describe hairstyles and clothes
- to talk about conditions and their results
- to define people, places, things and ideas, and give additional information about them
- to describe people's personality
- to talk about friends and friendship
- to write a description of a person

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





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2a Vlogging

1 Vocabulary Match. Then listen and check your answers.









theme park
bowling alley
theatre
concert

2 Read

A. Discuss.

- Do you like watching videos on the Internet?
- What is a vlog?
- Have you got any favourite vloggers? What are their videos about?

B. Look at the first picture. What is the young man with the cap doing? Listen to the dialogues and check your answers. Then read them out in groups.

BILLY B'S NEW VIDEO



1 *At Park Station...*

Billy B This is Billy B live from Park Station. Today's topic is siblings. Hello there!

Dylan Billy B! I love your videos!

Andy So do I!

Billy B Thanks! Have you got any brothers or sisters?

Andy I've got a brother. He's studying at university.

Billy B Really? I've got a brother too. What about you?

Dylan I've got an older sister.

Billy B Do you get along with your brother?

Andy It's hard not to. We hang out all the time.

Billy B What's your sister like?

Dylan Well, I can't say that we get along. You see, I'm a quiet person, but my parents aren't and my sister isn't either! She's bossy, and she doesn't let me have any peace and quiet.

Billy B Neither does my brother, so I know the feeling. I hope things get better. Hang in there. Don't forget to check out my vlog.



2 *At Dylan's home...*

Meg Dylan! Take out the rubbish immediately!

Dylan Here we go again!

Meg Dylan! Are you listening to me? Hey! What are you waiting for?

Dylan I'm watching the new video that Billy B has just uploaded.

Meg Billy B? Erm... I'm going to my room for a minute and when I come back, I don't want to see the rubbish here. Got it?

Dylan Yeah, yeah.



3

Dylan *She's bossy, and she doesn't let me have any peace and quiet.*

Meg Me? Bossy? Dylaaan!

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

1. The boys have watched Billy B's videos before. ○
2. Dylan is the youngest in his family. ○
3. Andy doesn't get along with his brother. ○
4. Dylan's sister is always kind to him. ○
5. Meg went to her room to do her homework. ○

3 Grammar

so / neither / too / either

- ***A:*** *I want to go to the concert.*
  B: ***So*** *do I.*
  C: *I do* ***too****.*

- ***A:*** *I've never been to a hip hop concert before.*
  B: ***Neither*** *have I.*
  C: *I haven't* ***either****.*

Complete using *so*, *neither*, *too*, *either* and an auxiliary verb.

1. **A:** I play the guitar in a band.
   B: I _____ .
2. **A:** My brother has been to New York.
   B: _____ mine.
3. **A:** Wayne never goes to the theatre.
   B: Donna _____ .
4. **A:** I can't see anything from here.
   B: _____ I.

4 Listen

A. Listen to four people talking about places of entertainment. Which place is each of them talking about? Match the names with the places.

Danny	cinema
Roger	bowling alley
Emily	theatre
Rita	concert

TIP! *When listening for gist, try to understand the general idea, not every single word.*

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

1. Danny enjoys the variety of activities on offer. ○
2. Roger has to go there because it's his job. ○
3. Emily hates preparing to go to this place. ○
4. Rita goes because of another person. ○

5 Speak

Talk in groups of three. Look at the places below and discuss what you like or don't like about them. Agree or disagree using *so*, *too*, *either* or *neither*.

museum theme park
bowling alley cinema theatre
café restaurant

I love going to cafés because...
So do I. / I do too.
I don't because...

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2b A new look

1 Vocabulary

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


1


2


3


4


5


6

a. Tina used to have short hair but now she's getting extensions.

b. Sandy's got a bob. Her hair is fair with highlights.

c. Diana's got permed hair.

d. Sam's got dyed dreadlocks. They aren't very long.

e. Tom wants his hair really short. He's getting a buzz cut.

f. Mary's got long fair hair which she ties back in a ponytail.

2 Read

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



Liv Hey, Amy, where are you going?

Amy I've got an appointment at the hairdresser's. I want a totally new hairstyle.

Liv You know what? You should get a short haircut. You'll look pretty.

Bill Yeah, if you really want to stand out, get a buzz cut.

Amy Are you kidding? If I get a buzz cut, I'll look terrible. Anyway, I know what I want.

Bill What?

Amy I'm going to get extensions and a perm.

Stu Are you serious? Will a perm suit you? Why don't you get dreadlocks or dye it?

Amy Forget it! I've already made up my mind.

Liv Well, I just hope you don't regret it.

Amy I won't. I'll see you guys as soon as I finish.

Hairdresser So, are you ready for the big change?

Amy Yes, I think so.

Hairdresser OK, then. Get ready to have hair like mine.

Amy Oh. Will you turn it back to the way it is now if I don't like it?

Hairdresser Sure. But you'll have to keep the perm for at least two weeks.




Later...

Amy So, what do you think?

Liv I can't believe you actually did it.

Stu You look... silly.

Bill You're right there.

Amy I'm only pulling your leg! It's a wig. I just got a trim.

Liv Boy, am I glad to hear that!



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B. Read the dialogues again. Find sentences to prove the following.

1. Amy is bored of her hairstyle.
2. Liv disagrees with Amy's idea.
3. Amy isn't sure if a perm will suit her.
4. Bill thinks Amy looks funny.
5. Amy changed her mind about the extensions and the perm.

3 Grammar

Conditional Sentences Type 1

- *If you **get** extensions, you **will have** beautiful long hair.*
- *If Tim **wants** to be on time, he **must leave** now.*
- ***Go** to the hairdresser's if you **need** a haircut.*
- *I **may not get** a perm if it's too expensive.*

NOTE unless = if not

- ***Unless** you drive me to school, I'll be late.*
- ***If** you **don't** drive me to school, I'll be late.*

Time Clauses (Present - Future)

- *The children will go to bed **after** they brush their teeth.*
- *Mary will make an appointment **before** she goes to the hairdresser's.*
- ***When** Karen arrives, we'll order pizza.*
- *We'll wait here **until** John returns.*
- *I'll tell Robert the good news **as soon as** I see him.*

Match the two halves of the sentences.

1. Ted will call us	○	**a.** tell him to wait for me.
2. We might go mountain biking on Saturday	○	**b.** as soon as he arrives at the airport.
3. When Kevin sees this mess,	○	**c.** he'll get very angry.
4. If Oliver comes round,	○	**d.** if it doesn't rain.

4 Speak

Talk in pairs. Look at the different hairstyles in activity 1 and discuss as in the example.

If you get a buzz cut, you'll be in fashion.

If you get a bob, you'll be out of fashion.



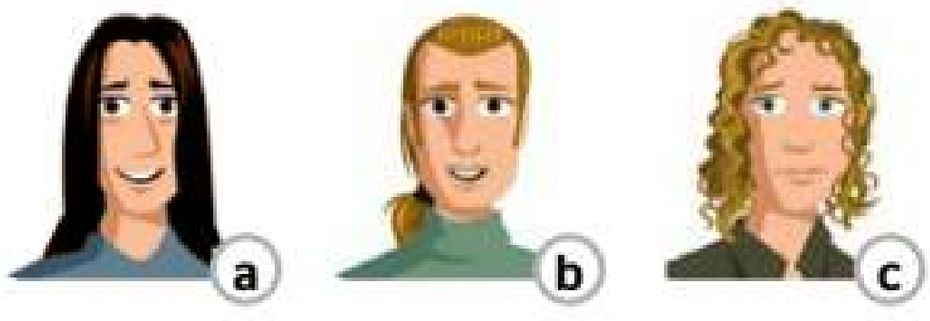
5 Listen

Listen to two short dialogues and choose picture a, b or c.

1. What is the girl's hair like?



2. Who's Tim?



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2c In fashion

1 Read **A. Look at the picture and read the title. Can you guess what the text is about? Listen, read and check your answers.**

THE WORLD WIDE WEBB COLLECTION



Last month, the local art gallery hosted a 'Spray Day' event. They often organise events to encourage young people who want to become artists. Alex went to the event and drew a colourful design on the wall. After he finished, a man came over and looked at the design. Finally, he spoke to Alex.

'Excuse me. Did you draw this? Would you be interested in...? Oh, let me introduce myself first. I'm Leo Webb.'

The director of the gallery stood next to Alex.

'Leo Webb, the fashion designer?' he asked.

'Yes,' Leo replied. He explained that he wanted to design a new collection for World Wide Webb, his teenage clothing brand.

'None of the designs I've seen so far are as cool as this,' he said.

Leo spoke to Alex about his plans. He wanted to put the design on a T-shirt, a backpack, or even a pair of sparkly trainers. Alex was thrilled.

A few weeks later, Alex was with his friends, Emma and Zoe, at school. The girls were looking at the World Wide Webb site on their phones. Emma couldn't decide between getting a denim jacket or a leather one.

'I can't make up my mind!' she said.

'Either's fine. They're both in fashion. Torn denim jackets are more my kind of thing, but all the clothes from World Wide Webb are amazing,' Zoe said.

Emma noticed something on the site. 'Hey, these backpacks remind me of something. Alex, isn't this the graffiti design you drew on the wall at the art gallery?'

Alex told the girls about what happened at the event. They were very surprised that he met Leo Webb and never said a word. More students arrived at school, and some of them were wearing backpacks with Alex's design on them.

'Look around you, Alex!' said Zoe. 'You're famous!'

B. Read again and answer the questions.

1. Why did Alex go to the art gallery?
2. Who is Leo Webb?
3. Why does Leo Webb talk to Alex?
4. Why is Emma checking out the World Wide Webb website?
5. Why does Zoe think that Alex is famous?

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2 Vocabulary Listen and repeat.

Designs - Patterns


a checked shirt


tight jeans


baggy jeans


torn jeans


a striped shirt


sparkly trainers


spotted trainers


flared jeans

Materials


a cotton T-shirt


a denim shirt


a woollen hat


a silk scarf


a leather jacket

NOTE When describing something, follow the order of adjectives in the table. You do not have to use all the categories together.

NUMBER	OPINION	COLOUR	DESIGN	MATERIAL	NOUN
Two	nice	red and white	striped	cotton	T-shirts.

3 Grammar

all / both / neither / none / either

- ***All*** *of my sister's clothes are in fashion, but none of them are my style.*
- *I found a red and a green jumper in the shop. I liked* ***both****, but* ***neither*** *of them fitted me, so I didn't buy* ***either****.*

Complete the sentences with *all*, *both*, *neither*, *none* or *either*.

1. _____ Janet and Wendy are into art, but _____ of them have ever taken part in an art competition.
2. _____ the students at the school had the same design on their backpacks, but _____ of them knew who the artist was.
3. _____ of my parents likes tea, so they _____ drink coffee in the morning.
4. **A:** Which scarf do you want to buy, the blue one or the purple one?
   B: I don't mind. _____ scarf. They're _____ beautiful.

4 Speak & Write

A. GROUP SURVEY: Do you wear...?
Go to the Pair work activities section.

B. Discuss in pairs or small groups.

- What are your favourite clothes at the moment?
- Are they in fashion? Are they casual or formal?
- Where is your favourite place to shop?
- What do you usually wear to...
  - school?
  - a party?
  - a sports game?
  - a concert?

C. Write a short paragraph about your favourite clothes.

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2d Hacking the teenage brain

1 Read

A. Discuss.

In your opinion, when is the best time in your life to learn new skills?

B. Listen, read and check your answers.

Hacking the Teenage Brain:

Do you ever wonder what's going on in your head?

Scientists are constantly doing research on the brain but, for many of us, the teenage brain is still a mystery. To understand what makes a teenage brain special, we have to look at how people learn. The brain is made up of a network of connections. When people learn something, a new connection is made, and the new information is sent to a different part of the brain, where it becomes a memory. Every time we use the new connection, the information is sent faster and more easily. However, if the connection is not used enough, it will grow weak and will soon stop existing. This is why, when you take the same route every day, it's not necessary to pay a lot of attention to where you're going. However, when you're walking a route that you never take, you might have trouble remembering the way.

So, what makes a teenager's brain different from an adult's? A lot of activity takes place between the ages of 13 and 18, during which time the brain can build new connections at a faster rate than it ever will again. People can learn new skills more effectively during this period of their lives, so it's important that teenagers continue to have new experiences and try new activities while they're growing up.

However, teenagers must keep in mind that their brains are still growing. Areas like the front part, which helps people decide if something is a good idea or not, develop slowly. This means that the teenage brain isn't very good at recognising danger. What's more, the fun-loving part of the brain is one of the areas that develops the fastest, and it works at full strength during the teenage years. That's why teenagers' need to have fun is stronger than the voice in their head that says 'no, it's too dangerous'. Teenagers need to help the weaker parts of their brain by staying calm and thinking carefully before they act.



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

1. A connection in the brain will disappear if it is not used. ○
2. An adult brain can make new connections faster than a teenage brain. ○
3. Different parts of the brain grow at different speeds. ○
4. The brain fully develops at the age of eighteen. ○
5. The fun-loving part of the brain helps teenagers stay safe. ○

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2 Vocabulary Complete with the verbs in the boxes.

think imagine wonder

1. I can't _____ life without technology.
2. I _____ what it's like being an adult. Is it easier than being a teenager?
3. Kelly has read only the first chapter of the book we bought her. I don't _____ she likes it very much.

understand realise recognise

4. I didn't _____ you! Have you changed your hairstyle?
5. Kim doesn't speak English, so she couldn't _____ what we were talking about.
6. I didn't _____ you liked ice cream so much. Here's some more!

3 Grammar

Defining Relative Clauses

- *The person* ***(who/that)*** *I interviewed is a writer.*
- *This is a book* ***which/that*** *includes information about the brain.*
- *I hope the campsite* ***where*** *we're staying has got a restaurant because I'm hungry.*

Non-Defining Relative Clauses

- *Albert Einstein,* ***who*** *was born in 1879, was a famous scientist.*
- *I just came back from Italy,* ***where*** *my cousin lives.*

Circle the correct options and add commas where necessary.

1. Barcelona **which / whose** is a beautiful city is the place I want to visit next year.
2. Mrs Larson **who / that** lives next door lost her cat yesterday.
3. This is the website **which / where** I found more information about the brain.
4. Mike **who / whose** brother is a very talented tennis player is my best friend.
5. I can't find the book **that / who** Lisa lent me.

4 Pronunciation

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

a. know b. now

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

	know /əʊ/	now /aʊ/
without		
road		
however		
whole		
most		

5 Speak

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

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2e Being a friend

1 Vocabulary

Read the sentences below and match the words in bold with the definitions a-e. Then listen and check your answers.

1. I can't talk to Rita about anything. Within minutes, she's shouting at me. She's so **quick-tempered**.
2. Karen is a **confident** person, so she's never nervous about anything.
3. Eric never follows other people's advice. He's very **stubborn**.
4. I couldn't find my mobile, so a **kind** woman gave me hers to call my parents.
5. I love hanging out with Lisa because she's **easy-going**. We never argue about what to do.

a. not changing your opinion easily
b. relaxed and happy without worrying or becoming angry
c. helpful and friendly
d. becoming angry easily and without having a good reason
e. feeling sure about what you can do

TIP! *Learn new words in context (in sentences describing situations). This way, it's easier to remember them.*

2 Listen

A. Listen to a boy and a girl choosing a new member for their band. Match the people with the adjectives below. There is one extra adjective which you do not need to use.

1. Erin	is	a. outgoing
2. Frank		b. quick-tempered
3. Mike		c. shy
		d. bossy

B. Listen again and write *boy* or *girl* to complete the sentences.

1. The _____ likes Erin's clothes.
2. The _____ finds Erin annoying.
3. The _____ thinks Frank is too shy.
4. The _____ 's brother knows Frank.
5. The _____ likes Mike.

3 Speak & Write

A. Natalie has written about her new friend, Jane. Read the description and tick the topics she has mentioned.

A NEW FRIENDSHIP

I met Jane two months ago when she moved next door. She's my age and we go to the same school.

Jane's got a great sense of humour so she makes me laugh all the time. She's also very kind. She's the one I turn to when I'm upset because she always tries to cheer me up. However, Jane can be annoying sometimes. The most annoying thing about her is that she's stubborn. When she makes a decision, she never changes her mind.

Jane and I spend our free time together because we have the same interests. We are both into R&B and we love singing karaoke. Jane is also good at dancing so she's going to teach me some cool dance moves.

I like hanging out with Jane because we get along well and have lots of fun together. She isn't perfect but I know I can always rely on her.

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1. The qualities she likes about Jane.
2. How she feels about Jane.
3. The qualities she doesn't like about Jane.
4. The things she does that annoy Jane.
5. How she met Jane.
6. Jane's interests.
7. What they do together.
8. What they don't do together.

B. Think about a person you've recently met. Look at the questions in the speech bubble and make some notes. Then talk in pairs.

Who is this person?
What is he/she like?
What do you like about him/her?
What do you dislike about him/her?
What are his/her hobbies and interests?
What do you do together?



C. Read and complete with *and*, *or*, *but*, *so* or *because*.

Linking words

- **and**
  Monica is confident and outgoing.
- **or**
  We usually go shopping or hang out at my house at the weekend.
- **but**
  Oliver likes hip hop but I don't.
- **so**
  We both like basketball so we usually play together after school.
- **because**
  I can't stand him because he's really selfish.

1. Sarah can play the guitar _____ she can't sing very well.
2. We don't like horror films _____ we never watch any.
3. My best friend is easy-going _____ funny.
4. I don't like hanging out with Paul _____ he's quite rude.
5. My friends and I usually watch films _____ play computer games on Fridays.

D. Write a description of a person you've recently met. Read the tip and the plan in the Writing section at the back of the book and use your notes from activity B.

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Listen, read and complete the sentences.

What Is the Right Age to Start Driving a Car?

In the past in New Zealand, children as young as 15 could get behind the wheel in the countryside. One reason for this was that many years ago, young workers needed to get to farms where they worked. Today you have to be over sixteen to drive.

In the USA the minimum driving age in most states is 16. Many people feel this is too young and they want to increase it by a year at least.

In the UK you have to wait until you are 17 years old before you can drive, but some people still think this is too young.

A lot of people believe that young drivers are dangerous and haven't got enough experience. However, some parents say their children are safer driving than using public transport. So, is there a right age to start driving?

What's the minimum driving age in your country?

Should it change?



I agree that we need to do something to make our roads safer. However, I believe that we need to improve the way we teach all new drivers, not just the young ones. For example, if drivers complete at least a year of lessons before they take their test, the minimum age can be 16.

Vera Cotter, Wolverhampton, UK

In my opinion, we must reduce the number of young people who are killed and injured on our roads. I believe that the driving age should be 18. This means that all drivers will be adults.

Robert Hood, Philadelphia, USA



1. In _____ you could become a driver at fifteen.
2. In the USA you can drive at the age of 16 in _____ .
3. You can drive a car in the UK at the age of _____ .
4. Robert Hood thinks people shouldn't drive before the age of _____ .
5. Vera Cotter thinks new drivers should only take their test after _____ .

Project

Make a presentation! Search the Internet and find information about the minimum driving age in Ukraine. Do you think it should change? Present your opinion to the class.

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3 My lifestyle



Discuss:

- What do you like doing in your free time?
- How do you like to express your creativity?

In this module you will learn...

- to talk about experiences you have had
- to use some phrasal verbs
- to talk about hobbies, sports and creative activities
- to talk about travel experiences
- to use appropriate tenses to link the past with the present
- to talk about camps and courses
- to write an email giving news

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











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III 3a Try something new

1 Read

A. Look at the pictures. Who do you think wins the tennis match? Listen and find out. Then read.



Amy Are you free today, Liv? I want to go to the new art gallery. I've heard it's really nice.

Liv Sorry, but I've made plans to play tennis with Bill.

Amy I didn't know you play tennis.

Liv Well, actually, I've never played tennis before, but I'm very good at table tennis.

Amy I'd like to play too.

Stu Do you know how to play tennis?

Amy Um... of course I do.

Liv Hey, Stu, you know how to play too, so let's play doubles. You and Bill against me and Amy.

Stu Count me in! But where's Bill now?

Liv He's gone to the sports centre. He's got a tennis lesson now, but he's booked a court for twelve o'clock. We can meet him there.

Amy Great idea, Liv! I've only been to the sports centre once though, so I can't remember how to get there.

Liv Don't worry! We can all take the bus there.



On the court...

Bill OK, this is match point. Go ahead, Stu. Serve!

Liv Come on, Amy. We can't let them win this point. They mustn't beat us!

Amy OK.

Liv Oh no, Amy! You've hit the ball into the net again! We've lost!

Bill And we've won! Hurray! Great game, Stu!

Liv Amy... Have you played tennis before?

Amy No, I haven't, but I've watched lots of tennis matches on TV!

Liv Oh well, it's OK. It was just a game.

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

1. Liv and Amy are playing tennis for the first time.
2. Bill and Stu have played tennis before.
3. Liv knows how to play table tennis.
4. Bill is at the sports centre.
5. Amy lost the last point.

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2 Vocabulary

Match the verbs 1-6 with the phrases a-f. Then listen and check your answers.

1. join	○	**a.** someone new
2. try	○	**b.** a language
3. learn	○	**c.** a sports centre / an art gallery
4. watch	○	**d.** a new dish
5. meet	○	**e.** a club / a team
6. go to	○	**f.** a live performance / a TV series

3 Grammar

Present Perfect Simple

- *Danny **hasn't been** to Ireland **before**, but he **has decided** that he wants to go.*
- ***A: Have** you **ever tried** water skiing?*
  ***B:** No, I **haven't** but **I've always wanted** to.*
  ***A:** I've **done** it **twice**.*

NOTE

- *Thelma **has gone** to Italy.* (She's still there.)
- *Thelma **has been** to Italy twice.* (She has travelled to Italy twice but she isn't there now.)

Complete the sentences with the Present Perfect Simple of the verbs in the box.

be finish see not speak go

1. _____ you _____ playing that computer game yet?
2. Alison isn't here. She _____ to her friend's house.
3. That film is brilliant. I _____ it twice.
4. My cousin _____ never _____ on a holiday to France before.
5. Steven _____ to me all week. What's wrong with him?

4 Pronunciation

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

a. symbol **b.** easy **c.** wish

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

	symbol /s/	easy /z/	wish /ʃ/
reason			
exhibition			
design			
receive			
sure			
mess			

5 Speak

Talk in groups of three. Use the ideas in the box to discuss your experiences.

play / hockey try / Japanese food
do / cookery course go / hiking
watch / live performance

Have you ever played hockey?

Yes, I have. I've played hockey twice. It's a great sport!

I have never played hockey, but I'd like to try it.



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3b Travelling around

1 Read

A. Discuss.

Do you keep a diary? What kind of experiences do you / would you write about?

B. Below are some diary entries by Max, an exchange student in Argentina. Read the entries quickly and answer the questions 1-3. Then listen, read and check your answers.

1. Did Max enjoy his first Argentinian meal?
2. Did Max enjoy his first day at school?
3. Did Max enjoy *pato*?

> **Tip!** *Read each entry quickly to understand the main idea. Don't try to understand every single word.*

MY ARGENTINIAN DIARY

Saturday, 25 March

My first day in Buenos Aires has been great so far! My host family picked me up from the airport and welcomed me into their home and... surprise! Lots of people started coming round for an *asado* (barbecue). Mr Diaz grilled the meat. (It was the best steak I've ever eaten!) Mrs Diaz made salads and this deeeeeelicious sauce called *chimichurri*. It was an unforgettable experience! We talked about different things, but the favourite topic of conversation was football. And their son Raúl is as crazy about it as I am.



Monday, 27 March

I'm a bit disappointed. My first day of classes all in Spanish was challenging. I've studied for a year to prepare for the student exchange programme, but I still have a lot to learn. I hope I improve soon. One of the new words I've learnt is *che*, which is how Argentinians say 'hey'. I hear it everywhere I go. I'll have to ask Raúl what other meanings it has.

Friday, 31 March



I haven't written for four days. School has kept me really busy! Today Mr Diaz had a surprise for me and Raúl after school. Instead of taking us to a football match, he took us to a game of *pato* — the national sport of Argentina. The players are on horseback and it's a combination of polo and basketball. I was looking forward to a football match, but I'm glad I experienced a bit of local culture.

C. Read again and answer the questions.

1. What did the host family organise for Max on the day he arrived?
2. What is *chimichurri*?
3. What do Max and Raúl have in common?
4. What did Max find difficult at school on the first day?
5. What did the boys do after school on Friday?
6. How is *pato* played?

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2 Vocabulary

Read the sentences 1-4. What do the phrasal verbs in bold mean? Match them with the definitions a-d.

1. Can you please come and **pick** me **up** from the station?
2. You've dropped all your pencils on the floor. Please **pick** them **up**.
3. The plane **took off** at 11 a.m. and arrived in Madrid two hours later.
4. Jack **took off** his jumper and put on a T-shirt. It was very hot in the room.

- ○ **a.** to remove something that you are wearing
- ○ **b.** to go somewhere and get someone who is waiting for you
- ○ **c.** to leave the ground and start flying
- ○ **d.** to lift someone/something from a lower place

3 Grammar

Present Perfect Simple vs Past Simple

***A: I've tried** Mexican food many times before.*

***B: I tried** tacos yesterday for the first time. They were delicious!*

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

1. A: _____ you _____ (meet) the exchange students yet?

B: Yes. We _____ (show) them round school two days ago.

2. A: _____ you _____ (call) Kelly yesterday?

B: Yes, but she _____ (not answer). She probably _____ (not come) back from Spain yet.

4 Listen

Listen to Lizzie, an exchange student in Italy, talking to a friend on the phone. Write T for True or F for False.



1. Lizzie is staying in Rome for three weeks. ○
2. Lizzie can't communicate with the host family at all. ○
3. Lizzie didn't find the Borghese Gallery worth visiting. ○
4. The host family have bought a football shirt for Lizzie. ○
5. Lizzie has learnt to do skateboarding stunts while in Rome. ○

5 Speak

Talk in pairs. Discuss the following.

- Have you ever been abroad or to a different part of your country?
- Where/When did you go?
- Who did you go with?
- What did you do there?
- What did you eat? Did you try anything new? Did you like it?
- Did you enjoy your time there?

6 Write

Imagine you have just returned from a holiday in another a country. Write a diary entry about your everyday routine while you were on holiday.

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3c Be creative

1 Vocabulary

Match the pictures with the phrases. Then listen and check your answers. Do you do any of the following in your free time?



a. write a poem/story ○
b. make a video ○
c. have a dance lesson ○
d. play a musical instrument ○

2 Read

A. Listen and read. Have you ever tried the activities mentioned in the texts?

Express your creativity



IRIS, 16

A

I've combined my two favourite hobbies: making jewellery and making videos. For three years, I've been making videos that show people how to make earrings, bracelets and other pieces of jewellery – all of them one of a kind. I post the videos online. I'm responsible for the sound and cameras as well as writing the script and 'directing' the video. I'm not complaining, though, because I learn something new every day! The best part is getting comments that say how helpful my videos are.



TREVOR, 15

B

Art has always helped me to express my feelings, and I've been drawing since I was very young. A few years ago, my parents gave me a drawing tablet as a gift. In the beginning, drawing on it wasn't very easy, because it's different from drawing on a piece of paper. To begin with, you have to look at your computer screen while you draw, instead of the tablet. Now I've learnt how to use it, and I really enjoy it. I sometimes post my work online, and I love it when I see other people sharing it.



LIBBY, 15

C

I spend a lot of my free time writing short stories. A few years ago, I started a blog and since then I've been sharing my stories with some relatives and close friends. I didn't think anybody would actually read them, but I was wrong. Now I've got about 100 followers! When I upload a new story, they comment on it and tell me what they think of it. You see, I'm quite shy, but this has made me more confident about myself and my writing.

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B. Read the texts A-C and answer the questions. Write A, B or C.

Who mentions...

1. that he/she didn't expect others to notice his/her work at first? ○
2. different roles he/she has? ○
3. that he/she had difficulty with a new tool at first? ○
4. something about his/her personality? ○
5. that other people found his/her work useful? ○

3 Grammar

Present Perfect Progressive (have/has + been + verb-ing)

- *I **have been going** to the same art school for five years.*
- *Karen is tired because she **has been studying** all day.*

Present Perfect Simple - Present Perfect Progressive

- *Tom **has been sending** emails since 10 a.m.*
- *He **has sent** ten emails so far.*

for - since

- *They have been living in London **for eight months**.*
- *They have been living in London **since April**.*
- *I've had this car **since I finished** college.*

Circle the correct words and complete with *for* or *since*.

1. Mr Smith **has taught / has been teaching** English in this school _____ 1995.
2. We **have entered / have been entering** competitions _____ many years, but we **haven't won / haven't been winning** any awards yet.
3. I **have watched / have been watching** TV _____ three hours.

4 Speak & Write

A. Talk in pairs. Ask each other the questions in the box.

you / have got / hobby?	• What / be / your / hobby? • How long / you / ...?
you / play / a sport?	• What / sport / you / play? • How long / you / play...?
you / play / a musical instrument?	• Which / instrument / you / play? • How long / you / play...?

Have you got a hobby?
Of course I have.
What is your hobby?
I do jigsaw puzzles.

Interesting! How long have you been doing jigsaw puzzles?
I've been doing them for a year. / I've been doing them since last year.

B. Use your partner's answers from activity A and write a short paragraph about his/her hobbies.

Max has got an interesting hobby.
He...
He has been... for/since...

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3d A learning experience

1 Read

A. Discuss.
Have you ever been to a summer camp? If yes, what was it like? Did you enjoy it? If not, would you like to go to one?

B. Look at the pictures of the three advertisements below. What do you think happens at these camps? Listen, read and check your answers.

LET'S GO TO CAMP

Bored of the same summer camp every year?
Why not try something a bit out of the ordinary?

A. Space Camp

Complete training similar to a real astronaut



Have you always wanted to be an astronaut? Here's your chance!

- Ages 12-15 • 6 days/5 nights
- Available all year round
- Do scientific experiments
- Design your own space station in the computer lab
- Build your own lunar robot which you can take home!
- Use a telescope under the stars
- €899 per person (Cost includes meals, housing, clothing and activities)

B. Filmmaking Camp

Have you ever thought about becoming a famous director? Why not start here? Don't worry if you've never done anything like this before. We'll teach you all you need to know.

- 1-week course for 14-17 year-olds (Opportunity to return for a longer 3-6 week course)
- Write, produce and direct your own 3-minute film
- Screening at the end of the week
- Available during summer holidays (NEW! winter break courses also available)
- €1500 (Price includes DVD copy of your film)
- Accommodation and meals available at an extra cost





C. Martial Arts Camp

Are you one of those people who have always wanted to take up karate or taekwondo but have never had the chance? Well, this camp is for you!

- Every day from 7 a.m. to 6 p.m. during the summer holidays
- Children of all ages are welcome
- Students train for 2 hours a day and learn skills which can help protect them in dangerous situations
- Students need to bring a packed lunch every day
- Bus service to and from the camp
- weekly package
  ➜ €180
  monthly package
  ➜ €600

No skills in martial arts needed

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C. Read the advertisements again and the statements below. Which advertisement do they refer to? Write A, B or C.

1. You can't sleep at the camp unless you pay extra. ○
2. Meals aren't offered at this camp. ○
3. You can go to this camp any time you like. ○
4. This camp teaches you safety tips. ○
5. You will receive something when the camp finishes. ○ + ○

2 Grammar

Prepositions of Time

at on in during before after till/until for since by the time ...etc.

- *We started planting trees **after** breakfast.*
- *We're leaving **on** 30 March.*

Prepositions of Place

at on in under behind in front of next to opposite between near ...etc.

- *We sat **on** the grass **under** the tree.*
- *Put the plant **between** the TV and the chair.*

Prepositions of Movement

to towards up down into out of through across along from around off over past ...etc.

- *A dog was coming **towards** me, so I turned **around** and ran!*
- *The rat ran **across** the garden and **into** the house.*

Circle the correct words.

1. **On / In** the morning, I looked **into / out of** the window and saw snow everywhere. I couldn't open the door because there was so much snow **next to / behind** it.
2. Kevin moved **to / in** Canada **in / on** 2017. He lives **in / on** a big house **in / to** a nice town. He doesn't live far **from / to** his work and he usually walks **to / for** his office every day.

3 Listen

Listen to two people talking about a summer camp and complete the leaflet below.



Learn a new skill every day!

Monday: printing or painting
Tuesday: (1) _____ or comic making
Wednesday: computer graphics
Thursday: (2) _____ making
Friday: graffiti skills
(3) _____ at the end of the week.

PRICE: (4) € _____ a week. (5) _____ not provided

4 Speak

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

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III 3e Sports

1 Vocabulary

Read the table below and complete it using the sports in the box. Then, listen and check your answers.



water polo
football
volleyball
hockey
tennis

sport		place	equipment
1		court	ball, net, racket
2		pool	ball, goal, swimwear, goggles
3		pitch	ball, goal, boots, shin pads
4		pitch	ball, goal, stick, shin pads
5		court	ball, net, knee pads



2 Listen

A. You will hear Mike, Phoebe and Ross talking about the sports they play. Write the correct name under the pictures. There is one extra picture which you do not need to use.



_____ _____ _____ _____

B. Listen again and choose a or b.

Mike	**a.** has been playing for five years.	**b.** has won the school championship.
Phoebe	**a.** has taken up this sport recently.	**b.** was hurt during the match.
Ross	**a.** joined the team six months ago.	**b.** doesn't want to be captain.

3 Read

A. Below is an email Jim sent to a friend. Listen and read. Why did Jim send the email?

Hi Mark,

What have you been up to? Remember I told you that my team made it to the water polo final? Well, here's the latest.

The whole school was around the pool watching the game. It was a tough game and the score was 2-1 to the other team, the Dartford Dolphins, with one minute till the end. My friend passed me the ball, I swam to the goal and scored. Everyone was really happy because they thought the game was going into extra time. But I had other plans. The game started again with just a few seconds left, I got the ball, threw it towards the goal and guess what? It went in! We won the game and I was the hero. Can you believe it? I've been playing water polo for the Oakland Otters for four years but I've never done anything like that before. I'm so happy!

Well, that's all for now. Write back soon.

Take care,

Jim

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B. Read the email again and answer the questions.

1. Which team was winning a minute before the game ended?
2. Who scored the second goal for the Oakland Otters?
3. Why didn't the game go into extra time?
4. How long has Jim been in the team?

4 Speak

Talk in pairs.

Do you do any exercise at school or after school? ...
What exactly and how often? ...
Are you in a team? If yes, how long have you been playing for that team? ...
Have you had an accident while exercising/practising? ...
Has anything funny ever happened during a game/match/PE lesson? ...
Have you ever been the hero/heroine of a game/match? ...

5 Write

A. Read the tip and the plan in the Writing section at the back of the book. Then, read the sentences below and decide which paragraph each sentence should be in. Write *O* for Opening paragraph, *M* for Main part and *C* for Closing paragraph.

1. Write back soon.
2. The good news is that I joined a tennis club.
3. I hope you're fine.
4. That's all for now.
5. Thanks for your letter.
6. It was really nice to hear from you.
7. So, as you can see, I'm really excited.



B. Think of something that happened during a game, a match or a PE lesson that you took part in or watched. Write an email to a friend and tell him/her what happened. Follow the plan in the Writing section at the back of the book.

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SONG 2

Read the song and choose the correct words.
Then listen and check your answers.

Show Your Talent

Everyone needs a way to relax.
When you're tired and **(1) lonely / bossy**, what do you do?
Be **(2) creative / formal** and find your talent.
Show the world what you can do!

Find a way to express yourself.
It's good for your brain and good for your health!

Some people are good at cooking.
For them, it's a **(3) piece / price** of cake!
Find a recipe and follow the instructions!
Before you know it, it's time to **(4) bake / treat!**
Find a way to express yourself.
It's good for your brain and good for your health!
Why not use your **(5) imagination / culture**?
Write a short story or even a book!
We can work together and write a **(6) mystery / challenge**.
It will be fun! Let's have a look!

Find a way to express yourself.
It's good for your brain and good for your health!

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4 Music



Discuss:

- Do you like listening to music? Why? / Why not?
- Have you ever been to a concert? What was it like?

In this module you will learn...

- to talk about music, musical instruments and concerts
- to talk about the future
- to write an email of invitation
- to express result
- to use idioms
- to write an article describing an event

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



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4a Feel the beat

1 Vocabulary

A. Discuss.

- What kind of music do you like?

pop rock jazz hip hop heavy metal classical traditional

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

classical guitar keyboard flute electric guitar saxophone







1. _____ 2. _____ 3. _____ 4. _____ 5. _____

2 Read

A. Look at the forum. What do you think the discussion is about? Listen, read and find out.

www.yellowfieldsecondary.com/forum

Search

HOME NEWS PROJECTS FORUM ABOUT US CONTACT

Welcome to Yellowfield Secondary School!



Mrs Weston — Mon 4:00 p.m.

Hi, everyone! I'm Mrs Weston – your new music teacher. Are you a big fan of music? Do you know how to play a musical instrument? Would you like to play in concerts? Well, I'm starting a school band and I'm looking for members. Who's interested in joining? Reply

Ryan — Mon 4:24 p.m.

I am! Does the band need a saxophone player? Everyone says I can play really well. I can also play the piano... well, kind of! 😂 I'm taking piano lessons this year, but I'm not very good!

Emma — Mon 4:31 p.m.

My brother and I would love to join. I play the electric guitar, and so does he. I'm not very fond of singing, so I don't want to do that, and neither does my brother. Can we still join? We really want to!

Jim — Mon 5:09 p.m.

I'm interested too. I play the drums. I used to be in a band at the youth club, and I love performing! I find it really exciting.

Ryan — Mon 5:14 p.m.

I forgot to ask! What kind of band is it, Mrs Weston? I'm crazy about jazz, pop and rock. Hip hop isn't my thing. I find it boring.

Emma — Mon 5:50 p.m.

Same here! I hope it's a heavy metal band!

Mrs Weston — Mon 6:00 p.m.

Thanks for your posts, everyone! Come to the music room after school tomorrow. I can answer all your questions then!

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

1. Band practice is twice a week. ○
2. Ryan doesn't think he plays the piano as well as the saxophone. ○
3. Emma doesn't want to sing in the band. ○
4. Jim is in a band at the youth club. ○

3 Grammar

The article 'the'

- *There's a new shopping centre in my neighbourhood. **The** shopping centre's got four floors.*
- ***The** Earth looks beautiful from **the** Moon.*
- ***The** Rocky Mountains are in **the** USA. **The** highest peak is Mount Elbert.*
- ***The** Dnipro runs through Ukraine.*

Complete the sentences with *the* or -.

1. _____ River Nile is one of _____ longest in _____ world.
2. Jeff goes to _____ work early in _____ morning.
3. I buy _____ *Teen Matters* every Saturday.
4. Tom went to _____ Paris and visited _____ Eiffel Tower.
5. Everybody knows that we can't live without _____ food and _____ water for long.
6. Robert plays _____ guitar very well.

4 Listen

A. Listen to three boys talking. What are they talking about? Match the names with the pictures. There is one extra picture.

TIP! *Before you listen, look at the pictures carefully. Try to predict what the topic is about.*

Fred ○
Bob ○
Tom ○









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

Fred

1. He used to love playing the piano. ○
2. He wanted to play in a band. ○

Bob

3. He taught his sister to play the guitar. ○
4. His sister plays both the piano and the guitar. ○

Tom

5. He has piano lessons online. ○
6. His sister doesn't take piano lessons. ○

5 Speak **Discuss.**

- How important is music in your life? What do you think life would be like without music?
- Do you play any musical instruments? If not, would you like to learn to play one? Which one?
- Do you listen to specific music depending on your mood?

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4b A night out

1 Read

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



Liv Where's Bill?

Stu He's on his way. He says he's arranged something very special.

Amy I wonder what. By the way, did you hear about the Urban Hawks? They're playing in town next month.

Stu I know. I'm definitely going.

Amy It's on the 18th, right?

Liv Yeah, it is. Why don't we all go together?

Stu Sure! We should get tickets before the concert's sold out. Have they announced the venue yet?

Amy No, but it's probably the football stadium. Miss Bla Bla is supporting them, you know.

Liv I don't really like her.

Stu Neither do I.

Amy I don't either. I reckon our band is better than her.

Stu You can say that again. Hey, did you know Bill's cousin went to university with Chris Morris?

Liv The lead singer of Urban Hawks? Wow! He's so cool! Do you think it's possible to get his autograph?

Stu Ask Bill. Here he comes now. Hey, you look happy.

Bill I've got some news. You know the Urban Hawks are coming to town.

Amy Yeah, we were just talking about them.

Bill Well, guess who's going to be supporting them?

Liv Miss Bla Bla, we know.

Bill Actually, there will be a second supporting act. A band called something like, I don't know... Full Blast!

Amy Get out of here!

Bill Yep. I had a word with Chris Morris and it's all sorted. So, let's start rehearsing. We don't want to let down our fans!

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

1. Bill has a surprise for the others.
2. The venue of the concert isn't known yet.
3. Liv likes the lead singer.
4. More than one band will appear at the Urban Hawks concert.
5. Bill met the lead singer of the Urban Hawks.

2 Vocabulary

Match the expressions 1-5 with the definitions a-e.

1. lose one's way	a. be able to get around a place
2. by the way	b. become or get lost
3. know one's way around	c. stopping someone from moving or doing something
4. be in one's way	d. the opposite situation
5. the other way round	e. now that I think of it

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3 Grammar

Future tenses

Future *will*

*Charlie and Jill **will** probably **get** married next year.*

Future *be going to*

*Next week I **am going to go** to a Broadway show.*

Present Simple

*The rehearsal **begins** at nine in the morning on Monday.*

Present Progressive

*We're **taking** the bus to the concert tonight.*

Complete the dialogues with the appropriate future tense of the verbs in brackets. In some cases, more than one answer may be possible.

1. **A:** The weather forecast said it's _____ (rain) this afternoon.
   B: Really? Then I _____ (bring) in the clothes I hung up to dry.
2. **A:** My parents and I _____ (fly) to Hawaii next Tuesday.
   B: Oh, how nice! So your last day at work _____ (be) Monday, then?
   A: No. Our flight _____ (leave) at eleven at night, so I _____ probably _____ (come) in to work on Tuesday.

4 Pronunciation

A. Listen and repeat. What do you notice about the pronunciation of the three words below?

a. little **b.** metal **c.** cancel

B. Complete the words with -le, -al or -el.

1. glob _ _
2. recyc _ _
3. fu _ _
4. tunn _ _
5. sing _ _
6. environment _ _
7. peop _ _

5 Speak & Write

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

B. Read the plan in the Writing section at the back of the book. Can you think of some more phrases for each part?

C. Look at the poster in the Writing section at the back of the book. Imagine you're organising a night out and you've decided to go to the concert. Write an email to a friend:

- inviting him/her to come along
- giving the necessary information (venue, price)
- making arrangements (when to go, where to get tickets, where to meet)

Follow the plan in the Writing section.

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4c Famous faces

1 Warm-up Discuss.

- Who is your favourite musician? Why do you like their music?
- Is there a famous composer from your country that you like? Why do you like them?

2 Read A. Listen, read and choose the best title for the text.

a. Mykola Lysenko and Ukrainian music today

b. Mykola Lysenko: The first Ukrainian composer

c. Mykola Lysenko's most famous works



The composer, conductor and pianist Mykola Lysenko was born in the Poltava region in 1842. His mother was his first piano teacher, but he learnt so fast that he was sent to a boarding school in Kyiv to continue his piano studies when he was just nine years old.

Later he studied physics and mathematics at the University of Kyiv. It was not until after he got his degree that he turned to music full-time and his career as a musician really began. He went to Leipzig, Germany, where he worked with some of the most famous composers of his day.

As a young man, he became interested in Ukrainian traditional music – especially the songs that people sang in the villages of his home region. And this is exactly what made his music so special: In his operas, piano pieces and songs, he mixed Ukrainian folk tradition with classical styles. He travelled around the country collecting folk songs and studying the music, lyrics and instruments of traditional singers or *Kobzars*. He also composed music for works by Taras Shevchenko and other famous Ukrainian poets.

Lysenko wanted to celebrate Ukrainian culture and share it with the world. This was not easy at that time! In fact, performances in the Ukrainian language were banned in 1876. Lysenko's most famous opera, *Taras Bulba*, was never performed during his lifetime, because the lyrics were in Ukrainian. But despite the difficulties, he kept composing, performing and encouraging young talent till the end of his life in 1912. Lysenko was such an important composer that he is known as the father of Ukrainian classical music. His music continues to be enjoyed around the world.

B. Read again and answer the questions.

1. When did Lysenko decide to become a professional musician?
2. How did Lysenko use traditional songs in his work?
3. What difficulties did Lysenko face because of the kind of music he composed?
4. How did Lysenko handle the difficulties he faced?

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3 Vocabulary Complete the sentences with the words in the box.

talent producer record contract fans tour award video

1. My favourite singer went on a world _____ last year and I went to one of her concerts.
2. My music teacher said I've got a lot of _____ and I should study to be a musician.
3. My brother wants to start a band and _____ an album.
4. Renée Zellweger won an Academy _____ for the film *Judy*.
5. When I bought my house, I signed a(n) _____.
6. A music _____ listened to my demo but he didn't like it.
7. Thousands of _____ visited the famous pop star in the hospital.
8. Look! Rihanna's new music _____ is on TV. Let's watch it.

4 Grammar

Clauses of result

so + adjective/adverb + (that)

- *The film was **so boring that** I didn't watch the ending.*

such + (a/an) + (adjective) + noun + (that)

- *It was **such a boring film that** I didn't watch the ending.*

Complete with *so* or *such*.

1. The meal they served us was _____ delicious that we ate it immediately.
2. We had _____ a good time in Paris that we want to go again.
3. You've got _____ nice boots that you don't need to buy new ones.
4. My best friend can cook _____ well that I'm sure he'll become a chef.

5 Listen

Listen to a radio presenter talking about British singer Adele and answer the questions. Choose a, b or c.

1. Where was Adele born?
   a. Wales **b.** North London
   c. South London
2. How old was Adele when she released her first album?
   a. 19 **b.** 20 **c.** 21
3. How many Grammy Awards did Adele win in 2012?
   a. one **b.** two **c.** six
4. When was Adele's son born?
   a. 2012 **b.** 2013 **c.** 2015

6 Speak

Talk in pairs. Think of a famous musician and reasons why this person is famous. Then try to convince the class why this person should be the most famous musician in the world.

... is so successful that people all over the world know her.

... is such a good singer that he has won almost every award.



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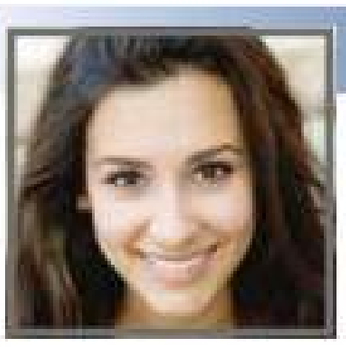
4d Encore

1 Read

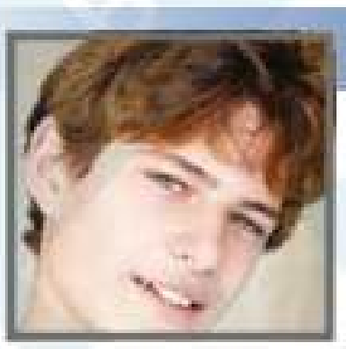
A. Discuss.

- Do you enjoy going to live concerts? Why? / Why not?
- Which singers or bands have you seen perform live and which ones would you like to see?

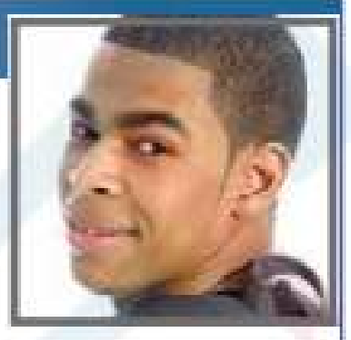
B. Quickly read through the texts A-C. What do these people have in common?



A. Anne Landers, age 15, is a Bryn Christopher fan. She has posters of him all over her room and listens to his music every day. She likes everything about him – his voice, his face, his hair and the fact that he's just a nice guy. 'He is living his dream,' says Anne. Recently, Anne's own dream came true when her parents agreed to let her go to Christopher's concert. 'My friend Cindy and I went together,' she said. 'Once there, we could not believe that it was really happening. Both Cindy and I bought a T-shirt to remember the event – they were expensive, but it was worth it.'



B. At the age of 17, Gordon Lewis is already a regular concertgoer. 'It's not only about seeing my favourite bands perform live,' he says. 'I just love the energy you feel either at a stadium or any other large music venue. At some point, the audience mixes together and then you are part of the breathing, jumping crowd,' he says. 'The highlight is when everything else disappears and you just feel the music. It's almost like the music comes alive.'



C. Although he is only 16, Al Windross never wants to go to a concert again. 'At every concert I go to, something goes wrong,' he says. 'At my first concert, neither the rapper nor the supporting act showed up, so fans got really angry.' This was not enough to stop Al from attending concerts. 'My brother and I went to a Melissa Young concert. Everything was fine until my brother went to buy a T-shirt,' says Al. 'He disappeared and didn't come back during the performance. I couldn't find him after and I had to walk home alone in the night. My third concert was not much better,' says Al. 'The show was great until someone threw a bottle onto the stage. The singer left and that was the end of the concert. So much money for just half an hour's show!'

C. Listen and read. For questions 1-5, choose from the people (A-C). The people may be chosen more than once.

Which person

1. got a souvenir at the music venue? ○
2. enjoys not only the music but also the action going on? ○
3. often goes to concerts? ○
4. has been to concerts where the crowd behaved badly? ○
5. considers that one concert they attended was poor value for money? ○

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2 Vocabulary

Complete the sentences 1-6 with the phrases in the box and guess what the expressions with *come* mean.

a long way	alive	as a surprise	in handy	to an end	to think of it

1. I thought he was British, so it came _____ when he said he was from Australia.
2. Now that the concert is over, it's time to go home. Oh, well, all good things come _____.
3. The band has a best-selling album. They've come _____ since they sang at local festivals.
4. I think you should buy these tools. They'll come _____ if you have to fix something.
5. The performance is next Friday. Come _____, that's the same day as our chemistry test.
6. The singer's emotions really made the lyrics come _____.

3 Grammar

Both... and / Either... or / Neither... nor

- *I ordered **both** the coffee machine **and** the tablet from the online shop.*
- *We could **either** walk to the supermarket **or** go by bike. You decide.*
- ***Neither** Ken **nor** Mike bought the backpack they were looking at in the department store. They thought it was too expensive.*

Complete the sentences with *both, either* or *neither*.

1. In my opinion, _____ the quality of the products sold at that clothes shop and the variety available make it an excellent place to do your shopping.
2. _____ Bill nor his brother are very enthusiastic about new stuff. They _____ prefer to buy second-hand items.
3. I could work part-time _____ at a bookshop in the city centre or at a local supermarket. Which do you think is better?

4 Speak

Talk in groups. Imagine you want to go to a concert with your classmates. Look at the advertisements in the Pair work activities section and decide which concert you are going to attend. Use the phrases in the box.

like / pop music	busy/free / that day	try / save money	can / take bus to venue

... Neither Katie nor I like pop music, so we wouldn't enjoy...

I'm busy that day anyway. How about...?

The tickets for... are quite expensive, and both Peter and I are trying to save money. What if we...?



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4e It's showtime!

1 Vocabulary

Read the sentences below. Do the idioms in bold have a positive or negative meaning?

1. Turn off the TV. That programme **gets on my nerves**.
2. Why don't you go to the new skatepark with your friends? You'll **have a whale of a time**!
3. Listening to hip hop music every morning **makes my day**. I can't think of a better way to start it.
4. I left the cinema because I was **bored out of my mind**.
5. My older brother **gets a kick out of** playing online games with other players from around the world.
6. Sandy **was thrilled to bits** after winning a free ticket to her favourite band's concert.
7. My sister loves cooking, but I find it **a pain in the neck.**
8. Mark **felt on top of the world** when he passed the difficult maths exam.
9. I **was blown away** by that hiking trip in the mountains. That's why I'm doing it again next weekend.
10. My sister constantly dances around the house, and it **drives me up the wall**.

2 Speak

Talk in pairs. Look at the pictures and discuss the questions. You can use some of the words/ phrases in the box.

- Why do people enjoy experiencing music in each of these ways?
- What are the disadvantages?







Think about: • environment • feelings • participation of others • cost

interaction shared experience crowded
live performance creative casual
lively atmosphere special effects
entertaining excitement sociable

3 Listen

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

1. What did the man not like about the musical?
   - **a.** Some of the jokes didn't work very well.
   - **b.** The songs didn't really fit into the story.
   - **c.** The leading actor didn't dance with much energy.
2. Why is the woman annoyed?
   - **a.** Theatre tickets are too expensive.
   - **b.** Musicals aren't often available on film.
   - **c.** Theatres don't organise enough performances.
3. Where do the people decide to go?
   - **a.** to a restaurant
   - **b.** to the theatre
   - **c.** to a concert

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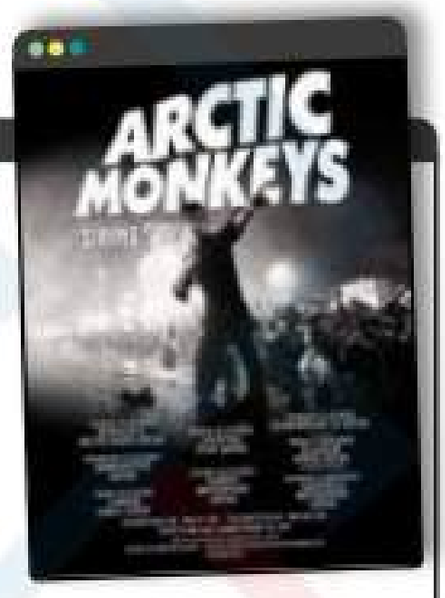
4 Write

A. Read the article written by someone who attended a concert, and answer the questions.

1. Look at the titles suggested for the article below. Which one would you choose? Why?

a. Arctic Monkeys play at the Royal Albert Hall in London
b. Watching Arctic Monkeys live!
c. I went to an Arctic Monkeys concert and here's why you should too!

2. What kind of information does the writer give in each paragraph?



Last Thursday, on 7 June, my sister and I took the underground to South Kensington, London, to attend a concert at the Royal Albert Hall. Arctic Monkeys, our favourite band, were playing – how could we miss it?

We arrived at the venue at around half past seven. We met some friends there and talked about the songs we were hoping to hear that night. After a while, the support band came on stage. After a half-hour show and a break, the audience was getting restless for the main event!

Soon, the moment we were waiting for arrived, and Arctic Monkeys appeared on stage. The audience gave them a warm welcome, and they started with a song from their latest album. During the next hour, the band drove their fans wild with hits like '505' and 'Do I Wanna Know?'. The band's lead singer, Alex Turner, was very impressive. When they left the stage, the audience didn't stop cheering and clapping. Luckily, the band returned to play three more songs. What more could we ask for?

Overall, this event was an unforgettable experience. I was over the moon to be able to see this amazing band perform live. So, next time Arctic Monkeys perform near you, don't miss them!

B. Read the writing task below and the plan in the Writing section at the back of the book.

www.attenditnow.com/article

HOME | **ARTICLE** | **NEWS** | **EVENTS**

Write an article for attenditnow.com!

Tell us about an event you attended (concert, celebration, festival, fundraiser, etc.) that took place in your town/city. Give information about it, describe what you did, what happened, etc. and give your opinion. The most interesting articles will be posted on the site.

C. Use the plan and the Tip in the Writing section at the back of the book to write an article describing an event you attended.

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Musical instruments around the UK

A. Look at the pictures. Do you recognise any of the musical instruments? Do you know anything about them? Listen, read and find out more.

The harp is a national symbol of Ireland and has even appeared on Irish flags in the past. The Irish harp is around 1,000 years old, if not more. The strings on traditional harps were often made of metal, and everyone thought harp musicians were very talented.





Scotland is famous for its traditional bagpipes – but did you know that bagpipes probably first came from the Middle East? At one point, England, Wales, Ireland and individual parts of Scotland each had their own different kind of bagpipes. Today you can still see (and hear) them on traditional Scottish holidays and at many events.





One of the oldest Welsh instruments is the *crwth*. It is made of wood and has six strings. The crwth is different from most string instruments because the musician uses a bow to play all the strings at the same time. People say that it is very difficult to play!



Concertinas were first made in London in the 19th century. In the beginning, only rich people could buy them, but cheaper models became available after a while. They soon became popular all around the UK. Today there are many different types of concertinas, and they are still used in traditional music.

B. Read again and match each statement to the correct instrument. Write H for Harp, B for Bagpipes, Cr for Crwth or C for Concertina.

1. This instrument used to appear on a flag. ○
2. This instrument is played in a different way from other instruments of the same kind. ○
3. This instrument was very expensive when it was first made. ○
4. This instrument was probably first made in another country. ○

Project

Make a poster!

Search the Internet and find information about another musical instrument. It can be modern or ancient, from your own country or from another country. Make a poster for the instrument with pictures as well as the information you found.

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5 Reading for pleasure



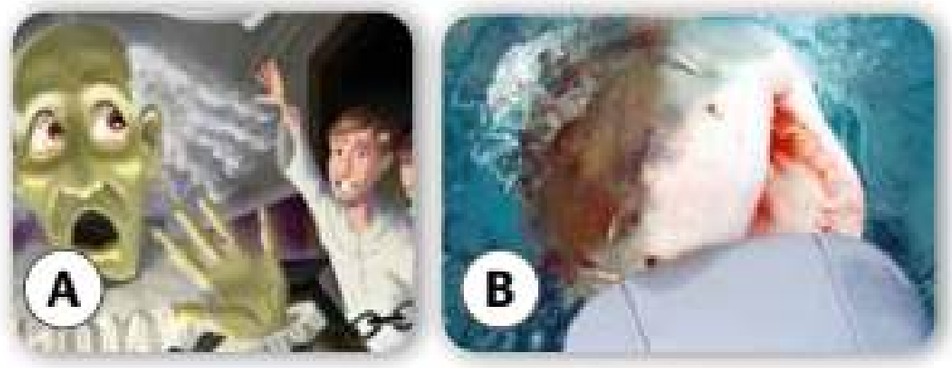
Discuss:

- What type of books do you like reading?
- What's the most interesting book you've ever read? Why did you like it?

In this module you will learn...

- to talk about books and literature
- to narrate past events
- to distinguish between the Past Simple and the Past Progressive
- to use the Past Perfect Simple
- to use question tags
- to express purpose
- to write a story

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





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5a Times past

1 Read

A. You will read an extract from an adapted tale about Robin Hood. First, read the introduction and look at the pictures. Can you guess what the extract is about?

Long ago, no rich man could pass through Sherwood Forest near Nottingham Town without meeting the famous archer, Robin Hood. Times were hard in England, and Robin Hood stole money from the rich and gave it to the poor. He believed rich people's laws were unfair for poor people. The poor people loved him, but the Sheriff of Nottingham hated him and wanted to arrest him. The problem was that the Sheriff could not find Robin Hood because he hid in the forest. So, he decided to hold an archery competition to make Robin Hood come out of the forest and into Nottingham Town.

A Tale of ROBIN HOOD

On the day of the archery competition, Nottingham Town was full of people. The Sheriff had sent messengers all over the country because he wanted Robin Hood to come to take part. The Sheriff was planning on finally catching him there.

As the archers were gathering in the field, the Sheriff looked carefully to see if Robin Hood was there. Robin Hood always wore green clothes. However, no one was dressed in that colour.

As soon as the men began to shoot, the crowd cheered loudly. All of the archers shot well, but among them were three men who stood out. One was a famous archer called Gilbert, the second was a man called Adam, and the third was a stranger. He had dark brown hair and wore a red jacket.



'Could that stranger be Robin Hood?' the Sheriff asked one of his soldiers.

'No. Robin Hood has fair hair,' the soldier replied.

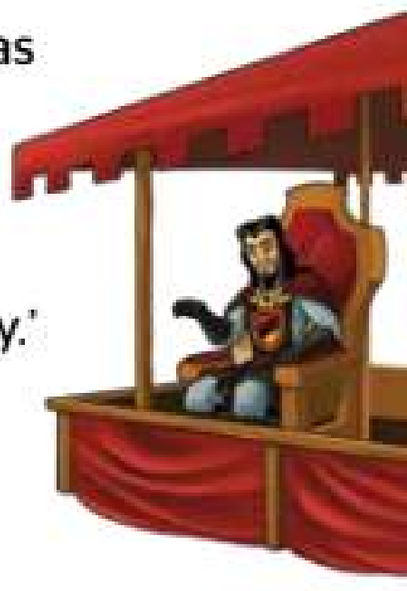
'Then he has not come,' said the Sheriff angrily.

Gilbert shot first. His arrow almost hit the centre, and the crowd cheered. It was a good shot and they were sure Gilbert had won.

It was time for the stranger to shoot. While he was preparing his bow, the crowd was anxiously waiting. His arrow flew very close to Gilbert's and sliced off one of the feathers. Then it landed exactly in the centre of the target.

The other archer, Adam, shook his head. 'I am not a bad archer,' he said, 'but I cannot shoot as well as this stranger.' With that, he left the field.

The Sheriff approached the stranger. 'You have won,' he said. 'Take this golden arrow as your prize. You are the best archer in Nottingham. In fact, I believe you are better than Robin Hood. He was afraid to even show his face here today.'



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B. Listen, read and answer the questions.

1. Why did the Sheriff want Robin Hood to come to Nottingham Town?
2. Why was the soldier sure that the stranger was not Robin Hood?
3. Why did everyone think that Gilbert won the competition?
4. Why did Adam decide not to compete?
5. What was the prize for the winner?



C. Discuss.

- Who do you think the stranger is?
- Did you enjoy the extract?
- How do you think the story continues?
- Would you like to read more stories about Robin Hood?

2 Grammar

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

- *Ruth **was watching TV** while John **was fixing** the hoover.*
- *Mr and Mrs Phillips **were sleeping** when the fire **started**.*
- *As we **were walking** through the park, we **found** a baby bird.*
- *As soon as Diane **noticed** the dog behind her, she **started** running.*

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

1. When Sue _____ (arrive) at Tony's house, his friends _____ (listen) to loud music.
2. While my parents _____ (sit) in the garden, a dog _____ (jump) over the fence.
3. As I _____ (try) to take a photo of the birds, a cat _____ (come) along and _____ (scare) them away.

3 Speak

Work in groups of three. Imagine each of you took one of the photographs below. In turns, tell the story of what happened when you took the picture. Answer some of the questions and use the prompts given.

- Where were you?
- Who were you with?
- What were you doing?
- What did you do after the picture was taken?



• boat • fishing • attack



• picnic • grass • bite



• Canada • hungry • hut

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5b Spooky tales

1 Warm-up

Discuss.

- What sort of things scare you?
- Do you believe in ghosts? Why? / Why not?

2 Read

A. You will read an extract from the novel *The Canterville Ghost* by Oscar Wilde. First, read a summary of the story so far and look at the picture. Can you guess what the extract is about?

The Canterville Ghost

Oscar Wilde

When the American ambassador Mr Otis decides to buy Canterville Chase, Lord Canterville warns him that the house is haunted. Mr Otis doesn't believe in ghosts and agrees to buy it anyway. So Mr and Mrs Otis, their oldest son Washington, their daughter Virginia and their



two twin boys move into Canterville Chase. None of them are afraid, but something mysterious keeps happening. There is a bloodstain on the library floor. Washington cleans it every evening, but it reappears every morning. Washington is certain that it must be the ghost.

On the fourth night, the family was asleep by half past eleven. [1] It sounded like metal clanking and it was coming closer. He got up, put on his slippers calmly and went to his drawer to take out a bottle. He opened the door and stood face-to-face with an old man who looked terrible. He had dirty, long, grey hair and red eyes. He was wearing old-fashioned clothes which were torn and dirty. [2]

'My dear sir,' said Mr Otis. 'You really need to oil those chains. Would you put some of this on them? [3] ' Mr Otis left the bottle on a small table, closed his bedroom door and went to bed.

The ghost couldn't believe it! He hadn't succeeded! For a moment, he just stood there staring at the door. Then, filled with anger, he smashed the bottle on the floor, turned and ran down the corridor. [4] Two children appeared and a pillow flew past his head. The ghost disappeared through the wall and the house became peaceful once again.

[5] No one had insulted him in his three hundred years of haunting. During his successful career, he had terrified people with his skeleton, frightened others by making mysterious noises, and even scared people to death by appearing suddenly. 'These dreadful modern Americans can't treat me like this,' he thought. And he spent the rest of the night planning to take revenge.

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B. Read the extract. Five sentences are missing. Complete the blanks 1-5 with the sentences a-e. Then listen and check your answers.

a. Otherwise we won't be able to sleep.

b. There were heavy chains around his wrists and ankles.

c. The ghost reached his small secret room and sat down.

d. Some time later, Mr Otis was woken up by a strange noise in the corridor outside his room.

e. But just as he approached the top of the stairs, a door opened.

TIP!
- *Read the whole text first and then the sentences given.*
- *Pay special attention to the vocabulary, pronouns (e.g. it, they, this) and words/phrases which link sentences (e.g. however, later) both in the text and in the sentences given.*

3 Grammar

Past Perfect Simple (had + past participle)

- *Paul **had left** the office **by** seven o'clock yesterday.*
- ***By the time** Alice returned home, Ted **had prepared** dinner.*

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

1. After Rita _____ (finish) her homework, she _____ (go) to the cinema with her friends.

2. _____ Danny _____ (come) back from school when you _____ (get) home?

3. Lucy's brother _____ (leave) the house by the time she _____ (arrive).

4. Nick _____ (go) to the supermarket because he _____ (not know) that his mother _____ (buy) some bread and milk earlier that morning.

4 Listen

You will hear a radio play of the continuation of the story in activity 2. Listen and write T for True or F for False.

1. Mr Otis saw the ghost painting the bloodstain. ○

2. The bloodstain changes colour every day. ○

3. The ghost appeared again on Sunday before the family went to bed. ○

4. The ghost tried some medicine, but he didn't like it. ○

5. The ghost managed to scare one member of the Otis family. ○

5 Speak & Write

Go to the Pair work activities section.

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5c Choosing what to read

1 Vocabulary

Look at the books below. Which of them are fiction and which are non-fiction? Listen and check your answers.



science fiction | biography | classic | crime | cookbook | travel | graphic novel | history book

2 Read

A. Look at the picture. What do you think Bill and Stu are talking about? Listen to the dialogue and check your answers. Then read it out in pairs.

Bill It's Father's Day on Sunday. I want to do something nice for my dad. Any ideas?

Stu Why don't you make a nice breakfast for him?

Bill That's a good idea. I could make pancakes. He loves them.

Stu And what about getting him a present too?

Bill Of course, but I'm not sure what to get him. Hmm... A book is a nice present, isn't it?

Stu That's not a bad idea. What kind of book?

Bill I think he'd like a crime novel. What about a classic like *Murder on the Orient Express*? Agatha Christie is one of his favourite authors.

Stu I don't know. Since it's by one of his favourite authors, maybe he's already read it. I think a non-fiction book might be better – something about history or travel. How about a book about Spain? Your parents want to go there one day, don't they?

Bill They do, but I'm still not sure it's the best present for my dad. There's also *1491*, about the Americas before Columbus arrived. It's a fantastic book, and my dad loves history.

Stu He hasn't read it before, has he?

Bill No, he hasn't. I think he'd like it.

Stu Sounds great! Now, where will you buy it from? Do you want to order it online?

Bill No. I think I'll go to a bookshop.

Stu OK. I'll come with you! Let's go to the city centre tomorrow, shall we? There's a very large bookshop there.



B. Read the dialogue again and answer the questions.

1. What does Bill want to make for his father?
2. What kind of present does Bill want to get for him?
3. Why is a book about Spain good for Bill's father?
4. What book does he decide to get?
5. Where does Bill decide to buy the book from?

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3 Grammar

Question tags

- *You **went** sailing yesterday, **didn't you**?*
- *It **isn't** raining outside, **is it**?*
- *You **have been** to Scotland, **haven't you**?*
- *Tina **won't wear** her black jumper, **will she**?*
- ***There's** a bus stop on this street, **isn't there**?*

NOTE

- ***Let's** go camping, **shall we**?*
- ***Give** me a hand, **will you**?*
- ***I'm** good at tennis, **aren't I**?*

Complete the sentences with the correct question tag.

1. Joanna goes to the gym on Fridays, _____?
2. Let's look at the weather forecast before we leave, _____?
3. Dave hasn't got dark hair, _____?
4. Eva bought you that watch, _____?
5. Stop messing around, _____?

4 Pronunciation

A. Listen and repeat. In which sentence is the speaker not sure about something and wants to confirm it? In which sentence is the speaker sure and expects the listener to agree?

- *It usually rains in April, doesn't it?* ↗
- *It usually rains in April, doesn't it?* ↘

B. Listen and repeat. Is the intonation rising ↗ or falling ↘?

1. You don't like Jennifer, do you?
2. We haven't got a game on Saturday, have we?
3. Your cousin lives in Manchester, doesn't he?
4. The temperature isn't going to rise this weekend, is it?

5 Speak

Work in groups. Talk in groups of three. Look at the pictures on the right and decide where to go.



book fair



book presentation



comic book workshop

How about going to the book presentation? You like the author, don't you?

I do, but what about the... We can...

You're right, but I think the... is more...

6 Write

A friend of yours asks you to recommend a book as a present. Write a short email to him/her. Remember to use question tags.

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5d Time to read

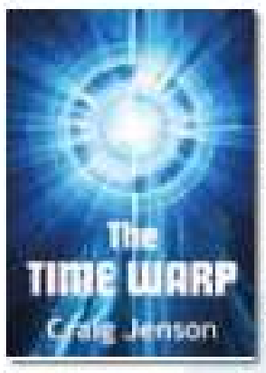
1 Read

Read the information about Wendy, Colin and Thomas. Then read the blurbs of five books a-e. Match each person with the book that you think would interest him/her most. There are two extra books which you do not need to use.

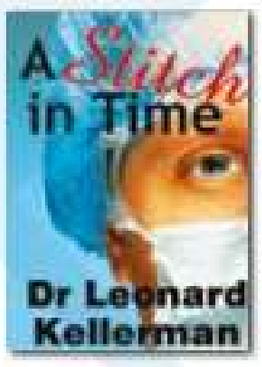
1 ◯ Wendy finds reading fiction quite boring. She's an editor for a science magazine, but, in her spare time, she enjoys reading lighter material, like magazines or books which contain gossip about famous people.

2 ◯ Colin is a doctor. When he needs to relax, he wants to get away from his profession. However, he isn't particularly fond of novels. He can't see the point of reading about made-up characters. He believes that reading should educate people.

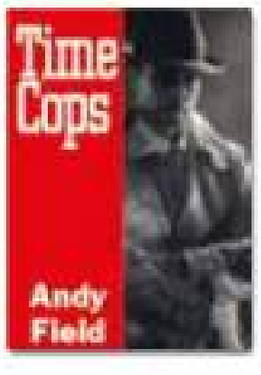
3 ◯ Thomas adores exciting novels. He's not very keen on reading about life in the past. He loves technology and stories about life in the future. His favourite books are ones that keep you interested right to the end.



a If you are a science-fiction fan, then you shouldn't miss this book. It starts in the 25th century, where a couple of young time travellers keep getting trapped in different eras. You will be thrilled by Jed and Lena's adventures as they try to make the world a better place before they make their way back home.



b Have you ever wondered what it's like to have plastic surgery? Well, Dr Kellerman, one of the world's best plastic surgeons, allows us to take a look into his world. He lets us know about the advantages as well as how operations have changed people's lives. The author has included some fun stories about some people's reactions to their new faces.



c Clint Rogers is back with his team, fighting crime through the ages. Stopping thieves in 16th century England and catching criminals in the USA in the early 1900s, Clint is a true action hero. This book contains ten incredible short stories. We follow Clint and his team around the world and, of course, back in time. This is an excellent book for the young and the young at heart.



d Historian Professor Irving Thwaite takes a look at how humans have behaved over the last two thousand years. He then looks to the future and wonders what will happen to us. Have we damaged our world so much that it is too late? A book to get you thinking.



e In this fantastic autobiography, we see a side of the comedian Eddie Olsen that hardly anybody knew about. Of course, each of the fifteen short stories are full of Olsen's unforgettable humour. At the same time, we find out all about how he became famous and the celebrities he met and became friends with. A must for all Olsen fans!

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TIP! *The descriptions of the people often include verbs (e.g. adore, can't stand) or adjectives (e.g. boring, fond) which describe a person's feelings, attitudes or opinions. Try to find words/phrases in the texts which correspond to the meaning of the verbs/adjectives included in the descriptions.*

2 Grammar

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

- *Max went out **to get** a newspaper.*
- *I've decided **to have** a barbecue on Sunday.*
- *Delia was happy **to give** Samantha a lift home.*
- *It's easy **to draw** a camel. Let me show you.*
- *This coffee is too hot **to drink**.*

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

- *You shouldn't **insult** other people!*
- *My mum doesn't let me **stay** out late.*
- *The police officer made the men **get** out of the car.*

-ing form

- ***Exercising** is good for your health.*
- *I went to bed after **watching** the news.*
- *Dave loves **staying** up late, but he hates **waking** up early.*
- *I don't feel like **going** out for dinner. How about **ordering** Chinese?*

Complete with the infinitive or *-ing* form of the verbs in brackets.

1. **A:** I've decided _____ (buy) a new bed. Would you like _____ (help) me choose it?
   B: Sure. I don't mind _____ (come) with you.
2. **A:** You know, my mum makes me _____ (tidy) my room every Saturday.
   B: Really? I can't stand _____ (do) housework.

NOTE

We use ***so as to*** and ***in order to*** to express purpose.

- *I woke up early **so as to** catch the first bus.*

3 Listen

Listen to a dialogue between two friends talking about books and choose a, b or c.

1. Peter
   a. doesn't like long books.
   b. doesn't know a lot about literature.
   c. doesn't read a lot.
2. *Death on the Nile*
   a. takes place during World War II.
   b. is about a weekend cruise on the Nile.
   c. has got lots of interesting characters.
3. In *Down Under* you can learn
   a. a lot about Australia.
   b. about the most popular places to visit in Australia.
   c. about the best ways to travel in Australia.
4. The main characters in *Brave New World*
   a. are not successful in changing the world.
   b. use technology to solve society's problems.
   c. think technology can help them.

4 Speak

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

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III 5e Writing a short story

1 Vocabulary

A. Read the following sentences. What's the difference between *interested* and *interesting*?

A good book should keep the reader **interested** till the end.

You should read this book. It's very **interesting**.

B. Circle the correct words.

1. Scott was **terrified / terrifying** at the thought of staying home alone.
2. I really hate Peter's jokes. I don't find them **amused / amusing** at all.
3. The director wasn't **satisfied / satisfying** with the leading actor's performance.
4. A car accident occurred outside my house last night, and we were all **amazed / amazing** to find that the driver wasn't hurt.
5. I find it absolutely **astonished / astonishing** that you would say something so rude.
6. Riding the roller coaster was one of the most **thrilled / thrilling** experiences in my life.

2 Listen

A. Listen to Joe describing an adventure and answer the questions. Choose picture a or b.

1. What did Joe take with him into the cave?
2. What did Joe do with his smartphone?
3. Which path did Joe decide to take?

1. a  b 

2. a  b 

3. a  b 

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

1. Joe wanted to take photos of the rocks inside the cave. ○
2. He got lost because he was showing the photos to his friend. ○
3. His friend and the guide found him because they saw the light from his torch. ○

3 Speak & Write

A. Read the story and answer the questions. You can underline/ highlight words or phrases in the story to justify your answers.

1. When did the story take place?
2. Where did the story take place?
3. Who are the main characters?
4. What tenses does the writer use throughout the story to narrate what happened?
5. How does the writer feel throughout the story?
6. How does he describe the old box?
7. How does he describe his brother?

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The wooden box

I had never noticed the wooden box in the attic before. When we started packing everything in the house to move to our new address a month ago, I offered to help clean out the attic with my brother, Joss. That was when we found it.

It was under a broken table and there were old schoolbooks on it. We moved the table, put the books on the floor, and there it was. We were both curious to see what was inside. While we were staring at it, Joss picked it up. But as soon as he picked it up, he threw it on the floor again! 'There's something in it!' he shouted. 'I heard a strange noise!'





At first, I didn't believe him. I touched it but nothing happened, so I picked it up slowly. I was turning it upside down when I heard a sound too. My heart jumped! I had never felt so terrified in my life.

'Let's go downstairs!' I said nervously. 'No, let's open it and see what's inside!' said Joss. He's four years younger than I am, but he's braver.

We put the box between us and sat on the floor. It had a metal lock with a key in it. We turned the key and the lid opened slowly. We had only managed to take a quick look inside when we heard music coming from it.

At that moment, Dad appeared at the door. 'My old music box!' he said happily. 'It was a present from my grandparents on my fifth birthday! I thought I had lost it forever. Thanks, boys!' he said.

B. Read the story *The wooden box* again and underline the adjectives and the adverbs. Then circle all the time expressions you can find in the text.

TIP! *Try to include adjectives and adverbs in your writing as they make your text richer.*

C. Work in groups of three. Go to the Pair work activities section.

D. Choose a student from your group to tell your story to the class. Remember to use the prompts given when narrating your story.

E. Use the ideas you discussed in activity D and write the story. Follow the plan in the Writing section at the back of the book.



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SONG 3

Complete the lyrics to the song with the words in the box.
Listen and check your answers. Then sing.

Robin Hood vs the Sheriff!

brave	ears	frightened	hero	tricked
stole	free	laws	promise	catch

My name is Hood, yeah, Robin Hood.
My friends and I live in Sherwood.
That's my forest and I'm still **(1)** _____.
Are you **(2)** _____, Sheriff? Well, you should be!
I was riding my horse through the forest one day
When an archer **(3)** _____ my money and ran away.
He was wearing green, he was wearing a hood.
'Well,' I said to myself, 'that can't be good!'
Let me tell you the truth. Are you all **(4)** _____?
People in this town have been hungry for years.
I take from the rich and give to the poor.
You say your **(5)** _____ are fair, Sheriff, but are you sure?
The poor people think that you're a **(6)** _____,
but I think your chances of escape are zero.
One day, I'll take you to the king, I **(7)** _____.
If you're so **(8)** _____, why are you hiding in the forest?
Everybody's talking about how clever I am.
I've **(9)** _____ you before and I'll trick you again.
You'll never **(10)** _____ me, what a shame!
Hood, yeah, Robin Hood is my name!

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6 Technology and media



Discuss:

- Do you prefer talking on the phone or texting?
- How has technology affected the way we communicate?

In this module you will learn...

- to ask for, give and refuse permission
- to express possibility and ability
- to express obligation, lack of obligation and prohibition
- to form nouns (ending in *-ion*, *-ation* and *-ment*)
- to use the Passive Voice
- to form adjectives (ending in *-ful* and *-less*)
- to write an essay discussing advantages and disadvantages

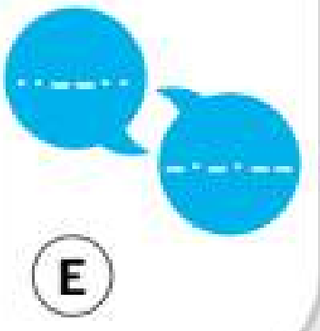
Where can you find the following in this module? Go through the module and find the pictures.











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6a Give me a call

1 Read

A. Look at the pictures. Why do you think Stu is ringing the people? Listen to the dialogues and check. Then read them out in groups.



Fay Mobiworld, good afternoon. Fay speaking. How may I help you?

Stu Hello, could I speak to Alison, please?

Fay I'm afraid she's not here today. Can I take a message?

Stu No, it's OK.

Fay Maybe I can help.

Stu I ordered a smartphone last week, and I'd like to know if it has arrived.

Fay What's your name?

Stu Stuart Fielding.

Fay Let me see... Ah, yes. Here it is.

Stu Wicked!

Fay If you're planning to collect it today, you'll have to be here before 5.30, because we close then.

Stu No problem.



Mrs Elliot Hello?

Stu Amy! Do you want to come to the shops with me?

Mrs Elliot Hi Stu, it's Amy's mum here.

Stu Oops! Sorry Mrs Elliot. Could I speak to Amy?

Mrs Elliot She's playing table tennis with Liv at the youth club. Do you want to leave a message? Or should I tell her to call you back when she gets home?

Stu No, it's OK. Thanks anyway.

Bill Stu! How's it going?

Stu Fine. Fancy going to Mobiworld, Bill?

Bill To get your new smartphone?

Stu Yeah, it's just...

Bill Did you go for the 64GB or the 128GB?

Stu 128GB. But...

Bill That'll come in handy. With all that memory, when you connect to Wi-Fi you can download...

Stu Listen Bill, I'm in a hurry. If you want to come along, we need to leave now so we can catch the bus. The shop closes at...

Bill We don't have to take the bus. My dad is going down to the shops. He can give us a lift. I'll ask him now, so don't hang up. Dad! Will you take Stu and me to the shops?... He says OK.

Stu Brilliant.

Bill We'll pick you up in five minutes.

Stu OK.

B. Read again and answer the questions.

1. Who helped Stu at Mobiworld last week?
2. Does Fay manage to help Stu out in the end?
3. Why does Stu have to be at the shop before 5.30?
4. Why can't Stu speak to Amy?
5. How many gigabytes of memory has Stu's new smartphone got?
6. How are Stu and Bill going to get to the shops?

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2 Vocabulary

Complete using the words in the box. Then listen and check your answers.

engaged	call	wrong	pick	dialled
returning	hung			

1.

A: Well, that's strange. I gave Jim a (1) _____ earlier on his mobile and it was (2) _____. I tried again but he didn't (3) _____ up. Then he called me back but he (4) _____ up straight away!

B: Yeah, his mobile's got a problem.

2.

A: Hello?

B: Could I speak to Kate? She rang me this morning and now I'm (5) _____ her call.

A: I think you have the (6) _____ number.

B: Oh, I'm so sorry. I probably (7) _____ incorrectly.

3 Grammar

can / could / may / will / would

- ***Can / Could / May*** *I use the phone?*
- ***Can / Could / Will / Would*** *you take out the rubbish?*

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

must / have to / need (to) / can't

- *I **must / have to** be home by six o'clock.*
- *I **need to** make a phone call.*
- *You **mustn't / can't** walk on the grass. Look at the sign!*
- *You **don't have to / don't need to / needn't** cook tonight. We're going out.*

Circle the correct words.

1. **A:** Your printer is broken. You'll **have to / must** take it back to the shop.
   B: Oh no. **Could / May** you take it for me? I'm very busy today.
   A: No, sorry, I can't. But you **don't have / needn't** to take it today. You can go at the weekend.

2. **A:** I **mustn't / don't have to** forget to give Sandy a call later. She rang me earlier but I **must / had to** hang up because there was someone at the door.
   B: Call her now.
   A: No, I can't. I **need / must** tidy my room before Mum gets home. **Will / May** you help me?

4 Listen

Mr White's children left messages on his voicemail. Listen and complete the sentences.

1. Today is _____ .
2. Mr White doesn't need to give _____ a lift home.
3. Sam thinks _____ took his _____ this morning.
4. Sam's headphones _____ and don't work.
5. Julie asks for _____ .
6. Julie offers to do _____ for a whole month.

5 Speak

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

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6b Messages that made history

1 Read

A. Match the titles with the articles A-C. Then listen, read and check your answers.

1 Hello from Earth **2** Keep it short **3** Internet firsts

Messages that made history

A

Before we had email and text messages, people used to communicate over long distances by sending telegrams, which used electrical signals sent over a wire. Every word of a telegram cost money, so people weren't able to send very long messages. In fact, the shortest message that was ever sent was just one punctuation mark. The writer Victor Hugo sent a telegram to his publisher to ask how well his new book was selling. The telegram was just: '?'. In answer, his publisher sent back: '!'

B

What's the furthest your text messages have travelled? In 2009, Australian scientists asked for short text messages of no more than 160 letters for an outer space communication project. They chose messages which gave information about people and life on Earth, and sent them out to a planet called Gliese 581d. The planet is a 'super earth' – it is similar to the Earth, but it's eight times larger. It's also 20.3 light years away, so the messages won't arrive there until 2029! Could these messages make history? We will have to wait and see if there is any reply.

C

Have you ever wondered what the first email said? Something really important, right? Wrong. In fact, we don't even know what that first email said. Ray Tomlinson, the computer programmer who wrote it (and sent it to himself), said it was a test message from one computer to another in the same room, and was probably just a collection of different letters.

Disappointing phrases were also used in other achievements in technology. The first sentence that was ever spoken over Skype was said by an Estonian developer in his native language. What he said meant, 'Hello, can you hear me?' Well, not so surprising, right?

B. Read again and answer the questions. Write A, B or C.

Which text mentions

1. messages that haven't reached their destination yet? ○
2. a communication system that isn't used as much any more? ○
3. the length of time messages need to arrive? ○
4. a message that was not in English? ○
5. a message that was sent as a reply to someone? ○

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2 Vocabulary

Read the NOTE and complete the table.

NOTE We form some nouns by adding a suffix (e.g. **-ion**, **-ation**, **-ment**) to a verb. Notice the spelling changes.

collect ➜ collect**ion**

inform ➜ inform**ation**

achieve ➜ achieve**ment**

VERB		NOUN
invent	➜	
	➜	invitation
	➜	creation
celebrate	➜	
	➜	improvement
	➜	imagination
discuss	➜	
	➜	preparation
argue	➜	

3 Pronunciation

A. Listen and repeat. How many syllables are stressed in each word? **a.** organise **b.** organisation

B. Read the following words. Underline the stressed syllable or syllables in each word. Then listen and check your answers.

universe
disappear
temperature
information
competition
discover

4 Grammar

can / could / be able to

- *I **can / am able to** use a computer very well.*
- *Nancy **couldn't / wasn't able to** finish her project last night.*
- *If you start training now, you **will be able to** take part in the tennis tournament.*

could / may / might

- *I saw Erin at the gym half an hour ago. She **could/may/might** still be there.*

Circle the correct words.

1. Fay **couldn't / wasn't able** find her keys, so she got in through an open window.
2. If you start taking Spanish lessons, you **will be able to / can** speak Spanish in a few months.
3. I'm not feeling very well, so I **may / may not** come to the party.
4. Tina **might / must** beat Danny at tennis if she continues to play well.

5 Write

A. Do a project on the telephone. Do research to answer some of the questions in the Writing section at the back of the book. Write a few short paragraphs.

B. Present your project to the class.

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6C Only time will tell

1 Read

A. Discuss.

• What do you know about the following?

the Wright brothers

YouTube

20th Century Fox

B. Match the quotes 1-3 with the paragraphs A-C. Then listen, read and check your answers.

1. 'There's just not that many videos I want to watch.'

2. 'Man will not fly for 50 years.'

3. 'Television won't last because people will soon get tired of staring at a plywood box every night.'

With the world changing so quickly, it is very difficult to make correct predictions about the future. Some people get it right, others get it wrong. Some people, however, are a long way off. Here are a few examples.



A ○ *Wilbur Wright, to his brother Orville (1901)* In 1901, the Wright brothers tried out their flying machine for the first time but were very disappointed when they didn't succeed. However, two years later, in 1903, they took to the skies and entered the history books. And only 18 years after Wilbur made his prediction, the first non-stop transatlantic flight was made from Newfoundland, Canada to Ireland by Captain John Alcock and Lieutenant Arthur Whitten Brown.



B ○ *Darryl Zanuck, film producer, 20th Century Fox (1946)* Zanuck played a major role in the Hollywood studio system from 1922 to 1970, but he definitely got it wrong about television. The total number of houses with TV sets in the world is over 1.7 billion. In the USA, there are almost 2,000 TV channels and on average, US adults watch TV for about 3 hours a day.

C ○ *Steve Chen, co-founder of YouTube (2005)* At the time, Chen was worried about the popularity of his site. Luckily for Chen, he continued with his YouTube idea and almost two years later, on 13 November 2006, he made a lot of money when Google bought YouTube for $1.65 billion. Today, YouTube is the Internet's largest video sharing website. Hundreds of millions of videos are watched every day by people from all around the world.

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

1. The Wright brothers flew a plane for the first time in 1901. ○

2. The first non-stop transatlantic flight was in 1918. ○

3. Zanuck predicted that people wouldn't like watching TV. ○

4. In the USA, adults have their TV sets on for about 3 hours a day. ○

5. Steve Chen owns YouTube. ○

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2 Vocabulary

Complete the sentences with the correct form of the expressions in the box.

make mistakes	make money	make a decision	make predictions	make a phone call

1. Edna never knows what she wants. She just can't _____ about anything.
2. I need to _____ to Alex before we leave.
3. It's not easy to _____ about the weather.
4. Robert _____ when he speaks Italian.
5. Harry thinks he can _____ without working.

3 Grammar

Passive Voice (Present Simple - Past Simple)

	ACTIVE VOICE	PASSIVE VOICE
Present Simple	*Brazil **produces** a lot of coffee.*	*A lot of coffee **is produced** in Brazil.*
Past Simple	*John Logie Baird **invented** the television in 1923.*	*The television **was invented** by John Logie Baird in 1923.*

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

1. These laptops _____ (sell) all over the world.
2. _____ English _____ (speak) in New Zealand?
3. These houses _____ (build) three years ago.
4. The Mona Lisa _____ (not paint) by Michelangelo but by Leonardo Da Vinci.
5. Breakfast _____ (not serve) after ten o'clock at this hotel.
6. Who _____ America _____ (discover) by?
7. Steve is having a party next Saturday but we _____ (not invite).

4 Speak & Write

A. GAME: Guess the invention. Talk in pairs. Go to the Pair work activities section.



B. Choose two of the inventions from activity A and write sentences about them. Then think of another invention, find some information about it and write a few sentences.



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6d Information age

1 Read

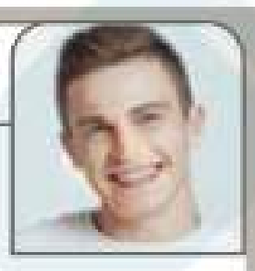
A. Discuss.

- What technological devices do you use to communicate with others?
- Why do more and more people rely on technology to communicate with each other?

B. Listen and read. Who does each person communicate with, with the help of technology?

www.eduforum.com

Thread: Communication in the Information Age



A **Fred,** 16 years old

Our school has set up a platform that we use to communicate with our teachers and classmates. We log in to upload homework and attach files with our projects, and our teachers send us feedback. But there are more features. We can scroll down the newsfeed – that's where we find news stories and blog posts and comment on them to express our opinions. We also have debates and share videos. It's like a social media website, but only our school has access to it. Some new features are being added too, so that's exciting.

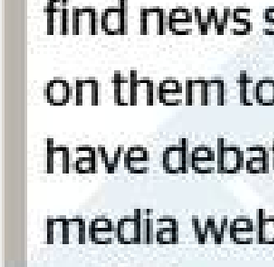
Quote | Reply



B **Jasmine,** 16 years old

This year at school, we are using the Internet to connect with people from all over the world. It's mind-blowing what you can do with an Internet connection! We've visited museums, science labs, and even aquariums! We've also listened to interesting talks by authors and scientists who were really enthusiastic about sharing their knowledge with us. The most significant thing is that we contact people our age from every corner of the world. I feel this has helped me understand other people better.

Quote | Reply



C **Amelia,** 17 years old

In my opinion, the best way to connect with the world is to learn a foreign language. I recently found a link to an amazing language learning website. I've started Swedish through free lessons online, and I also participate in learner communities. It's a great site and I think it should be used by more people. I'm also thinking of signing up to a platform where you can contact teachers from all over the world and have private lessons online. My mum has used the platform before and she's going to help me choose a teacher. I can't wait to have lessons with a native speaker of Swedish!

Quote | Reply

C. Read again and answer the questions.

1. What can Fred read on his newsfeed?
2. Who was excited to talk to Jasmine's class at school?
3. What does Jasmine believe is the most important thing her school is using the Internet for?
4. What does Amelia use the language learning website for?
5. What part of the platform is Amelia looking forward to?

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2 Vocabulary

Read the sentences 1-5. What do the phrasal verbs in bold mean?

1. This mouse is wireless; you don't need to **plug** it **in** to your laptop.
2. Students **log in/on** when they get to school in the morning, work on their laptops all day and **log out/off** at the end of the day.
3. Sally always **backs up** her files because she wants to make sure she won't lose any of the work she's done.
4. Don't forget to **shut down / turn off** your laptop before you put it in your backpack.
5. You have to **type in** your username and password in order to connect to the site.

3 Grammar

Passive Voice (Present Progressive – Modal verbs)

	ACTIVE VOICE	PASSIVE VOICE
Present Progressive	• *We **are uploading** the video to the website.*	• *The video is **being uploaded** to the website.*
Modal verbs (can, could, may, might, must, should, have to, etc.)	• *The receptionist **must send** the email today.* • *Millions of people **could watch** your vlog.*	• *The email **must be sent** by the receptionist today.* • *Your vlog **could be watched** by millions of people.*

Rewrite the sentences using the Passive Voice. Start with the words given.

1. The company is currently fixing the problem on their website.
The problem _____ .
2. You should invite Victor to the party at the weekend.
Victor _____ .
3. The students might post comments on the forum.
Comments _____ .

4 Speak & Write

A. Go to the Pair work activities section.

B. Write a paragraph expressing your opinion about the topic in activity A.

Use phrases like:

- *I (definitely) think...*
- *I do not think...*
- *I believe...*
- *In my opinion...*

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6e Connecting people

1 Vocabulary

A. Read the examples below. What's the difference between *useful* and *useless*?

My new tablet is **useful**. I use it for studying.

My mobile phone is **useless**. It never works when I need it.

NOTE

A lot of adjectives are formed by adding a suffix (e.g. -ful, -less) to a verb or noun. The suffix **-less** means without.

B. Complete the sentences with the correct form of the words in capitals. Then listen and check your answers.

1. My mother gave me some _____ advice. **HELP**
2. Kenny is a _____ driver. He's had a few accidents. **CARE**
3. We were lost in the countryside, and we felt _____. **HELP**
4. Be _____ when you hold the baby. **CARE**

2 Listen

Listen to four people talking about smartphones and match the names with the statements a-d.



Liz ○
Tom ○
Kate ○
Steve ○

a. Smartphones can make you lazy.
b. Smartphones can help you stay safe.
c. Smartphones can help you be creative.
d. Smartphones can be a problem in school.



3 Speak & Write

A. What are some of the advantages and disadvantages of using the Internet? Discuss. Think about the ideas below.



- You can find information for school projects.
- Not everything on the Internet is true.
- There are lots of advertisements.
- You can communicate with friends and family (especially those that live far away).
- The Internet can be dangerous.
- It can be a waste of time.
- It offers lots of entertainment (games, videos, music, etc.).
- Sitting in front of a screen for hours can be bad for your eyes and back.
- You communicate less face to face.
- You can learn to do new things.

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B. Read the writing task and the essay a student has written and answer the questions.



Your teacher has asked you to write an essay on the following topic:
Is the Internet good or bad for teenagers?

The Internet is an amazing invention, and it is very popular among teenagers. In my opinion, it has both advantages and disadvantages.

The Internet helps us in our everyday lives. Firstly, you can easily find information online about any topic, so it is very useful for school projects. Another advantage is that the Internet is a great way to communicate with friends and relatives, especially those who you cannot see often or who live far away.

However, there are also some disadvantages. Firstly, you need to be careful with the information you find on the Internet, because it might not be true. For example, many online articles and posts are written by people who are not experts. Secondly, some teenagers spend all their free time on social media and stop going out with friends. This is unhealthy because they have less face-to-face communication.

The Internet has both advantages and disadvantages. I believe it is very useful and makes our lives easier. However, teenagers need to be careful when using it.

1. In which paragraph (1-4) does the writer:
   a. summarise the topic and express his/her opinion? ○
   b. mention the bad points of the Internet? ○
   c. introduce the topic of the essay and briefly state his/her opinion? ○
   d. mention the good points of the Internet? ○

2. What advantages and disadvantages does the writer mention? Which of the highlighted words/phrases does the writer use to list them?
3. Which of the highlighted words/phrases does the writer use to introduce a different opinion?
4. Which of the highlighted words/phrases does the writer use to give an example?
5. What is the writer's opinion on the topic?

C. Read the writing task below and the plan in the Writing section at the back of the book. Then write the essay. You can use the ideas discussed in activity 2.

Your teacher has asked you to write an essay on the following topic:
Are smartphones good or bad for teenagers?

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Listen, read and complete the sentences.

THE ROYAL MAIL



The Royal Mail is the main postal service of the United Kingdom. It was created in 1516 by Henry VIII. However, it was not until 1635 that Charles I made the service available to the public. The major problem with this early system was that postage was paid by the person who received the letter and sometimes they couldn't pay or refused to accept the letter. It was only in the 19th century that a solution was found.

In 1840 the world's first stamp, the Penny Black, was introduced. Postage was now paid by the person sending the letter. This was not the only change. Before this, the amount paid to deliver a letter depended on how far it travelled. With stamps, the cost was the same whether you were sending a letter around the corner or to the other end of the country.

If you look at stamps from many different countries, you will notice that UK stamps are the only ones that do not show the name of the country they are from. Instead, they have a portrait of the king or queen, as they have done ever since Queen Victoria appeared on the Penny Black.

Today the Royal Mail delivers to over twenty-nine million addresses every day. There are more than 11,500 post offices across the UK and more than seventeen million customers visit a post office every week.





1. The postal service was made available to the public by _____.
2. Before stamps were introduced, postage was paid by the person who _____ the letter.
3. The first stamp was called _____.
4. United Kingdom is not written anywhere on _____.
5. There are over _____ post office branches in the UK.



Project

Write an article!

Find some information about the postal service in another country and write a short article about it. Present your article to the class.

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7 A helping hand



Discuss:

- How important is it to help people in need?
- When was the last time you helped someone? How did you help them?

In this module you will learn...

- to ask different kinds of questions
- to give and follow instructions
- to talk about imaginary situations
- to ask for and give advice
- to write a letter/email asking for / giving advice
- to express wishes
- to write a description of an event

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











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7a Solving crimes

1 Read

A. Below is a comic strip. Listen, read and choose the best title a, b or c.

a. Thieves at the Art Gallery
b. A Clever Hiding Place
c. The Mysterious Painting

Gary Bloom, the famous artist, was very excited about his exhibition. However, just before the opening, someone stole one of his paintings which was worth over one million euros. The owner of the gallery needed help, so he called his old friend, Inspector Thomas Bishop, to investigate.





Harry Knight, the security guard, was watching the front door. Nobody came in or out. By the way, today is his first day on the job.



Gary Bloom was in the hall of the gallery with his sister. They were arguing about a painting he didn't want to sell.

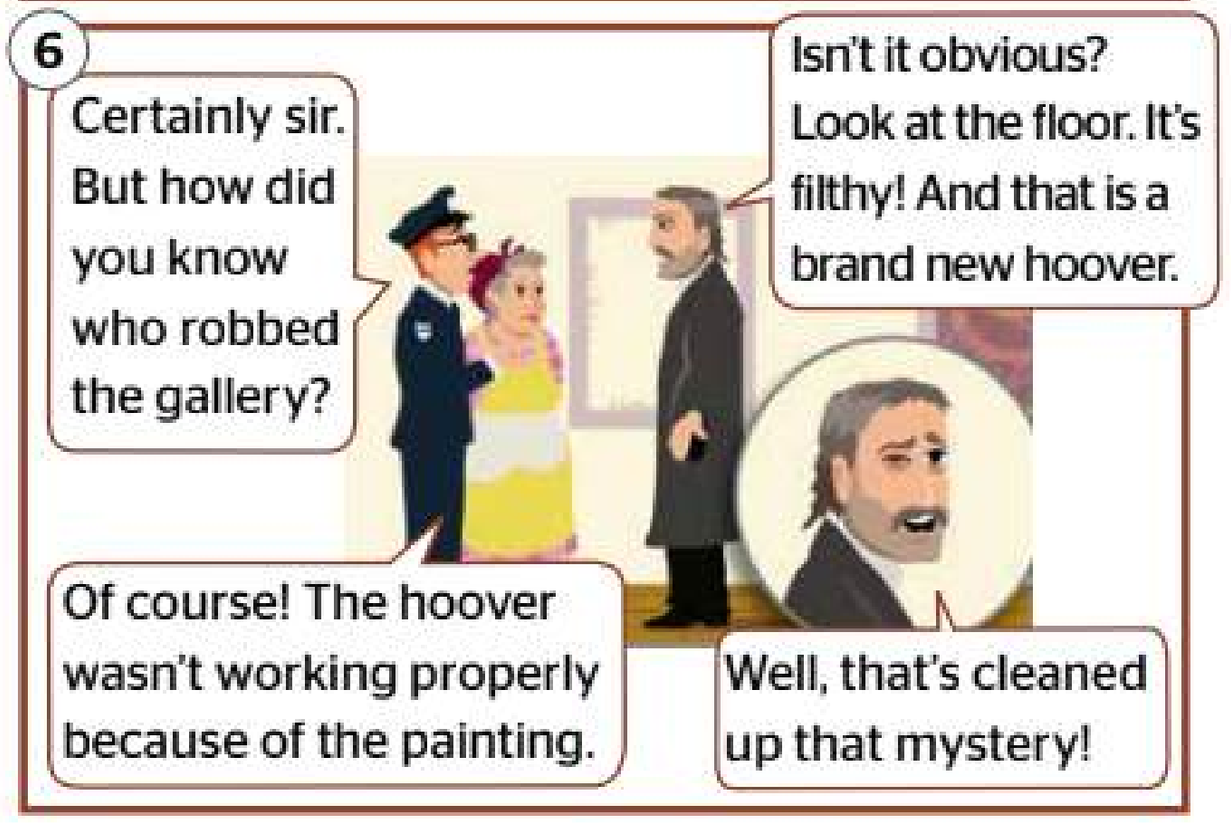


Mrs Appleby, the cleaner, was hoovering in the next room. She didn't see anyone come in.

Alan Jones, the owner of the gallery, was in his office. He was talking on the phone to Bloom's agent about prices for the paintings.







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B. Read again and answer the questions.

1. When was the painting stolen?
2. What's the relationship between Alan Jones and Inspector Bishop?
3. When did Harry Knight start working at the gallery?
4. Why didn't Inspector Bishop want to interview anyone?
5. What did they find in the hoover?
6. How did Inspector Bishop find out who the thief was?

2 Vocabulary

Look at the words in the box and put them in the correct group. Then listen and check your answers.

~~robbery~~ thief shoplifter burglary burglar pickpocketing ~~robber~~ pickpocket shoplifting theft

CRIME	robbery				
CRIMINAL	robber				

3 Grammar

Subject - Object questions

- ***A:*** *Who **saw** the robber?*
  B: *An old man (saw the robber).*
- ***A:*** *Who **did** you **see** at the park?*
  B: *(I saw) Mary and Bill.*

Negative questions

- ***A: Haven't** we met before?*
  ***B:** Yes, we have, at Laura's party.*
- ***A:** Why **didn't** you tidy your room?*
  ***B:** I was busy.*

A. Write questions. The words in bold are the answers.

1. **A:** What _____?
   B: James bought **a poster** from the shop.
2. **A:** Who _____?
   B: **My uncle and aunt** sent me this postcard.
3. **A:** Which _____?
   B: I took **the red** pen.

B. Match.

1. Didn't they arrest the burglars last night? ( )
2. Isn't the inspector doing anything to catch the thief? ( )
3. Don't you want to watch a detective film? ( )
4. Haven't the police found the missing painting yet? ( )

a. No, no one knows where it is.
b. OK, I haven't seen one for a long time.
c. Well, he's interviewing people.
d. Yes, two police officers caught them.

4 Speak

THE ALIBI GAME. Go to the Pair work activities section.

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7b DIY

1 Warm-up

Discuss. • Do you like making or fixing things? • How good are you at DIY?

2 Read

A. Look at the picture. What do you think Bill and Stu are making? Listen to the dialogue and find out. Then read it out in groups.



Stu Put it down over there.
Liv Need any help, guys?
Bill I think we can manage by ourselves.
Liv OK.
Stu Actually, can you turn that music off? I can't hear myself think.
Liv I'll turn the volume down a bit.
Bill Can you turn the light on? We need more light in here.
Liv Do it yourself. I'm reading my magazine.
Stu OK, I'll do it.
Bill Right, let's read the instructions.
Stu I can't be bothered. How difficult can it be to put together a bedside table?
Bill You're right. It's a piece of cake. You just join these bits of wood together.
Stu OK, here are the screws.
Liv Boys, I think you're missing something.
Stu Leave it to us, Liv.
Bill Yeah, you just read your silly magazine.
Liv Whatever you say.
Bill This can't be right. There are four holes on the top.
Stu It's probably upside down. Let's turn it over.
Bill Isn't it supposed to move around?
Stu Don't push it like that. You'll scratch it!
Liv Maybe those holes are where you attach the wheels.
Stu She has a point.
Bill Wheels? What wheels?
Liv Take a look in the box.
Bill Thanks Liv. How did you know it needed wheels?
Liv Because I'm clever.... And there's an advert for it here, in my silly magazine.

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

1. Stu and Bill believe they don't need Liv's help.
2. Liv is listening to loud music.
3. Liv doesn't want to turn on the light.
4. The boys decide not to use the instructions.
5. The boys aren't sure of what they're doing.
6. Stu and Bill hadn't noticed the wheels in the box.
7. Liv could see a picture of the bedside table all along.

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3 Vocabulary

Complete the sentences with the correct form of the phrasal verbs in the box. Then listen and check your answers.

turn on	turn up	turn off	turn into	turn down	turn out

1. My dad wants to _____ the garage _____ a gym.
2. Could you _____ the TV _____ ? I'd like to see the weather forecast for tomorrow.
3. Quick, _____ the volume! I want to hear that news story.
4. Don't forget to _____ the printer before you leave.
5. _____ that awful music _____ ! It's too loud.
6. The day _____ to be warmer than we had expected.



4 Grammar

PERSONAL PRONOUNS	**SUBJECT**	I	you	he	she	it	we	you	they
	OBJECT	me	you	him	her	it	us	you	them
REFLEXIVE PRONOUNS		myself	yourself	himself	herself	itself	ourselves	yourselves	themselves

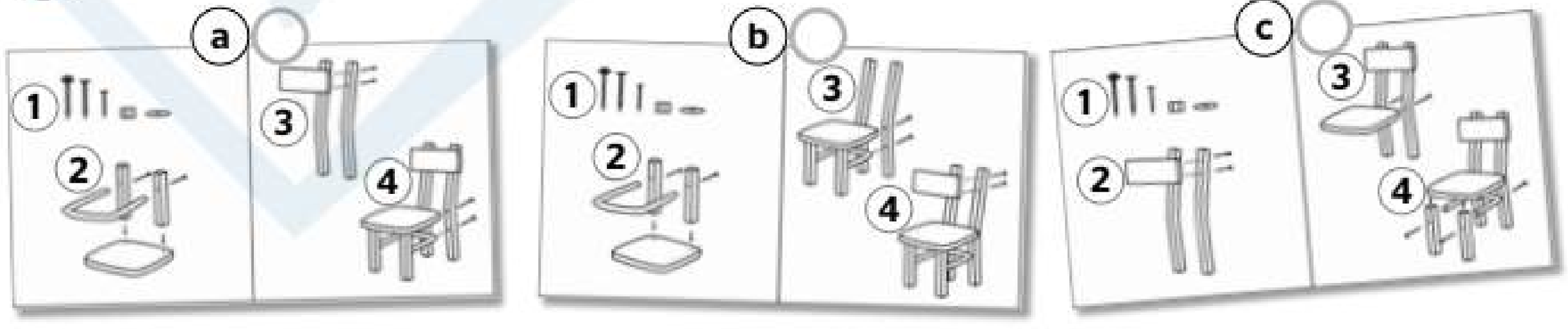
• *I hurt* ***myself.*** • ***They*** *made it* ***(by) themselves.***

Complete the sentences with the correct reflexive pronouns.

1. The saucepan was very hot and Susan burnt _____ .
2. We finished the project by _____ .
3. I bought _____ a nice pair of shoes yesterday.
4. My dad usually fixes the car by _____ .
5. Did you do that all by _____ , kids? Well done!

5 Listen

Listen to a man and a woman talking while making a chair and choose the correct instruction manual.



6 Speak

Talk in pairs about something you've made.

- Describe it.
- Describe how you made it.
- Say how it turned out.

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7c A friend in need

1 Warm-up

Discuss.

- Do you think you are a good friend? Why?
- Do you ever argue with your friends? What about?

2 Read

Do the quiz. Then discuss the results.



HOW FAR WOULD YOU GO?

For your Best Friend



1 **It's Sunday evening and you have planned to see your favourite band in concert. What would you do if your BF rang and said he/she needed help revising for an exam?**

a. I'd explain about the concert and promise to help next time.
b. I'd give my ticket to someone else and go and help my BF.
c. I'd pretend to be ill and go to the concert.

2 **Someone you can't stand has invited you and your BF to a party. If your BF wanted to go, what would you do?**

a. I'd find an excuse not to go.
b. I'd go anyway, and pretend to have a good time.
c. I'd suggest going somewhere else and treat my BF.

3 **You have been saving to buy a tablet and now have €300. What would you do if your BF asked to borrow €300?**

a. I'd say no, but try to help find the money.
b. I'd lend him/her the money and tell she can always count on me.
c. I'd tell him/her to borrow the money from someone else.

4 **You and your BF both want to play in the school basketball team. If there was one place left, how would you deal with the situation?**

a. I'd discuss with my BF about how unfair it is for either of us to compete.
b. I'd let my BF play on the team.
c. I'd fight for the place. May the best player win!

5 **Your BF borrowed your brother's game console and broke it. What would you do?**

a. I'd tell my brother that the dog broke it.
b. I wouldn't blame my BF. I'd take the blame myself for breaking it.
c. I'd say 'It's not my fault' and tell my brother who broke it.

6 **Your BF thinks his/her new haircut looks great, but you think it looks ridiculous. Do you...**

a. say it looks OK, but you preferred his/her previous haircut?
b. change your hair, too, so you can both look ridiculous?
c. tell your BF to change it ASAP before you start making fun of him/her?

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Mostly a's

You give enough time and energy to your BF, but you don't let him/her walk all over you. This balance means your BF can rely on you but he/she won't ask you to do too much. Keep it up, and you'll have a great relationship.

Mostly b's

You're the type of person who doesn't mind putting other people first. It feels good to help people out, but remember: you are important too. To have a healthy relationship you need a balance and you must both do things for each other.

Mostly c's

You think your BF is great but you don't like making too much effort for him/her. Sometimes you need to listen to other people's likes and dislikes and not only think about yourself. If you control the relationship too much, it won't last long, that's for sure.

3 Grammar

Conditional Sentences Type 2

- *If Ted **had** a motorbike, he **would ride** it to school every day.*
- *If I **lived** by the beach, I **could go** swimming every day.*

NOTE We use **If I were you**, to give advice or to express an opinion.

- *If I were you, I wouldn't listen to my friends.*

Complete the sentences with the correct form of the verbs in brackets to form Conditional Sentences Type 2.

1. If my best friend _____ (lie) to me, I _____ (feel) really bad.
2. If I _____ (be) you, I _____ (not go) out tonight. You look ill.
3. I _____ (try) to save money if I _____ (want) to go on holiday with my friends.
4. My sister _____ (scream) if she _____ (see) an insect in her bed.

4 Listen

A. Listen to two friends talking. What is Emma's problem?

B. Listen again and tick the things Emma decides to do.

1. pretend she never borrowed the shirt ○
2. blame someone else ○
3. tell Rachel what really happened ○
4. give Rachel one of her shirts ○
5. buy a new shirt ○
6. treat Rachel to the cinema ○

5 Speak

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

6 Write

A. Read the plans in the Writing section at the back of the book. Can you think of some more phrases for each part of the letters/emails?

B. Write an email to a friend asking for advice on a problem you've got. Then swap emails with your partner and write an email giving him/her advice. Follow the plans.

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7d Helping out

1 Warm-up

Discuss.

- Do you know of any charities or organisations that help people?
- How do they help?
- Would you like to be a volunteer for a charity? Why? / Why not?

2 Read

A. Look at the title of the text. What do you think Médecins Sans Frontières does to help people? Listen, read and find out.

MEDECINS SANS FRONTIERES
DOCTORS WITHOUT BORDERS

Médecins Sans Frontières (MSF), is an international volunteer organisation which offers medical help in times of emergency, like epidemics, and after natural disasters. MSF is a non-governmental organisation and relies on donations and fundraising events to raise money.

In 1971 a small group of French doctors were working in Nigeria. They believed that all people had a right to medical care, and MSF was born. In 1999, MSF won the Nobel Peace Prize. Today, it has over 30,000 doctors and nurses helping people in over 70 countries.

MSF volunteers travel all over the world, even to places they've never heard of, to help people in need. They provide help to many countries that don't have enough doctors or money to care for ill people. Apart from that, they inform people about health dangers and educate them on how to deal with health problems.

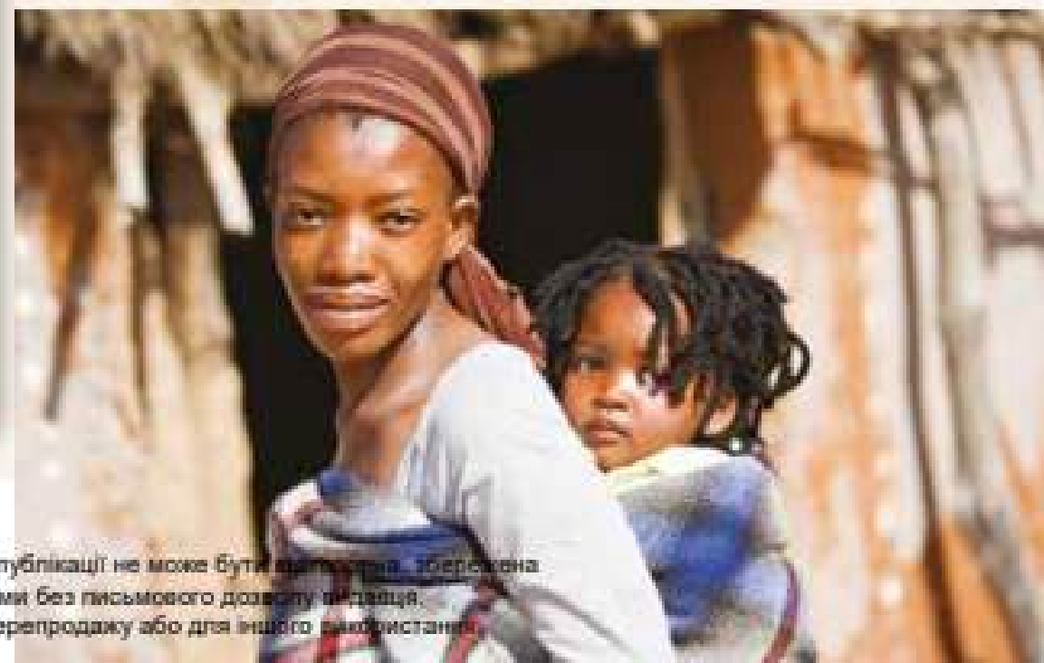


I've been a volunteer for thirteen years. I've travelled to many parts of the world but I've spent most of my time in Africa. The situation in many countries there is very bad and some are in the middle of brutal civil wars. Sometimes we're shocked by the events. I wish there weren't any wars. There are lots of communities that need our help. It's a tough job but we try to make a difference. We treat patients with illnesses or injuries, but there are just too many. I wish we could help everyone. It's extremely hard work but in the end, I think it's worth the effort. You know, it amazes me how strong people are and how they can still go around with smiles on their faces.

Dr Doug Willis, MSF volunteer

B. Read again and answer the questions.

1. Where does MSF get money from?
2. Who started MSF?
3. What does MSF do apart from providing medical care?
4. Who is Doug Willis?
5. Why can't Dr Doug Willis and his colleagues help all the people who are in need?



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3 Vocabulary

A. Match the words 1-4 from the text with the dictionary entries a-d.

1. donation ◯ 3. treat ◯
2. educate ◯ 4. patient ◯

a. **verb** to give medical care to a person, an illness or an injury
b. **noun [C]** sth, especially money, that is given to charity organisations
c. **noun [C]** a person who is getting medical treatment
d. **verb** to teach sb about sth or how to do sth

TIP!

Look up unknown words in a dictionary. There, you can find a lot of useful information about a word: pronunciation, word class (noun, verb, etc.), meaning and example sentences.

B. Look up the words below in a dictionary.

border epidemic raise volunteer war

4 Grammar

wish + Past Simple

- *I wish I **had** more time to travel.*
- *Jess wishes she **didn't have to** go to hospital.*

wish + could + infinitive

- *I wish I **could play** the guitar.*

Read the situations and write sentences using wish.

1. Tanya is going to the cinema tonight. I really want to go but I have loads of homework.
   I wish I _____
   _____
2. It's really cold and I haven't got my jacket.
   _____
   _____
3. I want to drive a car, but you have to be over seventeen. I'm fifteen.
   _____
   _____

5 Pronunciation

A. Listen and repeat. What's the difference between the *gh* in words a and b?

a. tough b. through

B. Listen and circle the words which contain *gh* as /f/.

right enough daughter weight laugh cough bought neighbour straight

6 Speak & Write

Go to the Pair work activities section.

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7e Red nose day



1 Listen A. Discuss.

- Have you ever participated in a fundraising event?
- Why do you think events like these take place?

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

Dialogue 1

1. What is Tania doing?

_____

2. What does Jessie advise Tania to do?

_____

Dialogue 2

3. What does Phil want Eric to do?

_____

4. Does Eric help him?

_____

2 Speak A. Read the phrases. Can you think of any more to add?

Offering help

- Would you like some help?
- Need any help?
- What can I do for you?
- Can I give you a hand with that?
- Let me help/show you.
- I'll help you / give you a hand.
- All you have to do is...

Asking for help

- Can you help me?
- Can I ask you something?
- Can you give me a hand?
- Can I ask for a favour?
- Give me a hand with this, will you?
- Would you mind helping me out?

B. ROLE PLAY Talk in pairs. **Student A** You see your friend (Student B) and he/she looks troubled. Offer to help him/her.
Student B Explain your problem to Student A. (Use the ideas given below). Ask for his/her help.

1 You want to take part in a 24 hour reading challenge, but can't decide which book to read.

2 You want to make a poster to advertise a school bazaar, but don't know what kind of picture to use.

3 You are trying to print out your project, but the printer isn't working.

4 You want to make biscuits for a bake sale, but can't do it by yourself.

NOTE

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

Can I give you a hand with that bag?

Hey, why the long face? What's wrong?
I want to..., but I...
Let me help you.
Thanks. Can you...?



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3 Speak & Write

A. Read the text and complete the fact file.

RED NOSE DAY IN THE UK

The first Red Nose Day was in 1988. It was organised by a charity to raise money for healthcare and education in the UK and abroad. Now, this fundraiser is held every year in the spring.

On Red Nose Day, people go to school or work wearing a red nose. During the day, you can ask people to donate money if you tell jokes or do funny things. There are also lots of different activities on every Red Nose Day – one year, people took part in a 'fun run' in London, where they raced in supermarket trolleys – so you should look out for events near you!

In the evening, there is a special programme on TV, comedians do shows to raise money for charity, and famous people agree to do silly things to make everyone laugh.

Red Nose Day is great fun for people of all ages, but the best thing about it is that it is for a good cause. Everyone has a good time, and the money raised goes to a variety of organisations that help people.

Red Nose Day *in the UK*

Started in: place: _____ year: _____

How often / When: _____ Lasts for: _____

ACTIVITIES

What to wear: _____ What to do: _____

What to look out for: _____ What to watch: _____

B. Copy and complete the fact file from activity A with information about a celebration/ festival/event that takes place in your country. Then talk in pairs.

When and where did it start?
When does it take place?
How long does it last for?
What do people do/wear/watch/eat, etc.?



C. Read the plan in the Writing section at the back of the book and the sentences 1-3. Then decide which paragraph these sentences should be in. Write I for Introduction, M for Main Part or C for Conclusion.

1. On the big day, people put colourful balloons in the streets around their homes. Many visitors come from outside the city too. ○
2. Everyone in the city has a great time on the day of the race, whatever they decide to do. Best of all, we raise more and more money every year! ○
3. Every summer, my city holds a race to raise money for charity. It always takes place on the first Saturday in June. ○

D. Write a description of a celebration/festival/event you know about. You can use your notes in activity B and follow the plan.

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SONG

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

I'm sorry

three sad wish hang smile head back pick

I try to call but you (1) _____ up.
When I ring back, you don't (2) _____ up.
I didn't mean the words I said
I still hear them in my (3) _____.

It's been (4) _____ days and still no sign.
I'd like to know if you are fine.
I didn't want to make you (5) _____
Just call me (6) _____ and I'll be glad.
Sorry, sorry, sorry, I'm so sorry.

You're the only friend I've had.
You made me (7) _____ when I was sad.
I (8) _____ you were here right now
Can we be friends again somehow?

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8 Holidays



Discuss:

- Do you like travelling? Why? / Why not?
- How do you usually travel?

In this module you will learn...

- to report statements, questions, commands and requests
- to talk about different types of holidays
- to talk about misfortunes
- to write an account of a true event
- to express concession
- to differentiate between formal and informal language
- to write a formal email asking for information

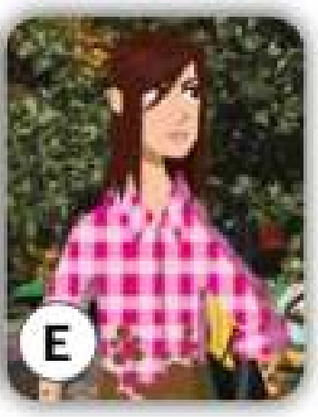
Where can you find the following in this module? Go through the module and find the pictures.











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8a What an adventure!

1 Warm-up Look at the types of holiday below and discuss.

- What does each of these types of holiday involve?
- What kind of holiday do you usually go on?
- Which of these have you never been on but would like to try? Why?

camping holiday cruise
holiday by the seaside safari
backpacking holiday
skiing trip guided city tour

2 Read A. Look at the pictures. What do you think the people like doing during their holidays? Listen, read and check your answers.

And you call that a holiday?



Not everyone enjoys a relaxing holiday around a pool getting a tan. Andy Thomas interviews two people who have a different view on what a holiday is.

Oliver Mason looks like any other teacher and makes a good impression in his smart shirt and tie. But he has an unusual burning passion for volcanoes. Whenever he has some free time, he travels to a new volcano to explore. He told me he found them fascinating and that he had travelled the globe visiting them. His favourite location is Mauna Loa in Hawaii, where the biggest active volcano in the world is.

'Active volcanoes are much more interesting. Also, there are many activities you can do at volcanoes. I've just come back from an unforgettable trip to Nicaragua where I went volcano surfing down the side of a volcano!' said Oliver. That's pretty dangerous, even with safety equipment. He showed me his scars and told me that I'd love volcano surfing if I tried it, but I replied that it wasn't for me.

I was looking forward to chatting with Erica Reid because, like me, she is an experienced scuba diver. But in the end, there was a big difference between us. You see, I wasn't very keen on the company she kept underwater. She told me that she loved interacting with the marine life. Every summer she books a holiday somewhere in the world just to swim in different marine environments. She's swum with humpback whales in the Antarctic and black tip reef sharks in the Bahamas. She told me her most enjoyable trip had been to Mexico where she had swum with whale sharks. 'They are the largest fish in the world, but they aren't dangerous,' Erica said. I was quite impressed but, personally, I'd prefer not to find out. For her next trip she has made the decision to travel to Darwin, Australia, where she's going to swim with crocodiles. Send us a postcard, Erica!

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B. Read again and complete the summaries about the two people.

Oliver Mason is a (1) _____ who is really interested in (2) _____. His favourite one is still (3) _____ and it's the (4) _____ in the world. It's in (5) _____. Apart from exploring, Oliver likes doing different (6) _____. When he was in (7) _____, he tried volcano (8) _____.

Erica Reid loves (9) _____ and she's very experienced. She spends her (10) _____ holidays in places where she can swim in (11) _____. When she was in (12) _____, she swam with (13) _____, which are the (14) _____ fish in the world. She has recently made plans to visit (15) _____ and swim with (16) _____.

3 Grammar

Reported Speech (Statements)

DIRECT SPEECH		REPORTED SPEECH
'I visited Tenerife last summer,' Paul said to May.	→	*Paul told May (that) he had visited Tenerife the previous summer.*

NOTE

DIRECT SPEECH		REPORTED SPEECH
'I'm calling from Acapulco,' says Julie.	→	*Julie says (that) she is calling from Acapulco.*

Rewrite the sentences using Reported Speech.

1. 'I hate travelling by plane,' Eileen said. Eileen said that she _____.
2. 'I'll book my flight to Morocco tomorrow,' David said. David said that he _____.
3. 'Lily can't go to the match today,' Mr Adams said. Mr Adams told me that Lily _____.
4. 'I have been to Barcelona three times,' William said. William said that he _____.

4 Listen

A. Listen to two people talking about Rita's holiday. What kind of holiday did she go on?

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

1. Rita had never been to Africa before. ○
2. Rita spent a long time waiting around. ○
3. Rita borrowed Jim's camera. ○
4. Rita was scared of the animals. ○
5. An elephant tried to get into Rita's tent. ○
6. Rita wants to go on the same type of holiday again. ○

5 Speak

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

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8b The great outdoors

1 Read

A. Discuss.

- Have you ever spent time on a farm?
- Would you like to? Why? / Why not?

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



Amy You know what? I thought this agritourism would be a boring way to spend my time.

Bill Me too. But actually it's a good laugh.

Amy Yeah.

Stu Come on you two, we can't waste our time chatting. There's work to be done.

Bill But Farmer Ted told us to take a break.

Stu Did he? OK, let's take some pictures since we've got some time to kill.

Amy But we're not all here.

Bill Where is Liv by the way?

Stu Here she comes now. What happened to you?

Liv Why don't you ask Bill?

Amy Did you do this, Bill?

Bill Don't talk nonsense. Of course I didn't. What are you talking about, Liv?

Stu What's that smell?

Liv OK, this is what happened. Farmer Ted told me to clean out the cowshed. So, I went to get a bucket and a spade from the shed. Then I saw Bill passing by. Remember, Bill?

Bill Yes, you asked me to tell you where the cowshed was.

Liv And you told me it was next to the farmhouse.

Bill It is... isn't it?

Liv No, that's Thunderbolt's stable.

Amy Thunderbolt? The horse? Farmer Ted told us to steer clear of him. He's a wild one.

Liv I know, I know. I opened the door and it was quite dark but I started cleaning anyway. The next thing I knew, something kicked me and I fell over.

Amy Into some mud?

Liv I wish it was mud, Amy.

Amy Ewwww! That's disgusting!

Stu So, that's what the smell is.

C. Read again and answer the questions.

1. What kind of holiday are Bill, Liv, Amy and Stu on?
2. Who didn't think they would enjoy the holiday?
3. Why aren't Bill, Amy and Stu working at the moment?
4. What did Farmer Ted tell Liv to do?
5. Why is Liv angry with Bill?
6. What is next to the farmhouse?
7. What did Farmer Ted warn the kids about?
8. Why did Liv fall over?

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2 Vocabulary

Listen. What do the expressions in bold mean? Match them with the definitions a-f.

1. You've got until the weekend to finish the project, so **take your time**.
2. Arnold is really busy, but he's going to try and **make time** to have a coffee with Fiona.
3. My mum always **gives me a hard time** when I don't finish my homework.
4. My favourite music is hip hop, but I also listen to rock **from time to time**.
5. We **have some time to kill** before lunch, so let's go for a walk.
6. Don't forget to wear your helmet **at all times**.

- ○ **a.** always
- ○ **b.** find the time to do something
- ○ **c.** sometimes
- ○ **d.** make someone's life difficult
- ○ **e.** don't hurry
- ○ **f.** have nothing to do

3 Grammar

Reported Speech (Commands, Requests)

DIRECT SPEECH	REPORTED SPEECH
'Use the bucket to wash the car! Don't make a mess!' my dad said.	*My dad told me to use the bucket to wash the car and not to make a mess.*
'Josy, please turn the music down,' Georgia said.	*Georgia asked Josy to turn the music down.*

Rewrite the sentences using Reported Speech and the verbs given.

1. 'Help me feed the horses, please,' the farmer said to Darren.
   ask _____
2. 'Don't give me a hard time,' my sister said.
   tell _____
3. 'Please clean the mud off your shoes,' Harriet said to Dan.
   ask _____
4. 'Don't move,' the police officer said to the bank robber.
   order _____

4 Speak & Write

A. Imagine that you are Liv from the dialogue in activity 1. Describe to the class what happened to you and how you felt.

B. Read the plan in the Writing section at the back of the book.

C. Think of something that has happened to you or imagine you're Liv. Complete the notes in the Writing section, making up any information you need.

D. Write an account of a true event or imagine you're Liv and write what happened. Use your notes from activity C and follow the plan.



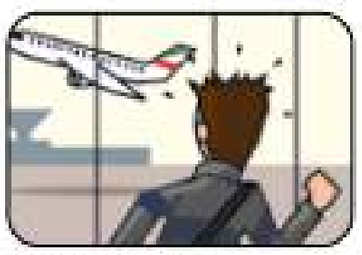
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8c What went wrong?

1 Warm-up

Discuss.

- Which of the following do you think would ruin a holiday?
- Can you think of anything else?



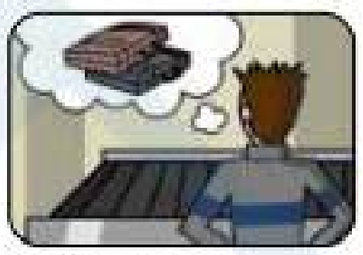
missing a flight



waiting for a delayed train



forgetting your passport



losing your suitcases



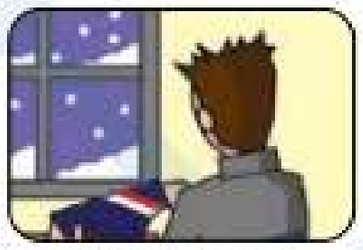
car breaking down



getting sunburnt



running out of money



packing the wrong clothes

2 Read

Read the blog Jason Partridge has written about a holiday that went wrong. Five sentences are missing. Complete the blanks 1-5 with the sentences a-e below. Then listen and check your answers.

subject: A nightmare mini holiday
by: Jason Partridge
date: 14th August
location: Home

Well, I thought this would be the best holiday, but unfortunately, I've just come back from the shortest cruise ever! From the moment my parents and I arrived at the port we knew it wasn't going to be our dream holiday.

The first thing I noticed was that most of the people boarding the ship weren't my age. 1 ☐ But the real shock came when we were shown to our cabin. It was tiny, the beds were uncomfortable and it had no windows! So, my dad went to reception and asked if we could pay extra for a better one. 2 ☐

Then things got worse. It was time for the ship to sail when there was an announcement that there would be a two-hour delay. 3 ☐ The crew asked us all to be patient, stay on board and enjoy our lunch. But the service was terrible! They were so disorganised it took us an hour to have lunch and it was completely tasteless. After that, we went back to the cabin. My mum wanted to have a shower but there was no water. 4 ☐ They said something about having trouble with the water supply and that they were doing their best to fix it.

5 ☐ We hardly got any sleep that night and the next day, when the ship made its first stop, we got off along with most of the other passengers and we never went back. As I'm writing this, my dad is writing a letter of complaint to the travel agency asking for our money back.

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a. Of course, there were many dissatisfied passengers.

b. Secondly, the ship looked a lot less luxurious than it did in the brochure.

c. We finally left port, but things didn't improve.

d. But they told him that all the cabins were full and that it was impossible for them to do anything.

e. So she called reception and asked them what the problem was.

3 Vocabulary

Form the opposites of the words in the box and complete the table. Then listen and check your answers.

agree possible comfortable pleasant organised healthy
appear patient successful satisfied

un + adjective	dis + verb or adjective	im + adjective

NOTE The opposites of many English words are formed by adding a negative prefix (un-, dis-, im-, etc.) to the words.
unhappy (un+happy)
dislike (dis+like)
impolite (im+polite)

4 Grammar

Reported Speech (Questions)

DIRECT SPEECH	REPORTED SPEECH
'When will we arrive?' Jimmy asked his dad.	*Jimmy asked his dad when they would arrive.*
'Do you want to have lunch in the cabin?' Kelly asked Ray.	*Kelly asked Ray if/whether he wanted to have lunch in the cabin.*

Rewrite the questions using Reported Speech.

1. 'Have you ever been on a cruise before?' Lionel asked me.
   Lionel asked me _____.
2. 'How long is the ship?' Stephen asked the captain.
   Stephen asked the captain _____.
3. 'What will you put in your suitcase?' my brother wanted to know.
   My brother wanted to know _____.

5 Listen

Listen to four people talking about their holiday experiences and match them with the statements.

Andrew	I missed part of my holiday.
Ruth	I forgot to bring something.
Shaun	I almost ran out of money.
Emily	I got sunburnt badly.

6 Speak

Talk in pairs. Tell your partner about a bad holiday experience you've had.

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8d Going abroad

1 Vocabulary

Listen. What do the verbs in bold mean? Match them with the pictures a-f.

1. The little girl **kissed** her grandmother on the cheek when she saw her.
2. In Japan, people usually **bow** when they meet.
3. Josie **waved** at Brian, but he didn't see her in the large crowd.
4. I **hugged** my cousin when she arrived.
5. The players from both teams **shook hands** before the game.
6. 'Who's that?' said Mike and **pointed** to the boy next to the window.





2 Read

A. Look at the picture. Where do you think the man is? Listen and find out. Then read.

Harry Check this out! My favourite travel blogger just posted about his latest trip! It's out of this world!

Oliver Hey! That's my cousin, Joe!

Harry Get out of here! Really?

Betty Let's interview him for our blog!

Harry Great idea!

The next day...

Oliver So, Joe, you've been to many countries. Why did you visit China this time?

Joe Well, I took Chinese lessons last year. The language and culture were so interesting that I decided to go there.

Lily Wow! Chinese is difficult, right?

Joe You can say that again! And even though people couldn't always understand me, I spoke as much as I could... you know... for practice.

Betty Good for you! Tell us more!

Joe Well, when I arrived, I wasn't sure how to greet people. Although I thought I should bow, it's actually more common to shake hands.

Lily That's interesting!

Joe Also, when you go to a friend's house, you take off your shoes and they give you a pair of guest slippers to wear.

Harry Cool!

Joe Oh! And you must never point to people because it's rude!

Harry Yes, that's right! Do you think you'll visit China again?

Joe Oh, it's such an amazing country that I'll definitely go again!

Betty Any final advice for people who like travelling?

Joe Well, I reckon it's always a good idea to learn some things about a country and its people before you visit.

Harry I agree! Thanks for your tips, Joe!



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B. Read the dialogues again and answer the questions.

1. Why did Joe choose to travel to China?
2. Why did Joe speak Chinese during his trip?
3. What was Joe not sure about when he arrived in China?
4. What do visitors have to do when they go to a friend's house in China?
5. What does Joe think people should do before they visit a country?

3 Grammar

Clauses of concession

although / even though + subject + verb	In spite of / Despite + noun / *-ing* form
Although / Even though *I waved at them, they didn't see me.*	***In spite of / Despite*** *waving at them, they didn't see me.*

Rewrite the sentences using the words given.

1. The children were tired, but they didn't go to bed early. (although)

_____

2. Emma didn't like the film, but she still watched it. (despite)

_____

3. Even though Liam was ill, he went on the school trip. (in spite of)

_____

4 Pronunciation

A. Listen and repeat. Notice the stressed words and how the stress affects the meaning.

Jack tapped me on the shoulder.
(Jack, not his brother or anybody else)
Jack tapped me on the **shoulder**.
(He tapped me on the shoulder, not somewhere else)

B. Listen and repeat. Underline the stressed word in the questions 1-3 and choose the correct answer.

1. Does Robert speak Spanish?
   a. No, Lisa speaks Spanish.
   b. No, Robert speaks Italian.
2. Did Mr Lee shake hands with you?
   a. No, Mr Davis shook hands with me.
   b. No, Mr Lee shook hands with Tom.
3. Are you going to London on Sunday?
   a. No, my sister is going to London on Sunday.
   b. No, I'm going to London on Saturday.

5 Write

Write a paragraph about customs or traditions in your country. Use the questions in the Writing section at the back of the book to help you with ideas. Then present your paragraph to the class.

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8e Holiday plans

1 Warm-up

Look at the advertisement below and discuss.

- If you were interested in this holiday, what else would you like to know?



ENJOY THE SCENERY OF THE ALPS AND THE EXCITEMENT OF A SKI HOLIDAY!

- **Available all winter!**
- **Unbelievable prices!**
- **Beginner slopes and experienced ski instructors available**
- **Special offers for groups!**
- **Five amazing resorts!**
- **The choice is yours!**

2 Listen

Listen to a man calling Snoworld Travel Agency for some information and complete his notes.

Ski trip info

- Weekend price: (1) _____ per person
- Special offer: Group of 11: (2) _____ cheaper
- Resorts in (3) _____ , (4) _____ and Switzerland
- Lesson with instructor: lasts (5) _____ costs (6) _____

3 Speak & Write

A. Read the email Matthew Fox sent to Snoworld Travel Agency and answer the questions. When it is possible, underline parts of the email to justify your answers.

1. Is Matthew writing to someone he knows?
2. Where did he find the advertisement?
3. Why is he writing this email?
4. How many questions does he ask?
5. Which words/phrases does he use to list his questions?
6. Does he use short forms?
7. What features make this email formal?

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New message

Dear Sir/Madam,

I saw your advertisement in a local newspaper. I am writing to ask for more information about winter breaks.

Firstly, would you please tell me if there is a minimum number of people required to get the group special offer? I would like to come with friends, but I do not know the exact number yet. Also, could you tell me during which months the ski holidays are available? We are thinking of coming at the end of February or the beginning of March.

Furthermore, do you provide ski equipment or do I have to hire and pay extra? This is my first time skiing so I do not have the equipment. Lastly, could you let me know what facilities are available at each of the resorts?

I would like to thank you in advance for your time and assistance. I look forward to hearing from you.

Yours faithfully,

Matthew Fox

B. Read the information below. Then read the direct questions 1-3 and form indirect questions.

In formal letters/emails, try not to use direct questions too often. It is more polite to use indirect questions. Indirect questions begin with phrases like:

Can / Could / Would you tell/inform me...?

Can / Could / Would you let me know...?

Do you know...?

DIRECT QUESTIONS

- *Where is the hotel?*
- *Is breakfast included?*

INDIRECT QUESTIONS

- *Do you know* ***where the hotel is?***
- *Could you tell me* ***if/whether breakfast is included?***

In indirect questions, the word order is the same as in affirmative sentences and the tenses do not change.

1. How much does it cost?
   Would you please inform me _____?
2. Is there an indoor swimming pool?
   Do you know _____?
3. Do all rooms have air conditioning?
   Can you tell me _____?

C. ROLE PLAY

Go to the Pair work activities section.

D. Look at the advertisement in the Pair work activities section again and write an email to Tomkins Travel Agency to ask for information about the holiday. Follow the plan in the Writing section at the back of the book.

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A. Look at the pictures below. Do you know the names of any of these sights? Listen, read and check your answers.



NEW YORK CITY

Helicopter Ride!

Hi! Welcome to the New York City At Night Tour. I'm Tim, your guide, and your pilot tonight is Kelly. It's almost midnight now, but it's a beautiful clear night so, from where we are, you will be able to have a great view of the Big Apple, or as most of us know it, New York City.



The tour starts here at New York's most famous sight, the Statue of Liberty. The statue dates back to the 1880s, when it was given to the USA by the French. Lady Liberty stands on an island and raises her torch 93 metres into the air. We're going to fly around the statue a few times, then leave her behind and head towards Manhattan.

You can't really see because it's dark, but Manhattan is an island in the middle of the Hudson River. Now, we are flying over Brooklyn Bridge. It's just one of the many bridges in New York City. Millions of people travel across them every day to get to downtown Manhattan.



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Flying over the city of New York, there's one thing you will see a lot of, and that's very tall buildings, such as the Chrysler Building with its beautiful lights. And down there is the Empire State Building. It looks small from up here, but it was the first building to have more than 100 floors, and the height of the 102nd floor is 381 m.





Next, there's a place that some people call 'the centre of the world', Times Square, in Manhattan. Of course, this city is also a great place to go shopping, so walk down 5th Avenue or visit Macy's at 34th Street and Broadway. It has been called the world's largest department store. It's a bit late to go shopping now, but don't worry, there's always something to do in New York City. After all, it is 'the city that never sleeps'.

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

1. The Big Apple is another name for New York City. ○
2. The Statue of Liberty was a gift from France. ○
3. Brooklyn Bridge is used more than any other in New York City. ○
4. Macy's is a department store on 5th Avenue. ○
5. The Chrysler Building has more than 100 floors. ○

Project

Write a travel guide!

Think of tourist attractions/sights that people should go to when visiting your town/city. Write a travel guide including three of the most popular tourist attractions. Do some research on the Internet and collect all the information you need.

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Unit 1 Round-up

work with a teacher

Vocabulary

A. Circle the correct words.

1. Please turn off the TV. I'm doing my homework and I can't **concentrate** / **disconnect**.
2. The Irish **population** / **athlete** was the winner of the tennis match.
3. Rachel's got a huge **collection** / **title** of stamps.
4. How many students **attended** / **realised** the course?
5. There's no need to **control** / **panic**. Everything is fine.
6. Do you use many electronic **skills** / **devices** every day?

Score: / 6

B. Complete the sentences with prepositions.

1. We revised _____ our history exam all day, and we're actually looking forward _____ it!
2. Rita didn't come _____ for dinner yesterday.
3. Robert came _____ with the best idea.
4. Look _____ ! You almost hit that car. You're a horrible driver.
5. Lisa didn't do well _____ her geography test.
6. I tidied my wardrobe yesterday and I came _____ 20 euros!

Score: / 7

Grammar

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

1. Kelly _____ (clean) her room now. She _____ (want) to finish before lunchtime.
2. **A:** _____ you _____ (get) along with your brother?
   B: Not really. He's very selfish and he _____ (always take) my stuff.
3. Look! Jack _____ (not share) his toys again. He _____ (hate) playing with other kids.
4. My younger sister often _____ (borrow) my clothes. She _____ (want) to be just like me.

Score: / 8

D. Complete with the correct form of the words in brackets.

1. Peter is the _____ (bossy) student in the class. Nobody likes hanging out with him.
2. Skateboarding is _____ (boring) than snowboarding.
3. Cycling isn't as _____ (dangerous) as mountain biking.
4. Penny studied _____ (little) than Keith for the exam, so she didn't do as _____ (good) as he did.

Score: / 5

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E. Circle the correct words.

1. There are **no / nothing** cool clothes in this shop.
2. **Everyone / Someone** called you last night. I can't remember his name, though.
3. I've got **anything / nothing** to wear. All my clothes are too small.
4. **Everyone / Everywhere** in my class plays football. We love it.
5. Have you seen my mobile **somewhere / anywhere**?

Score: / 5

F. Complete with the Past Simple of the words in the box.

do come not break play
borrow not buy

1. Victor _____ round yesterday afternoon and we _____ table tennis.
2. _____ you _____ karate with Robert last year?
3. Natalie _____ that painting. I did.
4. I _____ your tablet! It was like that when I _____ it.

Score: / 6

Communication

G. Complete the dialogue with the sentences a-d.

a. I have to run.
b. Beats me.
c. What are you up to?
d. Why not?

Rob Hey, Tom. How are you?
Tom Not bad. (1) _____
Rob Nothing much. I'm going to play basketball with Jeff later. Do you want to come with us?
Tom (2) _____ I used to play basketball every day.
Rob Yeah, I remember. Why did you stop playing?
Tom (3) _____ I guess I got too busy with all my schoolwork.
Rob Oh, sorry, (4) _____ My bus is here.
Tom OK! See you later.

Score: / 8

TOTAL SCORE: / 45

Now I can...

- talk about things in the present and past
- make plans and future arrangements
- make comparisons
- talk about what I like and dislike
- talk about school experiences
- start and end a conversation
- link my ideas with *and*, *but*, *so*, *because* and *or*
- write a blog post presenting myself

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III 2 Round-up

work with a teacher

Vocabulary

A. Circle the correct words.

1. These jeans don't fit me. They're too **striped / tight**.
2. Rita got a **perm / trim** yesterday. Now her hair is nice and curly.
3. I haven't tried scuba diving yet. I think it sounds **risky / weak**.
4. I always go to the shopping centre because I can find my favourite **brands / hairstyles** there.
5. Which trousers should I get? I can't make up my **word / mind**.
6. Look! My favourite vlogger just **uploaded / developed** a video!
7. Kim **grew / grew up** in Poland.
8. I do brain puzzles every day to improve my **strength / memory**.

Score: / 8

B. Match.

1. not say	a. someone's leg
2. keep	b. one's mind
3. change	c. something in mind
4. pull	d. a word
5. pay	e. attention

Score: / 5

Grammar

C. Join the sentences using relative pronouns and adding commas where necessary. Make any other necessary changes.

1. Richard is my classmate. His parents own a supermarket.

_____

2. We can meet outside the café. It's on Bellview Road.

_____

3. Mrs Porter lives on the third floor. She used to be a police officer.

_____

Score: / 6

D. Complete with the correct form of the verbs in brackets.

1. When we go to Egypt, we _____ (see) the Pyramids.
2. Mrs Smith _____ (call) the police if Jack _____ (do) graffiti on her garage again.
3. Unless you visit Rome, you _____ (not realise) how beautiful it is.
4. If you _____ (not attend) all your classes, you _____ (not do) well.
5. Sandra will come home soon. As soon as she _____ (realise) what has happened, she _____ (get) very angry.

Score: / 8

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E. Complete the sentences with *all*, *both*, *neither*, *none* or *either*.

1. **A:** Which film do you want to watch? The horror film or the comedy?
   B: _____ . I don't mind.
2. This country's full of amazing ancient sites. _____ of them are worth seeing.
3. I don't like Rich Café or Blue Café. _____ of them is cosy.
4. Sally and Fay made beautiful paintings. _____ of them were happy when they won an award.
5. There are many buildings in my city, but _____ of them are as tall as Taipei 101.

Score: / 5

Communication

F. Choose a or b.

1. **A:** Kelly and Harry both love watching parades.
   B: _____
   a. I do too.
   b. I don't either.
2. **A:** My dad can speak Spanish.
   B: _____
   a. Neither can mine.
   b. So can mine.
3. **A:** I have never seen a play.
   B: _____
   a. I have too.
   b. I haven't either.

Score: / 3

G. Complete the dialogue with the sentences a-e.

a. If we walk, we'll really see the city.
b. You know what?
c. Forget it.
d. I've heard that they're both impressive.
e. Are you serious?

Jeff Do you want to visit the palace or the national park first?
Ben Either. (1) _____
Jeff (2) _____ Let's go to the palace first. We can walk there.
Ben OK. How far is it?
Jeff About forty minutes on foot.
Ben What? (3) _____
Jeff Yeah! Don't worry! (4) _____ We'll see places that aren't mentioned in this travel book.
Ben (5) _____ I'm not walking for forty minutes.

Score: / 10

TOTAL SCORE: / 45

Now I can...

- talk about places of entertainment
- express agreement/disagreement
- describe hairstyles and clothes
- talk about conditions and their results
- define people, places, things and ideas, and give additional information about them
- describe people's personality
- talk about friends and friendship
- write a description of a person

CLIL Page: Maths

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III 3 Round-up

work with a teacher

Vocabulary

A. Circle the correct words.

1. Does the tour **include / produce** a visit to an art gallery?
2. When Dan grows up, he wants to become a(n) **robot / astronaut**.
3. If you want to play tennis, you need to have a **racket / point**.
4. This box is really heavy! Help me or I'm going to **drop / lift** it!
5. You need **shin pads / goggles** to play hockey.
6. Lots of people **expressed / commented** on the video I posted.
7. We did a(n) **break / experiment** in our science lesson today. It was very exciting!
8. The other team is better than us. They always **win / beat** us.

Score: / 8

B. Complete the sentences with prepositions.

1. **A:** We're going camping next weekend. Do you want to come?
   B: Of course. Count me _____ .
2. My cousin is arriving from London tomorrow, and I'm going to the airport with my aunt to pick her _____ .
3. I was so nervous when the plane took _____ !
4. My sister and I have a lot _____ common.
5. It's cold outside, so put _____ a coat.
6. I decided to join the chess club instead ____ the IT club.
7. Guess what! We made it _____ the final!
8. I love your bag! It's definitely one _____ a kind.

Score: / 8

Grammar

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

1. Larry _____ (fall) asleep an hour ago.
2. **A:** _____ Rita and Tom _____ (direct) a film before?
   B: Yes. They _____ (direct) a film last year.
3. I _____ (be) to Korea twice. It's a beautiful country.
4. **A:** _____ you _____ (speak) with Jane yesterday?
   B: No, I _____ (not see) her since the day we _____ (visit) her.
5. Debbie _____ (never / dye) her hair red, but she wants to try it.

Score: / 8

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

1. Helen and Jim _____ (look after) the children all day.
2. Andy _____ (miss) three English lessons so far.
3. That man _____ (look) at you since we walked into the room. Do you know him?
4. Lisa _____ (work) on a painting for the past month, but she _____ (not show) it to anyone yet.
5. We _____ (not attend) this course for long. We started last week.

Score: / 6

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E. Circle the correct words.

1. Nancy's been looking for you **since / for** yesterday morning.
2. Frank and Sam met three years **ago / before** at a baseball game.
3. I've **never / ever** failed an exam in my life.
4. Mike and I have been friends **for / since** five years.
5. Ben hasn't returned **already / yet**. He's still in Italy.

Score: /5

Now I can...

- talk about experiences I have had
- use some phrasal verbs
- talk about hobbies, sports and creative activities
- talk about travel experiences
- use appropriate tenses to link the past with the present
- talk about camps and courses
- write an email giving news

Communication

F. Match.

1. Have you ever played water polo?	**a.** Hurray! That's great!
2. My team won the game.	**b.** No, that's all for now.
3. Can I tell you something?	**c.** No, but I'd like to. I've heard it's lots of fun!
4. Did you buy a new jacket?	**d.** As you can see, yes, I did!
5. Do you have any other questions?	**e.** Go ahead.

Score: /10

TOTAL SCORE: / 45

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4 Round-up

work with a teacher

Vocabulary

A. Circle the correct words.

1. The **audience / stage** clapped when the concert finished.
2. They **arranged / announced** that they are making a new film on the life of Albert Einstein.
3. The band will play at ten different **appointments / venues** on their tour.
4. I can't believe I finally saw *Full Blast* **perform / support** live!
5. Today I **split / signed** the contract for my new job.
6. I **clapped / cheered** too much at the concert, and now my hands hurt.
7. I thought I wouldn't need the torch my dad gave me, but it came **as a surprise / in handy** on my camping trip.

Score: /7

B. Complete the sentences with prepositions.

1. Tony is fond _____ water sports. He loves being in the water.
2. I'm crazy _____ rock music. I want to be in a band one day.
3. Lily isn't interested _____ bowling, so she doesn't want to come with us.
4. Oh no! The tickets are sold _____. We can't go to the concert.
5. Jack really let me _____ when he said he couldn't come to my party.
6. Jenny, I want to take a picture of the castle and you're _____ my way.
7. Depending _____ how many people come, we should order more pizza.

Score: /7

Grammar

C. Complete the sentences with *the* or -.

1. Last week, my parents went to _____ Egypt and visited _____ Pyramids. Next month, they're thinking of going skiing in _____ Alps.
2. **A:** Did you see _____ fireworks last night?
   B: Yes, I love _____ fireworks!
3. _____ people say that _____ Chinese language is difficult to learn, but I want to try.
4. My brother finished _____ university in 2018.
5. **A:** When are you moving to _____ south of England?
   B: In _____ June.

Score: /10

D. Circle the correct words.

1. We **will go / are going to** only if the tickets are under £20.
2. I **don't come / am not coming** tonight because I have to study for tomorrow's exam.
3. **A:** Can you bring me a souvenir?
   B: Of course. **I'll bring / I'm bringing** you something special when I come back.
4. I **wait / will wait** here until you are ready.
5. My French lesson **starts / is going to start** at 11 a.m. every Thursday.
6. Steve isn't answering his phone. **I will call / I'm calling** him again later.

Score: /5

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E. Complete the sentences with *both*, *neither* or *either*.

1. _____ Paul nor Tom have got any green socks.
2. **A:** I can't make up my mind about these jumpers. I like them all!
   B: You should buy _____ the black or the grey one.
3. _____ Francis and Helen play the drums.

Score: / 3

F. Rewrite the sentences starting with the words given.

1. It was such a boring party that everyone left early.
   The party was _____.
2. The exhibition is so interesting that I want to go again.
   It is _____.
3. It was such a good book that I finished it in two days.
   The book was _____.
4. The climb is so dangerous that only a few people have done it.
   It's _____.

Score: / 8

Communication

G. Match.

1. Could I have a word with you?
2. Did you get tickets for the concert?
3. Where is Harry?
4. Miss Brown always wears old-fashioned clothes.
5. I got Brad Pitt's autograph!

a. Get out of here! Show it to me.
b. Yep. It's all sorted.
c. Sure. What's up?
d. You can say that again!
e. He's on his way here, don't worry.

Score: / 5

TOTAL SCORE: / 45

Now I can...

- talk about music, musical instruments and concerts
- talk about the future
- write an email of invitation
- express result
- use idioms
- write an article describing an event

CLIL Page: Science

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III 5 Round-up

work with a teacher

Vocabulary

A. Circle the correct words.

1. The man wanted to **hold / approach** a meeting to make plans for the competition.
2. This particular **archer / author** has written more than twenty books over the last ten years.
3. A few years ago, he wrote a(n) **biography / autobiography** in which he describes the experiences that have made him the man he is today.
4. Let's buy Mark a **history book / comic book**. He prefers non-fiction books.
5. I decided to buy this book because its **novel / cover** looked interesting.

Score: / 5

B. Complete the sentences with prepositions.

1. That book was amazing! It was hard to put _____ .
2. When are you moving _____ your new house?
3. Of course you can't read it, it's upside _____ !
4. There was a brown spot on the carrot, but I sliced it _____ .
5. After chatting online for a few months, it was nice to talk to Jim face _____ face.

Score: / 5

Grammar

C. Complete with question tags.

1. The house by the river flooded, _____ ?
2. Wear a jacket tonight, _____ ?
3. Let's explore the city, _____ ?
4. Kate doesn't like horror films, _____ ?
5. The kids won't go out in the storm, _____ ?
6. The man wasn't injured, _____ ?
7. Turn off the alarm clock, _____ ?
8. You've brought a first aid kit, _____ ?

Score: / 8

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

1. As Kelly _____ (clean) the bird cage, her parrot _____ (escape).
2. While I _____ (sit) on a branch in a tree, it _____ (break) and I _____ (fall). Luckily, I _____ (not break) anything.
3. As soon as Mrs Mackenzie _____ (see) the snake in the classroom, she _____ (scream).

Score: / 7

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

1. We _____ (realise) that we _____ (not have) any money on us after we _____ (leave) the house.

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2. Yesterday, Kevin _____ (go) to the zoo.
He _____ (not be) there before.
3. It was quite a long flight. By the time the plane _____ (land), we _____ (watch) three films.

Score: /7

F. Complete with the correct form of the verbs in brackets.

1. Dave was exhausted so he stopped _____ (study) and went to bed.
2. We may _____ (go) to the school on Saturday morning _____ (rehearse) for the play.
3. Greg wants _____ (become) an astronomer. That's why he's thinking of _____ (buy) a telescope.
4. I was surprised _____ (see) Tina in a costume. I thought she hated _____ (dress up) at fancy-dress parties.
5. Ted never has enough time _____ (do) any housework but he can _____ (spend) hours _____ (play) computer games.

Score: /9

Communication

G. Complete the dialogues with the phrases a-d.

a. Fortunately
b. it got me thinking
c. That sounds amusing
d. I'm not a big reader

Wendy I read a great novel last month, and (1) ____ . You're a big fan of science fiction, aren't you?
Kyle Yeah, I am.
Wendy Well, in this book, the two main characters go on a big adventure across the ages, but they have to return in time for work the next day.
Kyle (2) ____ .
Wendy It was! I think you should read it.
Kyle I don't know... (3) ____ .
Wendy I thought you might say that. (4) ____ , they're making a movie about it.
Kyle Great!

Score: /4

TOTAL SCORE: /45

Now I can...

- talk about books and literature
- narrate past events
- distinguish between the Past Simple and the Past Progressive
- use the Past Perfect Simple
- use question tags
- express purpose
- write a story

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III 6 Round-up

work with a teacher

Vocabulary

A. Circle the correct words.

1. Do you know who **invented / failed** the washing machine?
2. We put up a sign in the school hall to **discuss / inform** students where they can buy tickets.
3. We have to work hard if we want to **achieve / advertise** our goal.
4. Did you **pick up / dial** the phone? I heard it ringing.
5. Make sure you log **off / in** the computer before you leave.
6. Live music is a great form of **disadvantage / entertainment.**
7. I'm thrilled because I got the best **role / signal** in the school play.
8. You should click there, then **log / type** in your username and password.
9. Our teacher gave the class helpful **newsfeed / feedback** after our presentations.

Score: / 9

B. Match.

1. leave	a. a prediction
2. catch	b. the bus
3. back up	c. a call
4. be a waste	d. a hurry
5. make	e. a message
6. give someone	f. of time
7. be in	g. a file

Score: / 7

Grammar

C. Circle the correct words.

1. You **have to / don't have to** feed the dog. I've already done it.
2. Henry **wasn't able to / won't be able to** take part in the race next week. He's sprained his ankle.
3. **Would / Could** you like me to give you a call later?
4. We **must / might** get hungry during our hiking trip, so let's take some sandwiches with us.
5. You **mustn't / needn't** leave the door open. Look at the sign.
6. **May / Would** I speak to John, please?

Score: / 6

D. Circle the correct words.

1. Millions of people **are watching / are being watched** the championship.
2. These cars **produce / are produced** in Germany.
3. The athlete **gave / was given** a gold medal.
4. My brother **downloads / is downloaded** music from his laptop.
5. Something **must do / must be done** to save the planet.
6. The beach **is cleaning / is being cleaned** tomorrow.
7. These coats **design / are designed** in Italy.
8. Van Gogh **painted / was painted** around nine hundred paintings.

Score: / 8

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E. Change the sentences from the Active to the Passive Voice.

1. The residents of Hillwood planted 1,000 trees in the park.

_____

2. They should reduce commercials on TV.

_____

3. The government is building a new hospital.

_____

4. They didn't collect the rubbish yesterday.

_____

5. We need to make a web page for the youth club.

_____

Score: / 10

Now I can...

- ask for, give and refuse permission
- express possibility and ability
- express obligation, lack of obligation and prohibition
- form nouns (ending in *-ion*, *-ation* and *-ment*)
- use the Passive Voice
- form adjectives (ending in *-ful* and *-less*)
- write an essay discussing advantages and disadvantages

CLIL Page: Literature

Communication

F. Match.

1. Could I speak to Mr Jones, please?	a. Yes, I grew up in Berlin.
2. Oh no! I missed the bus.	b. Sorry, you've got the wrong number.
3. Are you a native speaker of German?	c. Yes, tell her I'll meet her at the park at 7 p.m.
4. I can't believe I failed the test.	d. Well, you got a lot of answers wrong.
5. Sorry, she isn't here. Can I take a message?	e. I can give you a lift.

Score: / 5

TOTAL SCORE: / 45

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III 7 Round-up

work with a teacher

Vocabulary

A. Circle the correct words.

1. Did the police catch the **theft** / **thief**?
2. We need to find a **solution** / **donation** to this problem immediately.
3. Can you please turn **down** / **off** the TV a bit?
4. We're organising a bake sale to **treat** / **raise** money for the local hospital.
5. I want to become a **patient** / **volunteer** and help people in need.
6. Please don't wear that dress to the party. You look **ridiculous** / **obvious**!

Score: / 6

B. Complete with the correct form of the words in capitals.

1. Fortunately, the _____ was arrested before he escaped. **ROB**
2. My cat died after a long _____. **ILL**
3. Tourists should be aware of _____ when they travel. **PICKPOCKET**
4. Sally always gets picked first for the volleyball team. I think it's _____. **FAIR**
5. Two _____ have taken place in my neighbourhood this week. **BURGLAR**

Score: / 5

Grammar

C. Write questions. The words in bold are the answers.

1. A: _____ ?
   B: **The screws** fell on the floor.
2. A: _____ ?
   B: **Mark** won the song contest.
3. A: _____ ?
   B: Oliver beat **Lenny** at chess.
4. A: _____ ?
   B: The burglar stole **a painting**.
5. A: _____ ?
   B: The man tried on **the brown** shoes.

Score: / 5

D. Circle the correct words.

1. Jack pushed **me** / **myself** and I fell down, but luckily I didn't hurt **me** / **myself**.
2. Diane won't lie. You can always count on **her** / **herself** to tell you the truth.
3. Ted and I were thirsty so we treated **us** / **ourselves** to some apple juice.
4. My cousin, Susan, is twenty years old and lives by **her** / **herself**.
5. Greg didn't break the window, Mum, so don't blame **him** / **himself**.
6. Have you ever stayed at home by **yourself** / **yourselves**, children?

Score: / 7

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E. Complete with the correct form of the verbs in brackets.

1. If I had a lot of money, I _____ (make) a donation.
2. Would you become a detective if you _____ (like) solving crimes?
3. Mandy _____ (buy) a car if she _____ (know) how to drive.
4. If I _____ (be) you, I _____ (apologise) to my parents.
5. If I _____ (not know) how to put this chair together, I _____ (read) the instructions.

Score: / 8

F. Read the situations below and write sentences using *wish*.

1. I've got a terrible hairstyle and people make fun of me.

_____

2. The fundraising event is on Saturday. I'd love to go but I can't.

_____

3. I want to enter the competition but I'm not old enough.

_____

Score: / 6

Communication

G. Complete the dialogue with the sentences a-f. There are two extra sentences which you will not need to use.

a. It's a piece of cake.
b. Why aren't you painting the living room?
c. Whatever you say.
d. Haven't you started yet?
e. No need.
f. I can't be bothered.

Kerry Gavin, what are you doing?
Gavin I'm watching TV.
Kerry (1) _____
Gavin Well...
Kerry Well, what?
Gavin (2) _____
Kerry But you promised.
Gavin Well, I haven't got enough money to buy the paint.
Kerry (3) _____ I bought it yesterday. It's in the basement. So, what do you think? If you get started now, you'll finish by dinner time.
Gavin (4)_____

Score: / 8

TOTAL SCORE: / 45

Now I can...

- ask different kinds of questions
- give and follow instructions
- talk about imaginary situations
- ask for and give advice
- write a letter/email asking for / giving advice
- express wishes
- write a description of an event

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8 Round-up

work with a teacher

Vocabulary

A. Complete with the correct form of the words in capitals.

1. What's that _____ smell? **PLEASANT**
2. Don't you know it's _____ to point at other people? **POLITE**
3. Tidy up your desk! You can be so _____ sometimes. **ORGANISE**
4. This chair is _____. Can I sit on the sofa? **COMFORTABLE**

Score: / 4

B. Circle the correct words.

1. Billy and I had a(n) **luxurious / enjoyable** walk by the sea.
2. My brother gave me **a hard time / time to kill** after I lost his favourite cap.
3. We were an hour late so we **delayed / missed** our flight.
4. Carolyn **greeted / waved** goodbye and boarded the ship.
5. I was sunbathing almost every day, so I got a nice **tie / tan**.
6. Darren left his sunglasses in the **cabin / brochure**, so he went to get them.
7. Greg might win the song contest. I think he made a good **impression / announcement** on the judges.

Score: / 7

Grammar

C. Rewrite the sentences using Reported Speech.

1. 'I can't find my suitcase,' Emma said to us.
   Emma told us _____ _____.
2. 'Where did you go on holiday, Fred?' Gina asked.
   Gina asked Fred _____ _____.
3. 'Henry has never been backpacking,' Isabel said.
   Isabel told us _____ _____.
4. 'Don't forget your passport!' John told Sandra.
   John told Sandra _____ _____.
5. 'Are your parents travelling to Paris next weekend?' my cousin asked.
   My cousin wanted to know _____ _____.

Score: / 10

D. Choose a or b.

1. The police officer told us _____ our bags.
   a. open
   b. to open
2. Lee told me he had played tennis _____.
   a. the following day
   b. the previous day
3. Excuse me, could you tell me _____ the ski instructor is?
   a. who
   b. whether

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4. Mike asked me when _____ him his headphones back.
   a. would I give
   b. I would give
5. He asked us _____ we had our passports with us.
   a. where
   b. whether

Score: / 5

E. Circle the correct options.

1. **Even though / Despite** Diane made a list of what to pack, she still forgot her hiking boots.
2. **Despite / Although** his accident, Trevor went on his backpacking trip.
3. **In spite of / Although** being hungry, I couldn't eat the food. It was terrible!

Score: / 3

F. Read the direct questions and form indirect questions.

1. Is that slope dangerous?
   Do you know _____?
2. What time does the travel agency close?
   Could you tell me _____?
3. Was the service good?
   Can _____?
4. Where will I find souvenirs?
   Do you _____?

Score: / 8

Communication

G. Complete the dialogue with the phrases a-g. There is one extra phrase which you do not need to use.

a. Well, I like to paint from time to time.
b. So, take your time.
c. It's out of this world!
d. Don't talk nonsense.
e. Take a break.

Penny Are you painting a picture, Olga?
Olga Yes, but it's not very good.
Penny Don't be silly. (1) _____
Olga Do you think so?
Penny Yes, I didn't know you were an artist.
Olga (2) _____
Penny You should have your own exhibition.
Olga (3) _____
Penny I'm serious! Actually, there's a competition at the Town Hall every year. You should enter.
Olga But I haven't finished this painting yet.
Penny The competition isn't until the summer. (4) _____

Score: / 8

TOTAL SCORE: / 45

Now I can...

- report statements, questions, commands and requests
- talk about different types of holidays
- talk about misfortunes
- write an account of a true event
- express concession
- differentiate between formal and informal language
- write a formal letter asking for information

CLIL Page: Social Studies

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A. Look at the pictures. Do you know anything about these regions? Listen, read and check your answers.



THE REGIONS AND CLIMATES OF UKRAINE

Ukraine is a huge country in Eastern Europe. It has seven neighbouring countries that share its borders, including Moldova, Romania and Poland. Ukraine has an area of over 603,000 square km, which makes it the second biggest country in Europe. It's also twice the size of Italy and only a little smaller than the state of Texas in the USA.

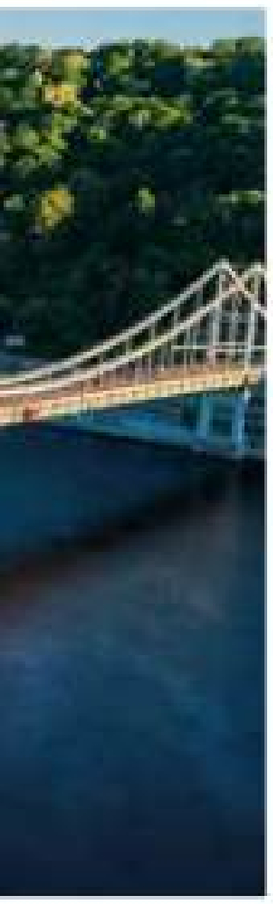
Ukraine has a variety of different regions and climates. The centre of the country is very flat and is the best place for farmers to grow food. Because of this, it is called the 'breadbasket of Europe'. In the west are the Carpathian Mountains where local people can ski and go hiking, and in the south, there is the Black Sea. This region has many beautiful and interesting castles on the coast, as well as many holiday resorts that Ukrainians like to visit in the warmer months.



In general, summers in Ukraine are hot and winters are cold. The hottest area is the centre where average temperatures in summer are between 24 to 28° C. In the winter it is also the coldest region, with average temperatures between -6 and -2° C. In the south during winter, it can get so cold that the sea freezes. Lastly, the wettest part of the country is the east and the snowiest is the Carpathian Mountains.

Ukraine is a nation that has many rivers. The longest is the Dnipro River, which has a length of 1,095 km within Ukraine and a total length of 2,285 km. The largest forest in Ukraine is the Shatsky National Natural Park, located in the northwest of the country, in the Volyn region. This park includes the Shatsk forests and lakes, including the famous Svityaz Lake. The total area of the park is over 32,000 hectares. It's a great place to go camping, but because it's so big it's very easy to get lost there.

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B. Read the text again and answer the questions.

1. How big is Ukraine?
2. What do locals do in the central region?
3. What happens to the sea in the south when it gets cold?
4. Which area is the coldest?
5. Which is the rainiest part of the country?
6. Why can camping in the Shatsky National Natural Park be difficult?

Project

Give a presentation!

In small groups choose another country. Find information about it on the Internet and compare its geography, climate, and other geographical features to Ukraine. Then give a presentation to the class.

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A. Look at the pictures and read the title of the text. What do you think it is about? Listen, read and check your answers.

Ukraine:

A Land of History and Diversity*









Ukraine is one of Europe's largest countries. Most Ukrainians live in their historical lands, where their culture developed. While some Ukrainians live abroad, those in Ukraine make up the largest ethnic* group in these areas. Around 81% of people in Ukraine live in cities. The city with the largest population is Kyiv, the capital of the nation. Yet apart from what these statistics tell us, what is the population of Ukraine really like?

There is a large international community* in Ukraine, because lots of people from countries such as Poland, the Czech Republic, Slovenia and Moldova have moved there. Interestingly, Ukraine is home to many languages spoken by various ethnic communities. While Ukrainian is the only official state language*, laws guarantee* the cultural and linguistic* rights of national minorities*, allowing them to use their native languages in specific contexts*. This protects the smaller languages that are spoken throughout the country.

Many young people go to Ukraine to study. This is because, in comparison to other European countries, student fees are quite affordable* and it's easier to get a student visa. The highest number of international students come from India. Due to this, many universities offer courses that are taught in English. With a large variety of non-natives living or studying in Ukraine, it's a welcoming place where you can make friends and learn about cultures from all over the world.

We celebrate diversity and build friendships, but we remember that this land is home to Ukrainians, united by their history, culture and identity*.

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B. Read the text again and write T for True or F for False.

1. More than half of Ukrainians live in cities. ○
2. Only a few people from other European countries live in Ukraine. ○
3. People who live in Ukraine can only use the Ukrainian language in their everyday lives. ○
4. University students spend less money in Ukraine than in other European countries. ○
5. English is used for many university courses in Ukraine. ○

Project

Make a Language Diversity Map!

In small groups, choose another country. Find information on the Internet about where different languages and/or dialects are spoken in the country. Create a map of the country showing the diversity of languages/dialects in specific areas. Then present your map to the class.



**diversity: the state in which a wide range of people or things are included within a group, area, etc.*

**ethnic: typical of a group, country or culture*

**community: a group of people living near each other in the same area*

**official state language: the main language used in a country*

**guarantee: to say for sure that sth will happen; to promise*

**linguistic: having to do with language*

**minority: a small part of a big group of people or things*

**context: the setting in which sth takes place*

**affordable: not too expensive; cheap enough to buy*

**identity: the characteristics which make one person different from another*

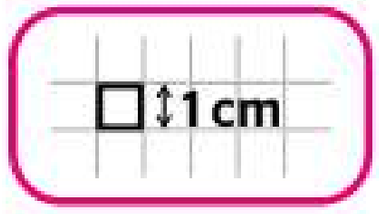
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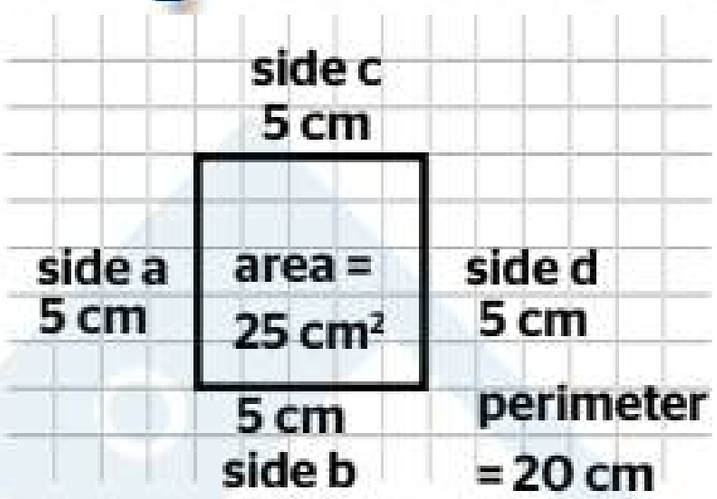
III 1 **CLIL / Maths**

Area and perimeter

A. Look at the square on the graph paper on the right. What do you think *area* and *perimeter* refer to? Do you know how to find them?







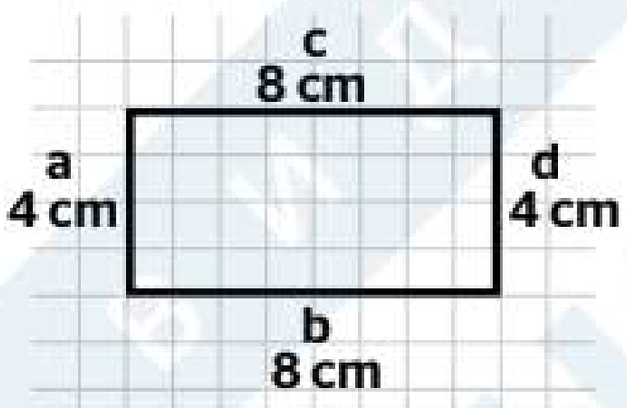
B. Look at the square again. Which of the following ways can you use to find the *area* and *perimeter*? Tick.

To find the perimeter of a square:

- ○ count the number of small squares around the outside of the square.
- ○ add (+) the lengths of **side a**, **side b**, **side c** and **side d** together.
- ○ take the length of one side and multiply (x) it by 4.

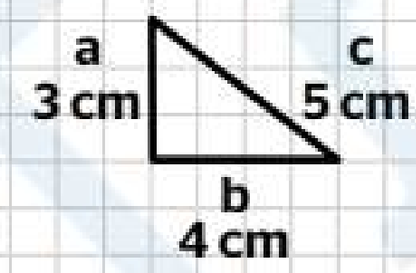
To find the area of a square:

- ○ count the number of small squares inside the square.
- ○ multiply (x) the lengths of **side a** and **side b** together.
- ○ count the number of squares around the outside of the square and divide (÷) it by 2.



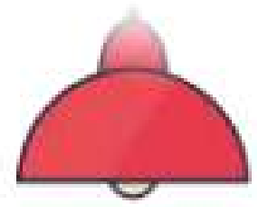
perimeter = ____ cm + ____ cm + ____ cm + ____ cm = ____ cm

area = ____ cm x ____ cm = ____ cm²



perimeter = ____ cm + ____ cm + ____ cm = ____ cm

area = $\frac{\text{____ cm x ____ cm}}{2}$ = ____ cm²



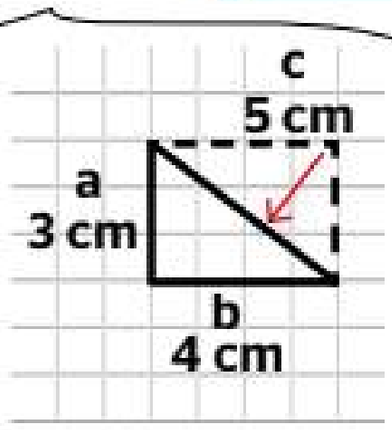


REMEMBER

If you can't work out the area, just count the squares on the inside of the shape.



This triangle is exactly half a rectangle. Find the area of the rectangle first and then divide (÷) it in half.

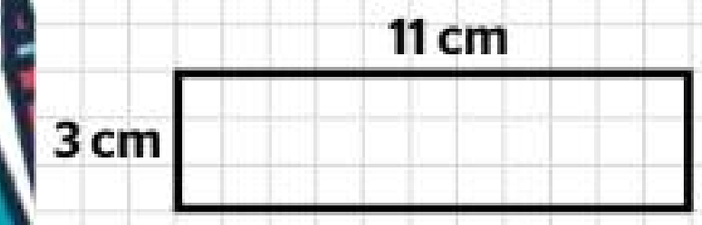




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C. Now look at the shapes below and find the *area* and *perimeter* of each one. Use the graph paper below each shape to show your maths.

1.



perimeter = ☐ cm

area = ☐ cm²

2.



perimeter = ☐ cm

area = ☐ cm²

3.

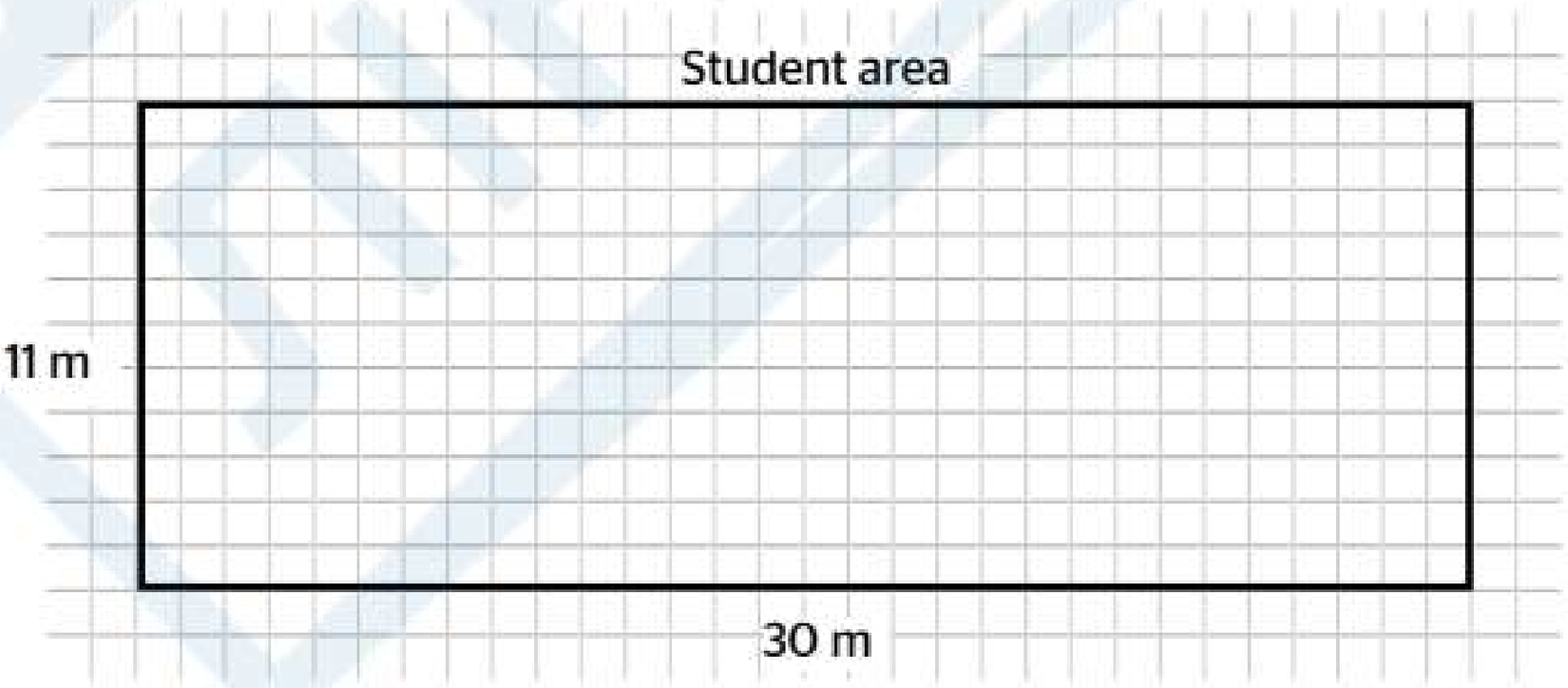


perimeter = ☐ cm

area = ☐ cm²

Project

Design your school's student area! Step 1: Imagine your school wants to turn an old building into a student area. Look at the floor plan of the building and find its area and perimeter.



1 **cm** on the graph paper = 1 **m** in the building

Step 2: What do you want to put in your student area? Choose some of the ideas below, or use your own. Think of how popular each room would be with students, and how big it would need to be (e.g. canteen 20 m², bathroom 4 m², games room 30 m², etc.). Also, remember, you can use different shapes – squares or rectangles. Draw each area on the graph paper and then write in the area and perimeter for each one. Make sure everything fits!

games room sitting area canteen study area bathroom

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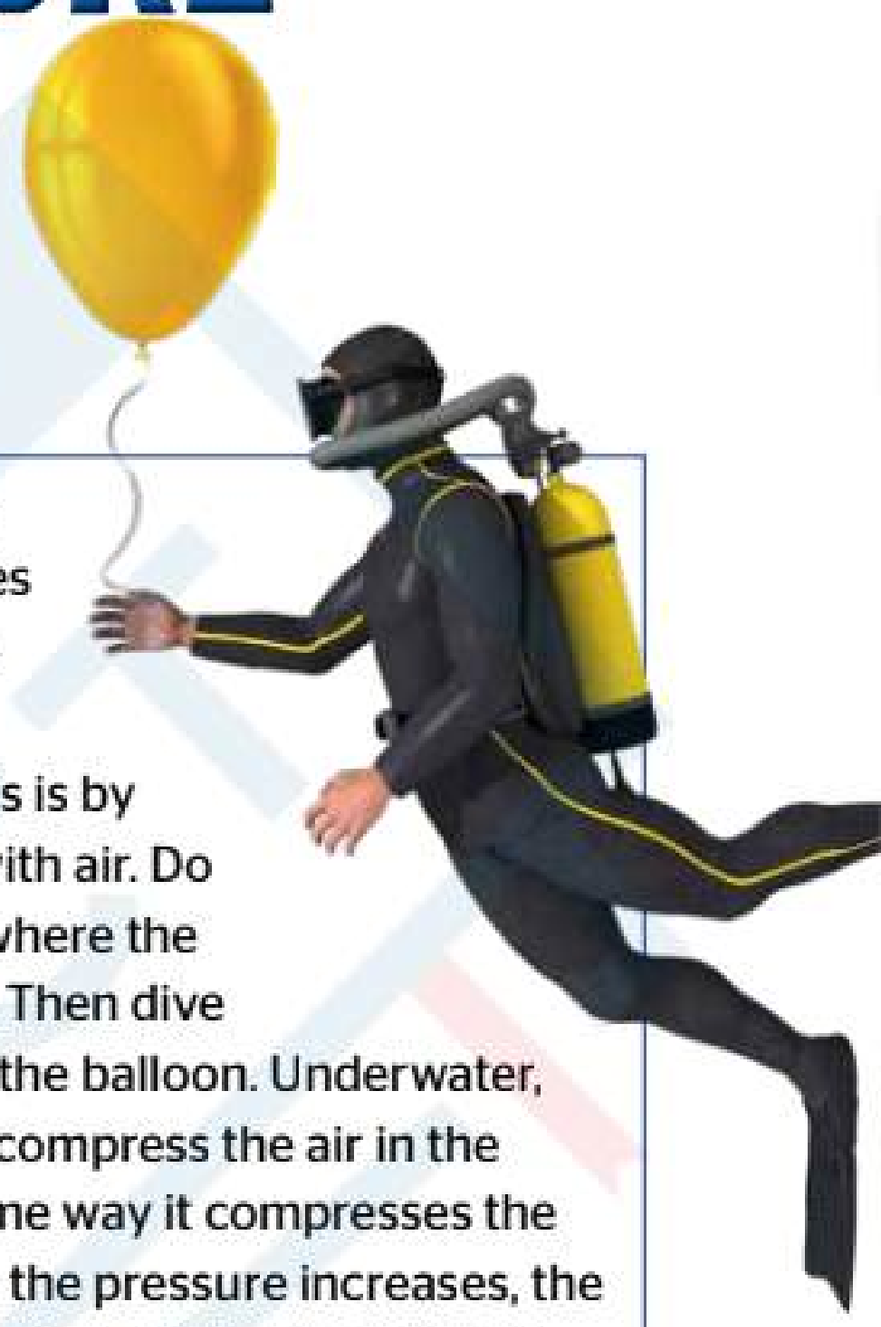
III 2 **CLIL / Science**

PRESSURE

A. What do you think will happen to a balloon if it is taken underwater?

B. Look at the highlighted words in the text and find their definitions in a dictionary.

C. Listen, read and check your answer to activity A.



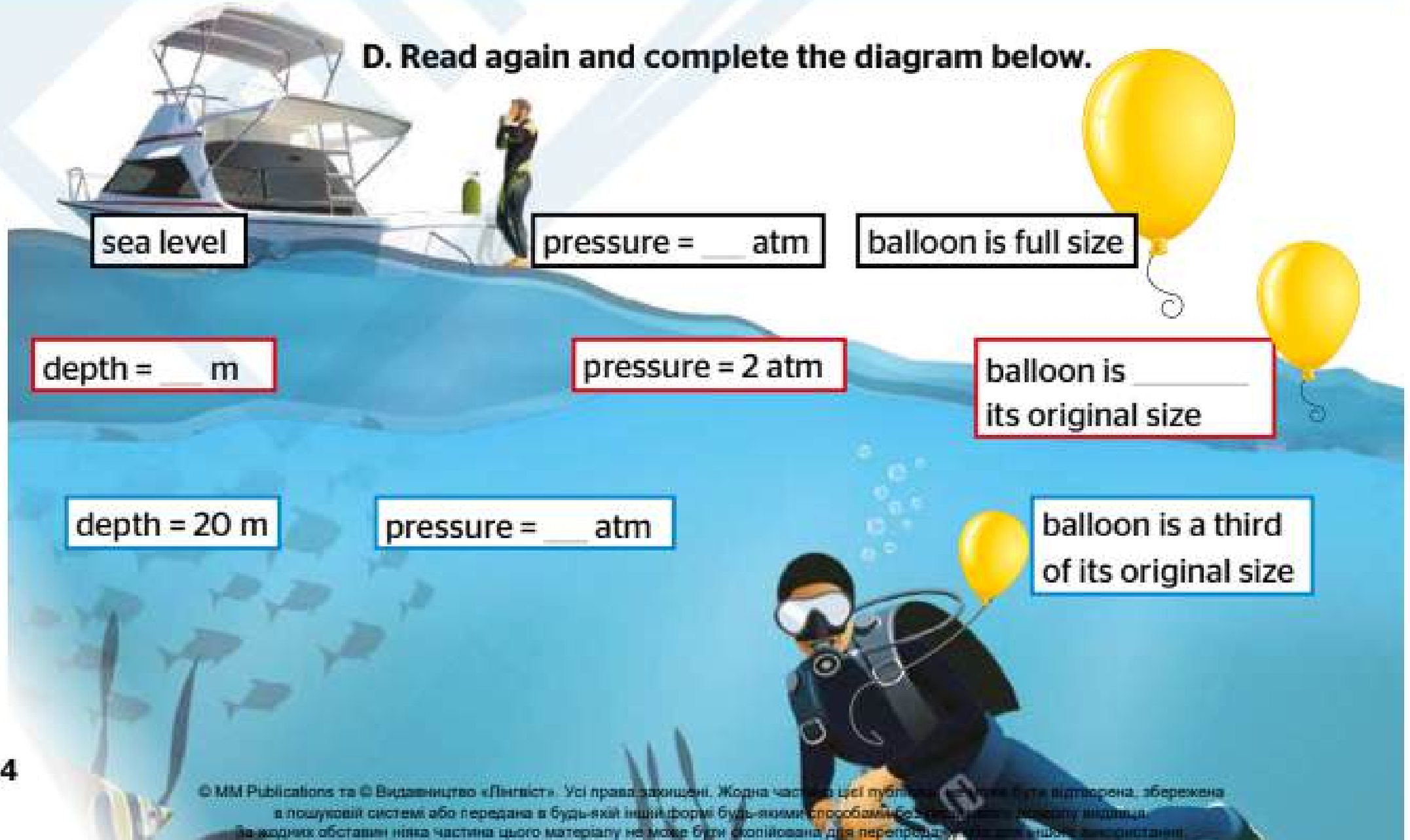
Have you ever felt your ears pop when diving really deep underwater? What you felt was a result of water pressure. There is more pressure underwater than there is on land. When you dive down, the first place you feel the change in pressure is in your ears. This is because your ears always have air inside them. The higher pressure compresses the air, and this is what makes our ears feel so strange.

When we stand on land at sea level, we are standing in 1 atmosphere (atm) of pressure. This is the normal pressure of the air in the atmosphere that we live in every day.

When we go underwater, the pressure increases because the water above us also creates pressure. The deeper you go, the higher the pressure; for every 10 metres (m) of depth, the pressure increases by another 1 atm.

The easiest way to understand this is by filling a balloon with air. Do this at sea level, where the pressure is 1 atm. Then dive underwater with the balloon. Underwater, the pressure will compress the air in the balloon in the same way it compresses the air in our ears. As the pressure increases, the balloon will become smaller. At a depth of 10 m, the balloon will be half the size it was on the surface. At a depth of 20 m, where the atmosphere is 2 atm higher than at the surface, the balloon will be a third of its original size.

D. Read again and complete the diagram below.

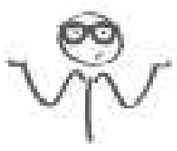


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Project

Do an experiment!

Use the worksheet below.



QUESTION

Does water act differently at different pressures?

MATERIALS

You will need:

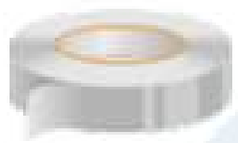
an empty plastic bottle with no lid



a pin



some tape



water



a bowl



METHOD

STEP 1 Use the pin to make three small holes in the side of the plastic bottle: one at the top, one in the middle and one at the bottom.



STEP 2 Cover the holes with tape and fill the bottle with water.



STEP 3 Go to the **Hypothesis** box.



STEP 4 Hold the bottle over a bowl and take the tape off all the holes.

HYPOTHESIS

What do you think will happen when you take the tape off all the holes? Write T for True or F for False, and say why.

- The water will come out of each hole at the same speed. ○
- The water will come out of each hole at a different speed. ○
- Water will shoot the same distance from all holes. ○
- Water from some holes will shoot further. ○

STEP 5 Go to the **Observation** box.

STEP 6 Go to the **Conclusion** box.

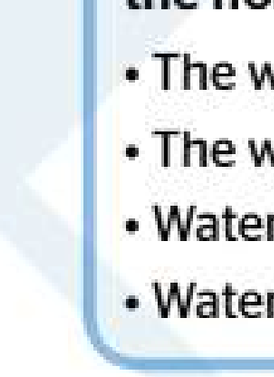


OBSERVATION

What did you see?

When I took the tape off, _____

_____.



CONCLUSION

What did you learn from this experiment?

I learnt that _____.

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III 3 CLIL / Literature

Poetry

A. Look at the words below. How many syllables are in each word? Write 2, 3 and 4. Then listen and check your answers.

celebrate ◯ balloon ◯ celebration ◯

B. Do you know anything about haiku? Read the information in the box. Then listen to and read the two haiku poems. What do you think they are about?



What is a haiku?

Haiku is a type of Japanese poetry. In English, a haiku is a three-line poem with seventeen syllables. A haiku usually shows one moment in time, and tries to create a picture for the reader. A haiku usually includes present tenses, but it doesn't need to rhyme.



almost-sunny days
and the children celebrate:
no more school this year.

Surfing on the beach
with all the time in the world.
School is out for months!

C. Read the haiku out loud and clap your hands every time you say a syllable. How many syllables are in each line?

Line 1: _____ syllables
Line 2: _____ syllables
Line 3: _____ syllables

Project

Write a haiku!

Step 1: Brainstorm

A. Think of a special moment in your life or an experience you had. Imagine you are living this moment/experience again now. How would you describe it? Use the questions to help you think of ideas.

- Where are you?
- What's the weather like?
- What are you doing?
- Who are you with?
- How do you feel?

B. What are you going to write about? Choose 2-3 of your ideas.

Step 2: Write

Write your haiku using the ideas you have chosen.

Step 3: Proofread

Go through each line of your haiku and count the number of syllables. Does your haiku follow the same pattern as the ones in activity B? If not, how can you change it so that it does?

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Braille and Sign Language

A. Look at the highlighted words in the text and find their definitions in a dictionary.

B. How much do you know about Braille and sign language? Listen, read and find out more.







Braille is a way of reading and writing that is used by people who are blind or can't see well. It was created by Louis Braille in 1829. Louis lost his sight when he was very young and went to a special school. There, he learnt how to read and write, but he found it very difficult and decided to help people who had the same problem. So, he created Braille – an alphabet which was made with little raised dots. Each group of dots represented a different letter and people touched each letter to read a word. Today Braille helps people all over the world.

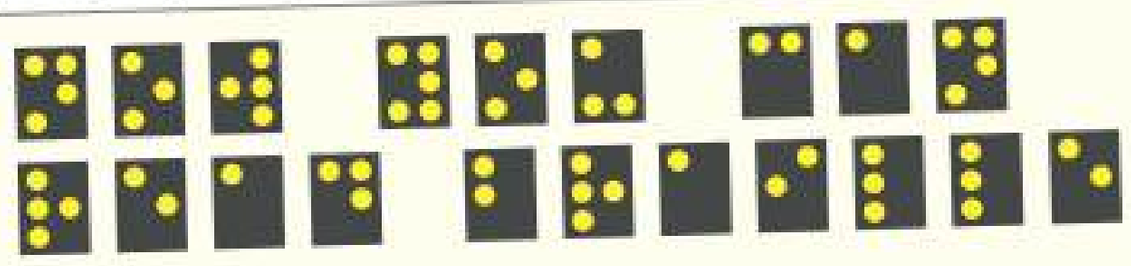
Sign language is used by people who are deaf or can't speak to communicate. They use their hands and facial expressions to make different signs. Each sign shows the meaning of a word or phrase. Some words and phrases don't have signs and so they are spelt out with fingerspelling. Schools for deaf people all over the world use sign language, and almost every country has its own sign language. There are 300 different sign languages!

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

1. Louis was not born blind. ○
2. Louis learnt to read and write easily. ○
3. After Louis died, the alphabet he created was used even more. ○
4. People don't just use their hands in sign language. ○
5. All countries have the same sign language. ○

D. Look at the Braille alphabet and write the message.

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z



Project

Learn your name in sign language! Use the Internet to research a sign language (for example, British Sign Language). Find the fingerspelling alphabet and learn how to sign your name. Then, teach it to one of your classmates.

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Pair work activities

1a Speak

Talk in pairs. Pretend to ring your partner and discuss your plans for today. Use the ideas given and some of the phrases in the boxes.

Do you want to...?
Do you fancy...?
How about...?
Let's...

sports	party
cinema	meal
	shopping

Sure, why not?	Sorry, I have other plans.
Of course. I'd love to.	I'm afraid I'm busy.
Sounds brilliant!	Maybe some other time.
That would be great.	No, thanks.
How could I say no?	I'd like to come but...
	I'm afraid I can't make it because...

Hi, how's it going?

Not bad.

What are you up to?

Nothing much.

Do you want to...?

...



1b Speak & Write

A. Talk in pairs. What do you think about the activities below? Choose a pair of activities and compare them using the phrases and adjectives in the boxes.

I think...
I believe...
In my opinion...
I agree...
I don't know about that...
I'm not sure...
I disagree...

revising for an exam - sitting for an exam

PE lessons - chemistry lessons

attending school - doing homework

exciting
boring
difficult
easy
tiring

I think revising for an exam is more tiring than sitting for an exam.

I disagree. I think that it's difficult and...

B. Choose a pair of activities from above and write a paragraph comparing them.

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1d Speak

Student A Imagine you are a reporter for a local magazine. Interview Student B using the prompts below to complete the form.

Student B Student A is a reporter for a local magazine and wants to interview you. Answer his/her questions.

- What / name?
- How old / be?
- How long / learn English?
- How old / when start?
- Where / learn English?
- How often / have lessons?
- How many / hours / study?
- Do you watch...?
- Why / learn / English?



Survey: Learning English!

GENERAL INFORMATION

name: _____

age: _____

learning English for/since: _____

age when started: _____

where: _____

frequency of lessons: _____

hours of studying: _____

OTHER WAYS YOU LEARN/PRACTISE

- watch English TV programmes or films: yes ☐ no ☐
- read English magazines or books: yes ☐ no ☐
- listen to English songs: yes ☐ no ☐
- use English websites: yes ☐ no ☐
- play English computer games: yes ☐ no ☐
- communicate with an English-speaking penfriend/e-pal: yes ☐ no ☐

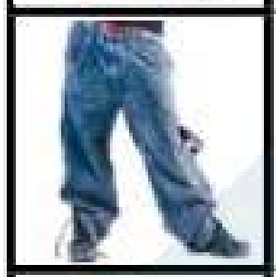
REASONS WHY YOU ARE LEARNING

- meet people: yes ☐ no ☐
- travel: yes ☐ no ☐
- study abroad: yes ☐ no ☐
- work: yes ☐ no ☐
- other: _____

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2c Speak & Write

GROUP SURVEY: Do you wear...? Work in groups of four. Ask each other questions and complete the table below. Then report your answers to the class.

Do you wear...?	Student 1	Student 2	Student 3	YOU
				
				
				
				
				

All the students in my group wear...

Two students wear...

None of the students in my group wear...

2d Speak

Talk in pairs about the teenage brain. Use the ideas below.

- What are some differences between a teenage brain and an adult brain?
- Do you think it's important to do research on the teenage brain? Why? / Why not?
- What would you change at your school, so it better suits the teenage brain?
- Do you know of any good study habits for teenagers? What are they?

3d Speak

Discuss the following.

- If you could go to one of the three camps in activity 1, which one would you choose? Why?
- Do you think summer camps are a good learning experience for children?
- Is there any other camp that you'd like to go to? Which one?

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4b Speak & Write

Student A

Imagine you're organising a night out. Invite your partner, make suggestions about where you can go and what you can do, and make arrangements about when and where to meet. Use phrases like:

Would you like to come/go to...?
How about coming/going...?
We can/could...
Let's...

Student B

Accept Student A's invitation. Discuss where you can go and what you can do and make arrangements about when and where to meet. Use phrases like:

I'd love to come. Thanks.
Sounds like fun. Sure. Why not?
I don't really like... Why don't we...?
What do you think about...?
No, let's not... Let's...

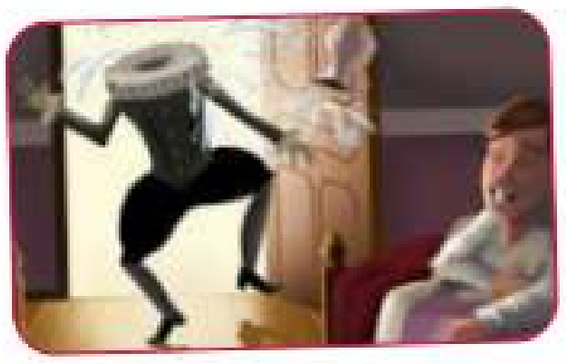
4d Speak





5b Speak & Write

The picture below is from one of the later chapters of the story in activity 1. What do you think happened? Discuss and then write this part of the story by answering the questions below.



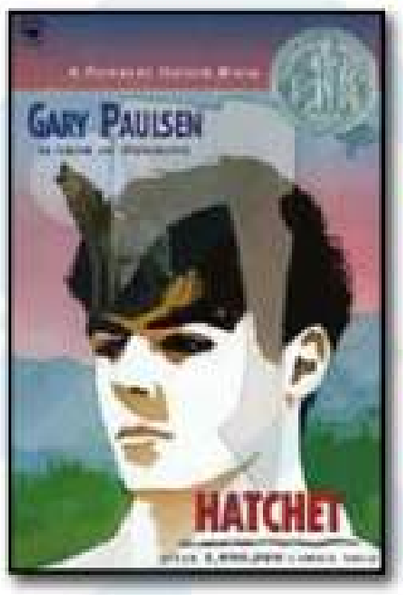
- What were the twins doing that evening?
- When did the ghost appear?
- What did the ghost look like?
- What did the ghost do?
- What did the twins do?
- How did the ghost feel?
- How did the twins feel?
- What happened in the end?

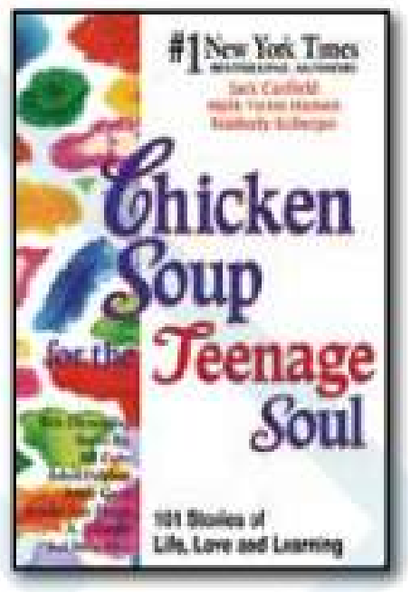
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5d Speak

type of book author what the book is about
number of pages price

Student A: Imagine that you want to buy a book to read on your holiday. You have seen the covers of the two books, but know nothing about them. Student B works in a bookshop. Ask him/her questions to find out as much as you can about the two books. Use the ideas in the box.





5e Speak & Write

Work in groups of three. Look at the pictures 1-7, which show what happened to Tim and James. Make up a story using the pictures and the ideas/prompts given in the boxes. Then think of an interesting ending.



- It was a warm summer morning...
- As soon as...
- They were so amazed...
- A few minutes later, ...
- They decided...
- While they were...
- Then...
- When the boys...
- Fortunately/Unfortunately, ...

go / scuba diving
put on / scuba diving gear
underwater camera
dive / water
see / tropical fish
take / photo
see / entrance to underwater cave
go inside / explore
discover / wooden treasure chest
swim / boat
tie / rope / around / chest
pull up / boat
open / chest
full of

6a Speak **Talk in pairs.**

Student A: Imagine you are ringing Student B to talk about something, but he/she isn't picking up his/her mobile. Leave a voicemail message and wait for him/her to return your call.

Student B: When Student A rings you, listen to him/her as he/she leaves a voicemail message. Then ring Student A and discuss the message he/she left.

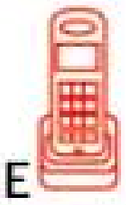
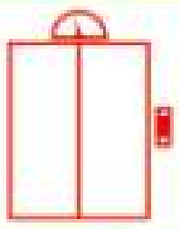


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6c Speak & Write

Student A:

A. Look at the information in the table below and answer Student B's questions so that he/she can guess the inventions. Use the Passive Voice.

	MADE OF	INVENTED BY	INVENTED IN	USED TO
TELEPHONE 	metal, plastic	Alexander Graham Bell	1876	communicate with people
LIFT 	metal, glass, plastic	Elisha Otis	1852	go up and down in a building
PLANE 	metal	Wilbur and Orville Wright	1903	fly

What's it made of?
It's made of ...
Who was it...?
It was...
When was it...?
It was...
What's it used for?
It's used to...



B. Ask Student B questions. Complete the table below and try to guess what the inventions are.

MADE OF	INVENTED BY	INVENTED IN	USED TO	
				?
				?
				?

6d Speak & Write

CLASS DISCUSSION

Choose a gadget/device from the box that you can't live without. Think about the ideas given and discuss, giving your opinion.

smartphone
game console
TV
laptop/tablet
smartwatch
headphones/ earbuds

- what you do with it
- how often you use it
- why it is so important to you

I don't think I can live without my smartphone because I use it every day. I...



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Pair work activities

6c Speak & Write

Student B:
A. Ask Student A questions. Complete the table below and try to guess what the inventions are.

MADE OF	INVENTED BY	INVENTED IN	USED TO	
				?
				?
				?

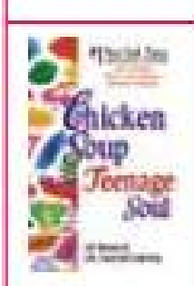
What's it made of?
It's made of ...
Who was it...?
It was...
When was it...?
It was...
What's it used for?
It's used to...

B. Look at the information in the table below and answer Student A's questions so that he/she can guess the inventions. Use the Passive Voice.

	MADE OF	INVENTED BY	INVENTED IN	USED TO
AIR CONDITIONER	metal, plastic	Willis Haviland Carrier	1902	keep a room cool or warm
ANSWERING MACHINE	metal, plastic	Benjamin Thornton	1935	record phone messages
DISHWASHER	metal, plastic	Josephine Cochrane	1886	wash dishes

5d Speak

Student B:
Imagine that you work in a bookshop. Look at the information in the table and answer Student A's questions.

Book	Type	Author	What it is about	Pages	Price
	Mystery/ Thriller	Gary Paulsen	The amazing story of a teenage boy, named Brian, who survives a plane crash. He is alone in the wild and the only thing he's got with him is a hatchet from his mother.	289	€7.49
	Short stories	Jack Canfield, Mark V. Hansen, Kimberly Kirberger	A variety of short stories, poems and cartoons – most of them written by teenagers – about common teenage problems.	352	€12.39

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7a Speak THE ALIBI GAME

Talk in groups of four. One member of the group is a detective who is investigating a crime that happened at ten o'clock last night. He/She must ask the other members of the group questions. The other members must try to think of a good alibi. Then the detective reports the alibis to the class to decide who has the best one.

Where were you at ten o'clock last night?
Who were you with?
What were you doing?
What did you...?

7c Speak

Student A

Choose one of the situations below. Describe your problem to Student B, say how you feel and ask him/her for advice. Use some of the expressions given. Then swap roles.



Your best friend copies your homework all the time.	Your best friend is very upset because you forgot his/her birthday.	Your best friend pretended to be ill to miss school. Now, he/she is asking you to lie to his/her parents.
Your best friend borrows things all the time, and never gives them back.	Your best friend's sister hangs out with the two of you all the time, and you think she's annoying.	Your best friend made his/her own T-shirt, and thinks it's really cool. You think it looks ridiculous.

Student B

Listen to Student A's problem and give him/her advice. Use some of the expressions given. Then swap roles.

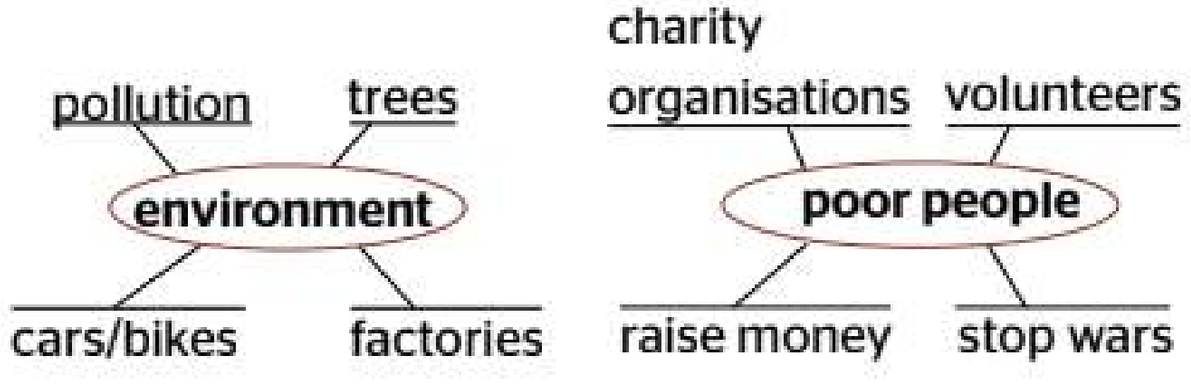
The problem is...
I've got a problem with...
I feel...
Can you please give me some advice?
What should I do?
What would you do if you were me?

I think you should/shouldn't...
If I were you, I'd...
It would be a good idea to...
Don't worry, we'll think of something.
Everything will be fine.

7d Speak & Write

I wish people planted more trees.

A. Discuss how you wish to make the world a better place. Use the topics and the ideas given.



B. Write a few sentences about how you wish to make the world a better place.

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Pair work activities

8a Speak

Talk in pairs. Interview your partner about his/her last holiday. Note down his/her answers. Then report them to the class.

- Where did you travel to on your last holiday?
- Who did you go with?
- What did you do there?
- Did you have fun?
- Will you go again?
- What are your plans for next summer?

Maria said she had travelled to Italy the previous summer.

8e Speak & Write

Look at the holiday advertisement.

Student A

You work for Tomkins Travel Agency and know all about the summer breaks on Margarita Island. Answer Student B's questions.

Student B

You are interested in the summer breaks on Margarita Island so you call Student A to ask for information. Ask about the following using indirect questions.

- cost for 1 week?
- any special offers in August?
- which sports?
- minimum age for sports?

Tomkins Travel Agency.

Hello. I'm calling to ask for some information about...

Of course. How may I help you?

Could you tell me...?

Summer Breaks

ON MARGARITA ISLAND, VENEZUELA



Unbelievable prices!

Lots of amazing resorts near the beach: Playa El Yaque!

Extreme water sports available

Come to this beautiful Caribbean island and enjoy the excitement of a summer holiday!

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1e Speak & Write

TIP! *Remember that drawing a mind map helps you come up with ideas as well as organise them.*

TIP!

When you want to write information presenting yourself, you should:

- *group the information into categories so that it is easier to understand.*
- *use appropriate tenses. Use the* ***Present Simple*** *for routines, the* ***Present Progressive*** *for temporary situations and future arrangements, and the* ***Past Simple*** *for past events.*
- *link your ideas so that your writing flows. Use:*
  - **and** *to join similar ideas.*
  - **but** *to join two opposite ideas.*
  - **so** *to express result/ consequence.*
  - **because** *to show reason.*
  - **or** *to show an alternative.*

2e Speak & Write

When you're writing **a description of a person**, organise the information according to the plan below.

INTRODUCTION

- Give some general information about the person (name, relationship to you).

MAIN PART (2 PARAGRAPHS)

1 Describe his/her personality. Mention good and bad qualities. Use phrases like:
- *He/She is very / really / quite / a bit...*
- *He/She is the one who...*
- *The best/worst thing about him/her is that he/she...*
- *He/She is also...*

2 Describe his/her hobbies/interests and what you do together.
- *We're both interested in...*
- *His/Her favourite hobby is...*
- *He/She is into / fond of...*

CONCLUSION

- Give your general opinion of this person.

TIP! *Do not write very short sentences. Use linking words (and, or, but, so, because) to join your ideas.*

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III Writing section

3e Write

TIP! *When you're writing an informal letter or email giving news, follow the plan below.*

GREETING

• Greet the person you're writing to.

▸ *Dear Paul,* ▸ *Hi Kelly,*

OPENING PARAGRAPH

• Begin your letter/email and say why you're writing. Use phrases like:

▸ *How are you?*

▸ *What have you been up to?*

▸ *I'm writing to ...*

▸ *Sorry I haven't written for so long, but ...*

▸ *Well, here's the latest.*

MAIN PART

• Give your news. Use phrases like:

▸ *You won't believe what happened last ...*

▸ *I've also got some bad news.*

▸ *The game started ...*

▸ *It was so funny that ...*

▸ *We won/lost ...*

CLOSING PARAGRAPH

• State anything you want to emphasise and end your letter/email. Use phrases like:

▸ *Waiting for your letter/reply.*

▸ *I'm looking forward to hearing from you*

▸ *Say hello to everyone.*

▸ *I must go now.*

SIGNING OFF

• Use a signature ending and your first name below that.

▸ *Yours, Betty* ▸ *Bye for now, Mark*

▸ *Best wishes, Ted* ▸ *Take care, Carly*

4b Speak & Write



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За жодних обставин ніяка частина цього матеріалу не може бути скопійована для перепродажу або для іншого використання.

When you're writing **an informal letter or email of invitation**, follow the plan below.

GREETING

OPENING PARAGRAPH

- Begin your letter/email and say why you're writing. Use phrases like:
  - *I'm writing to invite you to...*
  - *Would you like to come to...?*

MAIN PART

- **Give all the necessary information/ details (place, date, time, cost, activities, etc.)**
- **Make your suggestions or any arrangements. Use phrases like:**
  - *Why don't we go/meet...?*
  - *How about...?*
  - *I think it would be a good idea to...*
  - *What do you think about...?*

CLOSING PARAGRAPH

- **State anything you want to emphasise and end your letter/email. Use phrases like:**
  - *Please, don't say no.*
  - *I hope you can make it.*
  - *If you decide to come, let me know soon.*
  - *Waiting for your reply.*
  - *I'm looking forward to..., so don't let me down.*

SIGNING OFF

4e Write

When you're writing **an article about an event**, organise your ideas according to the plan below. Use lively, colourful language, e.g. adjectives/adverbs/phrases/expressions, and a variety of structures and syntax. Keep the reader's attention by addressing the reader personally, asking rhetorical questions and using exclamations.

TITLE

Choose a catchy title for your article that grabs the reader's attention.

INTRODUCTION

Describe:

- what kind of event it was.
- when and where it took place.
- who took part in it.

MAIN PART

- Write about what you did before the event (preparations, activities, etc.).
- Describe what took place during the event.
- Write about what you considered special about it, and if anything worth mentioning happened.
- Write about your feelings during the event.

CLOSING PARAGRAPH

- Write about your overall opinion of the event.
- Give a recommendation if you think others would enjoy the event.

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III Writing section

TIP!

- *An article is usually written for a newspaper, magazine or website, so you should use a range of techniques to attract and keep the reader's attention.*
- *Use past tenses to describe events which took place in the past.*
- *Organise the article in paragraphs.*

5e Speak & Write

When you're writing a story, try to narrate events according to the plan below. Don't forget to use Past Tenses (Past Simple, Past Progressive, Past Perfect).

INTRODUCTION

- Describe the setting of the story (time, place, weather, etc.) and introduce the main character(s).

MAIN PART

- Mention what happened, what the character(s) saw, heard, did, said, etc. and how they felt.

Time: when, while, as soon as, before, after that, after a while, till/until, during, later, soon, then, at that moment, in the beginning, finally, by the time, immediately
Contrast: but
Result – Consequence: so
Cause – Reason: because

- expressions/phrases to make your story more interesting

- *All of a sudden / Suddenly...*
- *(Un)fortunately / (Un) luckily...*
- *To my surprise...*
- *I couldn't believe my eyes!*
- *My heart jumped!*
- *Without thinking,...*

- adjectives to describe how the main character(s) felt (frightened, shocked, upset, relieved, excited, etc.)

CONCLUSION

- Describe what happened in the end and make a short comment.

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За жодних обставин ніяка частина цього матеріалу не може бути скопійована для перепродажу або для іншого використання.

6b Write

- Who invented the telephone?
- When was it invented?
- What were the first words ever spoken over the telephone?
- What was it like when it was first invented?
- How has it changed throughout the years?
- What's the difference between a landline and a mobile phone?
- When was the first mobile phone invented?
- What was it like?
- Do you think the telephone is a useful invention? Why? / Why not?
- How many digits do telephone numbers in your area/country have?
- What are the emergency numbers (police, ambulance, fire brigade) in your country?

6e Speak & Write

When writing **an essay**, follow the plan below.

INTRODUCTION

- Introduce the topic of the essay.
- Briefly state your opinion.

MAIN PART (2 PARAGRAPHS)

Present the advantages in one paragraph and the disadvantages in the other. Explain your ideas and give examples if possible. Use linking words/ phrases:

To list points:

- *Firstly, ...*
- *Secondly, Also, Another advantage/ disadvantage is...*
- *Finally, ...*

To express contrast: *However, ...*

To give an example: *For example, ...*

CONCLUSION

Express your opinion. Use phrases like:

- *In my opinion, ...*
- *I believe...*
- *I definitely think...*

TIP!

Before you start, choose a few advantages and disadvantages (the ones you have the most to say about) and make some notes. Avoid discussing too many ideas in your essay.

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7c Write

When you're writing **a letter/email to a friend asking for or giving advice**, follow the plans below.

GREETING

OPENING PARAGRAPH

Begin your letter/email and say why you're writing. Use phrases like:

ASKING FOR ADVICE

- *I've got a problem and I'd like your advice.*
- *I hope you can help me with a problem.*
- *I need your advice because I'm in trouble.*

GIVING ADVICE

- *I was sorry to hear that you've got problems.*
- *I hope the following advice will help you.*
- *I've thought about your problem quite a lot and I've come up with the following solution.*

MAIN PART

ASKING FOR ADVICE

Explain the problem and how you feel and ask for advice. Use phrases like:

- *What should I do?*
- *I feel helpless and don't know what to do.*
- *If you were me, what would you do?*
- *What do you suggest?*
- *How should I deal with the situation?*

GIVING ADVICE

Give your advice and make suggestions. Use phrases like:

- *I think you should / shouldn't...*
- *If I were you, I'd...*
- *I believe it would be a good idea to...*
- *One thing you can do is...*
- *How/What about...?*

CLOSING PARAGRAPH

State anything you want to emphasise and end your letter/email. Use phrases like:

ASKING FOR ADVICE

- *I hope I haven't troubled you too much.*
- *Let me know what you think as soon as possible. I'm counting on you.*
- *I look forward to hearing from you.*

GIVING ADVICE

- *I hope everything goes well.*
- *Let me know how everything goes.*
- *There's no need to panic.*
- *Everything will be just fine.*

SIGNING OFF

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7e Speak & Write

When writing **a description of an event**, follow the plan below.

INTRODUCTION

Give general information about the event. Mention some of the following:

- name
- when, where, how and why it started
- when and where it takes place
- how long it lasts for
- who takes part in it

MAIN PART

Mention what happens, what people do, eat, watch, etc.

CONCLUSION

Give your opinion of this event or make a general comment.

TIP!

Plan your paragraphs carefully. Group relevant information together and put it in the same paragraph.

8b Speak & Write

When you're writing **an account of a true event,** remember to use the first person singular or plural (I, We).

INTRODUCTION

- Give some information about the setting of the event (when and where it happened, who you were with, etc.)

MAIN PART

- Describe what happened. Remember to use Past Tenses, linking words/phrases and expressions.

CONCLUSION

- Describe how the event ended and make a short comment on your experience.

INTRODUCTION

When did it happen? _____

Where did it happen? _____

Who were you with? _____

CONCLUSION

What happened in the end? _____

How did you feel? _____

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III Writing section

8d Write

- How do people usually greet each other when they meet?
- What should people do when they go to a friend's house?
- What is it rude to do when you go to a friend's house?

8e Speak & Write

When you're writing **a formal letter/email asking for information**, follow the plan below. Remember to write in a formal style and do not use short forms or abbreviations.

GREETING

- *Dear Sir/Madam,*
- *Dear Mr/Mrs/Miss/Ms + surname,*

OPENING PARAGRAPH

Begin by saying where you saw the advertisement and why you're writing. Use phrases like:

- *I saw your advertisement in... and I was interested in...*
- *I am writing to ask for more information about...*
- *I would like some information about...*

MAIN PART

Ask for information in a formal and polite way. Remember to use:

- **linking words/phrases to list your questions:**
  firstly, first of all, to begin with, secondly, furthermore, also, in addition, what is more, apart from that, finally, lastly, etc.
- **indirect questions**

CLOSING PARAGRAPH

End by thanking and mentioning that you'd like a reply as soon as possible.

- *I would like to thank you in advance.*
- *Thank you for your time and assistance.*
- *I look forward to hearing from you.*
- *Please send me a reply with any information as soon as possible.*

SIGNING OFF

- **Use a formal signature ending.**
  - *Yours faithfully, (when you don't know the name of the person you are writing to)*
  - *Yours sincerely, (when you know the name of the person you are writing to)*
- **Write your full name.**

TIP! *Don't forget to revise your drafts and edit your writing. Check punctuation, capital letters, spelling, word order, grammar, vocabulary, linking words, set phrases, as well as the layout of the letter/email (date, addresses, block paragraphs) and the style (formal language, appropriate greetings and signature endings, etc.).*

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Work with a teacher

Grammar Reference III

Module 1

Present Simple vs Present Progressive

PRESENT SIMPLE	
AFFIRMATIVE	**NEGATIVE**
I work He/She/It works We/You/They work	I don't work He/She/It doesn't work We/You/They don't work
QUESTIONS	
Do I work? Does he/she/it work? Do we/you/they work?	

PRESENT PROGRESSIVE	
AFFIRMATIVE	**NEGATIVE**
I am working He/She/It is working We/You/They are working	I 'm not working He/She/It isn't working We/You/They aren't working
QUESTIONS	
Am I working? Is he/she/it working? Are we/you/they working?	

We use the Present Simple:	**We use the Present Progressive:**
• for permanent states. *Ben lives in London.* • for habits or actions that happen regularly. *We always have breakfast at eight.* • for general truths. *The earth goes round the sun.* • for an action that takes place according to a schedule. *The train leaves at nine o'clock.*	• for temporary states. *I'm taking driving lessons this month.* • for actions happening at the moment of speaking. *Lucy is sleeping now.* • for future arrangements. *We're flying to Zanzibar tonight.*

TIME EXPRESSIONS	
PRESENT SIMPLE	**PRESENT PROGRESSIVE**
usually, always, often, etc. every day/week, etc. in the morning/spring, etc. on Mondays/Monday morning, etc. at the weekend, etc. once/twice/three times, etc. a week/day, etc.	now, at the moment, today, these days, this week/year, etc. tonight, tomorrow, etc. next week/year, etc.

Stative Verbs

The following verbs are **not** normally used in the **Present Progressive**. They are called **stative verbs.**

- see, hear, smell, etc.
- like, love, hate, want, need, etc.
- think, understand, know, etc.
- be, have, cost, etc.

NOTE: Some **stative verbs** can be used in progressive tenses, but with a different meaning.

see
I'm seeing my doctor tomorrow.
think of/about
I'm thinking of buying a car.
have (with words like *lunch, breakfast, shower, party*)
She's having a shower at the moment.

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Comparatives and superlatives of adjectives and adverbs

NOTE: Adjectives

Adjectives define nouns. They come before nouns in a sentence and they have no plural form. When they are not followed by a noun, they don't take an article before them.

She's a beautiful girl.

This bike is green.

Adverbs of manner

Adverbs of manner describe how something happens.

We form most adverbs of manner by adding *-ly* to the adjective.	*quiet* ➜ *quietly* *careful* ➜ *carefully*
Adjectives ending in a consonant + *-y*, drop the *-y* and take *-ily*.	*easy* ➜ *easily*
Adjectives ending in *-le*, drop the *-e* and take *-y*.	*terrible* ➜ *terribly*
Irregular adverbs	*good* ➜ *well* *fast* ➜ *fast* *hard* ➜ *hard* *late* ➜ *late* *early* ➜ *early*

- We use the **comparative** of adjectives and adverbs when we compare two people, animals or things. Adjectives and adverbs are usually followed by **than**.
- We use the **superlative** of adjectives and adverbs when we compare one person, animal or thing with several of the same kind. Adjectives and adverbs always take the definite article **the** and are usually followed by the prepositions **of** or **in**.

All one-syllable and most two-syllable adjectives take *-er/-est*	*short - shorter - the shortest* *happy - happier - the happiest* *big - bigger - the biggest*
Adjectives with three or more syllables and some two-syllable adjectives take: more + adjective / most + adjective	*interesting - more interesting - the most interesting*
All one-syllable adverbs and **early** take *-er/-est*	*fast - faster - the fastest* *early - earlier - the earliest*
Adverbs with two or more syllables take: more + adverb / most + adverb	*carefully - more carefully - the most carefully*

IRREGULAR COMPARATIVE AND SUPERLATIVE FORMS

POSITIVE FORM	COMPARATIVE FORM	SUPERLATIVE FORM
good/well	better	the best
bad/badly	worse	the worst
little	less	the least
far	farther/further	the farthest/ furthest
many/much	more	the most

Other forms of comparison

- **less + adjective/adverb + than**
  Kelly is less beautiful than Sheila.
  Fiona drives less carefully than her sister.
- **the least + adjective/adverb + of/in**
  Geography is less interesting than history, but maths is the least interesting subject of all.
- **as + adjective/adverb + as**
  Kelly is as beautiful as Sheila.
  Fiona dances as terribly as her sister.
- **not as + adjective/adverb + as**
  Kelly isn't as tall as Sheila.
  Fiona doesn't dance as terribly as her sister.

Past Simple

AFFIRMATIVE	
I He/She/It We/You/They	worked/went
NEGATIVE	
I He/She/It We/You/They	didn't work/go
QUESTIONS	
Did	I he/she/it we/you/they work/go?

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NOTE: For a list of irregular verbs go to page 159.

We use the **Past Simple**:

- for actions that started and were completed at a specific time in the past.
  We bought our house five years ago.
- for habitual or repeated actions in the past.
  I always went to bed early when I lived with my parents.
- for completed actions that happened one after the other in the past.
  Yesterday I got up at 8.00, had breakfast and left for school.

TIME EXPRESSIONS

yesterday, in 2017, etc.
two hours ago, five years ago, etc.
last night/week/Sunday/March, etc.

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

Used to

AFFIRMATIVE	
I/He/She/It We/You/They	used to play
NEGATIVE	
I/He/She/It We/You/They	didn't use to play
QUESTIONS	
Did	I/he/she/it we/you/they use to play?

We use **used** to to talk about something that happened regularly in the past, but no longer does.
We used to go skateboarding every afternoon when we were young.

Some/Any/No/Every and their compounds

- **some + uncountable / plural countable nouns** in affirmative sentences and in questions when we offer something or ask for something politely.
  There is some orange juice in the fridge.
  Would you like some chips?
  Could I have some coffee?
- **any + uncountable / plural countable nouns** in questions and negative sentences.
  Is there any orange juice in the fridge?
  There aren't any chips on the table.
- **no (= not any) + uncountable / plural countable nouns** in affirmative sentences to give a negative meaning.
  There is no cheese in the fridge. = There isn't any cheese in the fridge.
- **every + singular countable nouns**
  Every family in this town has got a car.

	some	any	no	every
People	someone somebody	anyone anybody	no one nobody	everyone everybody
Things	something	anything	nothing	everything
Places	somewhere	anywhere	nowhere	everywhere

- These compounds are used in the same way as **some**, **any**, **no**, **every**, but they are not followed by a noun.
  I can't find my glasses anywhere.
- These compounds always go with singular verbs.
  Everybody here works very hard.

Module 2

so/neither/too/either

To express agreement

- We use **So + affirmative auxiliary verb + subject** or **subject + affirmative auxiliary verb + too** when we agree with an affirmative statement, but we don't want to repeat it.

A: *I play the guitar.*
B: *So do I. / I do too.*

A: *Sandra has already seen this film.*
B: *So have I. / I have too.*

- We use **Neither + affirmative auxiliary verb + subject** or **subject + negative auxiliary verb + either** when we agree with a negative statement, but we don't want to repeat it.

A: *Paul can't swim.*
B: *Neither can I. / I can't either.*

A: *Tina won't go to the party.*
B: *Neither will I. / I won't either.*

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NOTE: To express disagreement

- We use **subject + affirmative auxiliary verb** when we disagree with a negative statement, but we don't want to repeat it.
  A: *I can't play the guitar.*
  B: *I can.*
- We use **subject + negative auxiliary verb** when we disagree with an affirmative statement, but we don't want to repeat it.
  A: *I've been to Madrid twice.*
  B: *I haven't.*

Conditional Sentences Type 1

We use **Conditional Sentences Type 1** for something which is likely to happen in the present or future.

IF-CLAUSE	MAIN CLAUSE
If+Present Simple	Future *will*
	Modal Verbs (can, may, might, must)
	Imperative

If I like the car, I'll buy it.

If you want to get into the museum, you must buy a ticket.

If you don't feel well, go to bed.

NOTE:
- We can use **unless** instead of **if... not**.
  We'll go shopping unless it rains.
  (=We'll go shopping if it doesn't rain.)
- When the **if-clause** comes before the **main clause**, the two clauses are separated by a **comma**.

Time Clauses (Present - Future)

- Time clauses begin with **when, after, before, as soon as, until,** etc.
- When the sentence refers to the present or future, we usually use the Present Simple in the time clause and the Future *will* in the main clause.

TIME CLAUSE	MAIN CLAUSE
As soon as I know,	I'll tell you.
Before I leave,	I'll help you with your project.

NOTE:
- When the time clause comes before the main clause, the two clauses are separated by a comma.

All/Both/Neither/None/Either

- **Both** is used for two people or things. It is used in affirmative sentences and takes a plural verb.
  Pablo and Kim are my friends. Both of them are students. / They are both students.
- **All** is used for more than two people or things. It is used in affirmative sentences and takes a plural verb.
  Kim, Emma, Pablo and Mike are going to travel all over Europe. They are all happy. / All of them are happy.
- **Neither** is used for two people or things. It is used in affirmative sentences and gives them a negative meaning. It takes a singular or plural verb.
  Emma and Kim want to go to Rome. Neither of them has/have been to Italy.
- **None** is used for more than two people or things. It is used in affirmative sentences and gives them a negative meaning. It takes a singular or plural verb.
  Rozita, Robert and Clara are from Italy.
  None of them speaks/speak English.
- **Either** is used for two people or things. It means one or the other (it doesn't matter which of the two).
  Would you like cherries or strawberries?
  Either. I don't mind.

Relative Clauses

Relative clauses are introducted by relative pronouns (**who, which, that, whose**) and the relative adverb (**where**).

PRONOUNS	
PEOPLE	who/that
THINGS / ANIMALS / IDEAS	which/that
POSSESSION	whose
ADVERB	
PLACE	where

Defining relative clauses

Defining relative clauses give information which is needed to understand the meaning of the sentence. They are not separated from the main clause by commas.

She's the girl who/that lives next door.

The book (which/that) you bought is on the desk.

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NOTE: **Who**, **which** and **that** can be omitted when they are the object of the verb in the relative clause, but cannot be omitted when they are the subject of the verb in the relative clause. **Whose** and **where** cannot be omitted or replaced with **that**.

*Mrs Robins is **the teacher**. I like **her** the most.*

Mrs Robins is the teacher (who) I like the most.

- In **formal language** prepositions appear at the beginning of the relative clause.
  In **informal language** they appear at the end of the relative clause.
  *The chair **on** which I'm sitting isn't very comfortable. (formal)*
  *The chair (which/that) I'm sitting **on** isn't very comfortable. (informal)*

Non-defining relative clauses

Non-defining relative clauses give extra information about the person, thing or idea they refer to. They are always separated from the main clause by commas.

Mr Brown, who is our geography teacher, is quite old.

Our car, which cost us a lot, keeps breaking down.

NOTE:
- **Relative pronouns/adverbs** cannot be omitted in non-defining relative clauses; neither can we use **that** instead of them.
- Prepositions usually appear at the beginning of non-defining relative clauses.
  This cupboard, in which I keep my old toys, hasn't been cleaned for ages.
- **Which** may also refer to a whole sentence.
  He offered to give me a lift, which was very kind of him.

Module 3

Present Perfect Simple

AFFIRMATIVE		
I	have	worked/brought
He/She/It	has	
We/You/They	have	
NEGATIVE		
I	haven't	worked/brought
He/She/It	hasn't	
We/You/They	haven't	
QUESTIONS		
Have	I	worked/brought?
Has	he/she/it	
Have	we/you/they	

NOTE: For a list of irregular verbs go to page 159.

We use the **Present Perfect Simple**:

- for actions which happened in the past, but we don't mention when exactly.
  I've visited the National History Museum, so I don't want to go there again.
- for actions that happened in the past and their results are obvious in the present.
  Look! Jerry has broken his leg!
- for actions which were completed a short time ago (usually with just).
  I'm tired! I've just finished my homework.

TIME EXPRESSIONS
always, ever, never, before, so far, yet, already, just, once, twice, etc.

NOTE:
- **have/has gone** means that someone has gone somewhere and is still there.
  Beth has gone to the supermarket. (She's still there).
- **have/has been** means that someone has visited a place but has come back.
  Beth has been to Barcelona. (Now she's back).

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Present Perfect Simple vs Past Simple

We use the Present Perfect Simple:	We use the Past Simple:
• for actions that happened in the past, but we don't say when exactly. *I have visited Rome.* • with the time expressions: ever, never, before, so far, just, yet, already, always, for, since, etc.	• for actions that happened at a definite time in the past. We say when. *I visited Rome last year.* • with the time expressions: yesterday, in 2017, ago, last week/ month, etc.

Present Perfect Progressive

AFFIRMATIVE	
I He/She/It We/You/They	have been working has been working have been working
NEGATIVE	
I He/She/It We/You/They	haven't been working hasn't been working haven't been working
QUESTIONS	
Have Has Have	I he/she/it we/you/they

been working?

- We form the **Present Perfect Progressive** with have/has + been + the main verb with the ending *-ing*.

We use the **Present Perfect Progressive**:

- for actions which started in the past and continue up to the present.
  They have been chatting for more than two hours.
- for actions which were happening for a period of time in the past and may have finished, but their results are obvious in the present.
  He's very tired. He's been working all day.

TIME EXPRESSIONS
for, since, how long, all day/week, etc.

Present Perfect Simple - Present Perfect Progressive

We use the Present Perfect Simple:	We use the Present Perfect Progressive:
• to emphasise the result of an action. *Lucy has sent eight emails since 10.30.*	• to emphasise the duration of an action. *Lucy has been sending emails since 10.30.*

since/for

- We use the **Present Perfect** with **for** and **since** for actions that started in the past and continue up to the present.

since + a point in time It refers to the time when the action started.	*I've had this collection since 2018.*
for + a period of time It refers to the duration of the action.	*I've had this collection for six years.*
Present Perfect Simple + since + Past Simple To indicate when an action which started in the past and continues up to the present started.	*Anna has starred in four films since she became an actress.*

Prepositions of Time

at	*at six o'clock / at half past two* *at noon / at night / at midnight / at midday* *at the weekend* *at breakfast/lunch/dinner* *at fifteen / at the age of twenty* *at the moment*
in	*in the morning/afternoon/evening* *in April* *in spring/winter/autumn/summer* *in 2021 / in the 20th century* *in my free time*
on	*on Friday* *on Friday morning/afternoon, etc.* *on weekdays* *on his birthday / on 15th May*
during	*I met him during my trip to Venice.*
after	*She left after lunch.*
before	*He arrived before midnight.*
from... till/until/to	*We usually work from nine till/until/ to five.*

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for	*I've been waiting for two hours.*
since	*He's lived there since 2019.*
by	*I will be home by eleven o'clock.*

Prepositions of Place

in	*The clothes are in the wardrobe.*
on	*The mirror is on the wall.*
at	*Mary is standing at the bus stop.*
under	*The cat is sleeping under the kitchen table.*
near	*Is there a post office near here?*
behind	*There is a boy behind that tree.*
over	*There's a colourful poster over my bed.*
opposite	*The library is opposite the bank.*
next to	*Fay sat next to Charlie at the cinema.*
in front of	*John sits in front of me in class.*
between	*The bookshop is between the theatre and the shopping centre.*

NOTE: The prepositions **on**, **in** and **at** are used in various other expressions.

on: with the expressions: *on the left, on the right*

in: with names of continents, countries, cities, villages: *in Africa, in Argentina, in Los Angeles, in Wivenhoe*

at: with confined areas: *at the cinema, at the airport, at the station, etc.*
with addresses: *He lives at 58 Park Lane.*
with the expressions: *at work, at home, at school, etc.*

Prepositions of Movement

to	*Are you going to the supermarket?*
up	*Walk up this road.*
down	*Go down Elm Street.*
into	*Don't come into the house with that dog!*
out of	*Brian walked out of the room.*
through	*This road goes through the park.*
across	*Walk across the street.*
along	*Walk along King Street and then turn right.*
from	*Maria comes home from work at five o'clock.*
around	*Stop running around the garden!*
towards	*The children came towards me.*
off	*Penny jumped off the bridge.*
over	*The cat jumped over the chair.*
past	*He walked past me but he didn't see me.*

Module 4

The article 'the'

'the' is used:

- for somebody or something specific or already mentioned.
  A: *There's a new car in the street.*
  B: *Yes, it's the car I bought yesterday.*
- for things that are unique.
  the Earth, the Pyramids
- with the superlative of adjectives/adverbs.
  Joan is the best dancer of all.
  My canary sings the most beautifully of all.
- before names of seas, rivers, oceans and deserts.
  the Black Sea, the Thames, the Indian Ocean, the Kalahari Desert
- before groups of islands, mountain ranges and countries in the plural.
  the Azores, the Alps, the Netherlands
- before nationalities, when we refer to the whole nation.
  The Chinese invented paper thousands of years ago.
- before people's surnames, when we refer to the whole family.
  The Simpsons came to see us last night.
- before names of hotels, restaurants, theatres, cinemas and newspapers.
  the Ritz, the National Theatre, the Guardian
- before musical instruments.
  My son plays the drums.
- before the cardinal points.
  Sussex is to the south of London.

'the' is not used:

- before names of people, streets, islands, mountains, cities, countries and continents.
  Joe Black, Oxford Street, Corsica, Everest, Rome, Turkey, Africa
- before names of days and months.
  on Monday / in July
- before plural countable nouns or uncountable nouns when we are talking about something in general.
  Tigers are wild animals.
  My brother likes chocolate.

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- before abstract nouns (love, hope, beauty etc.).
  You mustn't lose hope.
- before names of magazines, sports, games, colours and languages (when they are not followed by the word language).
  I buy J17 every week.
  I like playing tennis.
  Mike's favourite colour is green.
  They speak French.
- before names of squares, parks and lakes.
  Trafalgar Square, Central Park, Lake Winnipeg
- before the words *hospital, school, work, home, bed, church, prison* and *university* when they are used for the purpose for which they exist.
  Steve was tired and went to bed.
- before the words breakfast, lunch and dinner.
  We went to grandma's for lunch.

Future *will*

We use the **Future *will*** for:

- predictions, usually with **perhaps** or after the verbs **believe, think, hope, expect, be sure**, etc.
  I'm sure she'll pass the exam.
- promises.
  I'll never do that again.
- offers and requests.
  I'll drive you to the station.
  Will you help me clean the kitchen?
- threats or warnings.
  Don't say that again or I'll punish you.
- on-the-spot decisions.
  I won't buy it; it's too expensive.

Future *be going to*

We use the **Future *be going to*** for:

- future plans.
  Ron is going to study astronomy.
- predictions based on evidence.
  Look at that runner; he's going to win the race.

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

NOTE:
- We use the **Present Simple** for future actions related to official timetables and programmes.
  The plane arrives at seven.
- We use the **Present Progressive** for planned future actions related to personal arrangements.
  I'm travelling to Brussels tomorrow.

Clauses of Result

We use **Clauses of Result** to express the result of an action or a conclusion.

- **so + adjective/adverb + (that)**

He was so bored (that) he left before the end of the film.

such + (a/an) + (adjective) + noun + (that)

It was such a hot day (that) we all went swimming.

both... and... / either... or... / neither... nor...

Double conjunctions (both... and..., either... or... and **neither... nor...)** link two words or phrases in the same sentence. They are used only in affirmative sentences.

- **Both... and...** is used when something is true for two people, things, etc. It always takes a plural verb.
  Both my sister and my brother go to secondary school.
- **Either... or...** is used when something is true for one of two people, things, etc.
  Either she was too busy or she didn't want to come.
- **Neither... nor...** is used when something is not true for two people, things, etc. The verb can be singular or plural.
  Neither Mary nor Jim likes/like tennis.

Module 5

Past Progressive

AFFIRMATIVE		
I/He/She/It We/You/They		was working were been working
NEGATIVE		
I/He/She/It We/You/They		wasn't working weren't working
QUESTIONS		
Was Were	I/he/she/it we/you/they	working? working?

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We use the **Past Progressive**:

- for actions that were happening at a specific point of time in the past.
  I was watching TV at seven o'clock yesterday evening.
- to set the scene in a story.
  Jill was walking in the forest and it was raining.
- for actions that were happening at the same time in the past. In this case we usually use **while**.
  While I was watching TV, my father was cooking.

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

- We use the **Past Progressive** and the **Past Simple** in the same sentence when one action interrupted another in the past. We use the **Past Progressive** for the longer action and the **Past Simple** for the shorter action. In this case we usually use **while**, **when** or **as**.
  As/While I was driving, I saw a cat in the street.
  I was sleeping when the telephone rang.

NOTE: We use **as soon as** with Past Simple.
As soon as they left, we started cleaning up the house.

Past Perfect Simple

AFFIRMATIVE			
FULL FORMS		**SHORT FORMS**	
I/He/She/It We/You/They	had written	I/He/She/It We/You/They	'd written
NEGATIVE			
FULL FORMS		**SHORT FORMS**	
I/He/She/It We/You/They	had not written	I/He/She/It We/You/They	hadn't written
QUESTIONS			
Had	I/he/she/it we/you/they		written?

We form the **Past Perfect Simple** with *had* and the past participle of the verb.

NOTE: For a list of irregular verbs go to page 159.

We use the **Past Perfect Simple**:

- for actions which took place before a specific point of time or another action in the past.
  She had finished her homework by eight o'clock.
  The train had left by the time we arrived at the station.

TIME EXPRESSIONS
before + point in time
by + point in time
before, after, when, by the time

NOTE: When, after, before and **by the time** are used to link two past actions, one of which happened earlier than the other. We often use the Past Perfect for the action which happened earlier.
She had already called him before she left the house.

Question Tags

Question tags are short questions at the end of statements. We use them:

- when we are not sure about something.
- when we want the other person to agree with us.

We form question tags with the **auxiliary** or modal verb of the sentence and a **personal pronoun** in the same person as the subject.
You couldn't see her, could you?
Tom believed him, didn't he?

- When the statement is affirmative, we use a negative question tag.
  The boys are at school, aren't they?
- When the statement is negative, we use a positive question tag.
  She hasn't seen the doctor yet, has she?

NOTE: Be careful with the following question tags:
I am** a very good actor, **aren't I?
Let's** go to the cinema, **shall we?
Open** that door, **will you?

Infinitive

We use the **full infinitive** (**to** + base form of the **verb**):

- to express purpose.
  She went to the supermarket to buy some orange juice.
- after certain verbs: *want, would like, would love, decide, forget, learn, teach, need, plan, promise, try, hope, manage, arrange, choose, offer, refuse, expect.*
  I decided to buy a house near the sea.
- with **too** and **enough**.
  This coffee is too hot to drink.

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- After the structure it + be + adjective.
  It's difficult to understand this text.
- After certain adjectives: afraid, surprised, free, happy, ready, sorry.
  James was happy to see his best friend after all those years.

We use the **bare infinitive** (base form of verb **without to**):

- after modal verbs (can, could, will, would, should, may, might, must).
  Will you stop talking?
  You must visit the doctor today.
- after the verbs **let** and **make**.
  She makes me study all the time.
  Mum, let me go to the party, please!

NOTE: We can use the verb **help** with a bare or full infinitive.
*I always help my brother **do** his homework.*
*I always help my brother **to do** his homework.*

▶ *-ing* form

We use the ***-ing* form** (base form of the verb + *-ing*) as a noun. We use *-ing* forms:

- as subjects.
  Eating junk food is a bad habit.
- after certain verbs: *like, love, hate, enjoy, prefer, continue, stop, finish, start, keep, avoid, begin, imagine, practise, suggest, risk, spend (time).*
  Keep going and you'll find the post office.
- after certain expressions: *don't mind, can't stand, be interested in, it's worth, how about, can't help, feel like.*
  I can't stand being ill.
- after prepositions.
  We use a toothbrush for brushing our teeth.
- after the verb **go** to indicate activities.
  I go swimming every weekend.

NOTE:
- The verbs **like, dislike, love, hate, start, begin** are followed by a **full infinitive** or an ***-ing* form** without any significant difference in meaning.
  I like having / to have lunch in the garden.
- The verbs **stop** and **remember** are followed either by a **full infinitive** or an ***-ing* form**, but with a different meaning.
  Dan stopped watching TV. (=Dan no longer watches TV.)
  Dan stopped to watch TV. (=Dan stopped what he was doing in order to watch TV.)
  I remember locking the door. (=I locked the door. I remember the action.)
  I remembered to lock the door. (=I didn't forget to lock the door.)

Module 6

▶ can/could/may/will/would

- We use **Can I..?, Could I..?, May I..?** to ask for, give and refuse permission.
  Can/Could/May I go to the party?
  Yes, you can/may.
  No, you can't/may not.
- We use **Can I..?, Could I..?, May I..?** to offer help and make requests.
  Can/Could/May I help you?
  Can/Could/May I have some more cake?
- We use **Can/Could/Will/Would you ..?** to make polite requests and ask for a favour. **Could** and **Would** are more polite.
  Can/Could/Will/Would you help me with my homework?

▶ must / have to / need (to) / can't

- We use **must** and **have to** to express **obligation**.
  I must buy Sam a present for his birthday.
  You have to be at work by 8.30.
- We use **need to** to express **necessity**.
  I need to talk to you.
- We use **don't have to, don't need to** and **needn't** to express **lack of necessity/obligation**.
  You don't have to go out with her if you don't like her.
  You don't need to give me back the money.
  She needn't buy me a present.

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- We use **mustn't** and **can't** to express prohibition.
  You mustn't/can't speak during the lesson.

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

NOTE: **Need** means that something is necessary. It is used:
- as a **main verb** in all tenses, in the affirmative, negative and question form. It is followed by a **full infinitive** and forms the negative and question form with auxiliary verbs.
- as a **modal verb** only in the negative and question form of the **Present Simple**. It is followed by a **bare infinitive** and forms the negative and question form without auxiliary verbs.

AFFIRMATIVE			
I	need to go		
He/She/It	needs to go		
We/You/They	need to go		
NEGATIVE			
I He/She/It We/You/They	don't need to go doesn't need to go don't need to go	I He/She/It We/You/They	needn't go
QUESTIONS			
Do Does Do	I he/she/it we/you/they	need to go?	Need	I he/she/it we/you/they	go?

can / could / be able to

- We use **can** to express ability in the present.
  The baby can speak.
- We use could to express ability in the past.
  I could climb trees when I was young.
- **Be able to** expresses ability and forms all tenses. It is mainly used in tenses where we cannot use can.
  He'll be able to play football on Saturday.

may/might/could

- We use **may, might** and **could** to express **possibility** in the present or future. *Might* expresses slight possibility.
  We may/might/could go to the Summer Festival next weekend.

NOTE:
- We use **may not / might not** to express lack of possibility in the present or future.
  Henry may not / might not be able to join us.

Passive Voice

Use

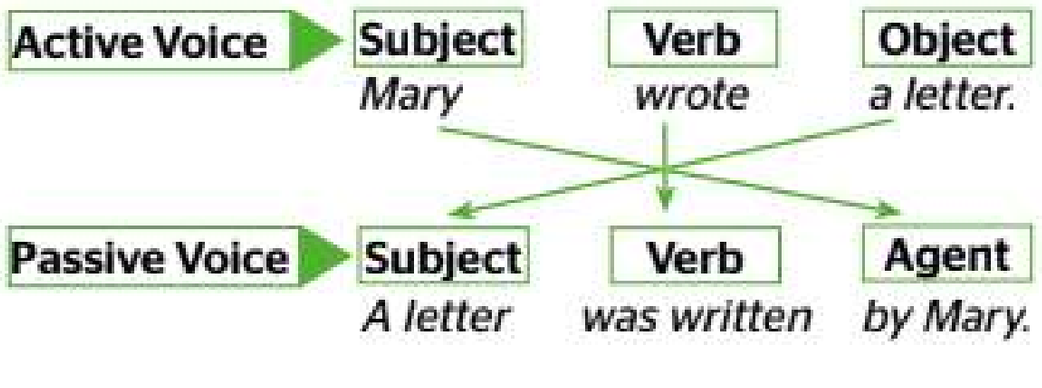
We use the **Passive Voice** to emphasise the action rather than who or what is responsible for it.

Formation

The Passive Voice is formed with the verb **be** in the appropriate form and the **past participle** of the verb of the sentence. The person who causes or carries out the action is called an **agent** and is preceded by the preposition **by**.

NOTE: We usually omit the agent:
- when the action interests us more than the agent.
- when we don't know the agent.
- when it is easy to figure out who the agent is.

My bag was found! (by someone who we do not know)
BMW cars are made in Germany. (by factory workers)



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Present Simple Passive

AFFIRMATIVE		
I He/She/It We/You/They	am is are	called/given
NEGATIVE		
I He/She/It We/You/They	am not isn't aren't	called/given
QUESTIONS		
Am Is Are	I he/she/it we/you/they	called/given?

Past Simple Passive

AFFIRMATIVE		
I/He/She/It We/You/They	was were	called/given
NEGATIVE		
I/He/She/It We/You/They	wasn't weren't	called/given
QUESTIONS		
Was Were	I/he/she/it we/you/they	called/given?

Present Progressive Passive

AFFIRMATIVE		
I He/She/It We/You/They	am being is being are being	called/given
NEGATIVE		
I He/She/It We/You/They	am not being isn't being aren't being	called/given
QUESTIONS		
Am Is Are	I he/she/it we/you/they	being called/ given?

Passive Voice of modal verbs

- In the Passive Voice the verbs **can, could, may, might, should, must** and **have to** are followed by **be** and the past participle of the main verb.

They may build a new factory. → *A new factory may be built.*

We have to clean the office. → *The office has to be cleaned.*

Module 7

Subject Questions - Object Questions

- **Subject Questions:** When we use the question words **who, which** and **what** to ask about the subject of the verb, we form the question without auxiliary verbs (**who/which/what + verb** in the **affirmative form**).

Who saw the accident? *Tom (saw the accident).*
What happened outside? *An accident (happened).*

- **Object Questions:** When we use the question words **who, which** and **what** to ask about the object of the verb, we form the question with auxiliary verbs (**who/which/what + verb** in the **question form**).

Who did you see at the restaurant? *(I saw) Tom and June.*
What are you eating? *(I'm eating) Chinese food.*

Negative Questions

Negative questions are formed with:

Auxiliary Verb + n't (short form of *not*) + Subject + Main Verb.

We use negative questions:

- to express surprise.
  Haven't you been to the city centre before?
- when we expect the listener to agree with us.
  Don't you want to come to the theatre with us?

Reflexive pronouns

myself
yourself
himself
herself
itself
ourselves
yourselves
themselves

We use reflexive pronouns:

- as objects of verbs when the subject and the object of the verb are the same.
  I bought myself an expensive pair of shoes.
- after certain verbs with prepositions (talk about/to, take care of, say to, etc.).
  He never talks about himself.

NOTE: We use *by + reflexive pronoun* to show that someone does something alone, without any help from anyone else.
I always pack my suitcases by myself.

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Conditional Sentences Type 2

We use **Conditional Sentences Type 2** for unreal or imaginary situations which are unlikely to happen in the present or the future.

IF - CLAUSE	MAIN CLAUSE
if + Past Simple	would/could + infinitive

If I had enough money, I would buy a bigger flat.
You could get that job if you took my advice.

NOTE:
- In Conditional Sentences Type 2 **were** is often used instead of **was** in the if-clause in all persons.
  If Mary were older, she could take driving lessons.
- We use **If I were you** to express an opinion or give advice.
  If I were you, I'd take it easy.

Wishes

We use:

- **wish + Past Simple:**
  to make a **wish** about a **present situation** which we would like to be different.
  I wish I didn't have to take any more exams.
- **wish + could + infinitive:**
  to express **regret** about something we cannot do at **present**.
  I wish I could help you!

NOTE:
- We usually use **were** after all persons in wishes.
  I wish this course were easier.

Module 8

Reported Speech (Statements)

In **Direct Speech**, we repeat the exact words that someone said. We usually use the verb **say** and the words of the speaker are put in quotation marks.
Henry said, 'Alex has bought a new car.'

In **Reported Speech**, we report the meaning of what someone said, without using their exact words. We use a reporting verb, usually **say** or **tell**, followed by **that** (which can be omitted) and the reported statement.
Henry said that Alex had bought a new car.

NOTE:
- We use **say** when there is no indirect object.
  'I'll be there,' he said.
  ***He said** that he would be there.*
- We use **tell** when there is an indirect object.
  'I'll call you, Mark,' she said.
  ***She told Mark** she would call him.*

- When we change a sentence from Direct to Reported Speech, pronouns and possessive adjectives change according to the meaning of the sentence.
  *'**You** look great in **your** new dress,' said David.*
  *David said that **I** looked great in **my** new dress.*

- When the reporting verb (say or tell) is in the Past Tense, we usually make the following changes:

Present Simple ⟶ Past Simple
Sue said, 'I want to go to the cinema.'
Sue said (that) she wanted to go to the cinema.

Present Progressive ⟶ Past Progressive
Andy said, 'I'm reading a novel.'
Andy said he was reading a novel.

Past Simple ⟶ Past Perfect Simple
Pete said, 'Mum made some sandwiches.'
Pete said his mum had made some sandwiches.

Present Perfect ⟶ Past Perfect
Jo said, 'I've worked hard today.'
Jo said she had worked hard that day.

will ⟶ would
Sean said, 'I'll be there soon.'
Sean said he would be there soon.

can ⟶ could
Jane said, 'I can help you later.'
Jane said she could help me later.

may ⟶ might
Frank said, 'I may buy her a pair of shoes.'
Frank said he might buy her a pair of shoes.

must ⟶ had to
Mum said, 'You must be home early.'
Mum said I had to be home early.

now ⟶ then
Tina said, 'I'll call him now.'
Tina said she would call him then.

here ⟶ there
Eric said, 'I saw it here.'
Eric said he had seen it there.

ago ⟶ before
Ben said, 'I bought this house two years ago.'

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Ben said he had bought that house two years before.

today, tonight ⟶ that day, that night

Martha said, 'We're having pizza for lunch today.'

Martha said they were having pizza for lunch that day.

yesterday ⟶ the previous day / the day before

Dad said, 'I visited the doctor yesterday.'

Dad said he had visited the doctor the previous day.

this morning/year, etc. ⟶ that morning/year, etc.

Beth said, 'I haven't bought anything this year.'

Beth said she hadn't bought anything that year.

tomorrow ⟶ the next day / the following day

Lynn said, 'I'm flying to London tomorrow.'

Lynn said she was flying to London the following day.

last week/month, etc. ⟶ the previous week/month etc., the week/month, etc. before

Colin said, 'I met her last year.'

Colin said he had met her the previous year.

next week / month, etc. ⟶ the following week/ month, etc.

Bob said, 'I'll finish my project next week.'

Bob said he would finish his project the following week.

NOTE:
- These changes cannot be made when the sentence expresses a general truth or the reporting verb is in the Present, Future or Present Perfect Simple.

  'I enjoy watching adventure films,' Susan said.

  Susan said (that) she enjoys watching adventure films.

  'I will study English next year,' David says.

  David says he will study English next year.
- The Past Perfect and the verbs *could, might, should, would* and *used to* do not change in Reported Speech.
- The Past Progressive usually doesn't change in Reported Speech.

Reported Speech (Commands and Requests)

- We commonly use **tell** or **order** when we report commands and **ask** when we report requests.
- The Imperative changes to **full infinitive** or **not + full infinitive**.

'Stay there,' said the man.

The man told me to stay there.

'Don't take this away, please,' she said.

She asked me not to take that away.

Reported Speech (Questions)

- We usually introduce reported questions with the reporting verb **ask** and the expression **want to know**.
- Reported questions follow the word order of affirmative sentences.

  'Why did he come back?' she asked.

  She asked me why he had come back.
- If the direct question begins with a question word, the reported question also begins with the same question word.

  *'**What** are you doing?' she asked.*

  *She asked me **what** I was doing.*
- If the direct question does not begin with a question word, the reported question begins with *if* or *whether*.

  'Did you enjoy the party?' he asked.

  *He asked me **if/whether** I had enjoyed the party.*
- When we change questions from Direct to Reported Speech, pronouns, tenses, adverbs, etc. change in the same way as when we report statements.

Clauses of Concession

We use **Clauses of Concession** to express **contrast** or **opposition** to the main clause.

- **although / even though + subject + verb**

  Although / Even though I was nervous, I did well in the test.
- **in spite of / despite + noun / *-ing* form**

  Despite the rain, it was very hot.

  In spite of feeling afraid, Jim went on the roller coaster.

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IRREGULAR VERBS

Base form	Past Simple	Past Participle	Base form	Past Simple	Past Participle
be	was/were	been	leave	left	left
beat	beat	beaten	lend	lent	lent
become	became	become	let	let	let
begin	began	begun	lie	lay	lain
bite	bit	bitten	light	lit	lit
bleed	bled	bled	lose	lost	lost
blow	blew	blown	make	made	made
break	broke	broken	mean	meant	meant
bring	brought	brought	meet	met	met
build	built	built	mow	mowed	mown/mowed
burn	burnt/burned	burnt/burned	pay	paid	paid
buy	bought	bought	prove	proved	proven/proved
catch	caught	caught	put	put	put
choose	chose	chosen	read	read	read
come	came	come	ride	rode	ridden
cost	cost	cost	ring	rang	rung
cut	cut	cut	rise	rose	risen
deal	dealt	dealt	run	ran	run
do	did	done	say	said	said
draw	drew	drawn	see	saw	seen
dream	dreamt/dreamed	dreamt/dreamed	sell	sold	sold
drink	drank	drunk	send	sent	sent
drive	drove	driven	set	set	set
eat	ate	eaten	shake	shook	shaken
fall	fell	fallen	shine	shone/shined	shone/shined
feed	fed	fed	show	showed	shown
feel	felt	felt	sing	sang	sung
fight	fought	fought	sit	sat	sat
find	found	found	sleep	slept	slept
fly	flew	flown	smell	smelt/smelled	smelt/smelled
forget	forgot	forgotten	speak	spoke	spoken
freeze	froze	frozen	spell	spelt/spelled	spelt/spelled
get	got	got	spend	spent	spent
give	gave	given	spread	spread	spread
go	went	gone	stand	stood	stood
grow	grew	grown	steal	stole	stolen
hang	hung	hung	swim	swam	swum
have	had	had	take	took	taken
hear	heard	heard	teach	taught	taught
hide	hid	hidden	tell	told	told
hit	hit	hit	think	thought	thought
hold	held	held	throw	threw	thrown
hurt	hurt	hurt	understand	understood	understood
keep	kept	kept	wake	woke	woken
know	knew	known	wear	wore	worn
lead	led	led	win	won	won
learn	learnt/learned	learnt/learned	write	wrote	written

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Learning Tips

In class

How to learn better in class

- Look at your teacher and the board and take notes.
- Listen carefully to your teacher and the recording.
- Ask your teacher when you don't understand.
- Speak in English as much as possible.
- Take part in pair and group work activities.

Outside the class

How to learn better outside the class

- Read the dialogues and texts from your book and listen to your recording.
- Read the dialogues and texts aloud and sometimes record yourself.
- Study the vocabulary and grammar and then do your homework.
- Read texts from English magazines and newspapers.
- Read English websites.
- Listen to English songs.
- Watch English TV programmes and films.

Grammar

How to learn grammar better

- Refer to the Grammar Reference.
- Use grammar tables.
- Have a grammar notebook.

In it write:

- tips and/or rules in your language,
- example sentences,
- important grammatical points e.g. irregular verbs.

- Write down grammatical errors that you often make.

Vocabulary

How to learn vocabulary better

- Write down new words in a notebook.
  Together with the English word:
  - write the translation in your language,
  - write an example sentence,
  - draw or stick a picture.
- Put words in groups or use diagrams.
- Learn phrases (e.g. verb+noun) not just single words.
- Learn new words in context (in sentences describing situations). This way, it is easier to remember them.
- When you learn new words, you must remember if they are verbs, nouns, adjectives, etc.
- When you learn new words, it's a good idea to learn any synonyms and/or opposites.
- Refer to the Wordlist.
- Practise the spelling and pronunciation of new words.
- Look up unknown words in a dictionary.
- Regularly revise words you have learnt.
- Try to use words you have recently learnt when you speak or write.

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Speak

How to do better when doing speaking tasks

- Before you speak, make sure you understand the task and how you should use the prompts.
- Look at the example and use the prompts given.
- Use the language you have learnt.
- Speak only in English.
- Speak clearly.
- Don't worry if you make a mistake. Correct yourself if you can, otherwise continue speaking.
- If you can't remember a word, don't stop. Try to use other words.
- When talking to another person, listen carefully to him/her and respond to what he/she is saying (e.g. *I agree*, *I don't know about that*). Also, show interest or surprise by using phrases like *Really?*, *Did you?*, etc.

Read

How to do better when doing reading tasks

- Before you read, try to predict what the text is about with the help of the title and the pictures.
- Look for key words in the text to understand the main ideas.
- Try to understand which of the words in the text are really important. Try to guess the meaning of as many of these words as possible from the context. Use the following strategies:
  - Read the words before and after the unknown word and think of the context.
  - Try to figure out if the unknown word is a verb, noun, etc.
  - See if the unknown word is similar to other words in English or in your own language.
- Read the text quickly to understand the main idea.
- Read the text carefully to understand specific details.
- Decide in which part of the text you can find the information you need.
- Make sure you understand who or what the pronouns (*he*, *it*, *this*, *them*, etc.) and the adverbs (*here*, *there*, etc.) refer to in the text.
- When completing a text with missing sentences, read the whole text first and then the sentences given. Pay special attention to the vocabulary, pronouns (e.g. *it*, *they*, *this*) and words/phrases which link sentences (e.g. *however*, *later*) both in the text and in the sentences given.

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Learning Tips

Listen

How to do better when doing listening tasks

- Before you listen, read the rubric carefully and look at the pictures. Try to predict what the speakers are going to talk about.
- Before you listen, read the statements or questions carefully. This will give you an idea of what to listen for.
- While listening for gist, try to understand the general idea, not every single word.
- Listen for key words to understand the main ideas.
- When listening, don't assume that an answer is correct just because the speakers mention a word that is in the activity. Listen carefully before you answer.
- When completing sentences, make sure that your answers make sense with the rest of the sentence.
- Don't be in a hurry to answer a multiple choice question. Listen carefully till the end and check all the options before your final decision.

Write

How to do better when doing writing tasks

- Make sure you write what the rubric asks you to. Don't include irrelevant information.
- Before you start writing, think about the topic carefully and try to come up with ideas which are relevant to it. Make notes of the information you want to include. You can also make a mind map to organise your ideas.
- Plan your paragraphs. Before you start, think of the ideas you are going to include in each paragraph.
- Group relevant information together and put it in the same paragraph.
- Do not write very short sentences. Use linking words (*and, but, or, so* and *because*) to join your ideas.
- Use linking words/phrases to add something (e.g. *in addition, what is more, also*), to express contrast (e.g. *but, however*), to express result (e.g. *as a result*) and to give reason (e.g. *that's why*). This will make your writing flow.
- Use time linkers (*first, firstly, then, next, after that, later, finally, when, before, while, as, as soon as*, etc.) to show the order in which events happen.
- Use a variety of adjectives (e.g. *fascinating, shocked*) and adverbs/adverbial phrases (e.g. *luckily, all of a sudden*) in your writing to make it more interesting.
- Use words like he, she, it, them, there, etc. to avoid repeating the same words.
- When you are asked to write a letter, try to understand why you are writing (to ask for information, to give news, to invite, etc.). Also, think carefully about your relationship with the person you are writing to (is he/she a friend, a stranger, etc.?) and write in an appropriate style (formal or informal). Remember to use set phrases in the opening and closing paragraph.
- Write neatly.
- Write your first draft and correct it. Then write your final draft.
- Edit your writing. Check punctuation, capital letters, word order, spelling, grammar, vocabulary and linking words.

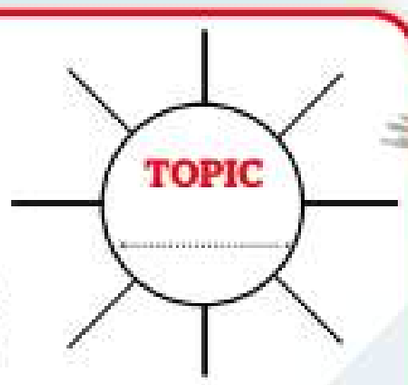
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BRAINSTORM → PLAN → RESEARCH → CREATE → PROOFREAD → PRESENT

step 1

BRAINSTORM

- Think of the topic carefully and create a mind map to help you come up with ideas or words related to the topic.



step 2

PLAN

- Decide which of the ideas in **Step 1** you would like to include in your project and make a plan to use as a general guide.

step 3

RESEARCH

- Do research on the topic. Read books, use the Internet, watch videos or documentaries or even visit a museum.
- Note down key words and important information you have found. Remember: you mustn't copy the information. Use your own words to summarise the ideas.

step 4

CREATE

- When you have collected all the information, start working on your project.
- Make your project interesting. Think of a title and find pictures or draw your own.
- You can also write captions underneath the pictures to describe them.

step 5

PROOFREAD

- After you finish, proofread your work.
- Make sure you have included all the information and ideas you chose in your project.
- Check your spelling, grammar, vocabulary, etc.

step 6

PRESENT

A presentation consists of **3 stages**:

Stage 1: Before the presentation

- Practise presenting your work in front of a mirror or to a friend. This will help you feel more confident.

Stage 2: During the presentation

- First, introduce the topic. *(I would like to talk about... / I am going to talk about...)*
- Use short and simple sentences.
- Speak clearly and confidently.
- Smile at the people in the audience (your classmates) and make eye contact.

Stage 3: After the presentation

- Ask the audience if they have any questions and try to answer their questions. *(Any questions?)*
- Don't forget to thank the audience. *(Thank you for your attention.)*

TIP! Use the following checklist with the things you need to do. Tick (✔) the boxes when you do them.

PROJECT CHECKLIST

- mind map ☐
- plan ☐
- research ☐
- key words ☐
- paragraph/text ☐
- title ☐
- pictures and captions ☐
- checking ☐
- presentation practice ☐

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Wordlist

1 SCHOOL LIFE

1a **athlete** /ˈæθ.liːt/ *спортсмен (-ка)*
deadline /ˈded.laɪn/ *граничний строк виконання завдання*
except /ɪkˈsept/ *окрім*
instructions /ɪnˈstrʌk·ʃənz/ *інструкції*
musician /mjuːˈzɪʃ.ən/ *музикант (-ка)*
remind (v.) /rɪˈmaɪnd/ *нагадувати*
term time /tɜːm taɪm/ *термін навчання*
tutor /ˈtʃuː.tər/ *репетитор (-ка), наставник (-ця)*

Types of schools

boarding school /ˈbɔː.dɪŋ ˌskuːl/ *школа-інтернат*
homeschooling /ˌhəʊmˈskuːl.ɪŋ/ *домашнє навчання*
music school /ˈmjuː.zɪk skuːl/ *музична школа*
sports school /spɔːts skuːl/ *спортивна школа*

School facilities

drama room /ˈdrɑː.mə ruːm/ *кабінет театрального гуртка*
first aid room /ˌfɜːst ˈeɪd ruːm/ *кабінет надання першої допомоги*
head teacher's office /ˌhedˈtiː.tʃəz ɒf.ɪs/ *кабінет директора*
music room /ˈmjuːzɪk ruːm/ *кабінет музики*

Phrases

What are you up to? /wɒt ɑːr jə ʌp tʊ/ *Що ти робиш?*
Why not? /waɪ nɒt/ *Чому б і ні?*

1b **let** /let/ *дозволяти*
nervous /ˈnɜː.vəs/ *нервуватися, хвилюватися*
pretty (adv.) /ˈprɪt.i/ *достатньо, досить (Sounds pretty boring. – Звучить досить нудно.)*
search /sɜːtʃ/ *шукати*
stamp /stæmp/ *марка*
stuff /stʌf/ *такі речі*
title /ˈtaɪ.təl/ *назва*
(one's) turn (n.) /tɜːn/ *(чиясь) черга*

Words/Phrases related to education

attend a class/course, etc. *відвідувати заняття / урок / курс тощо*
break time *час перерви, перерва*
do well in a test / an exam / school *добре скласти тест / іспит / навчатися у школі*
fail a test / an exam *не скласти (провалити) тест / іспит*
get good/bad marks *отримати хорошу / погану оцінку*
get results *отримати результат*
miss a test/class, etc. *пропустити тест / заняття тощо*
pass a test / an exam *пройти тест / скласти іспит*
revise (for) a test / an exam *готуватися до тесту / до іспиту*
sit (for) / take a test / an exam *складати тест / іспит*

Phrases

Beats me. *Я не знаю.*
Come again? *Повтори ще раз.*
give sth a go *пробувати*
I guess not. *Думаю, що ні.*
I have to run. *Мушу бігти.*
Sort of. *Щось схоже. Нібито. (Як відповідь на запитання)*
What for? *Для чого?*

1c **advantage** /ədˈvɑːn.tɪdʒ/ *перевага*
anxious /ˈæŋk.ʃəs/ *тривожний*
communicate /kəˈmjuː.nɪ.keɪt/ *спілкуватися*
concentrate /ˈkɒn.sən.treɪt/ *концентруватися, зосереджуватися*
connect /kəˈnekt/ *підключитися, під'єднатися до*
constantly /ˈkɒn.stənt.li/ *постійно, весь час*
control (v.) /kənˈtrəʊl/ *контролювати, перевіряти*
challenge (n.) /ˈtʃælɪndʒ/ *виклик*
digital /ˈdɪdʒɪt(ə)l/ *цифровий*
disconnect /ˌdɪs.kəˈnekt/ *відключити, від'єднати*
electronic device /ˌel.ekˈtrɒn.ɪk dɪˈvaɪs/ *електронний пристрій, прилад*
every now and then *інколи, час від часу*
experience (v.) /ɪkˈspɪə.ri.əns/ *відчути, спробувати*
goal /gəʊl/ *мета, ціль*
head teacher /ˌhedˈtiː.tʃər/ *директор (-ка) школи*
imagine /ɪˈmædʒ.ɪn/ *уявити*
keep (=continue doing sth) /kiːp/ *продовжувати робити те, до чого звик (-ла)*
last (v.) /lɑːst/ *продовжуватися, тривати*
notification /ˌnəʊ.tɪ.fɪˈkeɪ.ʃən/ *повідомлення*
performance /pəˈfɔː.məns/ *успішність*
pocket /ˈpɒk.ɪt/ *кишеня*
realise /ˈrɪə.laɪz/ *усвідомлювати*
send /send/ *відправити, надіслати*
skills /skɪlz/ *вміння*

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smartphone /ˈsmɑːt.fəʊn/ *смартфон*
social /ˈsəʊ.ʃəl/ *соціальний*
social media /ˌsəʊ.ʃəl ˈmiː.di.ə/ *соціальні мережі*
survey /ˈsɜː.veɪ/ *дослідження*
take part /ˌteɪk pɑːt/ *брати участь*
though /ðəʊ/ *хоча*
turn off /tɜːn ɒf/ *вимикати*
while (n.) /waɪl/ *деякий час*

Words/Phrases related to technology

connect to the internet *підключатися до інтернету*
download music, apps, videos *завантажувати музику / застосунки / відео*
make a (phone/video) call *зателефонувати / здійснити відеодзвінок*
send/receive text/voice messages, emails *надсилати / отримувати текстові / голосові повідомлення, електронні листи*

1d **a (great) number of** *багато, велика кількість*
be informed *бути в курсі*
business /ˈbɪz.nɪs/ *бізнес, справа*
definition /ˌdef.ɪˈnɪʃ.ən/ *визначення*
for instance /fɔː(r) ˈɪn.stəns/ *наприклад*
foreign /ˈfɒr.ən/ *іноземний*
international /ˌɪn.təˈnæʃ.ən.əl/ *міжнародний*
non-native /ˌnɒnˈneɪ.tɪv/ *нерідний, немісцевий*
panic /ˈpæn.ɪk/ *паніка, панікувати*
population /ˌpɒp.jəˈleɪ.ʃən/ *населення*
take care of /ˌteɪk keər ɒv/ *турбуватися про когось, подбати про*
throughout /θruːˈaʊt/ *впродовж, протягом*
topic /ˈtɒp.ɪk/ *тема для обговорення*
web page /ˈweb ˌpeɪdʒ/ *вебсторінка*

Phrasal verbs

come across /ˌkʌm əˈkrɒs/ *натрапити на (зустріти)*
come round /ˈkʌm ˈraʊnd/ *зайти в гості, завітати*
come up with /ˈkʌm ˈʌp wɪð/ *придумувати, запропонувати (ідею)*
look after /ˈlʊk ˈɑːftə/ *доглядати за кимось, піклуватися*
look forward to /ˈlʊk ˈfɔːwəd tuː/ *з нетерпінням чекати*
look out /ˈlʊk ˈaʊt/ *бути обережним (-ою)*
look up /ˈlʊk ʌp/ *подивитися, пошукати*

1e **be over** /ˌbi ˈəʊvə/ *закінчитися*
celebration /ˌseləˈbreɪʃ(ə)n/ *святкувати*
collection /kəˈlek.ʃən/ *колекція*
create /kriˈeɪt/ *створювати, винаходити*
especially /ɪˈspeʃ.əl.i/ *особливо*
fire alarm /ˈfaɪər əˌlɑːm/ *пожежна сигналізація*
globe /gləʊb/ *глобус*
in fact /ɪn fækt/ *фактично, насправді*
model car /ˈmɒd.əl kɑːr/ *модель автомобіля*
react /riˈækt/ *реагувати*
reply (n.) /rɪˈplaɪ/ *відповідь*
uniform (n.) /ˈjuː.nɪ.fɔːm/ *форма (шкільна)*

2 TEEN LIFE

2a **a bit** /ə bɪt/ *трохи*
annoyed /əˈnɔɪd/ *роздратований*
atmosphere /ˈæt.mə.sfɪər/ *атмосфера*
bossy /ˈbɒs.i/ *владний; той, хто любить командувати*
fall asleep /fɔːl əˈsliːp/ *засинати*
feeling /ˈfiː.lɪŋ/ *відчуття, почуття*
get along with /ˌgɛt əˈlɒŋ wɪð/ *ладнати з*
give up (=stop trying) *здатися*
immediately /ɪˈmiː.di.ət.li/ *негайно*
popcorn /ˈpɒp.kɔːn/ *попкорн*
showing (n.) /ˈʃəʊ.ɪŋ/ *показник*
that (=so) /ðæt/ *що, так, тобто*
upload (a video) /ʌpˈləʊd/ *завантажити (відео)*
variety /vəˈraɪ.ə.ti/ *розмаїття*
vlog /ˈvlɒg/ *влог*
vlogger /ˈvlɒg.ər/ *влогер (-ка)*
queue up /kjuː ʌp/ *ставати в чергу*

Places

bowling alley /ˈbəʊ.lɪŋ ˌæl.i/ *боулінг, доріжка для боулінгу*
concert /ˈkɒn.sət/ *концерт*
theatre /ˈθɪə.tər/ *театр*
theme park /ˈθiːm ˌpɑːk/ *тематичний парк, парк атракціонів*

Phrases

Got it? *Зрозумів / Зрозуміла? Ясно?*
Hang in there. /hæŋ ɪn ðeər/ *Не здавайся. Тримайся.*
Here we go again! *Ну ось, знову!*
I know the feeling. *Мені знайоме це відчуття.*
What are you waiting for? *Чого ж ви чекаєте?*
What's he/she like? *Який він / вона?*

2b **already** /ɔːlˈred.i/ *вже*
appointment /əˈpɔɪntmənt/ *зустріч*
as soon as /əz suːn əz/ *як тільки*
glad /glæd/ *радий*
hairstyle /ˈheə.staɪl/ *зачіска*
in fashion /ɪn fæʃ.ən/ *у моді*
keep /kiːp/ *тримати*
make up one's mind *визначитися з вибором*
out of fashion *не в моді*

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pretty (adj.) /ˈprɪt.i / *гарненький, гарненька*
regret /rɪˈgret / *жалкувати*
stand out /stænd aʊt / *виділятися*
suit (v.) /suːt / *пасувати, підходити*
tie (v.) /taɪ / *зав'язувати*
totally /ˈtəʊ.təl.i / *повністю, цілком*

Words related to hairstyling

bob /bɒb / *зачіска боб каре*
buzz cut /ˈbʌz ˌkʌt / *стрижка під каре*
dreadlocks /ˈdred.lɒks / *дреди (зачіска)*
dye (v.) /daɪ / *фарбувати волосся*
dyed hair /dʌɪd ˈhɛː / *пофарбоване волосся*
extensions /ɪkˈsten.ʃənz / *збільшення, нарощування*
highlights /ˈhaɪ.laɪts / *мелірування волосся*
perm (n.) /pɜːm / *хімічна завивка*
permed hair /pɜːmd heər / *хімічна завивка волосся*
ponytail /ˈpəʊ.ni.teɪl / *хвостик (зачіска)*
trim (n.) /trɪm / *підстрижене волосся, стрижка*
wig /wɪg / *перука*

Phrases

Are you kidding? *Жартуєш?*
Are you serious? *Ти серйозно?*
Forget it! *Забудь про це!*
I'm pulling your leg! *Я жартую!*
You know what? *Знаєш що?*
You're right there. /jɔːr raɪt ðeər / *Ти тут. Ти прямо тут.*

2c at the time *у той час*

brand /brænd / *марка, бренд*
casual /ˈkæʒ.ju.əl / *повсякденний одяг*
collection (related to fashion) /kəˈlek.ʃən / *колекція*
design (n.) /dɪˈzaɪn / *дизайн*
designer /dɪˈzaɪ.nər / *дизайнер (-ка)*
fit (v.) /fɪt / *підходити (за розміром або дизайном)*
formal /ˈfɔː.məl / *формальний, офіційний*
graffiti /grəˈfiː.ti / *графіті*
introduce / ˌɪntrəˈdjuːs / *представити*
not say a word *ні слова не сказати*
notice (v.) /ˈnəʊ. tɪs / *помічати*
product /ˈprɒd.ʌkt / *продукт*
style /staɪl / *стиль*

Designs - Patterns

baggy /ˈbæg.i / *мішкуватий*
checked /tʃekt / *у клітинку, картатий*
flared /fleəd / *розкльошені*
sparkly /ˈspɑː.kəl.i / *блискучий*
spotted /ˈspɒt.ɪd / *плямистий*
striped /straɪpt / *смугастий, у смужку*
tight /taɪt / *тісний*
torn /tɔːn / *розірваний, з дірками, рваний*

Materials

cotton /ˈkɒt.ən / *бавовняний*
denim /ˈden. ɪm / *джинсовий*
leather /ˈleð. ər / *шкіряний*
silk /sɪlk / *шовковий*
woollen /ˈwʊl. ən / *шерстяний*

2d act (v.) /ækt / *поводитися, діяти*

adult /ˈæd. ʌlt / *дорослий (-а)*
become /bɪˈkʌm / *ставати*
chapter /ˈtʃæp.tər / *розділ*
connection /kəˈnek.ʃən / *зв'язки*
danger /ˈdeɪn. dʒər / *небезпека*
develop /dɪˈvel. əp / *розвивати, розвиватися*
disappear /ˌdɪs. əˈpɪər / *зникати*
exist /ɪgˈzɪst / *існувати*
go on (=happen) *продовжуватися*
grow up /grəʊ ʌp / *подорослішати*
have trouble doing sth *мати проблеми з виконанням чого-небудь*
keep in mind /kiːp in maɪnd / *пам'ятати*
make sb/sth special/different, etc. *робити когось / щось особливим / іншим тощо*
memory /ˈmem.ər.i / *пам'ять*
need (n.) /niːd / *потребувати*
pay attention / peɪ əˈten.ʃən / *звертати увагу*
period /ˈpɪə.ri.əd / *період*
recognise /ˈrek.əg.naɪz / *впізнати*
route /ruːt / *маршрут*
speed (n.) /spiːd / *швидкість*
strength /streŋθ / *сила*
voice /vɔɪs / *голос*
way (=direction) /weɪ / *шлях*
weak /wiːk / *слабкий*
wonder (v.) /ˈwʌn. dər / *цікавитися*

2e annoy /əˈnɔɪ / *дратувати*

argue /ˈɑːg.juː / *сперечатися*
change one's mind *передумати*
cheer sb up /tʃɪər ʌp / *підбадьорювати когось*
dance move /dɑːns muːv / *танцювальний рух*
dislike /dɪˈslaɪk / *неприязнь; те, що не подобається*
fight (v.) /faɪt / *битися*
friendship /ˈfrend. ʃɪp / *дружба*
interest /ˈɪn.trest / *інтерес*
make a decision /meɪk ə dɪˈsɪʒ.ən / *прийняти рішення*
rely on /rɪˈlaɪ ɒn / *покладатися на*
risky /ˈrɪs.ki / *ризиковано*
sense of humour /ə sens əv ˈhjuː.mər / *почуття гумору*

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shout at sb /ʃaʊt æt / *кричати на когось*
teach /tiːtʃ / *навчати*
turn to /tɜːn tʊ / *звернутися до*

Adjectives describing personality

annoying /əˈnɔɪ.ɪŋ / *дратівливий*
confident /ˈkɒn.fɪ.dənt / *впевнений у собі*
easy-going /ˌiː.ziˈgəʊ.ɪŋ / *легкий на підйом*
kind /kaɪnd / *добрий*
outgoing /ˌaʊtˈgəʊ.ɪŋ / *комунікабельна людина*
quick-tempered /ˌkwɪkˈtem.pəd / *запальний*
stubborn /ˈstʌb.ən / *впертий*

3 MY LIFESTYLE

3a **against** /əˈgenst / *проти*
beat (v.) /biːt / *перемогти, побити когось в чомусь*
book (v.) /bʊk / *замовити, забронювати*
court /kɔːt / *корт*
exhibition /ˌek.sɪˈbɪʃ.ən / *виставка*
hit (v.) /hɪt / *бити, вдаряти*
hockey /ˈhɒk.i / *хокей*
make plans / meɪk plænz / *планувати*
net /net / *сітка*
point (n.) /pɔɪnt / *бал*
match point *матч-пойнт*

Experiences

do a cookery course *проходити кулінарний курс*
go to a sports centre / an art gallery *відвідати спортивний центр / художню галерею*
join a club / a team *приєднатися до клубу / команди*
learn a language *вивчити мову*
meet someone new *познайомитися з кимось новим*
try a new dish *спробувати нову страву*
watch a live performance / a TV series *подивитися виставу вживу / подивитися телесеріал*

Phrases

Count me in! *Я з вами!*
Go ahead. *Давай.*
Hurray! *Ура!*
Serve! *Подавайте!*

3b **challenging** /ˈtʃæl.ɪn.dʒɪŋ / *складний, важкий*
culture /ˈkʌl.tʃər / *культура*
diary /ˈdaɪə.ri / *щоденник*
disappointed /ˌdɪs.əˈpɔɪn.tɪd / *розчарований*
drop (v.) /drɒp / *впустити*
grill (v.) /grɪl / *готувати на грилі*
ground /graʊnd / *земля*
have sth in common *мати щось спільне*
improve /ɪmˈpruːv / *покращувати*
instead of /ɪnˈsted ˌəv / *замість того щоб*
keep sb busy /kiːp ˈbɪz.i / *зайняти когось*
lift (v.) /lɪft / *підіймати*
meaning /ˈmiː.nɪŋ / *значення*
prepare /prɪˈpeər / *готувати*
sauce /sɔːs / *соус*
stunt (n.) /stʌnt / *трюк*
unforgettable /ˌʌn.fəˈget.ə.bəl / *незабутній*
welcome (v.) /ˈwel.kəm / *ласкаво просимо*

Phrasal verbs

pick sb up (=collect sb) *забрати когось*
pick sb/sth up (=lift) *підняти когось на руки, підняти щось*
put sth on *одягнути,*
take off *злітати (про літак)*
take sth off *знімати (про одяг)*

3c **college** /ˈkɒl.ɪdʒ / *коледж, університет*
combine /kəmˈbaɪn / *поєднувати*
comment (n./v.) /ˈkɒm.ent / *коментар, коментувати*
creativity /kriˈeɪ.tɪvɪti / *креативність*
drawing tablet /ˈdrɔː.ɪŋ tæb.lət / *планшет для малювання*
express (v.) /ɪkˈspres / *виражати*
follower /ˈfɒl.əʊ.ər / *прихильник (-ця), підписник (-ця)*
one of a kind *неповторний*
others /ˈʌð·ərz / *інші*
post (v.) /pəʊst / *публікувати, робити допис*
relative (n.) /ˈrel.ə.tɪv / *родич (-ка)*
responsible /rɪˈspɒn.sə.bəl / *відповідальний*
script /skrɪpt / *сценарій*
work (n.) /wɜːk / *робота*

Hobbies

have a dance lesson *мати заняття з танців*
make a video *створювати відео*
play a musical instrument *грати на музичному інструменті*
write a poem/story *написати вірш / історію*

3d **accommodation** /əˌkɒm.əˈdeɪ.ʃən / *проживання*
all year round *цілий рік*
astronaut /ˈæs.trə.nɔːt / *астронавт*
available /əˈveɪ.lə.bəl / *доступний, наявний*
break (n.) /breɪk / *перерва, канікули*
cost (n.) /kɒst / *оплата*
experiment /ɪkˈsper.ɪ.mənt / *експеримент*
extra /ˈek.strə / *додатковий*
housing /ˈhaʊ.zɪŋ / *житло*
include /ɪnˈkluːd / *містить у собі*

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martial arts /ˌmɑːʃəl ˈɑːts/ *бойові мистецтва, східні єдиноборства*
monthly /ˈmʌn.θli/ *щомісяця*
opportunity /ˌɒp.əˈtʃuː.nə.ti/ *можливість*
out of the ordinary *незвично*
packed lunch *упакований ланч*
per /pɜːr/ *за*
price /praɪs/ *ціна*
produce (v.) /prəˈdʒuːs/ *виробляти*
protect /prəˈtekt/ *захищати*
robot /ˈrəʊ.bɒt/ *робот*
scientific /ˌsaɪ.ənˈtɪf.ɪk/ *науковий*
screening /ˈskriː.nɪŋ/ *екранізація, показ*
similar /ˈsɪm.ɪ.lər/ *подібний*
telescope /ˈtel.ɪ.skəʊp/ *телескоп*
train (v.) /treɪn/ *тренувати*
training /ˈtreɪ.nɪŋ/ *тренування*
weekly /ˈwiː.kli/ *щотижня*

3e **as you can see** *як бачите*
captain /ˈkæp.tɪn/ *капітан*
hero /ˈhɪə.rəʊ/ *герой*
heroine /ˈher.əʊ.ɪn/ *героїня*
plan (n.) /plæn/ *план*
so long /ˌsəʊ lɒŋ/ *Бувай*
whole /həʊl/ *цілий*

Words/phrases related to sports

extra time /ˌek.strə ˈtaɪm/ *додатковий час*
football boots /ˈfʊt.bɔːl ˌbuːts/ *футбольні бутси*
goal /gəʊl/ *гол*
goggles /ˈgɒg.əlz/ *захисні окуляри*
knee pad /niː pæd/ *наколінник*
make it to the final *потрапити до фіналу*
pass /pɑːs/ *проходити*
pitch /pɪtʃ/ *ігрове (спортивне) поле*
pool /puːl/ *басейн*
racket /ˈræk.ɪt/ *ракетка*
score (v./n.) /skɔːr/ *рахунок*
shin pad /ˈʃɪn ˌpæd/ *накладка на гомілку*
swimwear /ˈswɪm.weər/ *одяг для плавання*
throw /θrəʊ/ *кидати*
volleyball /ˈvɒl.i.bɔːl/ *волейбол*
water polo /ˈwɔː.tə ˌpəʊ.ləʊ/ *водне поло*

Phrases

Here's the latest. /hɪəz ðə ˈleɪtɪst/ *Ось останні новини.*
That's all for now. /ðæts ɔːl fə naʊ/ *Наразі це все.*
Waiting for your reply. /ˈweɪtɪŋ fə jə rɪˈplaɪ/ *Чекаю на твою відповідь.*

4 MUSIC

4a **answer (a question)** /ˈɑːnsər ə ˈkwestʃən/ *відповісти (на питання)*
band (= music band) /bænd mjuːzɪk bænd/ *гурт (= музичний гурт)*
depending on /dɪˈpendɪŋ ɒn/ *залежно від*
forget /fəˈget/ *забути*
mood /muːd/ *настрій*
perform (= entertain) /pəˈfɔːm = ˌentəˈteɪn/ виступати (= розважати)
question (n.) /ˈkwestʃən/ *питання*
specific /spəˈsɪfɪk/ *конкретний*
still /stɪl/ *все ще*
take (piano, etc.) lessons *брати уроки (фортепіано тощо)*
Same here! *Те ж саме!*

Kinds of music

classical /ˈklæsɪkl/ *класична*
heavy metal /ˌhevi ˈmetl/ *хеві-метал*
hip hop /ˈhɪp hɒp/ *хіп-хоп*
jazz /dʒæz/ *джаз*
pop /pɒp/ *поп (популярна)*
rock /rɒk/ *рок*
traditional /trəˈdɪʃnəl/ *традиційна*

Musical instruments

classical guitar /ˈklæsɪkl gɪˈtɑː/ *класична гітара*
drums /drʌmz/ *барабани*
electric guitar /ɪˈlektrɪk gɪˈtɑː/ *електрогітара*
flute /fluːt/ *флейта*
keyboard /ˈkiːbɔːd/ *клавішний інструмент, синтезатор*
piano /pɪˈænəʊ/ *фортепіано*
saxophone /ˈsæksəfəʊn/ *саксофон*

Phrases: like/dislike

be a (big) fan of *бути (великим) шанувальником (-цею) (когось / чогось)*
be crazy about *дуже цікавитися чимось, не тямити себе від*
be (really) fond of *бути (по-справжньому) в захваті від чогось, захоплюватися чимось*
be interested in *цікавитися чимось*
be one's thing *Бути тим, що твоє. (Це моє.)*
find sth interesting/boring, etc. *вважати щось цікавим / нудним*

4b **announce** / əˈnaʊns/ *оголосити*
arrange / əˈreɪndʒ/ *влаштовувати*
arrangement / əˈreɪndʒmənt/ *домовленість*
autograph (n.) /ˈɔːtəgrɑːf/ *автограф*
be sold out / bi səʊld ˈaʊt/ *бути розпроданим*

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definitely / ˈdefɪnətli / *безумовно*
have a word with sb *поговорити з ким-небудь*
let sb down *підвести когось*
possible /ˈpɒsəbl̩ / *можливий*
rehearse / rɪˈhɜːs / *репетирувати*
support (v.) / səˈpɔːt / *підтримувати*
venue /ˈvenjuː / *місце, локація проведення заходу*

Expressions with *way*

be in one's way *заважати комусь, стояти на чиємусь шляху*
be on one's way *бути в дорозі*
by the way *до речі*
know one's way around *орієнтуватися на місцевості*
lose one's way *збитися зі шляху, загубитися*
the other way round *навпаки*

Phrases

Get out of here! *Забирайся звідси!*
I reckon *Вважаю...*
It's sorted *Усе в порядку.*
Yep *Так.*
You can say that again *Можеш повторити.*

4c **award** /əˈwɔːd / *нагорода*
best-selling /ˌbɛstˈsɛlɪŋ / *бестселер*
career /kəˈrɪə / *кар'єра*
compose (v.) /kəmˈpəʊz / *писати музичний твір*
composer /kəmˈpəʊzə / *композитор (-ка)*
conductor / kənˈdʌktə / *диригент (-ка)*
copy (n.) /ˈkɒpi / *копія*
degree /dɪˈgriː / *ступінь*
folk (adj.) /fəʊk / *народний*
full-time /fʊl-taɪm / *повний робочий день*
lyrics /ˈlɪrɪks / *текст (опери чи пісні)*
opera /ˈɒpᵊrə / *опера*
pianist /ˈpiːənɪst / *піаніст (-ка)*
region /ˈriːʤᵊn / *регіон*
release (v.) /rɪˈliːs / *випускати (альбом)*
serve /sɜːv / *подавати (страви)*
split up /splɪt ʌp / *розділятися*
worldwide /ˌwɜːldˈwaɪd / *по всьому світу*

Words/phrases relating to the music industry

album /ˈælbəm / *альбом*
contract (n.) /ˈkɒntrækt / *контракт*
demo /ˈdeməʊ / *демо (версія музичного твору)*
fans / fænz / *шанувальники*
go on tour /ˈgəʊ ˈɒn tʊə / *їхати на гастролі / в тур*
musician /mjuːˈzɪʃn̩ / *музикант (-ка)*
music video / ˈmjuːzɪk ˈvɪdɪəʊ / *відеокліп*
producer /prəˈdʒuːsər / *продюсер (-ка)*
record (v.) /ˈrekɔːd / *записувати*
sign (v.) /ˈsaɪn / *підписувати, ставити підпис*
talent /ˈtælənt / *талант*

4d **advertisement** /ədˈvɜː.tɪs.mənt / *реклама, оголошення*
be part of /bi pɑːt ɒv / *бути частиною*
behave /bɪˈheɪv / *поводитися*
concertgoer /ˈkɒn.sətˌgəʊ.ər / *відвідувач (-ка) концертів*
highlight (n.) /ˈhaɪlaɪt / *найяскравіший момент*
live one's dream /laɪv wʌnz driːm / *жити своєю мрією*
own (adj.) /əʊn / *власний*
performer /pəˈfɔːmə / *виконавець (-иця)*
pull (v.) /pʊl / *тягнути*
separate (v.) /ˈseprət / *відокремлювати*
show (n.) /ʃəʊ / *шоу, показ*
value for money /ˌvælju: fə ˈmʌni / *співвідношення ціни і якості*

Expressions with *come*

come a long way *пройти довгий шлях*
come alive *оживати*
come as a surprise *стати несподіванкою*
come in handy *стати в пригоді, знадобитися*
come to an end *завершуватися*
come to think of it *якщо подумати, то; спасти на думку*
come true *здійснитися*

4e **audience** /ˈɔːdiəns / *аудиторія*
cheer (v.) /tʃɪə / *голосно вигукувати заохочувальні фрази (на концерті), вболівати*
clap (v.) /klæp / *плескати, аплодувати*
entertaining /ˌentəˈteɪnɪŋ / *розважальний*
excitement /ɪkˈsaɪtmənt / *захоплення*
hit (n.) /hɪt / *хіт*
hope (v.) /həʊp / *сподіватися*
interaction /ˌɪntəˈrækʃn̩ / *взаємодія*
live (adj.) /laɪv / *живий*
lively /ˈlaɪvli / *жвавий*
musical (n.) /ˈmjuːzɪkl̩ / *музичний*
overall (adv.) /ˌəʊvəˈrɔːl / *загальний*
participation /pɑːˌtɪsɪˈpeɪʃn̩ / *участь*
restless /ˈrestləs / *неспокійний, невгамовний*
sociable /ˈsəʊʃəbl̩ / *товариський*
stage / steɪʤ / *сцена*

Idioms

a pain in the neck *як кістка в горлі*
be blown away *бути дуже враженим (-ою) чимось*
be bored out of one's mind *бути надзвичайно знудженим*

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be over the moon *бути на сьомому небі від щастя*
be thrilled to bits *бути схвильованим (-ою) до нестями*
be/feel on top of the world *бути / почуватися на вершині світу*
drive sb up the wall *розсердити когось, дратувати когось*
drive sb wild *розлютити когось*
get a kick out of sth *отримувати задоволення від чогось*
get on one's nerves *нервувати когось*
give sb a warm welcome *влаштовувати теплий прийом для когось*
have a whale of a time *гарно провести час*
make one's day *зробити чийсь день кращим*

5 READING FOR PLEASURE

5a **among (prep.)** /əˈmʌŋ / *серед*
angrily /angrəli / *сердито*
approach (v.) /əˈprəʊtʃ / *наближатися до*
archer /ˈɑːtʃə / *лучник (-ця)*
archery /ˈɑːtʃəri / *стрільба з лука*
arrest (v.) /əˈrest / *заарештувати*
arrow /ˈærəʊ / *стріла*
bow (n.) /baʊ / *лук*
catch (v.) /ˈkætʃ / *ловити*
centre /ˈsentə / *центр*
feather /ˈfeðə / *перо*
gather /ˈgæðə / *збирати*
grass / grɑːs / *трава*
hard (adj.) /hɑːd / *важкий*
hold (an event) /ˈhəʊld ən ɪˈvent / *проводити (захід)*
hut / hʌt / *хатина, курінь*
law /lɔː / *закон*
loudly /ˈlaʊdli / *голосно*
messenger /ˈmesɪndʒə / *посланець (-иця)*
pass (v.) /pɑːs / *проходити повз*
shoot /ʃuːt / *стріляти*
shot (n.) /ʃɒt / *вистріл*
slice off (phr. v.) /slaɪs ɒf / *відрізати, зрізати*
target (n.) /ˈtɑːgɪt / *мішень*
unfair (adj.) /ˌʌnˈfeə / *несправедливий*

5b **anger (n.)** /ˈæŋgə / *гнів*
certain (adj.) /ˈsɜːtn̩ / *певний*
chain (n.) /tʃeɪn / *ланцюг*
corridor /ˈkɒrɪdɔː / *коридор*
drawer (n.) /drɔːr / *шухляда*
face-to-face /ˌfeɪs.təˈfeɪs / *віч-на-віч*
fill (v.) /fɪl / *заповнювати*
frighten /ˈfraɪtn̩ / *лякати*
ghost (n.) / gəʊst / *привид*
gun /gʌn / *пістолет*
haunted / ˈhɔːntɪd / *заселений привидами*
insult (v.) /ɪnˈsʌlt / *ображати*
move into (a place) /muːv ˈɪntə ə pleɪs / *переїхати в (місце)*
mysterious /mɪˈstɪərɪəs / *таємничий*
old-fashioned / əʊl ˈfæʃn̩d / *старомодний*
once again /wʌns əˈgen / *ще раз*
otherwise /ˈʌðəwaɪz / *інакше, в іншому разі*
past (adv.) /pɑːst / *минулий*
peaceful /ˈpiːsfəl / *мирний*
pillow /ˈpɪləʊ / *подушка*
reach (v.) /riːtʃ / *досягати*
reappear /riːəˈpɪə / *з'являтися знову*
secret (adj.) /ˈsiːkrɪt / *таємний*
skeleton /ˈskelɪtn̩ / *скелет*
slipper /ˈslɪpə / *домашня туфля, кімнатний черевик*
smash (v.) /smæʃ / *розбивати*
stain (n.) /steɪn / *пляма*
take revenge /ˈteɪk rɪˈvendʒ / *помститися*
terrify /ˈterɪfaɪ / *жахати*
the rest / ðə rest / *решта*
treat (v.) / triːt / *обходитися, поводитися*
twin / twɪn / *двійня*
warn (v.) / wɔːn / *застерігати*

5c **author** /ˈɔː.θər / *автор*
biography /baɪˈɒg.rə.fi / *біографія*
book fair / bʊk feə / *книжковий ярмарок*
book presentation /bʊk ˌprezn̩ˈteɪʃn̩ / *презентація книги*
classic /ˈklæsɪk / *класика*
comic book /ˈkɒmɪk bʊk / *комікс*
cookbook /ˈkʊkbʊk / *кулінарна книга*
crime /kraɪm / *кримінал*
fiction /ˈfɪkʃn̩ / *фантастика*
graphic novel /ˈgræfɪk ˈnɒvl̩ / *графічний роман*
history book /ˈhɪst(ə)ri bʊk / *історична книга*
non-fiction /ˌnɒnˈfɪk. ʃən / *нехудожня література, документальна література*
novel (n.) /ˈnɒv. əl / *роман*
pancakes /ˈpænkeɪks / *млинці*
present (n.) /ˌprezn̩t / *подарунок*
science fiction /ˈsaɪəns ˈfɪkʃn̩ / *наукова фантастика*
travel (n.) /ˈtrævl / *подорож*
workshop /ˈwɜːkʃɒp / *майстерня*

5d **a big reader** / ə bɪg ˈriːdə / *великий (-а) любитель (-ка) читання*

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a book hard to put down /ə bʊk hɑːd tu ˈpʊt daʊn / *книга, яку важко відкласти*
a must / ə mʌst / *обов'язковий; те, що повинно бути обов'язково*
adore / əˈdɔː / *обожнювати*
autobiography /ɔːtəʊbaɪˈɒgrəfi / *автобіографія*
blurb / blɜːb / *анотація книжки*
celebrity / sɪˈlebrɪti / *знаменитість*
comedian / kəˈmiːdɪən / *комік (-иня)*
couple /ˈkʌp.əl / *пара*
cover (n.) /ˈkʌvər / *обкладинка*
criminal /ˈkrɪmɪnļ / *злочинець (-иця)*
description /dɪˈskrɪpʃņ / *опис*
editor /ˈedɪtə / *редактор (-ка)*
educate /ˈedʒʊkeɪt / *навчати, виховувати*
era /ˈɪərə / *епоха, ера*
get sb thinking /ˈget ˈsʌm.bə.diˈθɪŋkɪŋ / *змусити когось замислитися*
gossip /ˈgɒsɪp / *пліткувати; плітки*
hardly anybody /ˈhɑːdli ˈenibɒdi / *майже ніхто*
historian / hɪˈstɔːrɪən / *історик (-иня)*
light material / laɪt məˈtɪərɪəl / *легкий матеріал*
literature / ˈlɪtrətʃə / *література*
made-up /ˌmeɪd ˈʌp / *вигаданий*
make one's way back / ˈmeɪk wʌnz ˈweɪ ˈbæk / *повернутися назад, повертатися*
operation /ˌɒpəˈreɪʃņ / *операція*
plastic surgery /ˌplæstɪk ˈsɜːdʒəri / *хірургія*
profession / prəˈfeʃņ / *професія*
run out of /ˈrʌn aʊt ɒv / *закінчуватися*
society /səˈsaɪəti / *суспільство*
spare time /ˈspeə ˈtaɪm / *вільний час*
surgeon /ˈsɜːdʒən / *хірург (-иня)*
survive /səˈvaɪv / *виживати*
technology /tekˈnɒlədʒi / *технологія*
the point of /ðə pɔɪnt ɒv / *сенс*
thief / θiːf / *злодій (-ка)*
through the ages /θruː ðiˈ eɪdʒɪz / *крізь віки*
young at heart /jʌŋ ət hɑːt / *молодий душею*

5e **attic** /ˈætɪk / *горище*
curious /ˈkjʊərɪəs / *допитливий*
discover /dɪˈskʌvə / *відкривати*
enter /ˈentə / *увійти*
forever /fəˈrevə / *назавжди*
located /ləʊˈkeɪtɪd / *розташований*
lock (n.) /lɒk / *замок*
nervously /ˈnɜːvəsli / *нервово*
pick sth up /ˈpɪk ˈsʌm.θɪŋ ʌp / *брати що-небудь в руки*
put on /ˈpʊt ɒn / *одягнути, покласти на*
rope (n.) / rəʊp / *мотузка*
take a look / ˈteɪk ə ˈlʊk / *поглянути*
touch (v.) / tʌtʃ / *торкатися*
treasure chest / ˈtreʒə tʃest / *скриня; грудна клітина*
upside down /ˌʌp.saɪd ˈdaʊn / *догори дригом*

Adjectives ending in -ed and -ing

amazed /əˈmeɪzd/ здивуватися
amazing / əˈmeɪzɪŋ / *дивовижний*
amused /əˈmjuːzd / *забавний*
amusing / əˈmjuːzɪŋ / *кумедний, смішний*
astonished /əˈstɒnɪʃt / *здивований*
astonishing /əˈstɒnɪʃɪŋ / *приголомшливо*
satisfied /ˈsætɪsfaɪd / *задоволений*
satisfying /ˈsætɪsfaɪɪŋ / *який задовольняє*
terrified /ˈterɪfaɪd / *переляканий*
terrifying /ˈterɪfaɪɪŋ / *жахливий; жахливо*
thrilled / θrɪld / *схвильований*
thrilling / ˈθrɪlɪŋ / *хвилюючий*

Phrases

All of a sudden, / ɔːl əv ə ˈsʌdņ / *Зненацька*
Fortunately... /ˈfɔː.tʃən.ət.li / *На щастя...*
I couldn't believe my eyes! *Я не міг (могла) повірити своїм очам!*
Luckily... /ˈlʌk.əl.i / *На щастя...*
My heart jumped! *Моє серце підстрибнуло!*
Suddenly... /ˈsʌd.ən.li / *Раптом...*
To my surprise... *На мій подив...*
Unfortunately... /ʌnˈfɔː.tʃən.ət.li/ На жаль...
Unluckily... /ʌnˈlʌk.əl.i / *На жаль...*
Without thinking... / wɪðˈaʊt ˈθɪŋ.kɪŋ / *Не подумавши...*

6 TECHNOLOGY AND MEDIA

6a **be in a hurry** / bi ɪn ə ˈhʌri / *поспішати*
catch the bus / ˈkætʃ ðə bʌs / *встигнути на автобус*
collect sth from somewhere *забрати щось звідкись*
download / ˌdaʊnˈləʊd / *завантажувати*
gigabyte (GB) / ˈgɪgəbaɪt / *гігабайт*
give sb a lift *підвозити кого-небудь, підбадьорити*
go for sth *їхати за чимось*
plan (v.) /plæn / *планувати*
Wi-Fi / waɪ.faɪ / *Wi-Fi (Вай-Фай)*

Telephone language

be engaged / bi ɪnˈgeɪdʒd / *бути залученим, працювати (про телефон)*
call back / kɔːl ˈbæk / *передзвонити*
dial / ˈdaɪəl / *набирати номер*
give sb a call / gɪv ˈsʌm.bə.di ə kɔːl / зателефонувати комусь
hang up / ˈhæŋ ˈʌp / *покласти слухавку*

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have a wrong number / həv ə rɒŋ ˈnʌmbə / *помилитися номером*
pick up / ˈpɪk ˈʌp / *брати слухавку*
return a call / rɪˈtɜːn ə kɔːl / *передзвонити*
take/leave a message / ˈteɪk ˈliːv ə ˈmesɪdʒ / *прийняти / залишити повідомлення*

6b **achieve** / əˈtʃiːv / *досягати*
achievement / əˈtʃiːvmənt / *досягнення*
argument / ˈɑːgjumənt / *аргумент*
communication / kəˌmjuːnɪˈkeɪʃn̩ / *спілкування, комунікація*
cost (v.) / kɒst / *коштувати*
creation / kriːˈeɪʃn̩ / *створення*
difference / ˈdɪfrəns / *різниця*
digit /ˈdɪdʒɪt / *цифра; цифровий*
discuss / dɪˈskʌs / *обговорювати*
discussion / dɪˈskʌʃn̩ / *дискусія, обговорення*
emergency / ɪˈmɜːdʒənsi / *надзвичайна ситуація*
imagination / ɪˌmædʒɪˈneɪʃn̩ / *уява*
improvement / ɪmˈpruːvmənt / *поліпшення*
inform / ɪnˈfɔːm / *інформувати*
invent / ɪnˈvent / *вигадувати, винаходити*
invention / ɪnˈvenʃn̩ / *винахід*
invitation /ˌɪnvɪˈteɪʃ(ə)n / *запрошення*
landline / ˈlændlaɪn / *стаціонарний телефон*
mention / ˈmenʃn̩ / *згадка*
native language / ˈneɪtɪv ˈlæŋgwɪdʒ / *рідна мова*
organisation / ˌɔːgənəˈzeɪʃən / *організація*
phrase / freɪz / *фраза*
preparation /ˌprepəˈreɪʃn̩ / *підготовка*
punctuation mark /ˌpʌŋktʃuˈeɪʃn̩ mɑːk / *розділовий знак*
signal / ˈsɪgnəl / *сигнал*
useful /ˈjuːsf(ə)l / *корисний*
wire / ˈwaɪə / *дріт*

6c **be a long way off** / bi ə lɒŋ ˈweɪ ɒf / *бути ще далеко*
billion /ˈbɪlɪən / *мільярд*
correct (adj.) / kəˈrekt / *правильний*
get it right/wrong / ˈget ˈɪt ˈraɪt rɒŋ / *розуміти правильно / неправильно*
get tired of / ˈget ˈtaɪəd ɒv / *втомлюватися від*
major (adj.) /ˈmeɪdʒə / *важливіший, головний*
non-stop (adj.) / ˈnɒnˈstɒp / *безперервний*
predict / prɪˈdɪkt / *передбачати*
role (n.) /rəʊl / *роль*
succeed /səkˈsiːd / *досягати успіху*
try out /ˈtraɪ aʊt / *випробувати*
TV set /ˌtiːˈviː set / *телевізор*
worried (about) /ˈwʌrid / *турбуватися*

Expressions with *make*
make a decision *прийняти рішення*
make a mistake *зробити помилку*
make a phone call *зателефонувати*
make a prediction *зробити прогноз*
make money *заробляти гроші*

6d **access** / ˈækses / *доступ*
attach / əˈtætʃ / *прикріплювати (файли)*
back up (phr. v.) / bæk ˈʌp / *робити резервну копію*
classmate / ˈklɑːsmeɪt / *однокласник (-ця)*
contact (v.) / ˈkɒntækt / *контактувати*
corner / ˈkɔːnə / *куточок (світу)*
debate (n.) / dɪˈbeɪt / *обговорення, дебати*
enthusiastic / ɪnˌθjuːzɪˈæstɪk / *захоплений*
feature (n.) / ˈfiːtʃə / *особливість*
feedback / ˈfiːdbæk / *відгук*
file (n.) / ˈfaɪl / *файл*
link (n.) / lɪŋk / *посилання*
log in/on / ˈlɒg ɪn ɒn / *увійти в (систему)*
log out/off / ˈlɒg aʊt ɒf / *вийти (із системи)*
mind-blowing / ˈmaɪnd bləʊɪŋ / *захопливий, приголомшливий*
native speaker / ˈneɪtɪv ˈspiːkə / *носій (-ка) мови*
newsfeed /ˈnjuːz.fiːd / *рядок з новинами*
participate / pɑːˈtɪsɪpeɪt / *брати участь*
password / ˈpɑːswɜːd / *пароль*
platform / ˈplætfɔːm / *платформа*
plug in (phr. v.) / plʌg ɪn / *підключати, під'єднувати*
private / ˈpraɪvɪt / *приватний*
scroll (v.) / skrəʊl / *прокручувати*
set sth up / set ˈsʌm.θɪŋ ʌp / *налаштовувати*
shut down /ʃʌt *daʊn* / вимикати
significant /sɪgˈnɪf.ɪ.kənt / *значний*
type in /taɪp ɪn / *ввести*
username /ˈjuː.zə.neɪm / *ім'я користувача*

6e **a waste of time** / ə ˈweɪst ɒv ˈtaɪm / *марна трата часу*
back (n.) / ˈbæk / *спина*
careless / ˈkeələs / *недбалий*
disadvantage /ˌdɪsədˈvɑːntɪdʒ / *недолік*
entertainment /ˌentəˈteɪnmənt / *розвага*
far away /ˈfɑːr əˈweɪ / *далеко*
helpless /ˈhelpləs / *безпорадний*
unhealthy /ʌnˈhelθi / *нездоровий*
useless / ˈjuːsləs / *марний, який не приносить користі*

7 A HELPING HAND

7a **alibi** / ˈæləbaɪ / *алібі*
be worth / bi wɜːθ / *коштувати*

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brand new /ˌbræn ˈnjuː/ *новий*
cleaner / ˈkliːnə / *чистіший*
empty / ˈempti / *порожній*
filthy /ˈfɪl.θi / *дуже брудний*
hall / hɔːl / *зал*
hoover (n.) / ˈhuːvə / *пилосос*
obvious / ˈɒbvɪəs / *очевидний*
owner / ˈəʊnə / *власник (-ця)*
properly / ˈprɒpəli / *як має бути, належно*
relationship / rɪˈleɪʃnʃɪp / *стосунки, взаємини, зв'язок*
security guard / sɪˈkjʊərɪti gɑːd / *охоронець (-иця)*

Words related to crime

burglar /ˈbɜː(r)glə(r) / *крадій*
burglary / ˈbɜːgləri / *крадіжка зі зломом*
inspector / ɪnˈspektə / *інспектор (-ка)*
investigate / ɪnˈvestɪgeɪt / *розслідувати*
pickpocket / ˈpɪkpɒkɪt / *кишеньковий (-а) злодій (-ка)*
pickpocketing /ˈpɪkˌpɒk.ɪ.tɪŋ / *кишенькова крадіжка*
rob / rɒb / *грабувати*
robber / ˈrɒbə / *грабіжник (-ця)*
robbery / ˈrɒbəri / *пограбування*
shoplifter / ˈʃɒplɪftə / *магазинний (-а) злодій (-ка)*
shoplifting / ˈʃɒplɪftɪŋ / *крадіжка з магазину*
solve / sɒlv / *вирішувати*
steal / stiːl / *красти*
theft / θeft / *крадіжка*

Phrases

Certainly *Звісно. Звичайно. Безумовно.*
No need *Немає потреби. Не потрібно.*

7b **advert** / ˈædvɜːt / *оголошення*
bedside table /ˌbedsaɪd ˈteɪbl̩ / *тумбочка*
bit (n.) /bɪt / *невеликий шматок або кількість чогось*
DIY (=do-it-yourself) /ˌdiː.aɪˈwaɪ / *зробити власноруч*
hole / həʊl / *отвір*
push / pʊʃ / *штовхати*
put sth together /ˈpʊt ˈsʌm.θɪŋ təˈgeðə / *зібрати щось*
screw /skruː / *гвинт; закручувати*
volume / ˈvɒljuːm / *об'єм*
wheel (n.) / wiːl̩ / *колесо*

Phrasal verbs

turn down *зменшувати (гучність)*
turn into *перетворювати на*
turn off *вимкнути*
turn on *увімкнути*
turn out *виявляється*
turn over *перевернути*
turn up *зробити гучніше, збільшувати (гучність)*

Phrases

Have a point *Маєш рацію.*
I can't be bothered *Мені ліньки. Не хочу турбуватися.*
I can't hear myself think *Я не чую своїх думок.*
It's a piece of cake *Це дуже просто. Це найпростіше.*
It's supposed to be... *Це має бути...*
Whatever you say *Як скажеш.*

7c **ASAP (=as soon as possible)** /ˌeɪ.es.eɪˈpiː / *якнайшвидше*
balance /ˈbæləns / *баланс*
BF (=best friend) *найкращий (-а) друг (подруга)*
blame (v.) /bleɪm / *звинувачувати*
compete /kəmˈpiːt / *змагатися*
count on sb / kaʊnt ˈɒn ˈsʌmbədi / *розраховувати на когось*
deal with / diːl wɪð / *мати справу з*
excuse (n.) / ɪkˈskjuːz / *виправдовуватися*
fault / fɔːlt / *провина*
in need /ɪn niːd / *потребувати*
make an effort /ˈmeɪk ən ˈefət / *докладати зусиль*
make fun of /ˈmeɪk fʌn ɒv / *висміювати, насміхатися*
prefer /prɪˈfɜː / *віддавати перевагу*
pretend /prɪˈtend / *прикидатися*
previous /ˈpriːvɪəs / *попередній*
ridiculous /rɪˈdɪkjʊləs / *безглуздо, смішно*
ripped /rɪpt / *рваний*
save (money) /seɪv ˈmʌni / *заощаджувати (гроші)*
solution /səˈluːʃn̩ / *рішення*
tablet /ˈtæblɪt / *планшет*
take the blame /ˈteɪk ðə bleɪm / *брати провину на себе*
the following /ðə ˈfɒləʊɪŋ / *наступний*
treat (v.) (=pay for) /triːt / *купити для когось або оплатити за когось (пригостити)*
trouble (v.) /ˈtrʌbl̩ / *неприємність*
walk all over sb /wɔːk ɔːl ˈəʊvə ˈsʌmbədi / *ставитися дуже погано до когось, бути недобрим та не поважати когось*

Phrases

Keep it up *Продовжуйте в тому ж дусі.*
May the best player win *Нехай переможе найкращий (-а) (гравець / гравчиня).*

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7d **amaze** / əˈmeɪz / *вражати*
apart from /əˈpɑːt frɒm / *крім того, що*
border / ˈbɔːdə / *кордон*
care (n./v.) /keə / *турбота; піклуватися, турбуватися*
charity /ˈtʃærɪti / *благодійність*
donation /dəʊˈneɪʃn̩ / *пожертвування*
extremely /ɪkˈstriːmli / *надзвичайно*
fundraising event /ˈfʌndˌreɪ.zɪŋ/ ɪˈvent / *благодійний захід зі збору коштів*
have a right / həv ə raɪt / *мати право*
illness / ˈɪlnəs / *хвороба*
injury / ˈɪndʒəri / *травма*
make a difference / ˈmeɪk ə ˈdɪfrəns / *змінити світ на краще*
patient (n.) /ˈpeɪʃnt / *пацієнт (-ка)*
raise money /reɪz ˈmʌni / *збирати гроші*
smile (n.) / smaɪl / *посмішка*
tough /tʌf / *важкий*
treat (=care for) / triːt / *лікувати (=піклуватися)*
volunteer /ˌvɒlənˈtɪə / *волонтер (-ка)*
war / wɔː / *війна*

7e **a variety of** / ə vəˈraɪəti ɒv / *різноманітність*
advertise /ˈædvətaɪz / *рекламувати*
advise / ədˈvaɪz / *радити*
bake sale / beɪk seɪl / *продаж випічки*
bazaar /bəˈzɑːr / *базар*
colourful /ˈkʌləfəl / *барвистий, різнокольоровий*
fact / fækt / *факт*
for a good cause / fər ə gʊ kɔːz / *для доброї справи*
fundraiser /ˈfʌndˌreɪ. zər / *збір коштів, фандрайзер*
give sb a hand /gɪv ˈsʌm.bə.di ə hænd / *допомагати комусь*
race (v.) /reɪs / *перегони*
tell a joke / tel ə dʒəʊk / *розповісти анекдот / жарт*

Phrases

All you have to do is... *Все, що вам потрібно зробити, – це...*
Need any help? *Потрібна допомога?*
Would you mind helping me out? *Ви не могли б мені допомогти?*

8 HOLIDAYS

8a **active volcano** / ˈæktɪv vɒlˈkeɪnəʊ / *активний вулкан*
enjoyable / ɪnˈdʒɔɪəbl̩ / *приємний*
experienced / ɪkˈspɪərɪənst / *досвідчений*
get a tan /ˈget ə tæn / *засмагати*
globe / gləʊb / *глобус*
impress / ɪmˈpres / *вражати*
interact / ˌɪntəˈrækt / *взаємодіяти*
keen on / kiːn ɒn / *захоплюватися, цікавитися*
location / ləʊˈkeɪʃn̩ / *місце, локація*
make an impression / ˈmeɪk ən ɪmˈpreʃn̩ / *справляти враження*
marine life / məˈriːn laɪf / морське життя
passion (for) /ˈpæʃn fɔː / *пристрасть (до)*
relaxing / rɪˈlæksɪŋ / *розслаблювальний*
safety /ˈseɪfti / *безпека*
scar / skɑː / *шрам*
smart (=nice) /smɑːt = *naɪs* / розумний (=гарний)
tie /taɪ / *краватка*
whenever / wenˈevə / *коли б то не було*

Types of holiday

backpacking holiday / ˈbækpækɪŋ ˈhɒlədeɪ / *відпочинок з рюкзаком*
cruise / kruːz / *круїз*
guided city tour / ˈgaɪdɪd ˈsɪti tʊə / *екскурсія містом з гідом*
holiday by the seaside / ˈhɒlədi ˈbaɪ ðə ˈsiːsaɪd / *відпочинок біля моря*
safari / səˈfɑːri / *сафарі*

8b **agritourism** /ˌæg.rɪˈtʊə.rɪ.zəm / *агротуризм*
bucket /ˈbʌkɪt / *відро*
cowshed /ˈkaʊʃed / *корівник*
mud /mʌd / *багнюка*
order /ˈɔːdə / *порядок*
pass by / pɑːs baɪ / *проходити повз*
shed / ʃed / *сарай*
since (=because) /sɪns /bɪˈkəz / *оскільки (=тому що)*
spade /speɪd / *лопата*
stable / ˈsteɪbl̩ / *стайня, конюшня*
steer clear / stɪə klɪə / *триматися подалі*
take a break /ˈteɪk ə breɪk / *зробити перерву*
the outdoors / ðiˌaʊtˈdɔːz / *на свіжому повітрі, надворі, назовні*

Expressions with *time*

at all times /ət ɔːl ˈtaɪmz / *завжди, постійно*
from time to time /frəm ˈtaɪm tu ˈtaɪm / *час від часу*
give sb a hard time /gɪv sb ə hɑːd ˈtaɪm / *завдавати комусь клопоту, ускладнити чиєсь життя*
have time to kill /həv ˈtaɪm tu kɪl / *немає чим зайнятися протягом певного періоду часу, мати вільний час*
make time /ˈmeɪk ˈtaɪm / *знаходити час*
take your time / ˈteɪk jə ˈtaɪm / *не поспішати*

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Phrases

Don't talk nonsense. / dəʊnt ˈtɔːk ˈnɒnsns / *Не говори дурниць.*
It's a good laugh. / ˈɪts ə gʊ lɑːf / *Це весело*
That's disgusting. / ðæts dɪsˈgʌstɪŋ / *Це огидно.*
The next thing I knew... / ðə nekst ˈθɪŋ ˈaɪ njuː / *Наступне, що я пам'ятаю...*

8c **announcement** / əˈnaʊnsmənt / *оголошення*
break down /breɪk daʊn / *поломка*
complaint /kəmˈpleɪnt / *скарга*
delay /dɪˈleɪ / *затримка*
delayed / dɪˈleɪd / *із запізненням, із затримкою*
disorganised /ˌdɪsˈɔːgənaɪzd / *неорганізований*
dissatisfied / dɪˈsætɪsfaɪd / *незадоволений*
hardly /ˈhɑːdli / *ледве*
impatient / ɪmˈpeɪʃnt / *нетерпимий, дратівливий*
impolite / ˌɪmpəˈlaɪt / *неввічливий*
impossible / ɪmˈpɒsəbl̩ / *неможливий*
luxurious / lʌgˈʒʊərɪəs / *розкішний*
organised / ˈɔːgənaɪzd / *організований*
patient (adj.) / ˈpeɪʃnt / *терплячий*
sail (v.) / seɪl / *відпливати*
service /ˈsɜːvɪs / *обслуговування*
shock / ʃɒk / *шок*
tasteless / ˈteɪstləs / *несмачний*
uncomfortable / ʌnˈkʌmftəbl̩ / *незручний*
unpleasant / ʌnˈpleznt / *неприємний*
unsuccessful /ˌʌnsəkˈsesfl̩ / *невдалий*

Words/phrases related to travelling

board (v.) / bɔːd / *сідати на корабель*
brochure / ˈbrəʊʃə / *брошура*
cabin / ˈkæbɪn / *каюта*
crew / kruː / *екіпаж*
get sunburnt / ˈget ˈsʌnbɜːnt / *обгоріти на сонці*
miss a flight / mɪs ə flaɪt / *запізнитися на літак*
on board / ˈɒn bɔːd / *на борту*
pack (v.) / pæk / *пакувати*
passenger / ˈpæsɪndʒə / *пасажир (-ка)*
passport / ˈpɑːspɔːt / *паспорт*
reception / rɪˈsepʃn̩ / *приймальня, рецепція*
suitcase / ˈsuːtkeɪs / *валіза*
travel agency / ˈtrævl ˈeɪdʒənsi / *туристичне агентство*

8d **blogger** / ˈblɒgə / *блогер (-ка)*
cheek / tʃiːk / *щока*
common (adj.) /ˈkɒmən / *звичайний, загальноприйнятий*
custom / ˈkʌstəm / *звичай*
guest (adj.) / gest / *гостьовий*
tap (v.) / tæp / *торкнутися, поплескати (по плечу)*
tip (= advice) / ˈtɪp = *ədˈvaɪs* / порада
tradition / trəˈdɪʃn̩ / *традиція*

Words/Phrase related to gestures

bow / baʊ / *кланятися*
greet / griːt / *вітатися*
hug (v.) / hʌg / *обіймати*
kiss (v.) /kɪs / *цілувати*
point (v.) / pɔɪnt / *показувати пальцем*
shake hands / ʃeɪk hændz / *потиснути руки*
wave / weɪv / *махати*

Phrases

Good for you! /gʊ fə juː / *Молодець!*
It's out of this world! /ˈɪts aʊt əv ðɪs wɜːld / *Це щось неймовірне!*

8e **assistance** /əˈsɪstəns / *допомога*
beginner /bɪˈgɪnə / *початківець (-иця)*
choice / tʃɔɪs / *вибір*
furthermore /ˌfɜːðəˈmɔː / *крім того*
hire /ˈhaɪə / *винаймати, орендувати*
in advance / ɪn ədˈvɑːns / *заздалегідь*
instructor / ɪnˈstrʌktə / *інструктор (-ка)*
minimum / ˈmɪnɪməm / *мінімум*
require / rɪˈkwaɪə / *потребувати; потрібно*
resort / rɪˈzɔːt / *курорт*
scenery / ˈsiːnəri / *пейзаж*
slope / sləʊp / *схил*
special offer / ˈspeʃl̩ ˈɒfə / *спеціальна пропозиція*
unbelievable / ˌʌnbɪˈliːvəbl̩ / *неймовірний*

Phrases related to formal letters

Dear Sir/Madam *Шановний пане (пані)!*
Yours faithfully / jɔːz ˈfeɪθfəli / *З повагою* (прощальний вираз; вживається, коли ім'я одержувача невідоме)
Yours sincerely / jɔːz sɪnˈsɪəli / *З повагою (прощальний вираз; вживається, коли і'мя одержувача відоме)*

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