

ВИДАВНИЦТВО
РАНОК

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НАВЧАННЯ
БЕЗ МЕЖ

Нір-Нір HELLO!

Англійська мова • English

6



+ АУДІОСУПРОВІД

Амелія Уолкер • Ненсі Левіс
Олександр Любченко

Ніп-Ніп HELLO!

Англійська мова (6-й рік навчання)

Підручник для 6 класу
закладів загальної середньої освіти (з аудіосупроводом)

ENGLISH (Year 6)

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

Рекомендовано Міністерством освіти і науки України

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Contents

Hello again!				6–13
Unit 1 THE WILSONS ARE ARRIVING				14–25
GRAMMAR	VOCABULARY	FUNCTIONS	SKILLS	PRONUNCIATION
The Present Continuous (actions now and around now); The Present Continuous for arrangements; Possessive 's and s'	Adjectives of personality	Greeting a friend; Introducing yourself and a friend; Making a request	Reading: meeting people at the airport Listening: a telephone conversation about plans; introducing yourself and a friend Speaking: personality; greeting a friend; introducing a friend Writing: describing personality	The sound /æ/
Unit 2 AN ACTION WEEKEND				26–37
GRAMMAR	VOCABULARY	FUNCTIONS	SKILLS	PRONUNCIATION
<i>will</i> ; gerund (-ing form)	Active leisure and healthy lifestyle	Making predictions; Talking about future facts; Talking about active leisure and healthy lifestyle	Reading: an adventure park advertisement; people talking about what they did in an adventure park Listening: a conversation about time spent at the cinema Speaking: active leisure; a future event Writing: describing leisure activities	The sound /eɪ/
Unit 3 PLANNING A TRIP				38–49
GRAMMAR	VOCABULARY	FUNCTIONS	SKILLS	PRONUNCIATION
<i>be going to</i> ; <i>will and be going to</i> ; Prepositions of time	Means of transport	Talking about plans and intentions for the future	Reading: planning a tour Listening: a conversation about future plans Speaking: transport; plans and intentions for the future Writing: describing weekend plans	The sound /e/
Up to now 1				50–51
Unit 4 MEET THE IMPERIAL EAGLE				52–63
GRAMMAR	VOCABULARY	FUNCTIONS	SKILLS	PRONUNCIATION
The Past Simple: regular and irregular verbs; <i>after</i> ; Zero article (things in general); Prepositions of movement	Wild animals	Talking about past events; Describing the order of past events	Reading: an email about a trip Listening: a conversation about a rare bird Speaking: wild animals; past events Writing: describing a wild animal	The sound /i:/
Unit 5 A DAY AT THE BEACH				64–75
GRAMMAR	VOCABULARY	FUNCTIONS	SKILLS	PRONUNCIATION
The Past Continuous; <i>while</i> ; <i>a dozen</i> / <i>dozens of</i> ; <i>a hundred</i> / <i>hundreds of</i> ; Prepositions of place	Wild plants; Protecting the environment	Telling a story; Describing two actions happening at the same time	Reading: people describing what they were doing Listening: a conversation about wild plants on the beach Speaking: giving 'green' ideas Writing: describing past activities	The sound /ɪ/

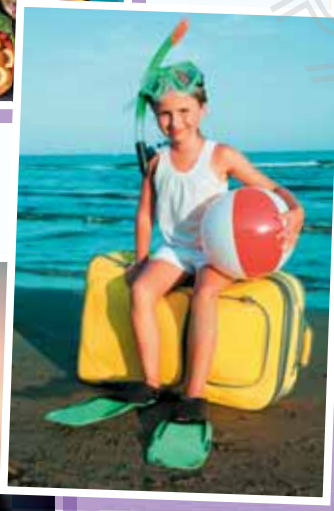
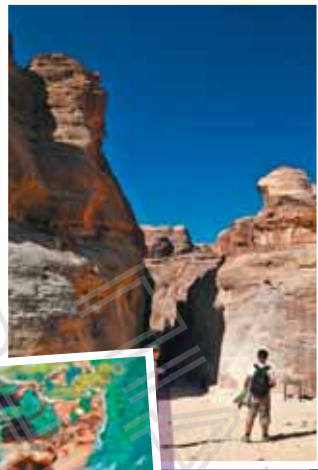
Unit 6 A VISIT TO THE COUNTRYSIDE				76–87
GRAMMAR	VOCABULARY	FUNCTIONS	SKILLS	PRONUNCIATION
The Past Simple and the Past Continuous; So and such	The city and the country	Describing past events; Making an excuse	Reading: people describing what they were doing Listening: visiting grandparents Speaking: the city and the country; describing past events; making an excuse Writing: describing city and country life	The sound /aɪ/
Up to now 2				88–89
Fun Time 1				90–91
Unit 7 THE MAGIC OF MUSIC				92–103
GRAMMAR	VOCABULARY	FUNCTIONS	SKILLS	PRONUNCIATION
quite/very; (not) as ... as; Reflexive pronouns	Festivals and celebrations	Comparing people and things; Talking about festivals and celebrations; Birthday greetings; Agreeing	Reading: a webpage about a folk festival; a blog Listening: a conversation at a folk festival Speaking: festivals and celebrations; birthday greetings Writing: my favourite family celebration	The sound /v/
Unit 8 HOBBIES AND INTERESTS				104–115
GRAMMAR	VOCABULARY	FUNCTIONS	SKILLS	PRONUNCIATION
can, could, be able to; too and enough	Hobbies and interests	Talking about abilities and possibilities; Inviting a friend; Congratulating people; Making arrangements; Making an excuse	Reading: an invitation to a theatrical performance; an email with instructions how to get to a place Listening: inviting friends to a theatrical performance; congratulating people Speaking: hobbies and interests; making arrangements; making excuses Writing: my hobby	The sound /əʊ/
Unit 9 ARE YOU READY TO ORDER?				116–127
GRAMMAR	VOCABULARY	FUNCTIONS	SKILLS	PRONUNCIATION
would (like); Indefinite pronouns; Countable and uncountable nouns; Concrete and abstract nouns; a bit/a number of	Restaurant food	Ordering food and drinks; Making polite requests and offers	Reading: a menu; ordering food at a restaurant Listening: people talking about going to a restaurant Speaking: ordering food and drinks at a restaurant and a coffee bar Writing: my family's eating habits	The sound /ʌ/

Up to now 3				128–129
Unit 10 AT THE CULTURE FAIR				130–141
GRAMMAR	VOCABULARY	FUNCTIONS	SKILLS	PRONUNCIATION
Cardinal and ordinal numbers; <i>and, or, but, so</i>	Continents; Countries and nationalities	Agreeing and disagreeing; Asking and answering about countries	Reading: a map of a culture fair; places of interests around the world Listening: people at a culture fair Speaking: countries and nationalities; agreeing and disagreeing Writing: filling in a registration form	The sound /ju: /
Unit 11 WHERE THERE'S A WILL, THERE'S A WAY				142–153
GRAMMAR	VOCABULARY	FUNCTIONS	SKILLS	PRONUNCIATION
<i>make</i> and <i>do</i> ; Type 0 conditional	Jobs	Describing jobs; Talking about pocket money	Reading: an article about pocket money Listening: teenagers looking for a job Speaking: jobs; talking about pocket money; a class survey on pocket money Writing: describing a job	Falling intonation
Unit 12 THANKS A MILLION				154–165
GRAMMAR	VOCABULARY	FUNCTIONS	SKILLS	PRONUNCIATION
<i>can, could</i> and <i>may</i> (permission); Adverbs of manner	Good manners	Asking for permission; Making a request; Expressing gratitude	Reading: people checking in at the airport; airport announcements; tips for good manners Listening: a conversation about a birthday surprise Speaking: good manners; asking for permission Writing: making a request; expressing gratitude	Rising intonation
Unit 13 ACROSS UKRAINE				166–177
GRAMMAR	VOCABULARY	FUNCTIONS	SKILLS	PRONUNCIATION
There is/are/was/were (revision); Many/much/a lot of (revision)	Ways of travelling (revision); Geography of a country	Describing places; Making suggestions	Reading: talking about plans for the holiday Listening: a conversation about travelling on a holiday Speaking: making suggestions, agreeing or disagreeing Writing: describing how people travel	The sound /3: /
Up to now 4				178–179
Fun Time 2				180–181
Play and Revise 1–12				182–193
Projects				194–196
Wordlist				197–203
List of irregular verbs and stative verbs				204–207



Hello again! Revision





Hello again!


I. THE PRESENT SIMPLE

Do you remember?

I/you/we/they	he/she/it
+ I usually get up early. – I don't usually get up early. ? Do you usually get up early? <input checked="" type="checkbox"/> <input type="checkbox"/> Yes, I do . / No, I don't . ? When do you usually get up ?	+ She goes to school by bus. – She doesn't go to school by bus. ? Does she go to school by bus? <input checked="" type="checkbox"/> <input type="checkbox"/> Yes, she does . / No, she doesn't . ? How does she go to school?

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

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

Model:  + Dad / never drive fast
Dad never drives fast.

- + My friend / listen to hip hop music
- I / speak Russian
- They / stay up late
- ? You / like playing computer games
- + We / usually have dinner at 7 o'clock
- ? Your brother / speak any foreign languages

- 2** In your notebook, write true sentences.

I		always	read/reads books.
My friend and I	don't	usually	go/goes for walks.
My parents		often	sleep/sleeps late.
My brother		sometimes	work/works hard.
My sister	doesn't	never	study/studies a lot.
			do/does any sports.

II. MY DAY


Do you remember?

- wake up
- go to school
- watch TV
- phone a friend
- go to bed
- finish classes
- have breakfast
- text a friend
- go home
- have lunch
- do homework
- have dinner
- get up
- browse the Internet
- have a shower

- 1** In your notebook, copy the two charts about your daily routine on a weekday and at the weekend. Complete them with the activities in the box. Add any other activities you usually do.

Monday		Saturday	
7:30	get up	around 9:00	get up

Now work in pairs. Talk about your weekdays and weekends.

Model:  On Mondays, I get up at 7:30. Then I ... On Saturdays, ...

III. THE PRESENT CONTINUOUS

Do you remember?

I	you/we/they		he/she/it	
+ I'm studying .	You + We They	're studying .	He + She It	's studying .
- I'm not studying .	You - We They	aren't studying .	He - She It	isn't studying .
? Are you studying ?	<input checked="" type="checkbox"/> <input type="checkbox"/> Yes, I am . / No, I'm not .			
? Is he studying ?	<input checked="" type="checkbox"/> <input type="checkbox"/> Yes, he is . / No, he isn't .			
? Are they studying ?	<input checked="" type="checkbox"/> <input type="checkbox"/> Yes, they are . / No, they aren't .			
? What are you studying ?				

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

Model: 

- I / text my friend
I'm not texting my friend.

- It / snow
- + He / eat a sandwich
- + I / learn English
- ? What / you do at the moment
- She / wear a beautiful dress
- My sister / sleep now
- ? They / laugh at us

- 2** In your notebook, complete the sentences with the correct form of the verbs in bold: the Present Simple or the Present Continuous. Use short forms where possible.

Model: 

be, bake

My granny is a very good cook. She's baking a cake.

- want, not eat I ... to be healthy. I ... any junk food.
- go, rain **A:** Where ... you ...? **B:** To the beach. **A:** But it's ...!
- not take I ... sugar in my tea.
- make Mum usually ... pizza on Sundays.
- like Pam ... listening to music on the bus.
- wait **A:** Hey, where are you? **B:** I ... for you in front of the café.
- not understand Miss, I ... Could you explain it again, please?

- 3** In pairs, describe the pictures.

- Where are the people?
- What are they doing?
- What are they wearing?

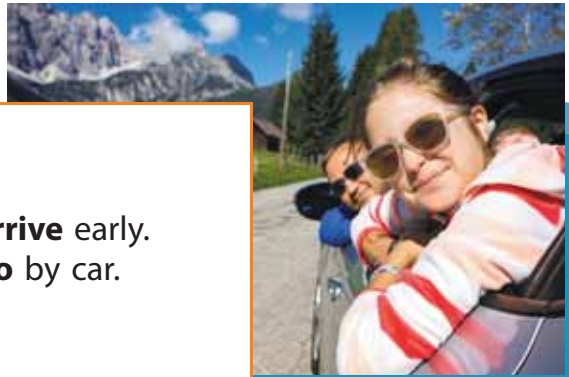


Hello again!

IV. THE PAST SIMPLE

Do you remember?

I		
You		
He	+ arrived early.	- didn't arrive early.
She	+ went by car.	- didn't go by car.
It		
We		
They		
? Did you arrive early?	<input checked="" type="checkbox"/> <input type="checkbox"/> Yes, I did . / No, I didn't .	
? Did you go by car?	<input checked="" type="checkbox"/> <input type="checkbox"/> Yes, I did . / No, I didn't .	
? <i>How</i> did you travel ?		



1 Listen and repeat.

come – came	give – gave	say – said	spend – spent
eat – ate	know – knew	see – saw	take – took
go – went	make – made	sell – sold	think – thought

2 Say the sentences in the Past Simple.

Model: 😊 I often walk to school. I walked to school yesterday.

1. I see my friends every day. ... yesterday.
2. My friend and I go to the cinema. ... last Friday.
3. I watch TV. ... last night.
4. I always eat pancakes on Sundays. ... last Sunday.
5. My dad gives me a lift to school. ... this morning.
6. We go on holiday in the mountains. ... last summer.
7. I do my homework in the afternoon. ... this afternoon.
8. My mum often bakes cakes. ... yesterday.

3 In your notebook, write sentences in the Past Simple.

Model: 🗒️ ? Rossi / phone her cousin yesterday
Did Rossi phone her cousin yesterday?

1. + My parents / take me to a restaurant last week
2. - I / watch a good film last night
3. ? You / make many mistakes in the test
4. - I / know Maria was sick
5. + Dad / come home early last night
6. ? Where / you go on holiday last summer
7. - We / eat anything for breakfast yesterday
8. + She / visit her granny last summer

V. COMPARATIVE AND SUPERLATIVE ADJECTIVES

Do you remember?

long – longer – the longest

expensive – more expensive – the most expensive

good – better – the best

bad – worse – the worst

- 1 Read the text about the Blue Whale. Say the correct comparative or superlative form of the adjectives in brackets.



The Blue Whale is the (large) and (heavy) animal on earth – even (big) than the (big) dinosaurs that lived long, long ago. It can weigh up to 110 tonnes. Its heart is the size of a small car. Female Blue Whales are (big) than males but males are sometimes a bit (heavy). The Blue Whale has got the (big) mouth in the world but the (big) thing it can swallow is an apple because its throat is very narrow.

The Blue Whale is the (fast)-growing animal on earth. At birth, it's the size of an elephant and it gains 90 kilograms a day in its first year. The Blue Whale is also the (loud) animal in the world. You can hear its call more than 800 km away.

- 2 Copy the adjectives into your notebook. Write the comparative and the superlative forms.

hot	pretty	beautiful
far	slow	bad
useful	attractive	thin

- 3 Write the questions below in your notebook. Use comparatives or superlatives. Then interview a classmate. Report to the class.

School

1. What is (interesting) – History and Civilisations or Geography and Economics?
2. Which is the (easy) school subject?
3. Which is the (difficult) school subject?
4. Who is the (good) dancer in the class?
5. What is (useful) – listening to a text or reading a text?

Leisure

1. Who is the (popular) singer at the moment?
2. Which is the (funny) TV show?
3. What is (boring) – watching TV or playing video games?
4. What is the (good) thing to do on a rainy day?
5. What is the (bad) thing to do on a hot day?

Ukraine

1. Which is the (busy) city in Ukraine?
2. Which is the (high) mountain?
3. Which is (long) – the Dnipro River or the Dniester River?
4. Which is the (hot) month in Ukraine? And the (cold)?
5. Which is the (big) animal in Ukraine?

Hello again!

VI. **SOME, ANY, MUCH, MANY, A LOT OF**

Do you remember?



1. There are **some** strawberries on the table.
2. There is **some** coffee on the table.
3. There aren't **any** bananas.
4. There isn't **any** orange juice.
5. **A:** Is there **any** meat? **B:** No, there isn't.
6. **A:** Are there **any** croissants? **B:** Yes, there are.
7. **A:** Can I have **some** more tea, please? **B:** Yes, sure.

- 1** Look at the photo below. Ask and answer in pairs. Use *Are there/Is there any ...?* and short answers.



- 2** Practise the dialogues in pairs.
Say **some** or **any**.

1. **A:** Have you got ... new classmates?
B: No, I haven't but I've got ... new teachers.
2. **A:** I'm very hungry. What's for dinner today?
B: We've got ... fish. There's ... green salad, too.
A: Yummy! Are there ... chips?
B: No, there aren't ... potatoes left.
A: Oh, shall I go and buy ...?
B: Yes, please.
3. **A:** Can I have ... more cake, please?
B: Sure! You can also have ... cream on top.

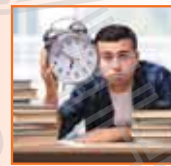
- 3** In your notebook, complete the sentences with **much**, **many** or **a lot of**.

1. **A:** Have you got ... homework for tomorrow?
B: Yes, I've got ... of homework to do in the afternoon.
2. My brother doesn't buy ... computer games but he buys ... computer magazines.
3. **A:** Do you spend ... money on clothes?
B: No, I don't. I spend ... money on my bike.
4. There aren't ... mountains in that part of the country.
5. Last winter, there were ... cold days but there wasn't ... snow.

Do you remember?

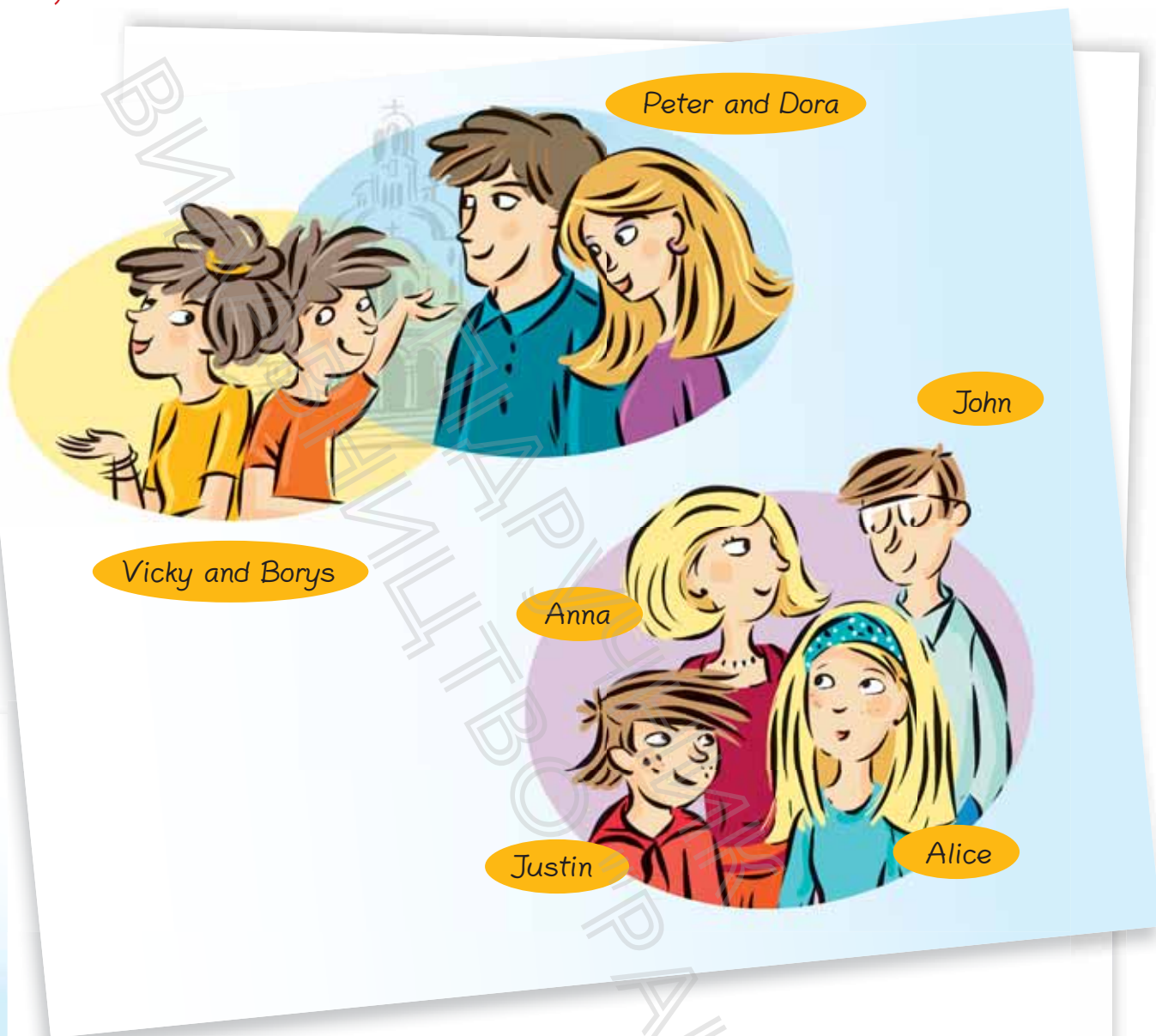


She doesn't have to read **many** books for the exam.



He has to read **a lot of** books and he hasn't got **much** time.

Do you remember the characters?



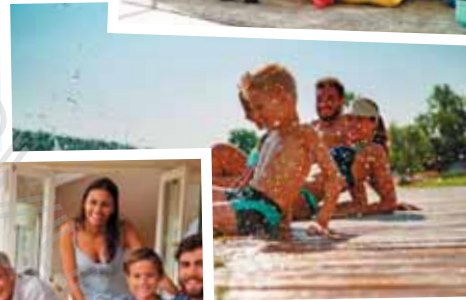
Victoria and Borys are Ukrainian. They live in Kyiv. They are twins. Their mum and dad are called Dora and Peter. Last summer Vicky and Borys went to summer school in London. They stayed with their aunt and uncle, Anna and John Wilson. Anna is their mum's sister. The Wilsons have got two children, Alice and Justin.

Vicky and Borys spent a month in London. They studied English, went sightseeing, made a lot of new friends and had a great time with their auntie, uncle and cousins, Alice and Justin. This summer the Wilsons are visiting the Byivovks.

UNIT 1

The Wilsons are arriving





Unit focus

- *Grammar*: the Present Continuous (actions now and around now); the Present Continuous for arrangements; possessive 's and s'
- *Functions*: greeting a friend; introducing yourself and a friend; making a request
- *Vocabulary*: adjectives of personality
- *Pronunciation*: the sound /æ/

UNIT 1 *The Wilsons are arriving*

LET'S GET STARTED

1 Answer the questions.

- Who are Vicky and Borys?
- Where do they live?
- Who are Alice and Justin?
- Where do they live?



WORDS IN ACTION

2 Look at the pictures. Try to guess the meaning of the words and phrases in bold.

promise (v.)

a hug

absent-minded

fall asleep

a favour

staff

pack (v.)

1 A: **Promise** me to come!
B: Yes, I'm giving you my word.

2 Give me a **hug**!

3 Where are my glasses? I'm so **absent-minded**.

4 Sorry. **Staff** means the people who work here.
It's locked!

5 **Pack** your bag, please. We're leaving soon.

6 Please, don't **fall asleep** in front of the TV. Go to bed.

7 A: Can I ask you a **favour**? Can you feed my cat this weekend?
B: Sure.



Listen and repeat.

LISTENING AND READING

3 Listen and answer the questions.

1. What is Alice doing on Saturday?
2. What does Vicky ask Alice to bring?



4 Listen again and choose the correct answer.

1. a. Gabi knows Alice and Justin.
b. Gabi doesn't know Alice and Justin.
2. a. Vicky asks Alice a favour.
b. Alice asks Vicky a favour.

5 Listen to part of another conversation and answer the questions.

1. Who's got a problem?
2. What is missing?



2

HOW TO

- **Greet a friend**

*Hi, so nice to hear from you!
It's so good to see you.*

How are you?

I'm fine./Not bad.

What about you?

- **Make a request**

Can I ask you a favour?

Can you do me a favour?

VOCABULARY TIP

British and American English

In Britain and in the USA people sometimes use different words for the same thing.

WORD BOX

folks (informal) = people

mobile =
mobile phone (BrE) =
cell phone (AmE)

6 Now read the whole conversation and the sentences below.
Say *true* or *false*. Correct the false sentences.

Dora: Hello, Anna! Hello, John! Welcome to Ukraine. Alice, Justin, give me a hug!

Vicky: Hi, Alice. Hi, Justin!

Anna: We're so happy to see you!

Peter: Welcome, everybody! How was the flight?

Justin: Boring. I watched a film on my mobile and fell asleep. O-Oh! My mobile's missing! I think I left it on the plane.

Alice: You, silly thing!

Justin: I'm not silly, I'm absent-minded.

John: Stop arguing you two! Let's ask somebody about the phone. Justin, come with me.

Peter: Let's wait for them over there. You can take a seat.
(Half an hour later.)

Alice: Justin and dad are coming! Justin's got his mobile.

John: We were lucky! The airport staff were very helpful.

Dora: All's well that ends well. Shall we go now?

Peter: Over here, folks. The taxis are waiting.

CULTURE CORNER

'All's well that ends well'
is a popular English saying.

Model: 😊

The Wilsons are meeting the Byivovks at the airport.
False. The Byivovks are meeting the Wilsons at the airport.

1. Justin watched a film on the plane.
2. Justin left his mobile phone at home.
3. Justin and his mum go to look for the mobile phone.
4. The airport staff couldn't help Justin.
5. The two families get taxis.

GRAMMAR SPOT

1. The Present Continuous

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

1. Look! Justin and dad **are coming**.
2. Today I **am packing** my bags.
3. My cousins **are coming** on Saturday.


We use the **Present Continuous** to talk about

- a. an action which is happening at the moment of speaking.
- b. an action which is happening over a short period of time.
- c. personal arrangements and plans for the future.

PRACTICE

7 In your notebook, put the verbs in bold in the Present Continuous.

The Byivovks are very busy this week. What are they doing?

Model:  **read** Dora is reading a guidebook to Ukraine.

- | | |
|--------------------|--|
| 1. plan | Dora ... a tour around Ukraine. |
| 2. book | Peter ... hotel rooms on the Internet. |
| 3. tidy up | Vicky and Borys ... the flat. |
| 4. look for | Memory ... a quiet place to sleep. |

8 In your notebook, answer the questions below. Give true answers.

1. What are you doing now?
2. What are you doing this week?
3. What are you doing next week?

Then ask and answer in pairs.

2. Possessive 's and s'

Do you remember?

Vicky has got a pink bag.
Vicky's bag is pink.

Note!

Borys' mobile is ringing.
Borys's friends are here.
For names ending in **-s**, we add **'s** or **'**.


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

1. Anna's and Dora's children are cousins.
2. This is my parents' laptop.
3. Dora is Alice and Justin's aunt.
4. The children's bedroom is messy.

- a. regular plural noun + **'**
- b. irregular plural + **'s**
- c. **'s** after the last name when two or more people have got the same thing or things
- d. **'s** after each name when two or more people have got different things

PRACTICE

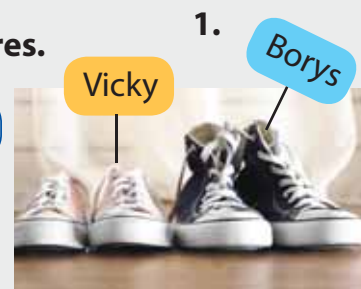
9 In your notebook, write sentences about the pictures.

Model:  Vicky's and Borys's shoes are on the floor.

2. Alice and Vicky



3. Vicky and Borys



4. the Byivovks



5. the children



VOCABULARY

Adjectives of personality

10 What adjectives describing personality do you know?
Work in small groups. Make a list.

11 Read the sentences and match them with the pictures.
Try to guess the meaning of the words in bold.

- Jack is **lazy**. He never helps his brother with the cleaning.
- You, **naughty** boy! Stop it!
- My sister is **bossy**. She likes giving people orders.
- My little brother is very **curious** about everything.
- Daniel, don't be **selfish**. These toys are NOT only yours!
- Mr Green is **hard-working**.
- Grandpa is very **generous**. He always brings me a gift when he visits us.
- People will call you 'as **stubborn** as a mule' if you don't listen to their opinions and you always think you're right.



1



2



3



4



5



6

Why? What?
How?



7



8



Listen, check and repeat.

12 Say the correct words from 11 to complete the sentences.

1. A ... person tells other people what to do or gives orders in an unpleasant way.
2. A ... person wants to know or learn something.
3. A ... person doesn't want to work or use energy.
4. A ... child behaves badly and doesn't listen to his/her parents.
5. A ... person works a lot.
6. A ... person does not care about other people.
7. A ... person doesn't want to change his/her ideas even if he/she isn't right.
8. A ... person likes giving gifts and sharing what he/she has.

COMMUNICATION

Introducing yourself and a friend

WORD BOX

guys (plural, informal) = used for talking to a group of people



13 Read and listen to the conversation. Then practise in groups of four.

Vicky is introducing her friend Gabi to Alice and Justin.

- Vicky:** Hello, Gabi.
Gabi: Hi, Vicky. I'm sorry I'm late.
Vicky: It's OK. Borys **is buying the tickets** now. Gabi, look who's here!
Gabi: I'm so excited!
Vicky: Alice, Justin, **this is my friend**, Gabi.
Alice: Hi, Gabi. I'm Alice. Nice to meet you.
Gabi: Nice to meet you, too, Alice.
Justin: Hey, Gabi. I'm Justin.
Gabi: Hello, Justin. I'm so happy to meet you! Do you like it here, guys?
Alice: Oh, yes. It's so **green and pretty!**
Justin: The **food's great.**
Vicky: U-hum. Borys is waiting for us in front of the cinema. Shall we go?

HOW TO

• Introduce yourself

I'm (name).

Nice to meet you.

Nice to meet you, too, (name).

• Introduce a friend

This is my friend, (name).

(Name), meet my friend/cousin, (name).

Now make a similar conversation.

Use your own names. Replace the phrases in bold with your own ideas.

14 Work in groups of three. Choose a role card and make a conversation. Then change roles and make another conversation.

Student A:

- Your cousin (Student B) comes from another town/country.
- Introduce Student B to your friend (Student C).

Student B:

- You are Student A's cousin. You want to meet Student A's friend (Student C).

Student C:

- You are Student A's friend. Student A is introducing you to Student B.

WRITING

Describing personality

15 Read Gabi's description of her family and answer the question.

- How many people are there in Gabi's family?



a bit bossy =
not very bossy



My family isn't very big.
My mum's name is Olena. She's kind, patient and very curious about art. Mum is sometimes a bit bossy.
My father's name is Nazar. He's clever and hard-working. Dad is always busy but he's communicative and generous.
I've got a little brother. Taras is five. He's noisy and a bit naughty but he's a good brother.

Write a similar description of the members of your family or of three friends or relatives. Follow the model above.

PRONUNCIATION

The sound æ

16 Listen and repeat.

cat bat flat hat

Now say these words. Then listen and check.

bad dad mad sad

- 1** Make three cards of green, yellow and red colours. Read, choose and write the information on the correct card.

**I CAN
DO IT
VERY
WELL**

**I NEED
EXTRA
PRACTICE**

**I CAN'T
DO IT**

LISTENING

listen to and understand new words and phrases

listen to and understand questions and answers about actions which are happening now

listen to and understand information about plans for the future

listen to and understand dialogues about introducing a friend

listen to and understand descriptions of a personality

READING

read and understand new words and phrases

read and understand dialogues about friends

identify sentences in the Present Continuous Tense

read and understand sentences which describe a personality

read and understand texts about a family, read and understand English sayings

read and understand sentences about things that belong to other people

Self-assessment

SPEAKING

greet a friend, make a request

speak about actions which are happening at the moment of speaking

speak about personal arrangements

speak about plans for the future

speak about things that belong to other people

describe a personality

introduce myself

introduce my friend

speak about my family

WRITING

write new words and phrases

write sentences in the Present Continuous Tense

write sentences about things that belong to other people

write short texts about personalities of my family members

- 2 Make a short video about your family members. Introduce this video to your friends.**
- 3 On your blog page, introduce your best friend. Use this text as an example and change the highlighted information.**

This is my best friend Taras. He is eleven years old. He is clever because he reads a lot of books. He is also very curious and wants to know everything. Sometimes he is very bossy and likes giving orders to other people. But we are good friends and spend a lot of time together.

UNIT 2

An action weekend





Unit focus

- *Grammar:* will, gerund (-ing form)
- *Functions:* making predictions; talking about future facts; talking about active leisure and healthy lifestyle
- *Vocabulary:* active leisure and healthy lifestyle
- *Pronunciation:* the sound /eɪ/

UNIT 2 *An action weekend*

LET'S GET STARTED

1 In pairs, answer the questions.

- What do you do at weekends in summer?
- What do you do at weekends in winter?
- Do your family like doing outdoor activities such as hiking, camping, etc.?



WORDS IN ACTION

2 Look at the pictures. Try to guess the meaning of the words and phrases in bold.

a van

a raft

rafting

crawl

Stop complaining!

a wreck



1. Ben's got a big family. They travel everywhere in a **van**.



2. Jack Highway crossed the river on a **raft**.



3. They went **rafting** last weekend.



4. The baby is learning to **crawl**.



5. I'm tired. It's hot. This is so hard!



6. This car is a **wreck!**



Listen and repeat.

LISTENING AND READING



3 Listen and choose the correct answer.

- The children are coming back from a walk.
- The children are coming back from the cinema.



4 Listen again and answer the questions.

- Did Justin like the film? And Alice?
- What did the kids do after the film?
- Does Borys like the van?
- Where are the families going tomorrow?

5 Read the advertisement. Then listen to part of another conversation and answer the question.

- Which activities do the teenagers talk about?

Welcome to Extreme Adventure Action Park –
the perfect place for adults and kids!

Enjoy a weekend full of fun and action. Be brave! Be adventurous! Try our activities!

rafting



kayaking



paintball



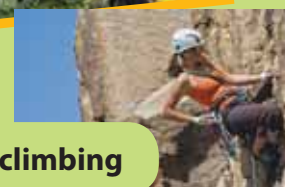
rope garden



zip wire



rock climbing



You can also relax at our picnic area.

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

Alice: Wow!

Justin: Rafting's awesome!

Borys: Vicky, you can open your eyes now. It's over!

Vicky: It was so scary!

Borys: It was cool! Let's do it again!

Peter: That's enough for today. Let's change out of our wet clothes and try something else. What about paintball?

Justin: And the rope garden, too.

Alice: After that, let's try the zip wire.

Borys: I want to do all three.

Peter: What about you, Vicky?

Vicky: Hmm. I don't like crawling. And I hate climbing.

Borys: Come on, Vicky. Don't be a chicken! Paintball is fun!

Vicky: OK, I'll come. But I'll skip the rope garden.

Peter: What about you, ladies? Will you join us?

Dora: I don't think so. Anna and I will go to the picnic area. We'll wait for you there. Have fun and take care!

Do you remember?

Don't be a chicken!

1. Did Justin enjoy the rafting?
2. Why were Vicky's eyes closed?
3. Will everybody go rafting again?
4. What does Peter suggest?
5. Which activities does Borys want to try?
6. What doesn't Vicky like doing?
7. What will Dora and Anna do?

UNIT 2

GRAMMAR SPOT

1. Will

Forms

POSITIVE		
I You He She It We They	'll be (will be)	14 next month.

NEGATIVE		
I You He She It We They	won't be (will not be)	14 next month.

YES/NO QUESTIONS			
Will	I you he she it we they	be	14 next month?

SHORT ANSWERS		
Yes,	I you he she it we they	will.
No,	I you he she it we they	won't.

WH-QUESTIONS				
When Where	will	I you he she it we they	be live	14? in 2030?

Use

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

- I'll come with you.
- I'll be 14 next month.
- I think it'll be sunny tomorrow.

We use *will*

- when we talk about future facts.
- when we make predictions.
- when we decide to do something at the moment of speaking.

IMPORTANT!

We often use *will* with *I think*,
I don't think, *I'm sure*, *I'm not sure*.

I'm sure he'll find his phone.
I'm not sure he'll find his phone.
I think I'll go out.
I don't think I'll go out.

PRACTICE**7 Use will or won't and make the sentences true.**

Model: 😊 *My grandpa won't be 70 next year.*

1. I think it ... rain later today.
2. Mum ... be at home when I come back from school.
3. We ... finish classes 15 minutes early today.
4. I ... be busy at the weekend.
5. Our teacher ... give us a test next week.

8 Ask and answer in pairs. Make predictions.

Model: 😊 *Justin / enjoy the rope garden?*
A: Will Justin enjoy the rope garden? B: Yes, he will.

1. The kids / go rafting again?
2. Vicky / enjoy paintballing?
3. John and Peter / join the kids?
4. Borys / try all the activities?
5. Vicky / be afraid of the zip wire?
6. Anna and Dora / have a good time at the picnic area?

9 Make suggestions for the situations below. Choose from the ideas in the box.

• open the window • turn on the TV • ask somebody • help
• answer the door • close the window • make a sandwich

Model: 😊 *A: It's very hot. B: I'll open the window.*

1. **A:** I'm cold. **B:** ...
2. **A:** I'm hungry. **B:** ...
3. **A:** I can't do my homework. **B:** ...
4. **A:** The doorbell is ringing. **B:** ...
5. **A:** There's a good show on TV. **B:** ...
6. **A:** We don't know the way to the station **B:** ...

Do you remember?

2. Gerund (-ing form)

Read the examples. What form of the verb do we use after *love*, *hate* and *don't mind*?

I	love like don't mind don't like hate	playing. sleeping. rafting.
---	--	-----------------------------------

Now read these sentences and answer the question below.

I	enjoy prefer start stop go on	reading. walking. talking.
---	---	----------------------------------

- When do we use *verb + -ing*?

Now check with the rules.

- We use *verb + -ing* after *love*, *like*, *don't mind*, *don't like*, and *hate*.
- We also use *verb + -ing* after *enjoy*, *prefer*, *start*, *stop*, *go on*, etc.

PRACTICE

10 Look at the picture. What does this teacher often say to her class? Use the ideas in the box and make sentences.

Model: 😊 I know you enjoy learning English.

- | | |
|-----------------|-----------------------|
| • read | • talk |
| • write | • copy from the board |
| • learn English | • ask questions |
| • complain | • listen |



VOCABULARY

Active leisure and healthy lifestyle

11 What leisure activities do you and your friends know? Work in groups of three or four. Make a list. Which of these activities do people do outdoors? Underline them.


12 In your notebook, match the words with the pictures.


- a. skiing
- b. snowboarding
- c. skateboarding
- d. canoeing
- e. windsurfing
- f. mountain biking (MTB)



13 Read the text. Say the correct word for each picture.


The Johnsons are an active family.


Mr and Mrs Johnson love . Their children, Jack and Jane,


prefer . In summer, the Johnsons spend two weeks at the seaside. The whole family are mad


about . Jack and Jane enjoy

. Mr and Mrs Johnson also

love . They want to try

, too. In spring and

autumn, the family go . At

weekends, Jack often goes 

with his mates.



Listen, check and repeat.

VOCABULARY TIP

International words are similar in many languages. Do you know any other international words?

WORD BOX

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



Now listen and check.

UNIT 2

COMMUNICATION

Talking about a future event

14 Look at the poster. What is it about?
When is the event?



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



Dorothy: Hi, Alice. I sent you a photo some minutes ago.
Did you get it?

Alice: Hi, Dotty. Do you mean the poster?

Dorothy: Yeah. The school is organising a summer camp fest.

Alice: Great! When is it?

Dorothy: **At the end of August.** Will you be free then?

Alice: Yeah, I will. Look! **Mountain biking.**
I'm sure **Justin** will like it. And I enjoy **camping and hiking.**

Dorothy: I prefer **swimming.**

Alice: Will your **parents** let you go?

Dorothy: **I'm sure they** will. What about yours?

Alice: I'll ask **them** later. But I think they'll say 'Yes'.

at the beginning

my sister / brother / friend

mum / dad

I'm not sure he / she

him / her

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

15 Work in pairs. Look at the poster.
Talk about the activities. Then
change roles and make another
dialogue. You can use the dialogue
in 14 as a model.



WRITING

Describing leisure activities

16 Read the description of an active family and answer the question.

- What do the whole family love doing?

The Jacksons are an active family. Mr and Mrs Jackson love water sports – swimming and kayaking. Their son, Michael, prefers canoeing. Their two daughters, Martha and Grace, love ice skating and are very good ice skaters. The whole family are mad about camping and cycling. Every summer, they go on a cycling holiday.

17 Look at the family album of the Greens. What do they like doing? Write a similar description. If you prefer, describe what your family like doing. Follow the model above.



PRONUNCIATION

The sound EI

 **18** Listen and repeat.

date hate late mate



Now say these words. Then listen and check.

make lake take shake

- 1** Make three cards of green, yellow and red colours. Read, choose and write the information on the correct card.

**I CAN
DO IT
VERY
WELL**

**I NEED
EXTRA
PRACTICE**

**I CAN'T
DO IT**

LISTENING

listen to and understand new words and phrases

listen to and understand information about adventure activities

listen to and understand information about future events and predictions

READING

read and understand new words and phrases

read and understand dialogues about adventure activities

identify sentences in the Future Simple Tense

read and understand texts about leisure activities

read and understand dialogues about future events

identify Gerund

read and understand texts about healthy lifestyle

Self-assessment

SPEAKING

speaking about favourite leisure time activities

make up short dialogues about future events

ask and answer questions about future events

speaking about favourite leisure time activities of my family members

WRITING

writing new words and phrases

writing sentences in the Future Simple Tense

writing questions and answers about future events

writing sentences using Gerund, write a short description of my active family members

- 2 Make a short video about your active family members/friends. Introduce this video to your friends.**
- 3 On your blog page write about your active brother/sister/cousins/friends. Use this text as an example and change the highlighted information.**

My relatives and friends are very active. My sister Ruslana loves swimming. She goes to the pool in winter and swims in the river in summer. My cousins Bohdan and Ivan are mad about cycling. My friend Andrii plays football and volleyball. In winter Andrii and his parents go to the mountains to ski. It's so good to have active friends!

UNIT 3

Planning a trip





Unit focus

- *Grammar:* *be going to*; *will* and *be going to*; prepositions of time
- *Functions:* talking about plans and intentions for the future
- *Vocabulary:* means of transport
- *Pronunciation:* the sound /e/

UNIT 3 *Planning a trip*



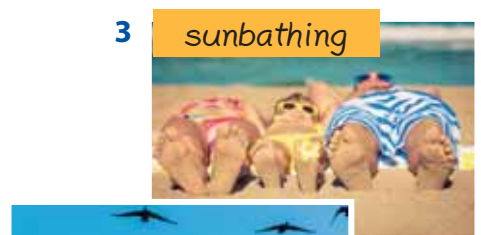
LET'S GET STARTED

1 In pairs, answer the questions.

- How do you travel in your hometown? Why?
- How do you travel when you go on holiday? Why?

WORDS IN ACTION

2 Look at the pictures. Try to guess the meaning of the words in bold.



LISTENING AND READING

3 Listen and say *true* or *false*. Correct the false sentences.

1. All the kids enjoyed the rafting.
2. They're going to tour Ukraine for ten days.



WORD BOX

The best is yet to come. =
Even better things will happen
in the future.



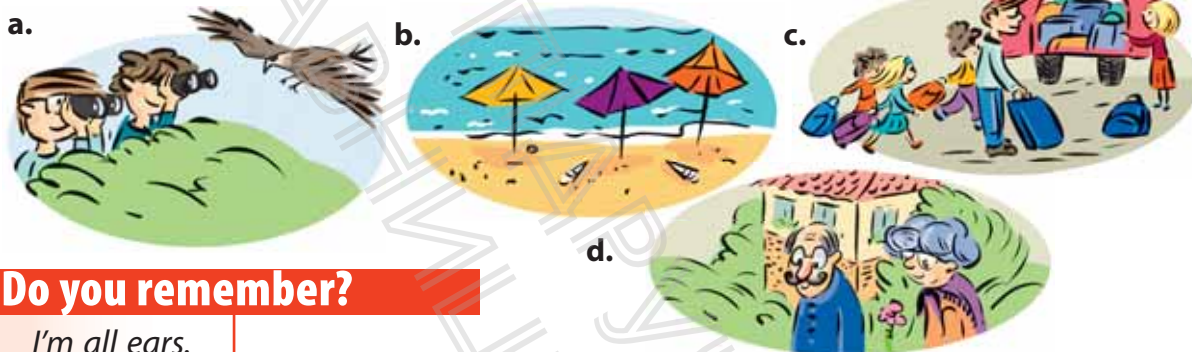
Listen and repeat.

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

Model: 😊 *That was a fantastic weekend. Alice*

- I'll never forget it.
- I was totally scared!
- Thanks for taking us there.
- The best is yet to come.
- What do you mean ...?
- How are we going to do it?

5 Listen to part of another conversation. In your notebook, put the pictures in the order you hear about them.



Do you remember?

I'm all ears.

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

Dora: Come here, everybody! Attention, please! Here's our plan for the tour.

Anna: We're all ears!

Peter: Look at the map. We're going to start from Kyiv, of course. And we're going to the seaside. On the way, we're going to stop over at some beautiful small towns. And we're going to do some birdwatching.

Justin: Birdwatching? Don't you think that's boring?

Alice: Keep quiet, Justin! What are we going to do next?

Dora: Next, we're going to spend a few days at the seaside. I'm sure you'll enjoy some swimming ... sunbathing.

Peter: On our way back we're going to visit grandma and grandpa.

Alice: Lovely! I miss them a lot!

Peter: Then we're going to a famous folk music festival in the Carpathian Mountains.

John: That's a great plan. When are we leaving?

Peter: The day after tomorrow. At 8 o'clock sharp.

- Who starts talking about the tour?
- Where are the families going to stop over?
- Is Justin excited about birdwatching?
- Who are they going to visit?
- What festival are they going to?
- What time are they leaving?

UNIT 3

GRAMMAR SPOT

1 *Be going to*

Forms

positive				negative			
I	'm (am)	going to	visit my grandparents.	I	'm not (am not)	going to	visit my grandparents.
She He	's (is)			She He	isn't (is not)		
We You They	're (are)			We You They	aren't (are not)		
			travel by car.				travel by car.

yes/no questions				short answers					
Am	I	going to	visit my grandparents?	Yes,	I	am.	No,	I	'm not.
Is	she he				she he	is.		she he	isn't.
Are	we you they				we you they	are.		we you they	aren't.
			travel by car?						

wh-questions				
Who	am	I	going to	visit?
	is	she he		
How	are	we you they		travel?

Use

Study the examples and answer the question below.

This is the plan for the tour. We're going to spend a few days at the seaside. Then we're going to visit grandma and grandpa.

- When do we use *be going to*?

base form of the verb = verb without *to*

Now check with the rule.

- We use *be going to* + *the base form of the verb* to talk about our plans or intentions for the future.

PRACTICE

7 Look at the pictures. Say *am/is/are going to* and one of the verbs in the box to complete the sentences.

Model: 😊 Rick **is going to paint** the wall.

buy
paint
make
travel
stop
over
go
play



2. Danny ... to London.



1. My parents ... a new car.



3. Elsa ... on holiday tomorrow.



4. Sara ... vegetable soup.



5. Sam and Jessica ... tennis.



6. The friends ... in Lviv.

8 Match the sentences in Column A with those in Column B.

Model: 😊 Uncle Ben wants to learn German. He's going to travel to Germany.

Column A	Column B
1. Uncle Ben wants to learn German.	a. I'm going to read a book in English.
2. They have to study for the test.	b. I'm going to get him a present.
3. I want to be better at English.	c. He's going to travel to Germany.
4. There's a football match on TV tonight.	d. They're going to visit them soon.
5. They miss their grandparents.	e. Are you going to watch it?
6. It's Martin's birthday next week.	f. They aren't going to watch TV.

9 Choose from the phrases below and write 5 things you *are* or *aren't going to do* next month.

Model: 🖋️ I'm (not) going to study English every weekend.

- do more exercise
- eat more vegetables
- play computer games
- save money for a new game
- drink more water
- watch films in English
- tour Ukraine
- go paintballing

UNIT 3

2 Will and be going to

Study the examples and answer the questions below.

I'm tired. I'll go to bed in ten minutes.

I'm sure you'll like my new friend.

Are you going to have a party for your birthday?

- When do we use *will*?
- When do we use *be going to*?

Now check with the rules.

- We use *be going to* to talk about plans and intentions for the future.
- We use *will* when we decide to do something at the moment of speaking.
- We use *will* to talk about future facts and predictions.

PRACTICE

10 Say the correct form.

1. What **will you do / are you going to** do tomorrow?
2. I think next year something very interesting **will / is going to** happen to you.
3. **A:** The telephone is ringing. **B:** OK. **I'll answer / I'm going to answer** it.
4. Maria is busy this weekend. **She'll start / She's going to start** dancing classes.
5. **A:** I'm sorry, miss. I don't understand. **B:** OK. **I'll say / I'm going to say** it again.
6. I'm sure you **won't like / aren't going to like** rafting. It's very scary.

11 In your notebook, complete the sentences with *will/ll* or *be going to*.

1. **A:** What ... you ... do at the weekend?
B: I don't know yet. Perhaps I ... go to the cinema or I ... stay at home and study.
2. **A:** Are you going out? It's very cold.
B: I ... put on my jacket.
3. **A:** Mum, I'm hungry.
B: I ... make you a sandwich.
4. **A:** ... you ... invite Anna to you birthday party?
B: I'm not sure.
5. **A:** I'm so thirsty!
B: I ... get you a glass of water.

WORD BOX

lorry (BrE) = truck (AmE)

motorbike (BrE) = motorcycle (AmE)

the Underground or the Tube (BrE) = the subway (AmE)

VOCABULARY

Means of transport

12 What words for means of transport do you know? Make a list in your notebook. What is a *vehicle*? Read the definition below.






vehicle, n. a thing used for transporting people or goods, especially on land, such as a car, lorry, etc.



13 In your notebook, match the vehicles with the pictures.


- a. a ferry
- b. a helicopter
- c. a caravan
- d. a camper van
- e. a lorry
- f. a tram
- g. a motorbike
- h. the Underground
- i. a cable car



14 Read the texts. Say the correct word for each picture. Remember – some of the words are plural!

Philip: Next summer, we're going on holiday to an island. We're going to cross the sea on the . It's a big boat that carries a lot of , , ,  and people in it.

Angela: Next month, we're going to fly  to London. Travelling by  saves a lot of time.

Martin: Next weekend, we're going to climb Mount Hoverla. We're going to take the  and then continue on foot.

15 Read the information in the box. Discuss the questions below in small groups. Then report to the class.

In most big cities people can travel by **bike, motorbike, car, taxi, bus, tram or the Underground/the Tube.**

- Which is the fastest way to travel?
- Which is the slowest?
- Which is the cheapest?
- Which is the most expensive?



Listen, check and repeat.

MIND THE PREPOSITIONS!

Prepositions of time: **for** and **during**

for + period of time;
during + noun

Read the examples below.

We're going to tour Ukraine **for 10 days**. (*How long?*)

Justin almost fell asleep **during the film**. (*When?*)

COMMUNICATION

Talking about plans and intentions

17 Read and listen to the dialogue.

Andrew: Hello.

Dorothy: Hello, Andrew. This is Dorothy.
Have you got any plans for this afternoon?

Andrew: I'm going to **play football with my mates**.

Dorothy: Well, what about **tomorrow morning**?

Andrew: Oh, yes. I'm going to **visit grandma**.

Dorothy: What a pity! What about **tomorrow afternoon**?

Andrew: Hey, why are you asking me all these questions?
What have you got in mind?

Dorothy: Actually, I want you to meet **my cousins from Edinburgh**, but if you're so busy ...

Andrew: Wait! I want to meet **them** too. Why didn't you start with that?

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

18 Work in pairs. Choose a role card and make a dialogue.


Student A:

- You are talking to Student B on the phone. Ask him/her about his/her plans for the weekend. At the end say that you want him/her to meet your friend from London.
- You are free on Monday afternoon, too. Tell Student B when and where you can meet.

Student B:

- You are talking to Student A on the phone. You are busy at the weekend. Answer Student A's questions. Tell Student A what you are going to do. Say you are free on Monday afternoon.
- Agree to meet.

16 Say the correct preposition.

Model:  The Wilsons are on holiday for one month.

- What are you going to do ... the winter holidays?
- They are going hiking ... three days.
- Somebody's phone rang ... the film.
- In summer, I always visit my grandparents ... a week or two.



- do my homework
- take the dog for a walk
- go swimming
- tidy my room
- play computer games
- text my friends

WRITING

Describing weekend plans

19 Read the two emails below and answer the questions.

- What are Andrew and Bobby going to do together?
- What are Tina and Dorothy going to do together?



To: Bobby
Subject: Hi :-)
<p>Hi Bobby,</p> <p>It's great you'll be here this weekend. Here's the plan.</p> <p>First, we're going to play football. After that mum and dad are going to take us out to a pizza restaurant. In the evening – computer games!</p> <p>On Sunday, we're going to sleep late. Then we're going to go mountain biking with Dad. I'm sure it'll be cool. Do you like this plan?</p> <p>Andrew</p>

To: Tina
Subject: Hi :-)
<p>Hi Tina,</p> <p>I'm so happy that we're going to spend the weekend together. Here's my plan. First, we're going to meet some friends for a walk. After that we're going to see a film. On Sunday, my friend Jane has got a birthday party. We're going to help her with the sandwiches. I'm sure we'll have a great time! Do you like this plan?</p> <p>Dorothy</p>

Imagine one of your friends or cousins is going to spend the weekend with you. Make a plan and write a similar email to him/her. Follow the models above.

PRONUNCIATION

The sound e

 **20** Listen and repeat.

get met pet set



Now say these words. Then listen and check.

hen men pen ten

- 1** Make three cards of green, yellow and red colours. Read, choose and write the information on the correct card.

**I CAN
DO IT
VERY
WELL**

**I NEED
EXTRA
PRACTICE**

**I CAN'T
DO IT**

LISTENING

listen to and understand new words and phrases

listen to and understand information about trips to different places

listen to and understand information about plans and intentions in the future

listen to and understand information about different means of transport

READING

read and understand new words and phrases

read and understand dialogues about plans and intentions in the future

identify the sentences with *be going to* structure and *will*

read and understand the information about different means of transport

Self-assessment

SPEAKING

speaking about my plans and intentions

asking and answering questions about plans and intentions

speaking about different means of transport

making up short dialogues about plans and intentions

WRITING

writing new words and phrases

writing sentences with *be going to* and *will*

writing short e-mails about my plans for the weekend

- 2 Make a short video where you interview 2—3 classmates/friends about their plans for the weekend. Introduce this video to your friends.**
- 3 On your blog page write about the weekend plans of your family members. Use this text as an example and change the highlighted information.**

This weekend is going to be very busy. On Saturday my mum is going to clean the flat and do the shopping. My father is going to help her. I am going to tidy my room and do my homework. On Sunday my parents are going to sleep long and I am going to the swimming pool in the morning. In the afternoon we are going to watch a funny comedy in the cinema. After that we are going to have dinner in a pizza-café. I'm sure, we'll have a good time together!

Up to now 1

LISTENING

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

1. At the weekend, the boy's family are going to take ... around Kyiv.
 - a. a bus tour
 - b. a walking tour
2. Maybe ... will get bored quickly.
 - a. the boy
 - b. the boy's brother
3. The girl's family are going to
 - a. spend the day in the monastery.
 - b. visit the monastery and go hiking.
4. In the evening, the girl's family will stay
 - a. at a nearby hotel.
 - b. at the monastery.



 **Listen again and check your answers.**

READING

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



A lot of people think the Grand Canyon is one of the seven wonders of the natural world. This famous national park is located in the State of Arizona, USA. The Colorado River runs through it. The Grand Canyon became a national park in 1919. It is one of the 47 national parks in the USA. It is home to lots of Native Americans, who first started living there thousands of years ago.

The Grand Canyon isn't the widest, longest or deepest canyon in the world but it is a very popular tourist destination. It is a great place for hiking or rafting.

Visiting the Grand Canyon National Park is easy even without a ranger or a tourist guide. There are audio guides that people can download to their mp3 player or mobile phone.

Source: <http://www.sciencekids.co.nz>

1. The Grand Canyon is
 - a. an ancient wonder.
 - b. a natural wonder.
2. The national park is in the state of
 - a. Arizona.
 - b. Colorado.
3. A lot of Native Americans ... in the national park.
 - a. live
 - b. hunt
4. The Grand Canyon ... the deepest canyon in the world.
 - a. is
 - b. isn't
5. Tourists can go ... there.
 - a. rafting and kayaking
 - b. rafting and hiking
6. It is not ... to visit the Grand Canyon without a guide.
 - a. easy
 - b. difficult

SPEAKING

3 Work in pairs. Choose a role card and make a dialogue. Take turns.

Student A:

- Ask Student B about his/her plans for the winter/summer holidays.
- Invite Student B to join in your plans for the holidays.

Student B:

- Answer Student A's questions.
- Accept or decline Student A's invitation. If you decline, tell Student A what other plans you have got.

Now	I know how to:
	<ul style="list-style-type: none"> • greet a friend. • introduce a friend. • make a request. • describe personality. • talk about plans. • make predictions. • talk about future facts. • talk about active leisure and healthy lifestyle. • talk about means of transport.
	I can:
	<ul style="list-style-type: none"> • use the Present Continuous for actions happening now and for arrangements. • use possessive 's and s'. • use the gerund. • use be going to for plans in the future. • use will.

UNIT 4

Meet the imperial eagle





Unit focus

- *Grammar*: the Past Simple: regular and irregular verbs; *after*; zero article; prepositions of movement
- *Functions*: talking about past events; describing the order of past events
- *Vocabulary*: wild animals
- *Pronunciation*: the sound /i:/



Now say the correct word to complete each sentence.

1. Look through the ... and you'll see the bird clearly.
2. About 269 ... of birds build their nests in Ukraine.
3. The ... is one of the largest and strongest birds in the world.
4. Wow! The view from the top is ...!
5. Mum, can you ... any mistakes in my homework?
6. The museum has a lot of ... objects on display.
7. It isn't a good idea to ... lessons.

LET'S GET STARTED

1 Answer the questions.

- Do you like animals?
- Do you like watching wildlife programmes?
- Can you name any protected animals in Ukraine?

 Listen and check.

LISTENING AND READING

3 Listen and answer the questions.

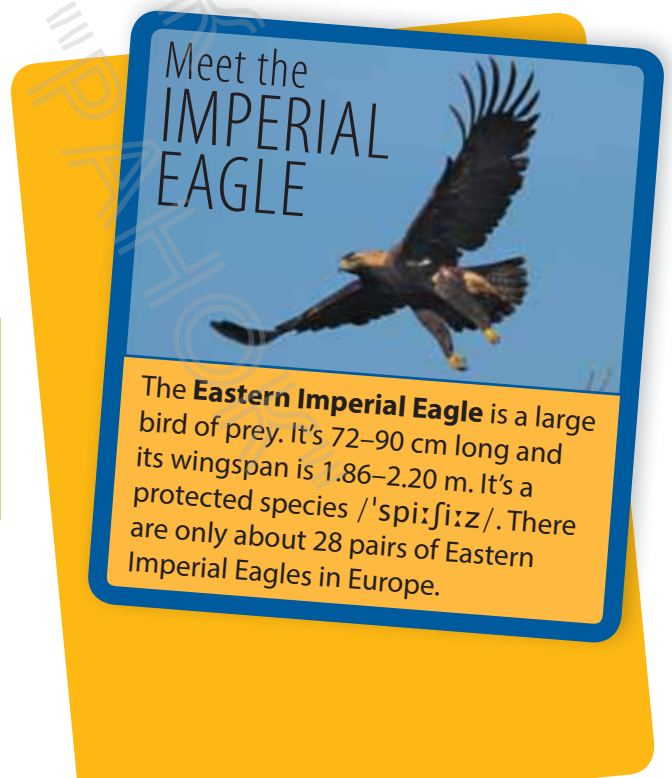
1. What are the families going to do?
2. Which species of bird do they see?

WORDS IN ACTION

2 Check the meaning of the words below in the Wordlist at the end of your Student's Book.

- | | |
|--------------------|--------------|
| a. an eagle | e. spot (v.) |
| b. binoculars | f. rare |
| c. magnificent | g. skip (v.) |
| d. a species (pl.) | |

 Listen and repeat.



 **4 Listen again and answer the questions.**

1. Where do the families need to go first?
2. Who hopes to see the Imperial Eagle?
3. Who doesn't want to waste time?

 **5 Listen to part of an email and answer the question.**

- Who wrote the email?



6 Now read the whole email and choose the best subject.

- a.** My trip around Ukraine **b.** A trip to Kremenets **c.** A birdwatching trip


- [maximize] [close]

From: ali.wil21@ezbox.co.uk

To: dorothy.black@ezbox.co.uk

Hey:) How are you? I'm having a great time here. Our visit started with a small problem – my absent-minded brother left his mobile on the plane. Luckily, he found it. After that came the adventure weekend. I went rafting for the first time in my life. It was amazing! On Tuesday morning, we started our Ukrainian tour. We drove to a small town – Kremenets. My mum (you know she was born in Ukraine) wanted to see it again after so many years. This morning, we moved on to our next stop. Dad had the idea to climb up a hill and do some birdwatching. Luckily, we spotted the rare bird before we even started. So, we skipped the climbing:) And now, we're on the road again ... the eight of us together in a van. How are things in London?
xxx

7 Read the email again and complete the sentences in your notebook.

Model:  The visit started with a small problem.

- | | |
|-----------------------------------|---|
| 1. Justin ... but he | 4. For the first time in her life, Alice |
| 2. Alice's mum | 5. On Tuesday morning, they |
| 3. Alice's dad | 6. They skipped the climbing because |

GRAMMAR SPOT

1. The Past Simple: regular and irregular verbs

Study the examples and answer the questions below.

We **started** the tour yesterday.

We **drove** to a small town.

- Which verbs are regular?
- Which verbs are irregular?

Now check with the rules.

- Verbs that add **-ed** in the Past Simple are **regular**.
- Verbs that have special forms in the Past Simple are **irregular**.

Remember!

There are three different ways to pronounce the **-ed** ending of regular verbs. Also mind the spelling of regular verbs in the Past Simple. We learn the forms of irregular verbs by heart.

PRACTICE

8 Find five regular and five irregular verbs in the text in 6. Read the sentences.

9 In your notebook, write the Past Simple forms of the verbs below.

teach bring buy tell feel write understand fall



Listen, check and repeat.

10 In your notebook, complete the sentences with the Past Simple forms of the verbs in bold.

Model: **get up** They got up early in the morning.

- teach** Vicky ... Alice a Ukrainian folk song.
- write** Alice ... an email to Dorothy.
- feel, see** Uncle John ... very happy when he ... the Imperial Eagle.
- tell, be** Aunt Anna ... the children a story about her visit to Kremenets when she ... a child.
- buy** They ... some souvenirs.

2. After

Study the examples and answer the question.

After we arrived, we went on an adventure weekend.
We went on an adventure weekend **after we arrived**.

• What happened first?

Now read the rule.

• We use **after** to talk about the order of events. We put **after** in front of the action that happened first.

11 Look at the pictures. Follow the model and make sentences with *after* and the Past Simple. Be careful – some of the verbs are regular!

see the eagle- have a snack fall asleep get into the van make a sandwich
go back home arrive- call grandma go hiking be very tired

Model: 😊 After they arrived, they saw the eagle.



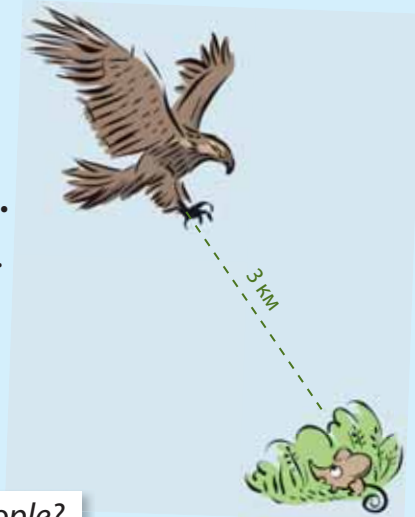
Make sentences again. Follow the model below.

Model: 😊 They saw the eagle **after** they arrived.

3. Zero article (things in general)

Read and compare the sentences in each pair.

- a. We go **climbing** every weekend.
 b. We were very tired so we skipped **the climbing**.
- a. **Eagles** can spot small animals up to 3 km away.
 b. **The eagle** saw us and flew away.
- a. **Children** like ice cream.
 b. **The children** in my class like ice cream.



Answer the questions.

- Which sentences are about particular things or people?
- Which sentences are about things or people in general?
- When do we use **the**?
- When do we use **zero article**?

Now check with the rules.

- We use **zero article** when we talk about people or things in general.
- We use **the** when we talk about particular people or things.

PRACTICE

12 Say **the** in the following sentences where necessary.

1. Mum likes ... beautiful small towns.
2. ... small towns we visited during the trip were very pretty.
3. Children love ... animals.
4. In the zoo: Don't feed ... animals.
5. At the adventure weekend, Vicky didn't enjoy ... rafting but she liked ... paintballing.
6. ... rafting and ... paintballing are popular outdoor activities.
7. ... students don't like doing their homework.

VOCABULARY

Wild animals

13 What words for animals do you know? Make a list in your notebook.

14 In your notebook, match the animals with the pictures.

- a. an ostrich
- b. a meerkat
- c. a tapir
- d. a platypus
- e. a sloth
- f. an anteater
- g. an armadillo

DO YOU KNOW the names of these animals?



Listen, check and repeat.

15 Do the quiz in your notebook.

1. Which animals live in the desert?

- a. Anteaters
- b. Sloths
- c. Meerkats

2. Which animals are the fastest runners?

- a. Ostriches
- b. Tapirs
- c. Sloths

3. Which animals can't see well?

- a. Armadillos
- b. Meerkats
- c. Ostriches

4. Which animals move only when necessary?

- a. Platypuses
- b. Sloths
- c. Anteaters

5. Which animals are the heaviest?

- a. Ostriches
- b. Tapirs
- c. Armadillos

6. Which animals haven't got any teeth?

- a. Anteaters
- b. Armadillos
- c. Meerkats

7. Which animals live in Australia?

- a. Armadillos
- b. Platypuses
- c. Ostriches



Listen, check and repeat.

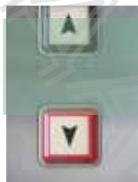
UNIT 4

MIND THE PREPOSITIONS!

Prepositions of movement: *into, out of, up, down*



1. Look. The lift is going **up**.



2. And now it's going **down**.



3. Get **into** the car, girls. We're late for school!

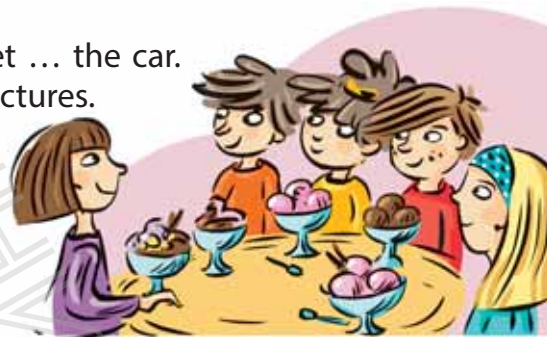


4. It's polite to help a woman get **out of** a car.

16 Say the correct preposition in each sentence.

Model: ☺ It's raining. Let's get **into** this shop.

1. They got ... the car and drove on.
2. Please, stop the car! I'm sick. I have to get ... the car.
3. We climbed ... the hill and took some pictures.
4. He slipped and fell ... the stairs.



COMMUNICATION

Talking about past events

17 Read and listen to the conversation. Then practise in groups of four.

Gabi: Hey, did I tell you about my holiday **last month**?

last summer last year

Vicky: No, you didn't. Where did you go?

Gabi: I went to a fancy hotel **in the mountains** with mum and dad.

at the seaside

Vicky: Well, what happened?

Gabi: We wanted to go **rafting and hiking**. But when we arrived, it started to rain. It didn't stop raining for five days.

swimming surfing
sailing sunbathing

Justin: Did you **go hiking** in that weather?

Gabi: No, of course, we didn't! Not when there was a warm outdoor swimming pool! We swam in the rain! It was cool!

Alice: That sounds mad!

Gabi: Yeah! We had such fun!

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

18 Work in pairs. Talk about your summer holidays. Then change roles and make another dialogue. Use the conversation in 17 as a model.

WRITING

Describing a wild animal

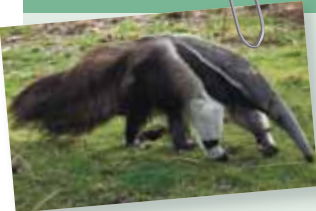
19 Read the text about meerkats and answer the questions.

- Where do meerkats live?
- How do they communicate?

Meerkats are small animals. They live in Africa. Meerkats have got long slim bodies. They are 60 to 75 cm long from head to tail. They weigh about 0.5 to 2.5 kg. They live up to 14 years. Meerkats live in large underground networks with a lot of entrances. They communicate with calls. Their calls have different meanings!



Now read the chart below. Write a similar text about anteaters.

	Animals:	Giant Anteaters
	Live in:	Central and South America
	Body:	long, strong
	Length:	90–210 cm
	Weight:	18–40 kg
	Live up to:	16 years
Fun facts:		Anteaters' tongues are longer than their heads!

You can write about any other animal that you think is interesting. Look for information on the Internet.

PRONUNCIATION

The sound iː

 **20** Listen and repeat.

he me Peter meter



Now say these words.
Then listen and check.

be we she

1 Make three cards of green, yellow and red colours. Read, choose and write the information on the correct card.

I CAN DO IT VERY WELL

I NEED EXTRA PRACTICE

I CAN'T DO IT

LISTENING

listen to and understand new words and phrases

listen to and understand information about past events

listen to and identify information about different people

listen to and understand information about wild animals

listen to and identify forms of regular and irregular verbs

listen to and understand dialogues about the past events

listen to and understand information about the directions of movement

SPEAKING

speak about events in the past

make up short dialogues about events in the past

order past events

describe a wild animal

Self-assessment

READING

read and understand new words and phrases

read and understand e-mails about past events

identify regular and irregular verbs

read and understand dialogues about past events

identify sentences in the Past Simple Tense

read and understand texts describing wild animals

read and understand sentences about directions of movement

WRITING

write new words and phrases

write sentences with regular verbs in the Past Simple Tense

write sentences with irregular verbs in the Past Simple Tense

write sentences using correct articles

write short descriptions of an animal

- 2 Make a short video about your/your friend's pet. Describe the pet and tell why you love it. Introduce this video to your friends.**
- 3 On your blog page write about your last visit to the zoo. Use this text as an example and change the highlighted information.**

Last summer I went to the zoo with my parents. There were many friendly and scary animals there. We saw foxes and bears, tigers and monkeys. I liked the giraffe most of all. We bought some food and gave it to ducks and goats. Goats were funny. I liked my visit to the zoo.

UNIT 5

A day at the beach





Unit focus

- *Grammar:* the Past Continuous; *while*; *a dozen/ dozens of*; *a hundred/hundreds of*; prepositions of place
- *Functions:* telling a story; describing two actions happening at the same time
- *Vocabulary:* wild plants; protecting the environment
- *Pronunciation:* the sound /ɪ/

UNIT 5 *A day at the beach*

LET'S GET STARTED

1 Answer the questions.

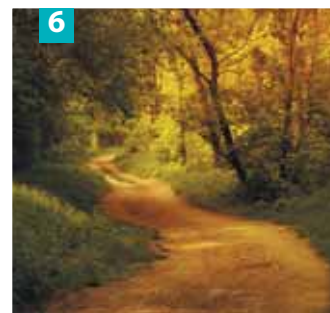
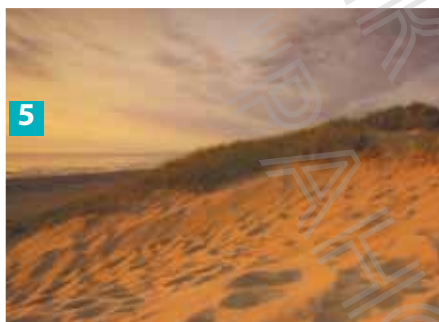
- Do you like going to the beach?
- What can you do at the beach?



WORDS IN ACTION

2 In your notebook, match the words with the pictures.

- | | | |
|-------------------|-----------------|--------------------------|
| a. a dune | d. a path | g. a nature reserve |
| b. a sea daffodil | e. a water lily | h. a towel |
| c. a swimsuit | f. rubbish | i. swimming trunks (pl.) |



Listen, check and repeat.

LISTENING AND READING

3 Listen and choose the correct answer.

1. Where do the families go first?
 - a. To the beach.
 - b. To the hotel.
2. What does Vicky see?
 - a. Dunes.
 - b. Plants.



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

1. Last stop.
2. Finally!
3. Speed up!
4. We're ready!
5. Let's follow the path.
6. It's a rare plant!
7. There are dozens of sea daffodils. Amazing!
8. I know it from school.
9. You clever girl!

5 Read the statements below. Then listen to part of another conversation. Which statements are true?

1. a. Vicky, Alice, Borys and Justin spent the day with their mothers.
b. Vicky, Alice, Borys and Justin spent the day with their fathers.
2. a. The children found a secret beach after they visited Danube Biosphere Reserve.
b. The children found a secret beach and then visited Danube Biosphere Reserve.



WORD BOX

Note the difference!

swim



sail



float



UNIT 5

6 Now read the conversation and match the two parts of the sentences in your notebook.

Alice: Mum, we're back!

Anna: Where were you all this time?

Justin: We were exploring the area, Mum!

Alice: First, we went sailing along the Danube River and we visited Danube Biosphere Reserve.

Vicky: While we were sailing, we saw hundreds of rare birds.

Justin: This was in the morning. Then in the afternoon we found a secret beach.

Dora: A secret beach?

Alice: Yes, Aunt Dora. We discovered it while we were walking around.

Justin: It was really cool. There weren't many people there.

Borys: But while we were swimming, we saw some plastic bottles floating in the sea. And there was some rubbish on the beach.

Vicky: We collected the rubbish in a bag. A family with a sailboat took it with them. They're going to throw it away in recycle bins.

- | | |
|--------------------------------------|---|
| 1. In the morning, they went sailing | a. while they were walking around. |
| 2. They saw some rare birds | b. while the others were cleaning the secret beach. |
| 3. They discovered a secret beach | c. and visited a nature reserve. |
| 4. They spotted some rubbish | d. and a family took it away. |
| 5. They collected the rubbish | e. while they were sailing. |
| 6. Dora and Anna were sunbathing | f. while they were swimming. |



Listen and check.

GRAMMAR SPOT

1. The Past Continuous

Forms

positive		
I He She It	was	swimming.
We You They	were	

negative		
I He She It	was not (wasn't)	swimming.
We You They	were not (weren't)	

YES/NO QUESTIONS

Was	I he she it	swimming?
Were	we you they	

WH-QUESTIONS

Where	was	I he she it	swimming?
	were	we you they	

IMPORTANT!

Remember the spelling rules with **-ing**.

- In positive sentences, we use *was/were + verb + -ing*.
- In negative sentences, we use *wasn't/weren't + verb + -ing*.
- In Yes/No questions, we put *was/were* at the beginning.

Use

Study the example and answer the question below.

At 4:00 pm yesterday, they **were swimming**.

- When do we use the Past Continuous?

Now check with the rule.

- We use the *Past Continuous* to say what was happening around a certain time in the past.

SHORT ANSWERS

Yes,	I he she it	was.	No,	I he she it	wasn't.
	we you they	were.		we you they	weren't.

PRACTICE

11:00

- 7** What were they doing at 11:00 am yesterday? Say the correct Past Continuous form of the verbs in bold.

Model: 😊 *sunbathe*
Dora and Anna **were sunbathing**.

- sail** John, Peter and the kids ...
- read** Dora ... a book.
- text** Anna ... a friend.
- chat** Vicky and Alice ...
- laugh** Justin and Borys ...

- 8** Say sentences in the Past Continuous. Use the information below. Follow the model.

Model: 😊 *At 9:00 am yesterday Justin was eating a sandwich.*

- eat a sandwich (Justin, 9:00 am)
- drive (Peter, 11:00 pm)
- eat ice cream (Vicky and Alice, 2:00 pm)
- swim (Justin and Borys, 4:00 pm)
- drink tea (Dora and Anna, 5:00 pm)
- sleep (John, 11:00 pm)

9 Ask and answer in pairs. Use the information in 8.

Model: 😊

A: Was Justin swimming at 9:00 am yesterday? (x)

B: No, he wasn't. He was eating a sandwich.

1. Was Peter sailing at 11:00 am? (x)
2. Were Vicky and Alice eating ice cream at 2:00 pm? (✓)
3. Were Justin and Borys swimming at 4:00 pm? (✓)
4. Were Dora and Anna sunbathing at 5:00 pm? (x)
5. Was John sleeping at 11:00 pm? (✓)

PRACTICE

10 Join the sentences with *while*.

Model: 😊

They were sunbathing. The others were cleaning the beach.

*They were sunbathing **while** the others were cleaning the beach.*

1. Borys phoned Vicky. She was sunbathing.
2. The cousins saw Gabi. They were waiting in front of the cinema.
3. We were chatting. We were eating ice cream.
4. The family saw the Imperial Eagle. John was talking about it.
5. The children discovered a secret beach. They were exploring the area.

Listen and check.

IMPORTANT!

When the sentence begins with *while*, we put a comma after the long action.

While he was walking in the park, Andrew lost his mobile.

long action

2. While

Study the examples and match them with the rules.

1. We **saw** some rare birds **while** we **were sailing**.
2. They **were swimming** **while** he **was sleeping**.

a. We use *while* to say that a short action happened during a long action.

b. We use *while* to say that two actions were happening at the same time.

IMPORTANT! When we have a short and a long action, we put **while** in front of the long action.

11 In your notebook, join the sentences with *while*.

Model: 🖋️

Andrew lost his mobile. He was walking in the park.

*Andrew lost his mobile **while** he was walking in the park.*

1. They were walking to the beach. They saw dozens of sea daffodils.
2. Justin fell asleep. He was watching a film.
3. Vicky was listening to music. Her mobile rang.
4. Justin came into the room. Alice was writing an email to Dorothy.
5. They collected a lot of rubbish. They were cleaning the beach.



3. A dozen/dozens of, a hundred/hundreds of

12 = a dozen 100 = one hundred

Study and compare the examples.

Mum needs **a dozen** eggs for the cake.
There are **dozens of** sea daffodils in this nature reserve.

A hundred people took part in the swimming race.

They saw **hundreds of** rare birds.

Now check with the rules.

- We use *a dozen* and *a hundred* for exact number: 12 and 100.
- There are *dozens of* seals and dolphins in the Reserve.

IMPORTANT! In informal English, we sometimes use *a hundred* when we mean a large number. Jane has got *a hundred* problems at school.

PRACTICE

12 Say *a dozen, a hundred, dozens of or hundreds of* to complete the sentences. There is more than one correct answer.

Model: 😊 A group of twelve things is **a dozen**.

1. There were ... people in front of my school this morning.
2. Only ... people live in this village.
3. I've got ... contacts on my Viber account.
4. Mum tells me ... times a day to be careful when I cross the street.
5. My dad answers ... emails every day.

13 Read the text. Try to guess the meanings of the words and phrases below. Then look them up in the Wordlist.

go green recycle reuse
save energy save water

GREEN LIVING: THE MEANING OF GOING GREEN

'Going green' is a new way of thinking about the way we live our life. When we talk about 'saving the planet' or 'saving the environment', we are actually talking about our life in the future!

That's because we ALL need:

- Clean air to breathe
- Clean water to drink
- Healthy food to eat
- Healthy places to live in
- Energy for the places where we live, learn, play and work.

Maybe you are thinking: I'm just one of billions of people. What can I do? 'Going green' starts with simple actions: save energy, save water, reuse and recycle. That will help us save the planet and make our life happier.

VOCABULARY

Protecting the environment

WORD BOX

one (a) billion = 1,000,000,000

the environment = the natural world around us (the land, the water, the air, plants and animals)

14 Work in pairs. Copy the word webs into your notebook. Complete them. Use the phrases in the box and your own ideas.



- | | |
|---|---|
| <ul style="list-style-type: none"> • waste paper • plastic bottles • glass • take shorter showers • bottles • notebooks | <ul style="list-style-type: none"> • magazines • plastic bags • paper cups • newspapers • turn off the lights • turn off the TV • turn off the tap |
|---|---|



Listen, check and repeat.

15 Look at the pictures and answer the questions.

- Where do we put paper?
- Where do we put metal and plastic?
- Where do we put glass?
- Where do we put general waste?

If you don't know the answers, look for recycle bins in the street or check on the Internet.



MIND THE PREPOSITIONS!

Prepositions of place: in, on, at

Read the examples below.

Finally, we're **at** the seaside!
Look, there are some plastic bottles **in** the sea.
Our hotel room is **on** the second floor.

in	on
a room/a building	the ground
the street	the second floor
a park/a garden	a road
the water	the wall
the sea	a page

at	
the door	the bus stop
the desk	the end of the street
the seaside	

16 Say the correct preposition in each sentence.

Model: 😊 *I left my mobile **in** the hotel room.*

1. Vicky and Alice are ... the door. They're going out.
2. The kids spent the morning ... a nature reserve.
3. The Wilsons and the Byivovks are ... the road to Lviv.
4. Borys and Justin were swimming ... the sea when they heard a scream.
5. There's a park ... the end of this street.
6. Look at the exercise ... page 105.

COMMUNICATION

Giving 'green' ideas

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

- A:** What are you going to do with this **paper bag**?
- B:** I'll throw it away.
- A:** Where?
- B:** In the bin, of course, not on the ground.
- A:** Look at this **note** here – Reuse or recycle this **bag**.
- B:** What do you mean?
- A:** You can **throw it in the recycle bin over there**. Going green. Don't you remember this lesson?
- B:** Yes, **you're absolutely right**. **Thank you for the idea**. I'm going green! Yippee!

- | | |
|---|----------|
| • plastic bottle | • sign |
| • plastic bag | • bottle |
| • fill it with water at home and use it again | |
| • use it again when you do the shopping | |
| • ... that's a good idea. Thanks. | |

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

18 Discuss in pairs or small groups. Then report to the class.

- Did you reuse or recycle anything last week? Why not?
- Did you do anything to save water or energy?
- What else can you do to 'go green'?
- When are you going to start doing it?

WRITING

Describing past activities

19 Read Alex's homework and answer the question.

- What did Alex do last Saturday?

Last Saturday, there was a clean-up in my town. My parents and I got plastic bags and gloves and went to the park. We collected plastic and glass bottles and paper cups. While we were cleaning, people stopped and said: 'Well done!'. After we collected all the rubbish, we separated the plastic, glass and paper and threw them in recycle bins.

20 Write a similar story about a clean-up in your town or at your school.



PRONUNCIATION

The sound I

21 Listen and repeat.

bit hit sit wit

Now say these words. Then listen and check.

bill fill hill will

- 1** Make three cards of green, yellow and red colours. Read, choose and write the information on the correct card.

**I CAN
DO IT
VERY
WELL**

**I NEED
EXTRA
PRACTICE**

**I CAN'T
DO IT**

LISTENING

listen to and understand new words and phrases

listen to and understand information about past actions

listen to and identify sentences in the Past Continuous Tense

listen to and understand short dialogues about protection of the environment

READING

read and understand information about past actions

read and understand new words and phrases

identify sentences in the Past Continuous Tense

read and understand use of the words *a dozen/dozens of, a hundred/hundreds of*

read and understand dialogues about past events

read and understand short dialogues about protection of the environment

read and understand short texts about green ideas

Self-assessment

SPEAKING

speaking about wild plants

speaking about two actions happening at the same time in the past

making up short dialogues about green ideas

speaking about actions in the past

telling stories about protecting the environment

WRITING

writing new words and phrases

writing affirmative sentences in the Past Continuous Tense

writing negative sentences in the Past Continuous Tense

writing questions in the Past Continuous Tense

writing sentences with prepositions of place, writing short stories about activities in the past

- 2 Make a short video about things we can do to keep parks clean. Introduce this video to your friends.**
- 3 On your blog page write the green rules of your family. Use the ideas from ex. 14 on p. 72.**

My family has some green *rules* at home.

To save water we

To save energy we

We recycle

We can reuse

UNIT 6

A visit to the countryside





Unit focus

- *Grammar*: the Past Simple and the Past Continuous, *so* and *such*
- *Functions*: describing past events; making an excuse
- *Vocabulary*: the city and the country
- *Pronunciation*: the sound /aɪ/

UNIT 6 *A visit to the countryside*



LET'S GET STARTED

1 Answer the questions.

- Where do you live – in a city, a town or a village?
- What is good about living there?
- What is not so good?

WORDS IN ACTION

2 Look at the pictures. Try to guess the meaning of the words in bold. Then look up the words in the Wordlist at the end of your Student's Book.

1
smell (v.)

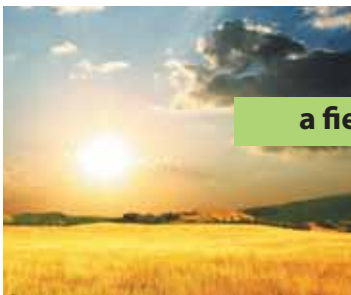


2
graze (v.)



5
a goose

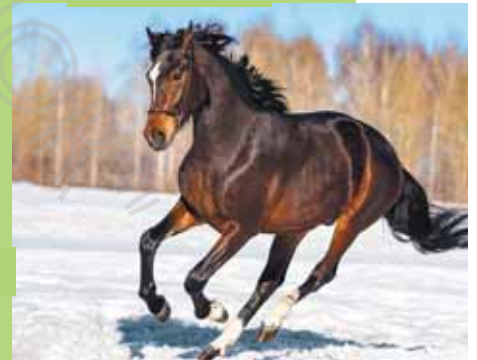
3
a field



4
a bull



8
gallop (v.)



6
chase (v.)



7
a sculpture



Listen, point and repeat.

LISTENING AND READING

3 Listen and answer the questions.

1. Where are the Byivovks and the Wilsons going?
2. Did they have any problems on the way to the village?



4 Listen again and answer the questions.

1. What does Granny mean when she says 'All my darlings together!'?
2. Where did the families stop on the way?
3. What does Justin want to show his grandparents?
4. What was Granny doing while they were travelling?
5. Who smells food?

WORD BOX

travelling (BrE) =
traveling (AmE)

5 Listen to part of another conversation. In your notebook, put the pictures in chronological order.

1



2



3



4



WORD BOX

a goose



geese

UNIT 6

6 Now read the whole conversation and the sentences below. Say true or false. Correct the false sentences.

Alice, Vicky: Heeelp!

Justin: What's the matter?

Alice: Scare these monsters away!

Borys: Monsters? Justin, can you see any monsters around? Do you mean these geese, girls? Shoo! Shoo!

Alice: Thanks, Borys! Oh, my! That was scary!

Borys: What happened?

Vicky: Alice and I were in the field behind the house. While we were walking, we heard a hissing sound. We turned around and saw these scary birds.

Justin: You mean the geese, yeah?

Alice: They were following us. And then they attacked us!

Justin: Seriously? Weren't they just grazing?

Alice: No! We started running and they started chasing us!

Vicky: And then you saved us!

Alice: You guys are very brave! Oh-oh! Justin, Borys, don't look back! Run!

Borys: What is it, Alice?

Alice: It's a bull! Ruuun!

Dora: Look who's coming! What's going on? Why are you galloping?

Vicky: I feel like I'm in a horror film! So many monsters around ...

Borys: The geese were OK, but this bull ...

Anna, Dora: What bull?

Alice: You guys ran very fast ... but I was just kidding you ...

Borys, Justin: Aliiiiice!



Model: 😊 Some monsters scared Vicky and Alice. False.
Some geese scared Vicky and Alice.

1. Borys scared the geese away.
2. While Vicky and Alice were walking, they met Justin.
3. The geese were hissing at the girls.
4. Vicky and Alice chased the geese.
5. The children were running when Dora and Anna saw them.

GRAMMAR SPOT

1 The Past Simple and the Past Continuous

Study the examples and answer the questions below.

1. Justin **took** a lot of photos.
2. I **was tidying** my room at 5:00 pm yesterday.
3. While Vicky and Alice **were walking**, they **heard** a hissing sound.
My brother **was hiding** behind a tree when we **spotted** him.

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

Now check with the rules.

- a. We use the *Past Simple* to talk about a completed action in the past.
- b. We use the *Past Continuous* to say what was happening around a certain time in the past.
- c. We often use the *Past Continuous* and the *Past Simple* together when we talk about a long and a short action in the past. The long action is in the Past Continuous. The short action is in the Past Simple.

PRACTICE


7 Say the correct form to complete the sentences.

Model: 😊 John *sprained* / *was spraining* his ankle while he *hiked* / *was hiking*. John *sprained* his ankle while he *was hiking*.

1. When the children **were arriving** / **arrived**, granny and grandpa **waited** / **were waiting** for them.
2. Vicky and Alice **walked** / **were walking** in the field when the geese **attacked** / **were attacking** them.
3. Dora and Anna **relaxed** / **were relaxing** when they **heard** / **were hearing** the children coming.
4. Peter **was driving** / **drove** very slowly when he **saw** / **was seeing** a horse on the road.
5. Granny **cooked** / **was cooking** lunch when I **called** / **was calling** her.
6. The eagle **flew** / **was flying** above the trees when they **spotted** / **were spotting** it.

UNIT 6

8 In your notebook, complete the sentences with the correct tense of the verbs in bold: the Past Simple or the Past Continuous.

Model:  **arrive, wait** When the Wilsons arrived at Kyiv Airport, the Byivovks were waiting for them.

1. **fall, watch** Justin ... asleep while he ... a film.
2. **climb, start** They ... up the hill when it ... to rain.
3. **find, jog** Justin ... a lost dog while he ... in the park.
4. **see, drive** They ... some rare birds while they ... to the village.
5. **take, enjoy** We ... this photo while we ... the view.
6. **make, come** Anna ... tea when Alice and Vicky ... in.



Listen and check.

2. So and such

So and **such** mean 'very, really'.

Study the examples and answer the questions.

1. I'm **so** happy to see you.
2. Granny walks **so** slowly.
3. It's **such** a sunny day!
4. You're **such** clever children!


- When do we use **so**?
- When do we use **such**?

Now check with the rules.

- We use **so** + adjective or adverb.
- We use **such** + (adjective) + noun.


PRACTICE

9 Complete the sentences. Say **so** or **such**.

Model:  Dad is **so** hard-working.

1. Don't be ... curious!
2. Why are you ... a stubborn child?
3. Thank you, Alice! You're ... a kind girl!
4. I feel ... happy! It's ... a wonderful day!
5. Sometimes I'm ... absent-minded!
6. Gabi and Vicky are ... good friends!

10 In your notebook, complete the sentences with **so** or **such**.

Model:  This test is **so** hard. It's **such** a hard test.

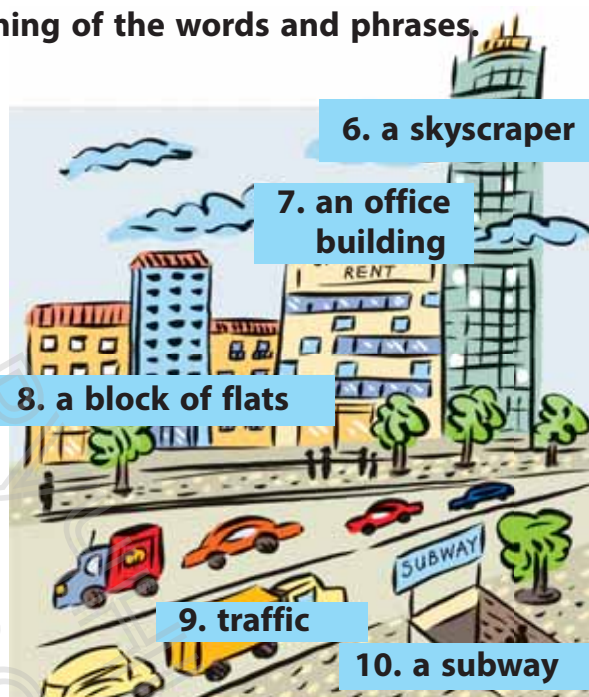
1. Granny cooks ... well. She's ... a great cook!
2. These children are ... naughty! They're ... naughty children!
3. My sister is ... a bossy person! She's ... bossy!
4. Grandpa is ... generous. Grandpa is ... a generous man!
5. Borys and Justin can run ... fast. They're ... fast runners!
6. My little brother is ... a selfish boy! My little brother is ... selfish.

VOCABULARY

The city and the country

11 What kinds of buildings and places can you find in the city and in the countryside? Work in small groups. Make a list. Then report to the class.

12 Look at the pictures. Guess the meaning of the words and phrases.



Listen, point and repeat.

Do you remember?

the Underground/the Tube (BrE) =
the subway (AmE)

WORD BOX

subway (BrE) = underpass (AmE)

You can't cross the street here.
(BrE) Use the **subway** over there.
(AmE) Use the **underpass** over there.

13 Use the words from 12 to complete the sentences.

1. There is a large wooden ... in front of our house.
2. Grandpa has got a ... where he grows the most delicious grapes.
3. My father works in an ... in the city centre.
4. There are lots of apple and pear trees in this
5. This ... has got 50 floors. It's the tallest building in the city.
6. My grandparents have got a lovely ... in the country. They keep two cows and some hens in the
7. There's a lot of ... in my street and I always use the ... to get to the other side.
8. We live in a flat. Our ... is on the main street and it's a bit noisy.

UNIT 6

COMMUNICATION

Making an excuse

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

Lea: Hello.

Sara: Hi, Lea.

Lea: Hi, Sara. I called you **10 minutes ago**.

Sara: Sorry, I couldn't answer because **I was talking to mum**. What is it?

Lea: Listen! What shall we do **this afternoon**? Why don't **you come to my house**?

Sara: Great. We'll find something to do.

Lea: Yeah. See you later.

Sara: OK. Bye.

Now make a similar dialogue. Replace the phrases in bold with the ideas in the box or invent your own excuses!

USEFUL LANGUAGE

- Sorry, I didn't answer but ...
- I'm really sorry. I didn't hear my mobile because ...
- I'm terribly sorry. I didn't answer because ...
- I was riding my bike.
- I was listening to some music.
- I was talking to my teacher.

15 Work in pairs. Choose a role card and make a dialogue. Then change roles and make another dialogue. Use your own ideas.

Student A:

- You are talking to Student B on the phone. Two days ago, you invited Student B to a party but he/she didn't come.
- Ask why.
- Accept or refuse.

Student B:

- You are talking to Student A on the phone. Two days ago, Student A invited you to a party but you couldn't go.
- Make an excuse (say why you couldn't go and what you were doing). Invite Student A to meet today and do something together.
- Say goodbye.

HOW TO

- Make an excuse

Sorry, I couldn't answer.

*I'm really sorry.
I didn't hear my mobile
because ...*

*I'm terribly sorry.
I didn't answer
because ...*

WRITING

Describing city and country life

16 Read the paragraphs and answer the questions.

- Where do Ben's grandparents live?
- Where do Jenny's grandparents live?



My grandparents live in a small village in the mountains. They have got a cottage with a barn and a large yard. My grandparents grow tomatoes, peppers, cucumbers and potatoes in the small garden behind the cottage. They have got an orchard, too. It's just outside the village. The orchard has got a dozen apple and cherry trees.

My grandparents live in a big city. They have got a flat. In spring, they leave the city and move to their country house. It's very old but it has got everything they need. Grandma grows a lot of vegetables and flowers. Grandpa loves his vineyard. In autumn, my grandparents move back to the city where they spend the winter.



Write a similar description of the place where your grandparents or other relatives live. Follow one of the models above.

PRONUNCIATION

The sound **aɪ**

 **17** Listen and repeat.

bite site white write



Now say these words. Then listen and check.

fine line mine nine

- 1** Make three cards of green, yellow and red colours. Read, choose and write the information on the correct card.

**I CAN
DO IT
VERY
WELL**

**I NEED
EXTRA
PRACTICE**

**I CAN'T
DO IT**

LISTENING

listen to and understand new words and phrases

listen to and understand information about past actions

listen to and identify sentences in the Past Simple and Past Continuous Tenses

listen to and understand information about the city and the country

listen to and understand short dialogues about making an excuse

READING

read and understand new words and phrases

read and understand information about past actions

identify sentences in the Past Simple and Past Continuous Tenses

read and understand information about the city and the country

read and understand dialogues about making an excuse

read and understand texts describing life in the country and in the city

Self-assessment

SPEAKING

speaking about actions in the past

speaking about life in the country and in the city

making up short dialogues about making an excuse

WRITING

writing new words and phrases

writing sentences in the Past Simple and Past Continuous Tense

writing sentences using *such/so*


writing short descriptions of a place in the town and in the city

- 2 Make a short video about the place where you live. Introduce this video to your friends.**
- 3 On your blog page write about the place where your friend/cousin lives. Use ex. 16 on p. 85 as an example.**



Up to now 2

LISTENING

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



-  **Listen again and check your answers.**

- You can see various waterbirds
 - only in summer.
 - all year round.
- Visitors can observe ... in the Manager's Garden.
 - butterflies
 - birds
- You can go on a school visit to the Reserve on
 - Tuesday.
 - Wednesday.
- Visitors can ... the binoculars at the Visitor Centre.
 - use
 - buy
- The guided walk around the Reserve starts from
 - the Visitor Centre.
 - the main car park.

READING

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

Can dolphins speak like people ?

Dolphins are some of the most playful and intelligent animals on our planet. They live and travel in groups called pods.

Dolphins communicate through different sounds. Researchers at one of the Nature Reserves believe that these sounds are like the words and sentences people use to communicate. The researchers studied two Black Sea bottlenose dolphins, called Yasha and Yana. The dolphins lived in a swimming pool. The scientists noticed that one dolphin listened to the sounds that the other one was making and then replied. It looked like a conversation between two people.



The researchers found that Yasha and Yana could create sentences of up to five 'words'. Scientists believe that dolphins use their language to identify themselves, have relations with other dolphins, and do things together.

1. A pod is
 - a. a place where dolphins live.
 - b. a group of dolphins.
2. Yasha and Yana were the names of
 - a. the dolphins.
 - b. the researchers.
3. The scientists recorded two dolphins
 - a. in a pod.
 - b. in a pool.
4. While one dolphin was making sounds, the other dolphin
 - a. was listening.
 - b. was answering.
5. The dolphin 'sentences' were ... than five sounds.
 - a. longer
 - b. no longer
6. Scientists believe that dolphins use their language to exchange information
 - a. with people.
 - b. with dolphins.

SPEAKING

- 3 Choose a role card and follow the instructions below.

Student A:

- Tell Student B what happened at school yesterday. Make two or three 'mistakes'.

Student B:

- Listen to Student A carefully. After he/she finishes, correct the 'mistakes'. Be polite. You can start like this:
It was a nice story but you weren't always right ... for example you said 'We didn't have English' but in fact we had ...;
'We didn't start/finish at ...' but we started/finished at...;
'We weren't having a Literature class at' but we were doing a test in ..., etc.

NOW

I know how to:

- talk about wild animals and plants.
- talk about environmental protection.
- talk about the city and the country.
- talk about past events.
- describe the order of past events.
- describe two actions happening at the same time.
- tell a story.
- make an excuse.

I can:

- use the zero article.
- use the Past Simple.
- use the Past Continuous.
- use *after* and *while*.
- use *so* and *such*.
- use *a dozen/dozens of; a hundred/hundreds*.

Fun time 1

A HEALTHY MIND IN A HEALTHY BODY



Do you know what *yoga* is?



Yoga is a system of exercise, meditation and breathing. It comes from Ancient India.

A lot of children around the world do yoga at school. It is fun and relaxing and it is great exercise for a teenager's body and mind. Yoga makes you stronger, fitter and healthier.

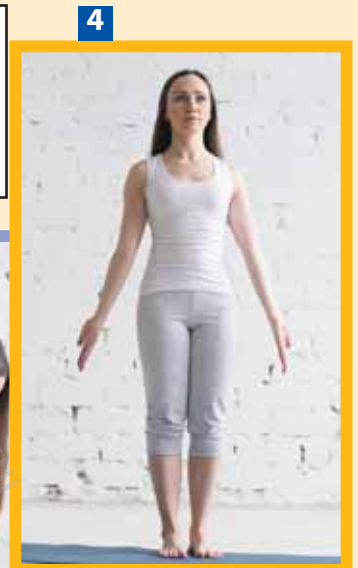
It helps you concentrate and relax.

Yoga practice consists of hundreds of different poses. Each position or pose is named after a different object, person or animal, for example, tree, cat, etc.

1 Look at these yoga positions below and try to guess their names. Use the words in the box.



- mountain
- chair
- tree
- forward bend



2 Now read the instructions and match them with the positions. Did you get the names right?

Mountain position

Stand up straight with feet together, shoulders relaxed, arms by your side. Take a deep breath and raise your hands over your head with arms straight. Reach up towards the sky with your fingertips.

Tree position

Stand up straight. Put your right foot on your left thigh. Join your hands in front of your chest.

Chair position

Stand up straight, legs together. Raise your arms. Bend your knees as much as possible and try to keep your heels on the floor.

Forward bend

Stand up straight, keep your back straight too. Slowly bend forward. When you can't keep your back straight any longer, lower your head and grab your legs with your hands.

3 Look at the pictures again. Do these exercises seem easy? Choose one and try out! Ask a friend to check if you are doing it right! Take turns. Discuss the questions below.

- How do you feel after doing these exercises?
- Was it difficult?
- Do you want to do it again?

Challenge yourself with the movement you think is the most difficult! You can do these exercises when you are stiff or stressed or when you need to move a little during the break!

SONG



4 Listen to the song.

OUR WILD FLOWERS

Verse 1:

The fields are full of lovely flowers,
To name them all will take
you hours.
Some stand up tall, some stay
down low,
Some climb on others as they grow.

Verse 2:

Their colours always are a joy –
Pink for a girl, blue for a boy,
And purple, yellow, cream and white
Their petals wave – a gorgeous
sight.

Chorus:

You'll find them everywhere
you look:
Under the trees, beside the brook,
Even on the city street
There are wild flowers by your feet.

Verse 3 (repeat):

We must be sure they will survive,
Protect them, keep them safe, alive.
Leave them flowering in the sun
To be enjoyed by everyone.

Chorus:

You'll find them everywhere
you look:
Under the trees, beside the brook,
Even on the city street
There are wild flowers by your feet.

UNIT 7

The magic of music





Unit focus

- *Grammar*: quite/very; (not) as ... as; reflexive pronouns
- *Functions*: comparing people and things; talking about festivals and celebrations; birthday greetings; agreeing
- *Vocabulary*: festivals and celebrations
- *Pronunciation*: the sound /ɒ/

UNIT 7 *The magic of music*



LET'S GET STARTED

1 Answer the questions.

- Look at the pictures above. What kind of festivals are these?
- Do you know of any folk music festivals?
- Is there a folk music festival in your town?

WORDS IN ACTION

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

a competition

a tune

rhythm

a crowd

a wolf

exhausting



1. She is the winner of the Maths **competition**.

2. Listen! He's playing my favourite **tune**.



3. One, two, three.
One, two, three.
Come on, feel the **rhythm**.

4. When the band started playing, the **crowd** started singing.



5. Grandpa, can you hear that scary cry?
Is that a **wolf**?

WORD BOX

crowd, *informal* – a group of friends I spent the day with the usual **crowd**.



6. She looks very tired after the long and **exhausting** run.



Listen and repeat.

LISTENING AND READING

3 Read the webpage and answer the questions.

1. When does the Piping Live! Festival in Glasgow take place?
2. Is it a national or an international festival?
3. What can you do at the festival?

Traditional Festivals in Scotland

**Piping Live!
Festival**

Artists

Festivals

Events

Shop

Sponsors



The Piping Live! Festival in Glasgow takes place in August. For one week the meadows and hills around the picturesque city of Glasgow host an exciting competition among bagpipers from all over Scotland and from across the world.

This year there will be participants from France, Hungary, the UK, the Netherlands and Japan. The youngest participant is 5 and the oldest – 85! Come and enjoy this incredible celebration of folk music, traditional dances and colourful national costumes.

4 Read the webpage again. Find the words that match the definitions below. Write them in your notebook.

1. an organised event in which people try to be better than other people and win prizes
2. a person who joins in an activity
3. fields
4. having a lot of colours
5. magnificent, extraordinary
6. pretty and charming



Listen and check.

UNIT 7

5 Listen and say true or false.

1. The four cousins are at a folk music festival.
2. Vicky teaches Alice and Justin to play the bagpipe.



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

Model: 😊 *Gela Festival is quite famous. **Borys***

1. Shall we join?
2. He's about my age.
3. Yeah, this tune's amazing!
4. It's important to feel the rhythm.
5. It's exhausting!
6. Yeah, as hungry as a wolf!

7 Listen to part of a blog and answer the question.

- What interesting fact did the cousins learn about the bagpipers?

WORD BOX

blog – a place online where you can share your experiences and views

blogger – a person who writes a blog

blogging – writing a blog

8 Now read the whole blog and complete the sentences that follow it.

Alice's Blog

The Piping Live! Festival

This morning we got into the van and drove to the Piping Live! Festival. The bagpipe competition was quite exciting. We saw dozens of bagpipers and we were surprised to see that women and girls could be bagpipers, too! All the participants were dressed in colourful national costumes.



Every time they started playing a more lively tune, the crowd began dancing! Even Justin and I joined the horo! Vicky showed us the steps and we picked up the rhythm quite quickly!



The last participant was a boy from Sweden. He told us that his father was Ukrainian. During one of their visits to Scotland, his father bought him a bagpipe. The boy taught himself to play by simply listening to folk music! To be honest, I didn't expect that but WE ALL HAD SO MUCH FUN! :)

Model: 😊 **The bagpipe competition was exciting.**

1. All the participants were wearing ...
2. Every time the tune became more lively, the crowd ...
3. ... joined the horo circle.
4. ... picked up the rhythm quickly.
5. The Swedish boy taught himself ...

CULTURE CORNER

🎧 Listen to the tunes. Then answer the questions.



- Can you recognise the Irish bagpipe?
- Can you guess what the other bagpipe is?



The Irish and the Scottish bagpipes look and sound very different. The Scottish bagpipe produces a more solemn sound. You can hear it at official ceremonies and celebrations. The Irish bagpipe is softer and more melodious. It is usually played solo.

GRAMMAR SPOT

1. Quite and very

Look at the pictures and read the examples. Which word is stronger: *quite* or *very*?



1. He's hungry.



2. He's **quite** hungry.



3. He's **very** hungry.

PRACTICE

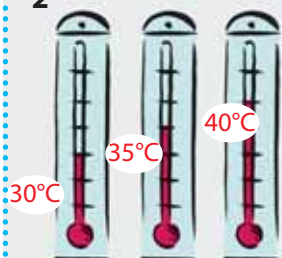
9 Say sentences about the pictures.



hot tired expensive cold tall

Model: 😊 *It's cold. It's quite cold. It's very cold.*

2



3



4



£400



£500



£700

UNIT 7

2. As ... as/not as ... as

Look at the pictures and read the examples. Then answer the questions.



Vicky is **as tall as** Gabi.
Gabi is **as tall as** Vicky.



Vicky is **not as tall as** Borys. (= Borys is **taller than** Vicky.)

PRACTICE

10 Complete the sentences in your notebook. Use **as ... as**.

Model: Vicky (13), Borys (13) **old**
Vicky is **as old as** Borys.

- trainers (£150), hiking boots (£150) **expensive**
These trainers are ... the hiking boots.
- Sam (1.8 m), Ben (1.8 m) **tall**
Sam is ... Ben.
- December (-10°C), February (-10°C) **cold**
December is ... February.
- Vicky (45 kg), Gabi (45 kg) **heavy**
Vicky is ... Gabi.

11 Say it in another way.
Use **not as ... as**.

Model: My sister is **lazier than** me.
I'm **not as lazy as** my sister.

- I'm **more patient than** my friend.
- I think rafting is **more exciting than** kayaking.
- I think snowboarding is **more dangerous than** skateboarding.
- Airplanes are **faster than** helicopters.

- What does **as ... as** mean?
- What does **not as ... as** mean?

Now check with the rules.

- We use **as + adjective + as** to say that two people or things are the same in some way.
- We use **not as + adjective + as** to say that two people or things are different in some way.

IMPORTANT!

He is as tall as me. =
He is the same height I am.

3. Reflexive pronouns

Read and compare the examples.

Justin didn't know how to dance horo. Alice taught **him**.
The Swedish boy taught **himself** to play the bagpipe.

Now read the reflexive pronouns and answer the questions.

myself	ourselves
yourself	yourselves
himself	themselves
herself	
itself	

- When do we add **-self**?
- When do we add **-selves**?

Now check with the rules.

- We add **-self** in the singular.
- We add **-selves** in the plural.

IMPORTANT! The stress is on **self/selves**: /maɪ'self/, /ðəm'selvz/.

PRACTICE

12 Say the correct reflexive pronoun in each sentence.

1. The salad is delicious!
Did you make it ...?
2. Listen to this story. John wrote it
3. I'm trying to teach ... to play the piano.
4. Sara painted this picture
5. Stop shouting, children!
Control ...!
6. Alice and Justin enjoyed ...
at the festival.
7. This kitten is so small!
It can't feed

Model: 😊

Try the cake.
I made it **myself**.

VOCABULARY

Festivals and celebrations

13 Work in groups of four. Choose a festival or a celebration. What do people do then? What do they eat? Make two word webs. The pictures below can help you.

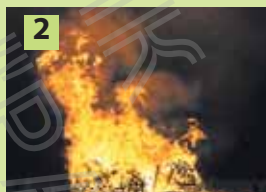
Now read the words below.
Are they in your webs?

- | | |
|--------------------------|------------------------|
| • dance | • decorate |
| • sing | • give/receive gifts |
| • play music | • send a greeting card |
| • wear a special costume | • prepare/cook/ |
| • invite guests | have a special meal |



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

- a. make a bonfire
- b. watch fireworks
- c. put up decorations
- d. make a wish
- e. pull a cracker
- f. throw a party
- g. light candles



Listen, check and repeat.

15 Say the correct phrases from 14 to complete the sentences. Sometimes you need the plural!

- The Wilsons always ... at the Christmas dinner table.
- A:** Mummy, can you ... on the cake?
B: Yes, darling, now close your eyes and ...!
- In my family we ... a month before Christmas.
- We're going to ... for my brother's birthday. It'll be a surprise.
- November 5th is Bonfire Night in the UK. Some people ... in their gardens. All over Britain, people

CULTURE CORNER



Guy Fawkes Day, Bonfire Night or Fireworks Night is celebrated on November 5th in the UK. People light fires outside, often with a pile of old furniture, and have fireworks.

HOW TO

- Agree to an idea

Great!
Sounds nice!
Sounds perfect!

COMMUNICATION

1. Talking about celebrations

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

Alice: Hey, Vicky. It's **grandpa's** birthday tomorrow.

Vicky: Yes, I know. **He's** turning **65**.

Alice: Justin and I've got an idea. Let's throw a party in the **garden**. It'll be a surprise.

Vicky: Great! What are we going to do?

Alice: Mum and Aunt Dora are going to **put up decorations**. Dad and Uncle Peter are going to **grill some meat**. Borys is going to **be the DJ**.

Vicky: What am I going to do?

Alice: You and I are going to help **grandma make the cake**. At the end of the party we're going to have fireworks.

Vicky: Sounds perfect! Wait! What is Justin going to do?

Alice: Well, he's going to **make a bonfire** and he's going to eat as much as possible, of course!

grandma

she 60

back yard

make the cake/
prepare a special meal

make a bonfire/light candles/
play the guitar/sing songs

grandpa put up decorations

be the DJ

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

17 Work in pairs. Make a dialogue. Imagine you are planning a surprise party for a friend. Make a list of the things you are going to do. Decide who is going to do them. Use the dialogue in 15 as a model.

2. Birthday greetings

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

- | | |
|--|--|
| <p>1. A: Hello.
 B: Hello, Lilly! Happy birthday to you!
 A: Thank you so much.
 B: You're welcome.
 A: I'm having a party tomorrow. You're invited.
 B: Thanks. I'll be there.
 A: See you tomorrow!
 B: Bye!</p> | <p>2. A: Happy birthday, grandpa!
 B: Oh dear, thank you so much!
 A: You're the best grandpa in the world!
 B: Thank you, dear!</p> |
|--|--|

Work in pairs. Make similar dialogues.
 Replace the words in bold with your own ideas.

WRITING

My favourite family celebration

19 Read David's description of a traditional family gathering and answer the question.

- When do David's family gather together?

My favourite family celebration

My favourite family celebration is my town's festival. At noon, all my family gather at my grandparents' house. My grandmother always prepares a special meal for dinner. After that we go to the town square. There is live music and dancing. We meet relatives and neighbours there. We dance and sing and chat. In the evening, we watch the fireworks. It is great fun!

Write a description of a traditional gathering of your family.
 Follow the model above.

PRONUNCIATION

The sound **D**

 **20** Listen and repeat.



Now say these words.
 Then listen and check.

hop top stop shop dot got hot lot



- 1** Make three cards of green, yellow and red colours. Read, choose and write the information on the correct card.

**I CAN
DO IT
VERY
WELL**

**I NEED
EXTRA
PRACTICE**

**I CAN'T
DO IT**

LISTENING

listen to and understand new words and phrases

listen to and understand information about festivals

listen to and understand dialogues about celebrations

listen to and understand short dialogues about birthday greetings

READING

read and understand texts about festivals and celebrations

read and understand new words and phrases

read and understand sentences with *quite* and *very*

read and understand sentences with reflexive pronouns

read and understand sentences with *as ... as/ not as ... as*

read and understand dialogues about celebrations

read and understand short dialogues about birthday greetings

Self-assessment

SPEAKING

Speak about some festival

compare people or things using *as ... as/not as ... as, quite/very*

Speak about some celebration

make up short dialogues about birthday greetings

WRITING

write new words and phrases

write sentences with *quite and very*

write sentences with *as ... as/not as ... as*

write sentences with reflexive pronouns

write short texts about some family celebration

- 2 Make a short video about some celebration in your family. Introduce this video to your friends.**
- 3 On your blog page write about some festival you visited. Use this text as an example and change the highlighted information.**

Every year we have the Autumn Harvest festival in my town. It is in September. Many people come to this festival. Here you can buy different kinds of fruit and vegetables. You can see some musical shows. Children take part in sports competitions. There are many small shops where you can buy tasty cakes and sweets. In the evening people dance in the square and set off fireworks. Everybody likes this festival.

UNIT 8

Hobbies and interests





Unit focus

- *Grammar: can, could, be able to; too and enough*
- *Functions: talking about abilities and possibilities; inviting a friend; congratulating people; making arrangements; making an excuse*
- *Vocabulary: hobbies and interests*
- *Pronunciation: the sound /əʊ/*

UNIT 8 Hobbies and interests

LET'S GET STARTED

1 Answer the questions.
Read the words for hobbies and interests.

- What are you interested in?
- What are you NOT interested in?



WORDS IN ACTION

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

proud (of)

perform (v.)

Congratulations!

a stage

a performance

a novel

3

Congratulations!

1

I'm very proud of you!



2

I'm going to perform my own music.



4

Shhhh! The actors are on stage now!

6

It was a great performance!

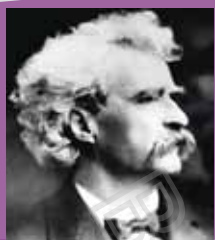


5

I'm reading 'The Prince and the Pauper'. It's a famous novel by Mark Twain.



Listen and repeat.



CULTURE CORNER

Mark Twain is the pen name of Samuel Langhorne Clemens (1835–1910). He was a famous American writer and journalist.

LISTENING AND READING

3 Listen and answer the question.

- What are Vicky and Gabi talking about?
- a. A famous novel.
- b. A musical performance.
- c. A theatrical performance.



4 Listen again and choose the correct answer.

1. ... invites the others to go to the theatre.
 - a. Gabi
 - b. Vicky
2. Gabi is going to ... 'The Prince and the Pauper'.
 - a. watch
 - b. play in
3. Gabi is sure that Alice and Justin
 - a. know the story.
 - b. don't know the story.
4. The invitation is
 - a. in English.
 - b. in Ukrainian.
5. Vicky ... how to get to the theatre.
 - a. knows
 - b. doesn't know

5 Now read Gabi's invitation and answer the questions.

1. Where is the performance?
2. What time does it start?

You are invited to
The Drama Club production of

THE PRINCE
AND THE PAUPER

a play by John Shelton
based on the novel by Mark Twain

Starring: Gabriela Valchuk
and Peter Crystal

Saturday 7:00 pm
The Globus Theatre

HOW TO

• Invite friends

*Why don't you come ...?
Why don't you join me/us?
I'm throwing a party tomorrow.
You're invited.*

UNIT 8

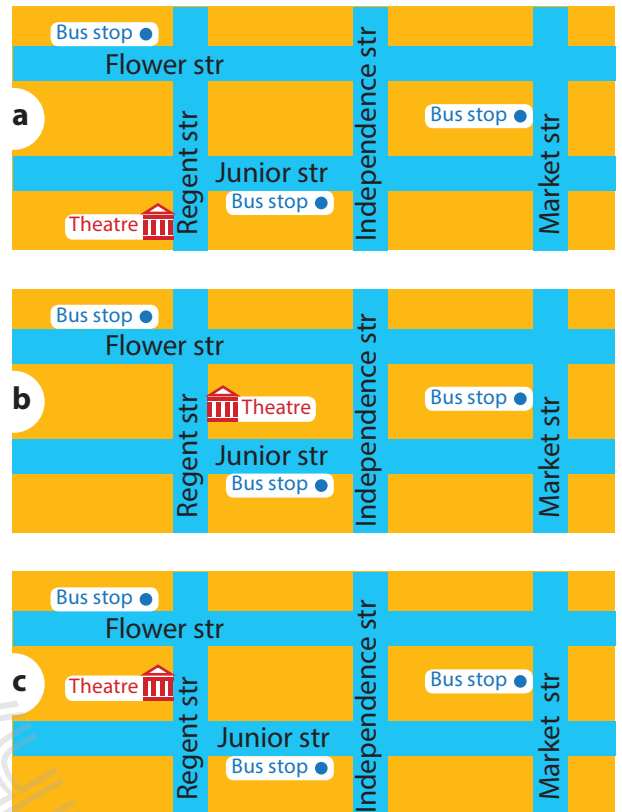
6 Read Gabi's email and find the correct map.

To: vicky_a21@abv.bg
Cc: Borys@, Alice@, Justin@

Hi guys,
This is how to get to the theatre from your home.

1. Take bus route 6 to the city centre.
2. Get off at the fourth stop.
3. Cross the street and turn left.
4. Walk about 200 metres. Then turn right into Regent Street.
5. The theatre is the second building on the right.

Don't get lost :)
Gabi



7 Listen to part of another conversation and answer the question.

- Why isn't Gabi going on tour next week?

8 Now read the whole conversation. Then read the summary of the situation. Find three mistakes in it. Copy the summary into your notebook and correct the mistakes.



Alice: Congrats, Gabi! You were fantastic!
Gabi: Thanks, Alice! I'm so happy you liked the play.
Alice: I couldn't understand the words but I liked your acting.
Borys: The other actors were very good, too. Are you the youngest of all?
Gabi: Yes, I am. The others are going on tour next week but I'm too young to travel with them.
Alice: What a pity! When will you be able to go on tour?
Gabi: Next year. I'll be old enough then.
Vicky: Gabi, you're brill! So talented! I'm sure you'll be a star some day!
Alice: And maybe you'll perform in London. What do you think, Justin?
Justin: It was a great performance... but which part did Gabi play?
Alice, Vicky and Borys: Justiiiiiiin, she was the Prince!

On Saturday evening, Vicky, Alice and Justin went to the theatre. Vicky's friend, Gabi, was one of the actors. Alice could understand the words and she liked Gabi's acting a lot. Borys liked the other actors, too. Gabi was one of the oldest actors. Justin couldn't recognise Gabi because she played a male part.

HOW TO

• Congratulate people

Congratulations!
You were fantastic!
Well done!



Listen and check.

WORD BOX

brill = brilliant

theatre (BrE) = **theater** (AmE)

Congrats! = Congratulations!

GRAMMAR SPOT

1. *Can, could and be able to*

Forms

	present	past	future
Positive	You can help me.	You could help me.	You will be able to help me.
Negative	You can't help me.	You couldn't help me.	You won't be able to help me.
Question	Can you help me?	Could you help me?	Will you be able to help me?

Use

Read and compare the examples.

1. **Can** you come to the theatre with me?
2. **Will** they **be able** to understand me?
3. Alice **couldn't** understand most of the words.

Now match with the rules.

- We use **can** to talk about a present ability or possibility.
- We use **could** to talk about a past ability or possibility.
- We use **be able** to talk about a future ability or possibility.

PRACTICE

9 Change the sentences into the past tense.

Model: 😊 *He can't understand the grammar rule. **He couldn't understand** the grammar rule.*

1. My sister can play the guitar. ... when she was seven.
2. I can't visit my grandparents today. ... yesterday because I was very busy.
3. Can you dance horo? ... when you were eight?
4. Maria can sing very well. ... when she was little.

10 Change the sentences into the future tense.

Model: 😊 *He can't understand the grammar rule. **He won't be able to** understand the grammar rule.*

1. I can't come to your party. ... on Saturday. My cousins are visiting us.
2. Alex can't pass the test. ... next week.
He's not studying hard enough.
3. Alice can't speak Ukrainian. But ... next year. She wants to learn it.
4. They can't drive. ... next August. They won't be 18.

11 Use the correct form of *can* or *be able to*.

Model: 😊 *My grandmother **could** speak five languages when she was 30.*

1. I ... ride a motorbike when I'm sixteen. Dad's going to teach me.
2. We ... go to the performance next week because we're having a family gathering.
3. Anna was sick last week and she ... take part in the dance performance.
4. Next summer, we ... spend more time camping in the mountains.

2. Too and enough

Read the examples. Match the phrases in bold with their meaning.

1. The shoe is **too small** for her.
2. The shoe is **big enough** for her.
3. I'm **too young** to drive.
4. My sister is 18.
She's **old enough** to drive.

- a. as big as necessary
- b. not as big as necessary
- c. as old as necessary
- d. not as old as necessary

PRACTICE

12 Say the correct phrase to complete each sentence.

Model: 😊 *What a terrible noise!
It's **too loud / loud enough!**
It's **too loud!***

1. I can't see anything in this room!
It's **dark enough / too dark.**
2. Put on your jacket. It isn't **too warm / warm enough.**
3. You can't swim in this pool. It isn't **too deep / deep enough.**

4. I can't eat this soup. It's **too hot** / **hot enough**.
5. Can I have some more honey, please? My tea isn't **too sweet** / **sweet enough**.
6. Don't buy this T-shirt. It isn't **too large** / **large enough**.
7. I can't buy this computer game. It's **expensive enough** / **too expensive**.

13 Say it in another way. Follow the model.

Model: 😊 *This room is too small for the party. (large)*
This room isn't large enough for the party.

1. Sam is **too young** to watch horror films. (old)
2. The kid is **too short** to reach the cupboard. (tall)
3. My sister is **too impatient!** (patient)
4. Jerry can't make friends easily. He's **too shy**. (communicative)

IMPORTANT!

too small =
not big enough
too young =
not old enough

VOCABULARY

Hobbies and interests

14 Work in groups of four. Answer the questions below. Then report to the class.

- Have you got any free time on weekdays? What do you do then?
- Have you got any free time at weekends? What do you do then?
- What do you like doing during the school holidays?

15 Read the words and phrases below and match them with the pictures.

- a. drawing
- b. collecting things
- c. dancing
- d. playing board games
- e. doing puzzles
- f. baking
- g. acting
- h. singing in a choir
- i. playing ball games
- j. keeping a pet
- k. playing a musical instrument
- l. playing adventure games



Listen, check and repeat.

UNIT 8

16 Work in pairs. In your notebook, make two word webs with the words and phrases from 15. Add your own ideas.



Are you into any of these hobbies and interests?

WORD BOX

be into something =
enjoy doing it

17 Listen to four teenagers talk about their hobbies. Tick the activities they talk about in your word webs.

HOW TO

• Make an excuse

I'm sorry, I won't be able to come.

I'm very sorry. I'll be busy at this time.

COMMUNICATION

Making arrangements

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

Vicky: Dad, can we go to **the theatre** tomorrow? **The Drama Club is performing 'The Prince and the Pauper'. Gabi will be on stage.**

Peter: Of course you can. What time does it start?

Vicky: **7:00 pm.**

Peter: I'm sorry, I won't be able to give you a lift. **I've got a meeting.**

Vicky: Don't worry. We'll take the bus. **Gabi sent us a map with instructions.**

Peter: OK. Let's check the timetable online. Oh, yes. You can take the **6:15** bus. But wait. There are usually traffic jams around **6:00 pm.**

Vicky: We'll take the 6:03 bus then.

Peter: I'll pick you up after **the performance.**

Vicky: That's great! Thanks, **Dad!**

Mum the cinema

All my friends will be there.

6:00 pm

I'll be busy at this time.

We know the way.

5:00 pm

the film

Mum

Now make a similar dialogue. Replace the words and phrases in bold with the suggestions on the right and your own ideas. The timetable below will help you.

Bus route 6

Central Railway Station to City Centre

From bus stop **Flower shop**

14	15	16	17	18	19	20
14:03	15:15	16:09	17:03	18:03	19:03	20:05
14:21	15:33	16:26	17:15	18:15	19:16	20:18
14:39	15:51	16:39	17:27	18:27	19:29	20:32
14:57		16:51	17:39	18:39	19:42	20:56

19 Work in pairs. Choose a role card and make a dialogue. Then change roles and make another dialogue. You can use the dialogue in 18 as a model.

Student A:

- You are the child. You want to go to a birthday party. Ask your mum/dad if you can go to the party.

Student B:

- You are the parent. Your child wants to go to a birthday party. Say yes. Ask for details (who, where, what time does it start/finish?).

PRONUNCIATION

The sound əʊ



22 Listen and repeat.

tone bone stone alone hole pole role whole



Now say these words. Then listen and check.

WRITING

My hobby

20 Read about Justin's hobby and answer the question.

- Where does Justin go every Thursday after school?

My hobby is cooking. I go to cookery classes every Thursday after school. A chef teaches us how to cook. We make yummy dishes like pizza, pasta, fish pie and carrot cake. At the end of the class, we eat all the food. On Sundays, I help Mum with the dinner. My family is very happy with my hobby!

21 Write about your hobby. Follow the model in 20. If you prefer, write about Clara's hobby.



- 1** Make three cards of green, yellow and red colours. Read, choose and write the information on the correct card.

**I CAN
DO IT
VERY
WELL**

**I NEED
EXTRA
PRACTICE**

**I CAN'T
DO IT**

LISTENING

listen to and understand new words and phrases

listen to and understand information about a theatrical performance

listen to and understand information about hobbies and interests

listen to and understand short dialogues about making arrangements

READING

read and understand instructions about moving around

read and understand new words and phrases

read information about abilities and identify them

read and understand sentences with *too/enough*

read information about possibilities and identify them

read short dialogues about arrangements

read and understand information about hobbies

Self-assessment

SPEAKING

invite a friend somewhere

compare things and people

make an excuse

make arrangements

write new words and phrases

write sentences with modal verbs

write sentences with *too/enough*

write about hobbies

WRITING

write new words and phrases

write sentences with modal verbs

write sentences with *too/enough*

write about hobbies

- 2 Make a short video about your hobby/ hobby of your sister/brother/cousin. Introduce this video to your friends.
- 3 On your blog page, write a greeting card and congratulate your friend on some event.



UNIT 9

Are you ready to order?





Unit focus

- *Grammar: would (like); indefinite pronouns; countable and uncountable nouns; concrete and abstract nouns; a bit/a number of*
- *Functions: ordering food and drinks; making polite requests and offers*
- *Vocabulary: restaurant food*
- *Pronunciation: the sound /ʌ/*

UNIT 9 *Are you ready to order?*

LET'S GET STARTED

1 Answer the questions.

- Do you like going to restaurants?
- What's your favourite dish?
- What's your favourite drink?



1. Are you ready to **order**?



2. My family **eat out** every Sunday.



3. Do you like **garlic**?



WORDS IN ACTION

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

order (v.)

eat out (v.)

garlic

trout

I'm starving.

spinach

4. Yesterday I caught this big **trout** but then I let it go.



5. Mum, where's dinner? **I'm starving**.

6. My grandma grows **spinach** in her garden.



Listen and repeat.

LISTENING AND READING



3 Listen and answer the question.

- Where are the families going to have dinner?



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

Model: ☺ *Is there anybody home? Justin*

1. I'm starving!
2. We're eating out tonight.
3. Can you survive till then?
4. I'll try.
5. I think I can eat ten kebapche!
6. Hey, Alice, you're ready to order in Ukrainian!

5 Read the menu and try to guess the meaning of the words in BLOCK CAPITALS.



STARTERS

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



MAIN COURSES

Grilled pork steak	£ 13.95
Grilled beef sausage	£ 9.90
Grilled trout	£ 12.50
Grilled salmon	£ 2.00
Wild mushroom pasta	£ 8.00



SIDE DISHES

Chips	£ 3.00
Steamed vegetables	£ 3.00
Mashed potatoes	£ 3.00



DESSERTS

Chocolate cake	£ 5.00
Crème caramel	£ 4.00



BEVERAGES

Tea	£ 2.00
Fresh juice/smoothie	£ 4.00
Mineral water (still or sparkling)	£ 2.00

6 Listen to part of another conversation and complete the sentences.

1. Vicky orders the same as ...
2. Borys orders the same as ...

7 Now read the whole conversation and answer the questions below.

Waiter: Good evening.

John: Good evening. We've got a reservation for eight people.

Waiter: Follow me, please. ... Here's the menu. I'll be back shortly to take your orders.

Waiter: Are you ready to order?

Alice: Yes, I'll have the spinach balls and garlic bread, please.

Vicky: The same for me, please.

Justin: I'll have a grilled salmon and a potato salad, please.

Borys: I'd like the same, please.

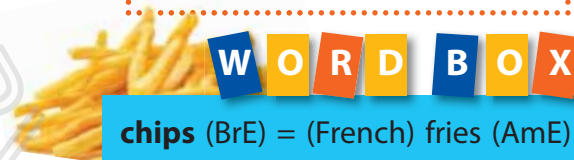
Waiter: And for you, madam?

Anna: I'll take the grilled trout and a mixed leaf salad, please.

Dora: I'd like the wild mushroom pasta, please.

Peter: A pork steak with mashed potatoes for me, please.

Waiter: And for you, sir?



chips (BrE) = (French) fries (AmE)

a **beverage** = a drink

a **smoothie** = a drink made from fruit, milk or cream, and ice cream

John: What can you recommend?

Waiter: Try the beef sausage. It's homemade.

John: I'd like to try it.

Waiter: Anything else?

John: Yes. A tomato salad and a small portion of chips, please.

Waiter: Would you like something to drink?

Dora: Yes, please. Fruit juice for the kids and for the adults ...

1. Have the families got a reservation?
2. Who orders fish?
3. Which main course does Dora order?
4. What does the waiter recommend?
5. What will the kids drink?

GRAMMAR SPOT

1. Would (like)

Study the examples and match them with the rules.

1. I'd like (would like) some tea.
2. A: Would you like some tea?
B: Yes, please./No, thank you.

- a. We use *would like* or *'d like* to make polite requests.
- b. We use *would you like...?* to make polite offers.

IMPORTANT!

When we accept an offer, we say *Yes, please*.
When we refuse, we say *No, thank you*.

PRACTICE

8 Read the sentences and say O (offer) or R (request) for each sentence.

Model: 😊 What would you like to eat? O (offer)

1. I'd like some fruit, please.
2. Would you like another glass of water?
3. I'd like the chicken soup, please.
4. Would you like a dessert?
5. I'd like a pancake with chocolate, please.
6. Would you like anything else?



2. Indefinite pronouns

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

IMPORTANT!

We use a singular verb after an indefinite pronoun.

Study the examples and answer the questions.

There's **somebody/someone** at the door.

I don't want **anything** to eat. I'm full.

Did **anybody/anyone** help you? **Nobody** helped me.


- What pronouns do we use for people? Which pronoun means 'all the people'?
- What pronouns do we use for things? Which pronoun means 'all the things'?
- What kind of verb do we use with **nobody/nothing** – a positive or a negative one?

Now check with the rules.

- We use **somebody, anybody, everybody** and **nobody** for people.
- We use **something, anything, everything** and **nothing** for things.
- We use **a positive verb** with **nobody, no one** and **nothing**.

PRACTICE

9 In your notebook, complete the sentences with **somebody, anybody, something, anything, everybody** or **everything**.

Model:  *Granny is cooking something delicious for dinner.*

1. Come to the table, ...!
Dinner's ready.
2. Has ... got an umbrella? I can't find mine.
3. **A:** I don't know ... about healthy eating.
B: Don't worry. I'll tell you ... you need to know.
4. Would you like ... to drink?
5. We haven't got ... to eat at home. Shall we go to a restaurant?
6. ... broke into the house while we were eating out last night.
7. ... knows the story of 'The Prince and the Pauper'. It's very popular.

Do you remember?

We use **something** in polite offers and requests:

*Would you like **something** to drink?
Can I have **something** to drink?*

3. Countable and uncountable nouns

Read the rule below.

Nouns can be:

- **countable** (a burger – burgers, a mushroom – mushrooms) and **uncountable** (rice, spinach, garlic).
- **concrete** (bread, butter) and **abstract** (music, information, idea).

Now read the dialogue and find examples of countable and uncountable, concrete and abstract nouns.

A: Let's eat out tonight.

B: That's a great idea.

I'll have a burger and some chips.

A: I'll have pasta and a dessert.

Remember!

Some nouns are both **countable** and **uncountable**.

I like **salad**.

Two tomato salads, please.

We can make a lot of **uncountable nouns countable** by adding **a piece of, a slice of, a glass of, etc.**

I'm thirsty. I'll have **a glass of water**. Can I have *two pieces of this cake*, please?

UNIT 9



Listen, point and repeat.



a packet of sugar



a piece of cake



a slice of bread



a bowl of soup



a cup of tea



a carton of juice











a glass of milk



a bottle of water

PRACTICE

10 Say the correct phrase for each picture. Be careful – some phrases are in the plural!

- I'd like two  , please.
- A: Would you like some dessert?
B: Yes.  , please.
- Grandpa takes three  in his tea.
- I'm not very hungry. I'll have  .
- Mum always has  for breakfast and Dad has  .
- After the race, John drank two  .
- There are three  in the fridge.

4. A bit of and a number of

Study the examples and match them with the rules below.

- Do you need **a bit of** help with the menu? (= some help)
- A number of** people are waiting for the bus. (= several)

We use **a bit of** and **a number of** to talk about quantities.

- We use **a bit of** in informal speech with uncountable nouns.
- We use **a number of** with plural countable nouns. The verb is plural.

PRACTICE

11 Say **a bit of** and **a number of** to complete the sentences.

Model: 😊 **A number of** students were ill at the holiday camp.

- Everyone needs ... help sometimes.
- There were ... people in front of the theatre.
- Would you like ... cream in your coffee?
- ... children in Ukraine have got family members abroad.
- With ... luck, we'll find a table in this café.

VOCABULARY

Restaurant food

12 Work in small groups. What words for food and drinks do you know? Make a list.

13 Read the menu. Try to guess the meaning of the words in bold. Then look up the words in the Wordlist at the end of your Student's Book.

STARTERS	MAIN COURSES	DESSERTS
 Shrimp salad	 Bangers and mash Sausages, mashed potatoes and baked beans	 Apple crumble with ice cream
 Garlic mushrooms	 Shepherd's pie Small pieces of lamb and mashed potatoes	 Toffee pudding
 Pumpkin and carrot soup	 Roast beef Served with green peas, carrots, roast potatoes and Yorkshire pudding	 Scones with strawberry jam
	 Sliced turkey breast Served with cranberry sauce	



Listen, point and repeat.

14 Read the menu again. In your notebook, write examples of:

- One meat product
- One type of seafood
- Two types of meat
- Three types of vegetables
- Three types of fruit


UNIT 9

15 Read the dialogue in pairs. Say the correct word for each picture.

Waitress: Hello. Are you ready to order?

Customer: Yes, I'd like a  to start with.

Waitress: And for your main course?

Customer: I'll take the , please. Can I have it without cranberry sauce?

Waitress: Sure. Would you like a dessert?

Customer: Yes, I'd like some , please.

Waitress: That's a good choice. And what would you like to drink?

Customer: A glass of mineral water, please.

Waitress: Still or sparkling?

Customer: Sparkling, please.

Waitress: Is there anything else?

Customer: No, thank you.

HOW TO

• Order a meal

*I'd like ... as
a starter/to
start with.*

*I'll have/take ...
for main course.*



Listen and check.

16 Make a similar dialogue. Use other dishes from the menu in 13.



COMMUNICATION

Ordering food and drinks



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

Fruit Juices £3

CITRUS MIX
Orange, Grapefruit, Lemon

HAPPY BERRY
Strawberry, Cranberry, Pear

FEEL GOOD
Watermelon, Mango, Apple



Sandwiches £4

Chicken & Avocado
Cheddar & Tomato
Tuna & Lettuce
Ham & Egg

Baguettes £5

Ham & Cheese
Tuna & Cucumber
Roast Beef
Turkey & Avocado



Hot Drinks £2

Tea
Coffee
Cappuccino
Hot chocolate



- Barista:** Good morning. How can I help you?
Customer: I'd like a **Tuna & Cucumber Baguette**, please.
Barista: Anything to drink?
Customer: **A Happy Berry**, please.
Barista: Is that all?
Customer: Yes. How much is that?
Barista: That's **eight pounds**, please.
Customer: Here you are.
Barista: Thank you. Enjoy your meal!
Customer: Thanks a lot.

Now make a similar dialogue. Replace the phrases in bold with other options from the menu on p. 124.

- 18** Work in pairs. Choose a role card and make a dialogue. Then change roles and make another dialogue. You can use the dialogues in 15 and 17 as models.

Student A:

- You are a barista in a coffee bar. Serve your customer.

Student B:

- You are a customer in a coffee bar. Order some food and a drink.

Student A:

- You are a customer at a restaurant. Order some food and a drink.

Student B:

- You are a waiter/waitress at a restaurant. Serve your customer.

WORD BOX

barista =
a person who serves
customers in a coffee bar

WRITING

My family's eating habits

- 19** Read about Dorothy's family and answer the question.

- What do Dorothy's family sometimes do at weekends?

On weekdays, everybody is busy but normally we eat dinner together. We usually have pasta, soup or stew. At weekends, we sometimes eat out. We like going to Italian restaurants. My sister and I love pizza. Mum often orders a salad and pasta. Dad usually has a beef steak and garlic potatoes. We always have Italian ice cream for dessert. It's yummy!

Write about your family's eating habits. Follow the model above.

PRONUNCIATION

The sound ʌ

-  **20** Listen and repeat.

but cut hut nut



**Now say these words.
Then listen and check.**

bus duck luck stuck

- 1** Make three cards of green, yellow and red colours. Read, choose and write the information on the correct card.

I CAN DO IT VERY WELL

I NEED EXTRA PRACTICE

I CAN'T DO IT

LISTENING

listen to and understand new words and phrases

listen to and understand questions and answers about ordering food and drinks at a restaurant or a coffee bar

listen to and understand people talking about going to a restaurant

listen to and understand dialogues about ordering food and drinks

READING

read and understand new words and phrases

identify indefinite pronouns for people and things

identify countable and uncountable nouns

identify concrete and abstract nouns

read and understand dialogues about ordering food and drinks at a restaurant

read and understand dialogues in a café or a coffee bar, read and understand a menu

read and understand English sayings

read and understand sentences about going to a restaurant

Self-assessment

SPEAKING

speaking about my food and drink preferences

making a polite request and offer

making an order at a restaurant or a café

speaking about quantities of countable and uncountable nouns

speaking about my eating habits

speaking about eating habits of my family

WRITING

writing new words and phrases

writing indefinite pronouns for people and things in sentences

writing sentences with countable and uncountable nouns using informal speech


writing short texts about eating habits of my family

- 2 Make a short video about ordering at a restaurant. Introduce this video to your friends.**
- 3 On your blog page, write about eating habits of your family. Use this text as an example and change the highlighted information.**

My family likes to eat out together. At weekends, we like going to McDonald's for our lunch. My brother and I always order Big Macs and Chicken Caesar Salads. Mum likes vegetarian food, so she orders a Vegetable Burger Deluxe and Pineapple Sticks. Dad usually has a Chicken Roll with ketchup and McDonald's fries. We always have milkshakes and ice cream for our dessert. They are yummy!

Up to now 3

LISTENING

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



- The boy apologises to the girl
 - for not going to her birthday.
 - for forgetting her birthday.
- The boy ... the photo to the girl.
 - is sending
 - is showing
- The girl thinks ... funny.
 - the band is
 - the hats are
- The girl thinks the man's hair is
 - colourful.
 - cool.
- The boy thinks ... go crazy at the carnival.
 - all the people
 - some people

-  **Listen again and check your answers.**

READING

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

A healthy diet – mission possible!

Jamie Oliver is a British chef. He is famous for his TV shows and cookery books. He has got a lot of restaurants around the world. People prefer his restaurants because they can eat healthy and delicious food there.



Jamie is rich and famous but what makes him special is his mission. He says: 'I work hard to save lives in my own way. I'm not a doctor; I'm a chef.' Jamie is passionate about sharing his ideas for healthy meals and easy recipes.

With the project *Jamie's School Dinners*, Oliver wants to change school lunches. Instead of junk food in school canteens, Jamie tries to introduce delicious and healthy meals. Unfortunately, this is very hard.

Jamie's Ministry of Food project teaches people how to cook. They go to courses where they learn how to prepare homemade food.

1. Jamie Oliver is a famous British
 - a. cook.
 - b. doctor.
2. People go to Oliver's restaurants because
 - a. they offer cheap food.
 - b. they offer healthy food.
3. Jamie ... about teaching people how to cook healthy food.
 - a. is enthusiastic
 - b. isn't enthusiastic
4. According to the article, British children eat ... at school.
 - a. junk food
 - b. healthy food
5. People join the *Ministry of Food* project
 - a. to learn to cook.
 - b. to become chefs.
6. The article is about
 - a. Jamie Oliver and his restaurants.
 - b. Jamie Oliver and his mission.

SPEAKING

- 3 Work in pairs. Choose a role card and make a dialogue. Change roles.**

Student A:

- Talk with Student B about his/her favourite celebration. Ask about:
 - the activities people do;
 - the presents;
 - the food and drinks.

Student B:

- Talk with Student A about your favourite celebration. Answer Student A's questions.

Now

I know how to:

- | | |
|---|--|
| <ul style="list-style-type: none"> • talk about festivals and celebrations. • give birthday greetings. • agree. • talk about hobbies and interests. • invite a friend. | <ul style="list-style-type: none"> • make an excuse. • congratulate people. • talk about abilities and possibilities. • order food and drinks. • make polite requests and offers. |
|---|--|

I can:

- | | |
|---|---|
| <ul style="list-style-type: none"> • compare people and things. • use can/could and be able to. • use indefinite pronouns. | <ul style="list-style-type: none"> • use reflexive pronouns. • use too and enough. • use quite and very. |
|---|---|

UNIT 10

At the culture fair





Unit focus

- *Grammar*: cardinal and ordinal numbers; *and*, *or*, *but*, *so*
- *Functions*: agreeing and disagreeing; asking and answering about countries
- *Vocabulary*: continents; countries and nationalities
- *Pronunciation*: the sound /ju:/

UNIT 10 *At the culture fair*

LET'S GET STARTED

1 Answer the question.

- What do you imagine when you hear the names of these countries:

Egypt Spain Italy Brazil China



WORDS IN ACTION

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

a stall

a fair

an exhibition

a bank



1. Let's buy some oranges at the fruit **stall**.



2. Every year there's a Christmas **fair** in the square.



3. There's a new photo **exhibition** in the Town Gallery.



4. The Houses of Parliament stand on the **bank** of the River Thames in London.

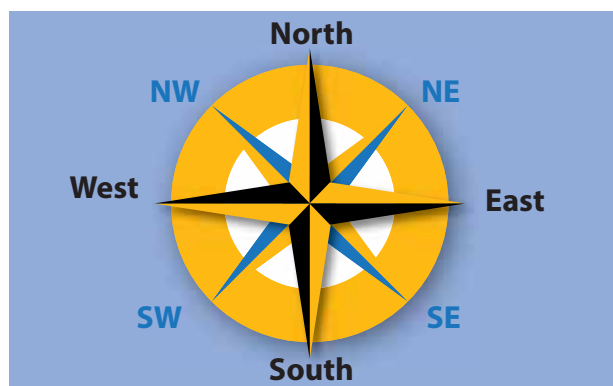


Listen and repeat.

3 Look at the compass. Read and translate the cardinal points.



Listen, point and repeat.



LISTENING AND READING

4 Now study the map and answer the questions.

- How many stalls can you see?
- What else is there at the fair?
- Where is the stage?
- Where is the café?

WORD BOX

read a map = understand what a map shows

study a map = look carefully at a map



5 Listen and answer the question.

- Which places on the map above **don't** the children mention?



chorizo /tʃə'ri:zəʊ/ = a type of pork sausage from Spain or Latin America

flamenco /flə'men:kəʊ/ = a style of Spanish music, singing and dancing



UNIT 10

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

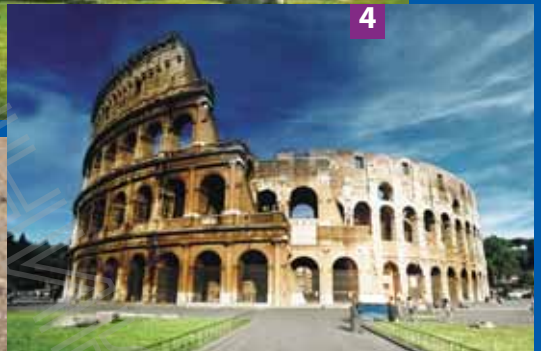
Model: 😊

Vicky, Borys, Alice and Justin are walking in the street. *False*. They are walking in the park.

1. The International Culture Fair wasn't in the park last week.
2. Borys can hear some music.
3. They stop at the Chinese stall.
4. The woman shows two dresses to the girls.
5. The flamenco lesson costs 5 pounds.
6. Justin wants a free chorizo sandwich.

7 Do the Culture Quiz! Look at the pictures. In your notebook, match the pictures with the places of interest.

- Residence of Bukovinian and Dalmatian Metropolitans
- The Pyramids of Giza
- Stonehenge
- The Great Wall of China
- The Colosseum
- The Nazca Lines



Now listen, check and repeat.

8 Listen to the text. Then say the correct place of interest from 7 to complete each sentence.

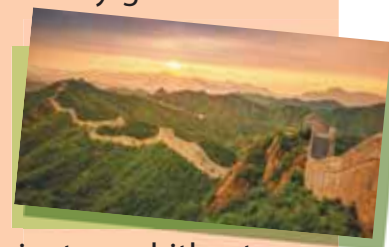
1. ... is in southwestern England.
2. ... is one of the largest structures on Earth.
3. ... is an amphitheatre in Rome.
4. ... are on the west bank of the Nile River.
5. ... are in Peru.
6. ... is a monument in south-western Ukraine.

9 Read the first part of the text. In your notebook, correct the mistake in each of the sentences below.



Stonehenge /,stəʊn'hendʒ/ is a circle of giant stones near Salisbury /'sɔ:ɪlzbəri/ in southwestern England. Work began around 3000 BCE. Nobody knows exactly why people built Stonehenge but they probably gathered there for religious ceremonies.

The Great Wall of China is one of the largest structures on Earth. It took two thousand years to build the wall. The best-preserved part of the wall is about 8,850 km long.



The Colosseum /,kɒlə'si:əm/ is a giant amphitheatre in Rome. It was built between 70 CE and 82 CE. It seated 50,000 spectators. The Colosseum was the scene of thousands of combats between gladiators and contests between men and animals.

1. Stonehenge is a giant stone near Salisbury.
2. The Great Wall of China is about 8,850 km long.
3. The Colosseum seated 500,000 people.

WORD BOX

BCE = Before Common Era

CE = Common Era

10 Now read the second part of the text. In your notebook, complete the sentences below.

The Pyramids of Giza /'gi:zə/ stand on the west bank of the Nile River in Egypt. The oldest pyramid was built for Cheops /'ki:ɒps/, the second king of the 4th dynasty.



The Nazca /'næzka: / **Lines** are large line drawings created on the surface of the Earth in southern Peru. They include mainly plants, animals and various geometric shapes. The Nazca civilisation created the lines more than 2000 years ago.

The Residence of Bukovinian and Dalmatian Metropolitans

is actually a university campus in Chernivtsi but it looks like a Middle Ages castle. In winter, it looks like a snowy kingdom that attracts you with its splendour and mystery.



1. The largest pyramid is called
2. The Nazca Lines include mainly
3. The Residence of Bukovinian and Dalmatian Metropolitans looks like

UNIT 10

IMPORTANT!

We usually say **the** in front of ordinal numbers. With numbers of four or more digits, we use a comma after every third digit from right to left.

GRAMMAR SPOT

1. Cardinal and ordinal numbers

A **cardinal number** says the amount or how many of something there is, such as one horse or two, three, four, five etc. horses in a race, or songs on a playlist. An **ordinal number** tells the position of something in a list, such as 1st, 2nd, 3rd, 4th, 5th, etc.

CARDINAL NUMBERS		ORDINAL NUMBERS	
one	1	1 st	first
two	2	2 nd	second
three	3	3 rd	third
four	4	4 th	fourth
five	5	5 th	fifth
fifty	50	50 th	fiftieth
fifty-five	55	55 th	fifty-fifth
five hundred	500	500 th	five hundredth
five thousand	5,000	5,000 th	five thousandth
five thousand, five hundred and fifty-five	5,555	5,555 th	five thousand, five hundred and fifty-fifth
fifty thousand	50,000	50,000 th	fifty thousandth
five hundred thousand	500,000	500,000 th	five hundred thousandth
five million	5,000,000	5,000,000 th	five millionth
five billion	5,000,000,000	5,000,000,000 th	five billionth

PRACTICE

11 Look at the picture of the skyscraper.

Practise the dialogues in pairs. Then make your own dialogues.

1. At the reception desk

A: Excuse me, where's the Italian café?

B: On the third floor. The lifts are on the left.

2. Imagine you are staying at the hotel or you have got an office in this building.

A: Where's our hotel room?

B: On the 22nd floor.

A: Amazing!

A: Where's your office?

B: On the 9th floor.

A: Great!

25	Viewing Platform
24	Sky Café
23	Chinese Restaurant
22	
21	
20	Hotel
19	
18	
17	
16	Russian Restaurant
15	Water Garden
14	
13	
12	Japanese Garden
11	Offices
10	
9	
8	Fresh Bar
7	BeStrong Gym
6	
5	Offices
4	Mexican Restaurant
3	Italian Café
2	Shopping Centre
1	Shopping Centre
0	Shopping Centre
-1	Car Park
-2	Car Park
-3	Car Park

2. AND, OR, BUT, SO

Study the examples and answer the question.

1. We went on a school trip to Chernivtsi **and** we saw the University campus.
2. You can stay at the hotel **or** you can go sightseeing.
3. I'm very tired **but** I can't miss the visit to the Colosseum.
4. The Great Wall of China is very long **so** we only walked a small part of it.

- Why do we use words like **and**, **or**, **but** and **so**?

Now match with the rules.

Words like **and**, **or**, **but** and **so** join two parts of sentences.

- a. We use **and** to add information.
- b. We use **or** to give alternatives.
- c. We use **but** to give different information.
- d. We use **so** to give result.

Remember!

A **simple sentence** has got a subject and a verb and expresses one complete thought. A **compound sentence** is made up of simple sentences joined by words like **and**, **or**, **but**, **so**.

PRACTICE

12 In your notebook, join the two parts of the sentences.

- | | | |
|---|-----|----------------------------------|
| Vicky and Alice tried the dresses on | and | they had a free flamenco lesson. |
| You can see the pyramids | but | you can't go in. |
| We didn't want to queue for tickets | so | we bought them online. |
| There were too many people in front of the museum | or | we couldn't get in. |
| The Great Wall consists of a number of walls | | it is very long. |
| It was raining yesterday | | they didn't go sightseeing. |
| You can order some Chinese food | | you can try the sandwiches. |

Now listen and check.

VOCABULARY

1. Continents

- 13 Look at the map. Find the continents. Listen, point and repeat.



- 14 Work in pairs. Point and say the name of the continent. Now answer the questions.

- Which is the largest continent?
- Which is the smallest continent?
- Where is the UK?
- Where is Egypt?
- Where is China?
- Where is Brazil?
- Where is the USA?



UNIT 10

2. Countries and nationalities

15 Revise in small groups. What countries and nationalities do you know? Make a list on the board.

16 Listen, point and repeat.



Spain
Spanish



Germany
German



France
French



Ukraine
Ukrainian



Greece
Greek



China
Chinese



Turkey
Turkish



Brazil
Brazilian

17 Work in pairs. Look at the pictures and try to guess the nationalities.

Model: 😊

A: I think they're Greek.
B: I think so, too.

Model: 😊

A: I think they're Spanish.
B: I don't think so. I think they're Greek.

1



2



3

4



6

5



7



HOW TO

• Agree

I think so, too.
You're right.

• Disagree

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



Listen and check.

COMMUNICATION

Asking and answering about countries

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

Athens /'æθənz/ **Brasília** /brə'zɪliə/
Paris /'pærɪs/ **Kyiv** /'kɪjɪv/
Berlin /bɜː'liːn/ **Beijing** /,ber'dʒɪŋ/

A: Hi, I'm **Pablo**.

B: Hi, **Pablo**. I'm **Simeon**. Where do you come from?

A: I come from **Spain**.

B: Where do you live in Spain?

A: I live in **Madrid**. It's the capital of **Spain**. What about you?

B: I'm from Ukraine. I live in **Lviv**.

A: Is it the capital?

B: No, it isn't. The capital of Ukraine is Kyiv.

Now make a similar dialogue. Replace the words in bold with the capitals in the box and your own ideas.

19 Work in pairs. Choose a role: Student A or Student B. Read the role cards and make a dialogue. Then change roles and make another dialogue.

Student A:

- Imagine you are at an international student camp. Choose a role card. You meet Student B for the first time.

Student B:

- Imagine you are at an international student camp. You meet Student A for the first time.

 Name: Maria Luiza Age: 14 Country: Brazil City: Rio de Janeiro	 Name: Fenfang Age: 15 Country: China City: Shanghai	 Name: Ahmet Age: 15 Country: Turkey City: Istanbul	 Name: Michael Age: 17 Country: USA City: New York	 Name: Olena Age: 16 Country: Ukraine City: Ternopil	 Name: Pierre Age: 14 Country: France City: Nice
--	---	--	---	---	---

WRITING

Filling in a form

Remember!

Where are you from? = Where do you come from?

20 Read Dorothy's email and answer the questions.

- Where is Dorothy? Where is she staying?

From: dorothy.black@ezbox.co.uk

To: ali.wil21@ezbox.co.uk Tuesday, August 20, 11:09 pm

Ciao Alice,
 Mum and I arrived in Rome yesterday. We're here for a week.
 Our hotel is in the city centre. We checked in and went sightseeing.
 The Colosseum is absolutely huge!
 It's very hot here so we're eating a lot of gelato (ice cream).
 Italian gelato is the best in the world!!!
 See you in London!
 Ciao!
 Dotty

REGISTRATION FORM

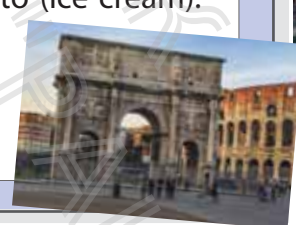
Luigi's Hotel

NAME _____

NATIONALITY _____

DATE OF DEPARTURE _____

ROOM NO. _____



21 Go to p. 29 in Workbook 2. Then read Dotty's email once again.

Fill in the registration form.

WORD BOX

PRONUNCIATION

The sound ju:

ciao /'tʃaʊ/
 (Italian pronunciation: ['tʃa:ɔ])
 is used for both 'hello' and 'goodbye'.

22 Listen and repeat.



Now say these words. Then listen and check.

dune cute tune

use amuse excuse

UNIT 10 *At the Culture Fair*

- 1** Make three cards of green, yellow and red colours. Read, choose and write the information on the correct card.

**I CAN
DO IT
VERY
WELL**

**I NEED
EXTRA
PRACTICE**

**I CAN'T
DO IT**

LISTENING

listen to and understand new words and phrases

listen to and understand information about continents, countries and nationalities

listen to and understand information about places of interests in different countries

listen to and understand dialogues about places where people come from

READING

read and understand new words and phrases

read and understand texts about landmarks around the world

read and understand the difference between cardinal and ordinal numbers

read and understand compound sentences with *and*, *but*, *so* and *or*

read and understand dialogues about where different countries are

read and understand short dialogues about nationalities of people and their countries of residence

Self-assessment

SPEAKING

Speak about places of interests around the world

Use compound sentences with *and*, *but*, *so* and *or*

Use cardinal and ordinal numbers in dialogues

Express agreeing and disagreeing

Make up dialogues about nationalities of people and their countries

WRITING

Write cardinal and ordinal numbers

Write sentences with *and*, *but*, *so* and *or*

Fill in registration forms

Write sentences with reflexive pronouns

Write short texts about one of the places of interest

Write sentences expressing agreeing and disagreeing

- 2 Make a short video about one of the places of interests in your city/town/village. Introduce this video to your friends.
- 3 On your blog page, copy and fill in the registration form to check in a hotel.

_____ Hotel **REGISTRATION FORM**

NAME _____

NATIONALITY _____

ADDRESS _____

CITY OR TOWN _____

DATE OF ARRIVAL _____ DATE OF DEPARTURE _____

SIGNATURE _____ ROOM NO. _____

UNIT 11

Where there's a will, there's a way





Unit focus

- *Grammar:* make and do; type 0 conditional
- *Functions:* describing jobs; talking about pocket money
- *Vocabulary:* jobs
- *Pronunciation:* falling intonation

UNIT 11 *Where there's a will, there's a way*

LET'S GET STARTED

1 Choose the correct answer.

What is **pocket money**?

- Money that parents regularly give to their children.
- Money in your pocket.

What is a **Saturday boy**?

- A teenage boy who works on Saturdays.
- A teenage boy whose birthday is on Saturday.



Now listen and check.



IMPORTANT!

The noun **money** is uncountable. Where **is** the money? How **much** money have you got?



WORDS IN ACTION

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

dog walking

delivering flyers

a job

babysitting



1. **Babysitting** is a great job for teenagers.



2. I work in a café. I like my **job**.



3. A **dog walking** job is a good idea for animal lovers.



4. **Delivering flyers** is a popular Saturday job.

Now answer the questions.

- Do you get any pocket money?
- Is it enough for you?
- How do you spend your pocket money?

LISTENING AND READING

3 Listen and choose the correct answer.

- Borys and Justin are looking for a job.
- Only Justin is looking for a job.

WORD BOX

Wait a sec. =
Wait a second.
sis (informal) = sister




CULTURE CORNER

Where there's a will, there's a way is a popular English saying. It means: *When you really want to do something, you can do it even if it is very difficult.*



Listen and repeat.

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

Model:  *OK, just a sec. Justin*

1. I want to make money.
2. You're not old enough to work!
3. I can do a job if my parents let me do it.
4. Guys, are you ready?
5. He's looking for a job!
6. Are you serious?
7. Why not?
8. Aha, you want to be a Saturday boy!
9. Where there's a will, there's a ... job!

 **5 Listen to part of a text and answer the question.**

- Can you do paid work if you are 13?

**6 Now read the whole text and the sentences below. Say true or false.
Correct the false sentences.**

Rules on children and teens working in the UK


A lot of modern kids want to have a couple of extra tenners a week and there's much they can do to earn their own money – babysitting, dog walking, delivering flyers, etc. But before a teenager starts looking for a job, here are a few 'need to know' points.

Children can only do paid work from the age of 13. Even after their 13th birthday they must not work in an environment that can be dangerous for their health.

In term time, children under 16 must not work for more than two hours on Sundays and more than 12 hours a week. They must not work before 7:00 am or after 7:00 pm, or during school hours.

In the holidays, things get more relaxed. 13- and 14-year-olds can work a maximum of 25 hours weekly. They cannot work more than 5 hours on weekdays or Saturdays or more than 2 hours on Sundays.

Source: <http://www.huffingtonpost.co.uk/>

Model:  *A lot of children want to earn extra pocket money. True.*

1. In the text, babysitting, dog walking and delivering flyers are examples of jobs for adults.
2. Children mustn't work in dangerous environment.
3. Rules are the same for term time and for the holidays.
4. In term time, children can work 25 hours a week.
5. Children can work more than two hours on Sundays.

WORD BOX

a tenner (informal) = ten pounds

a couple of (informal) = a small number of

a term = one of the periods of time into which the year is divided for students

CULTURE CORNER

In the UK, the school year is divided into three terms: the autumn term, the spring term, and the summer term. The school year starts in the middle of August in Scotland and at the beginning of September in England and Wales. The summer holidays begin at the end of June in Scotland and in the middle of July in England and Wales. The summer holidays last for six weeks.

GRAMMAR SPOT

1. Make and do

People often confuse the verbs **make** and **do**.

Compare these sentences.
Then answer the questions below.

Mum **made** a cake.
I didn't **do** anything yesterday.

- When do we use *make*?
- When do we use *do*?

Now check with the rules.

- We use *make* when we create something.
- We use *do* for general activities. *Do* is often used with *something*, *nothing*, *anything* or *everything*.

There are many fixed phrases with **make** and **do**. You have to learn them by heart! Sorry!

a wish
a mess a mistake
money friends
make
a phone call
an effort your bed
a noise

an exercise
homework a job
the housework
do
a test a project
a crossword
a favour your best



Listen and repeat.

PRACTICE

7 Say **make** or **do** to complete each sentence.

Model: 😊 Justin wants to **make** money.

- We ... tests every week.
- Can you ... me a favour?
- Can I use your mobile? I need to ... a phone call.
- A:** Peter, why didn't you ... your bed this morning?
B: Sorry, Mum, I was in a hurry.
- Let's ... the crossword in the workbook.
- Every year, I ... a lot of friends at summer camps.

2. Type 0 conditional

We use type 0 conditional to talk about facts and things that are always true.

The condition always has the same result. We use **if + Present Simple** for the condition and **Present Simple** for the result.

IMPORTANT! We always put a comma after the **if**-part.

CONDITION

+

RESULT

If + Present Simple,

+

Present Simple

If the weather is fine,
If I don't understand a rule,

we usually go for a walk.
I ask the teacher.

PRACTICE

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

- If we study hard,
- If I do the cleaning,
- If we make a mistake,
- If Dad has time,
- If you have an accident,
- If I don't know something,
- a. I look for information on the Internet.
- b. you call 112.
- c. we make good progress.
- d. I get extra pocket money.
- e. he gives me a lift to school.
- g. the teacher corrects it.

IMPORTANT!

112 is the emergency number in Europe. You can call it for free for urgent help.

UNIT 11

9 Work in pairs. Ask and answer.



Listen and check.

Model: 🗣️

A: What do you do if you are free at the weekend?

B: (If I'm free at the weekend,) I go swimming.

1. What do you do if you are free on a weekday?
2. What do you do if you can't do your homework?
3. What do you do if you don't understand something in class?
4. What do you do if you are at the seaside and the weather is bad?

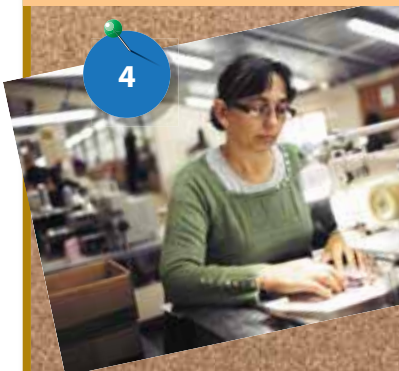
VOCABULARY

Jobs

10 Revise in small groups. What words for jobs do you know?
Make a list on the board.

11 In your notebook, match the pictures with the jobs.

- a. an office worker
- b. a mechanic
- c. a software engineer
- d. a hairdresser
- e. a shop assistant
- f. a driver
- g. a chef
- h. an engineer
- i. a nurse
- j. a factory worker





Listen, check and repeat.

12 Say the correct jobs from 11 to complete the sentences.

Model: 😊 An office worker is someone who works in an office.

1. ... is someone who cuts or styles hair.
2. ... is someone who serves customers in a shop.
3. ... is someone who cooks food in a restaurant.
4. ... is someone who repairs vehicles.
5. ... is someone who creates computer programs.
6. ... is someone who cares for sick people, especially in a hospital.
7. ... is someone who drives a vehicle, especially as their job.
8. ... is someone who works in a factory.
9. ... is someone who designs or builds things such as machines, roads, etc.

13 Work in pairs. Play a guessing game. Ask and answer as in the model. Take turns.

Model: 😊
A: I repair cars. What do I do?
B: You're a mechanic.
A: Yes, that's right!

MIND THE PREPOSITIONS!

spend money **on sth** = buy something
 have money **on me** = have money in my pocket

IMPORTANT!

When you ask about someone's job, you usually say *What do you do?*, not **What is your job?**

The answer is *I am a/an ...* or *I work as a/an ...*, not **My job is ...**

COMMUNICATION

Talking about pocket money

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

A: When do you get your pocket money?

B: I get it **every day**.

once a week every Monday

A: Do you get extra pocket money if you help with the **housework**?

cleaning

B: **Yes, I do.**

A: Do you get **extra** pocket money if you have **an excellent mark**?

less

a poor mark

B: **No, I don't.**

A: Do you save any pocket money?

B: **No, I don't.**

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

15 Work in pairs or small groups. Do a class survey. Copy the table into your notebook and take notes. Add more columns if you need them.

The interviewer prepares the questions in advance, for example:

What do you spend your pocket money on? Do you spend any money on books? Do you save any money?, etc.

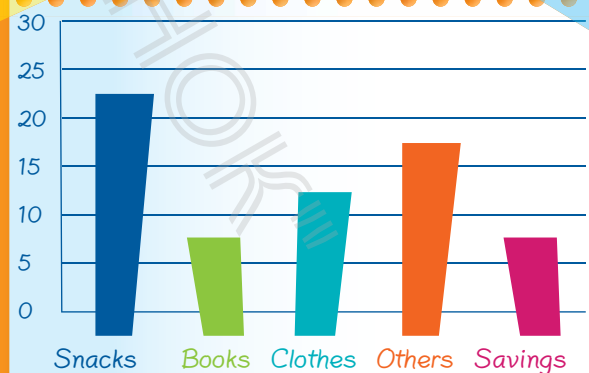
CLASS SURVEY: POCKET MONEY

name	snacks	books	clothes	other	savings
Vasil	✓	✓	X	games	X

Then report to the class and create a class chart.

Model: 😊

Vasil spends his pocket money on snacks, books and games. He doesn't save any money.



WRITING

Describing a job

16 Read the descriptions and answer the questions.

- What does Jenny's mum do?
- What does Phil's dad do?
- What does Emma's aunt do?



My mum is a factory worker. She makes clothes. She works long hours. Mum starts work at 8:00 am and finishes at 6:00 pm. She doesn't work at weekends. My mum is very hard-working. She doesn't earn much money but she likes her job.

Galya, 13

My dad is a software engineer. He creates computer programs. He works in an office but on Fridays he works from home. Dad works very hard. He often works at night or at weekends. He is often very tired but he loves his job.

Ivailo, 12

My aunt works in a restaurant. She works in shifts. She sometimes works on Saturdays and Sundays. My aunt serves a lot of people every day so she must be polite and patient. Her job is quite hard but she is happy with it.

Emma, 13

Describe the job of a family member or a relative. Follow the models above.

PRONUNCIATION

Falling intonation

 **17** Listen and repeat.

Where's the nearest bus stop?
 What time does the film start?
 Where are you going?

Intonation means how the voice rises and falls when we speak. **Falling intonation** is very common in **wh**-questions.

UNIT 11 *Where There's a Will, There's a Way*

- 1** Make three cards of green, yellow and red colours. Read, choose and write the information on the correct card.

**I CAN
DO IT
VERY
WELL**

**I NEED
EXTRA
PRACTICE**

**I CAN'T
DO IT**

LISTENING

listen to and understand new words and phrases

listen to and understand information about jobs

listen to and identify 0 conditional sentences

listen to and understand short dialogues about pocket money

READING

read and understand new words and phrases

read and understand information about work for teens in the UK

read and identify 0 conditional sentences

read and understand sentences with *do* and *make*

read and understand information about different jobs

read and understand English sayings

read and understand short dialogues about pocket money

read and understand texts describing different jobs

Self-assessment

SPEAKING

speaking about different jobs

make up short dialogues about pocket money

use sentences with *do* and *make*

WRITING

write new words and phrases

write sentences with *do* and *make*

write 0 conditional sentences

write descriptions of different jobs

- 2 Visit the working place of some of your family member and make a short video about his/her job. Introduce this video to your friends.**
- 3 On your blog page, write how you earn your extra pocket money. Use this text as an example and change the highlighted information.**

I often need pocket money to buy some things or to go to the cinema or a café with my friends. My parents think that it's good to earn pocket money. They give me some money when I help them about the house. I always do the washing up after dinner, walk the dog and go shopping for food. Sometimes I help my dad to wash the car. I believe that helping parents is a good way to earn pocket money.

UNIT 12

Thanks a million





Unit focus

- *Grammar:* can, could and may (permission); adverbs of manner
- *Functions:* asking for permission; making a request; expressing gratitude
- *Vocabulary:* good manners
- *Pronunciation:* rising intonation

UNIT 12 Thanks a million

LET'S GET STARTED

- 1 What do you say in these situations? Choose the correct answer.



- You step on someone's foot.
 - Sorry!
 - Pardon!
- You make a mistake.
 - Excuse me.
 - I'm sorry.
- You want to attract someone's attention.
 - Pardon!
 - Excuse me!
- You want to ask the way.
 - I'm sorry, ...?
 - Excuse me, ...?
- You don't hear something very well.
 - I'm sorry.
 - Pardon?
- You are late.
 - I'm sorry I'm late.
 - Excuse me I'm late.
- You don't understand what someone is saying.
 - Sorry, I don't understand.
 - Pardon, I don't understand.



Listen, check and repeat.



WORDS IN ACTION

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

a suitcase

mind (v.)

cry (v.)

luggage

a seat

board (v.)

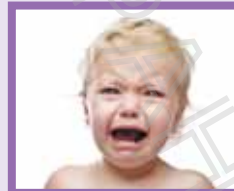


1. Help! I can't close my **suitcase**!

2. **Mind** your step!



3. Please, don't **cry**!



5. Is the **seat** next to you free?



4. **A:** Our **luggage** is ready!
B: Oh, but it's a lot!



6. Passengers with small children **board** the plane first.



Listen and repeat.

LISTENING AND READING

3 Listen and answer the question.

- Why is Dora going to cry?



IMPORTANT!

We say:

board a plane/ship

enter a room

There is **no** preposition!

4 Listen again and choose the correct answer.

- Vicky, Alice, Borys and Justin are
 - in the kitchen.
 - in the living room.
- The kitchen door is
 - closed.
 - locked.
- Dora may enter the kitchen
 - in an hour.
 - in half an hour.
- 'Everything's under control,'
 - says Vicky.
 - says Alice.
- ... made the cake.
 - Alice and Justin
 - Borys and Justin
- 'That's so sweet of you!' means
 - 'Thank you very much!'
 - 'I love sweet things!'

5 Listen to part of another conversation and answer the questions.

- Where are the Wilsons and the Byivovks?
- How many pieces of luggage have the Wilsons got?



WORD BOX

baggage (uncount.) = suitcases and bags packed for travelling

luggage (uncount.) = baggage

hand luggage (BrE) = cabin baggage (AmE)

UNIT 12

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

Anna: The check-in desks are over there. I think all our luggage's here.

John: Shall I count the bags?

Anna: Yes, dear. Thank you.

John: One, two, three, four... five, six, seven... and my laptop bag is number eight. So, we've got four suitcases and four pieces of hand luggage. Perfect!

Man: Excuse me, sir, could you move these suitcases a bit? They're blocking the way.

John: I'm sorry. We'll move them immediately. Is it OK now?

Man: Yes, thank you.

Anna: We need to check in. Look! Our flight will start boarding in an hour at Gate 8.

So... it's time to say goodbye!

John: What can I say? Thank you, guys!

Alice: We'll miss you so much! I know we can chat online, but it's different when we do things together.

Anna: Goodbye, Dora, Peter.

Dora and Peter: Have a nice flight!

The kids: Bye-bye!

Vicky: Hey, Justin, mind your mobile! Don't leave it on the plane again!

1. What does John offer to do?
2. What does the man ask John to do?
3. Why does John have to move the luggage?
4. When will the flight start boarding?
5. What does Vicky tell Justin?

7 Now listen to two airport announcements. Complete the sentences.

A: 1. The plane is going to
2. The passengers are boarding at

B: 1. The plane is going to
2. Diego Rodrigues has got ... minutes to board.

GRAMMAR SPOT

1. **Can, could and may (permission)**

Study the examples and match them with the rules.

- | | |
|---|--|
| 1. A: Can I ask a question, please? | B: Sure, go ahead. |
| 2. A: Could I ask a question, please? | B: Yes, you can/may ./
No, you can't/may not . |
| 3. A: May I ask a question, please? | B: Yes, of course. |

- a. We use **can, could** and **may** to ask for permission. **Can** is used in most situations and is informal. **Could** is more formal. **May** is the most formal of all.
- b. We use **can** and **may** (but not **could**) to give or refuse permission.

PRACTICE

8 In your notebook, complete the sentences with *can/could/may* or *can't/may not*.

- Jenny:** Mum, ... I have an ice cream?
Mum: Sorry, you We haven't got any time.
- Sam:** ... I have one more chocolate?
Granny: Yes, you But just one.
 Sugar is bad for your teeth.
- Student:** ... I leave the exam early?
Teacher: No, you may not. You have to stay in the hall till the end.
- Student:** ... I speak to Mr Johnson?
Headmaster's secretary: I'm afraid you He's in a meeting.



2. Adverbs of manner

Study the examples and answer the questions below.

The Wilsons are waiting **patiently**.
 Listen to me **carefully**, please.

- What do adverbs of manner tell us?
- How do we form adverbs of manner?

Now check with the rules.

- **Adverbs of manner** tell us how something happens.
- We form most **adverbs of manner** from adjectives by adding **-ly**.

ADJECTIVE	ADVERB		ADJECTIVE	ADVERB
quick	quickly	BUT!	good	well
bad	badly		fast	fast
angry	angrily		hard	hard
gentle	gently		late	late
careful	carefully			

MIND THE SPELLING!

- For adjectives that end in **-l**, we add **-ly**.
- For adjectives that end in **-y**, we remove the **-y** and add **-ily**.
- For adjectives that end in a **consonant + le**, we remove the **-e** and add **-ly**.

UNIT 12

PRACTICE

9 In your notebook, form adverbs from the adjectives below.

Model:  happy happily

gentle	good	fluent
hard	quiet	easy
patient	fast	angry
careful	beautiful	

10 Use the adverbs in 9 to complete the sentences below.
Sometimes more than one answer is correct.

Model:  Slow down, please. You're speaking too **fast**.

1. Dora is listening to Borys
2. Vicky and Borys speak English
3. Alice learned to dance horo
4. Please, do the exercise
5. Dad never drives too
6. Our team tried really ... but we didn't win the game.
7. Gabi sang ... at the performance.

VOCABULARY

Good manners

11 What polite words and phrases do you know?
When do you use them?
Revise in pairs or small groups.



12 Read the tips and then answer the questions.
The words and phrases in the box will help you.

TIPS FOR GOOD MANNERS

- Say 'Hello' and 'Goodbye'.
- Say 'Please' and 'Thank you'.
- Say 'Sorry' and 'Excuse me'.
- Mind your language.
- Use kind words.
- Don't interrupt.
- Wait your turn.
- Show respect for adults.
- Don't make fun of anyone.
- Cover your mouth when you sneeze.
- Clean up after you make a mess.
- Be on time.



Please

Thank
you



USEFUL LANGUAGE

- | | |
|---------------------|---------------------|
| • greet politely | • Have a nice day! |
| • hold the door | • Thanks a lot! |
| • answer a question | • save time |
| • yawn /jɔːn/ | • be busy and tired |
| • cough /kɒf/ | • help your parents |

1. What can you do to show respect for adults? Describe a situation.
2. When do you have to cover your mouth?
3. When do you have to wait your turn? Is it easy to be patient?
4. Why do you have to clean up after you make a mess?
5. What kind/helpful things do you often do or say?

UNIT 12

COMMUNICATION

Asking for permission

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

WORD BOX

borrow /'bɒrəʊ/ to receive and use something that belongs to someone else, and promise to give it back to them later

A: Could I borrow your **pen** for a minute, please?

B: **Yes, of course.**

A: **Thanks.**

B: **You're welcome.**

A: It's very **cold** in here. Can I **close** the window?

B: **Sure. Go ahead.**

A: **Thank you.**

A: May I **take photos** in the museum?

B: **Yes, you may. But** turn off **the flash**, please.

A: **Thank you.**

A: May I see your **passport**?

B: **Yes, sure. Here you are.**

A: **Thanks.**

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

14 Work in pairs or small groups. Read the quotes. Agree or disagree and say why. Then summarise the opinions on the board.

A warm smile is the universal language of kindness.

Good manners are as important as brushing your teeth.

WRITING

Making a request

Expressing gratitude



15 Read the two emails and answer the questions.

- What does Debbie ask Lily to do?
- Do Lily's parents agree?

To:
Subject:
Dear Lily, We are going on holiday next week. I have to leave my cat at home because they don't allow pets at the hotel 😞 . Could you look after my cute Fluff for a week 🐱 ? Please, say 'Yes'!!!! But don't forget to ask your parents first. Debbie XXX

To:
Subject:
Dear Mr and Mrs Johnson, Thank you very much for letting Lily look after my cat. Fluff has good manners! I hope she won't be a problem. Best wishes, Debbie

16 Imagine you have got a pet (a dog, a rabbit, a hamster, a parrot, etc.). You are going on holiday and you can't take your pet with you. Ask your friend to look after the pet. Then write a thank you note to his/her parents.



PRONUNCIATION

Rising intonation

 **17** Listen and repeat.

Is that your luggage?
Are you ready?

Rising intonation is usual in **yes-no** questions.

UNIT 12 *Thanks a Million*

- 1** Make three cards of green, yellow and red colours. Read, choose and write the information on the correct card.

**I CAN
DO IT
VERY
WELL**

**I NEED
EXTRA
PRACTICE**

**I CAN'T
DO IT**

LISTENING

listen to and understand new words and phrases

listen to and understand dialogues asking for permission

listen to and understand dialogues making a request

listen to and identify adverbs of manner

listen to and understand dialogues expressing gratitude

READING

read and understand new words and phrases

read and understand information about travelling

read and identify sentences with modal verbs and short dialogues expressing permission

read and identify sentences with modal verbs and short dialogues expressing requests

read and identify sentences and short dialogues expressing gratitude

read and understand short e-mail letters expressing requests and gratitude

Self-assessment

SPEAKING

ask for permission

make a request

express gratitude

make up short dialogues
using polite language

WRITING

write new words and
phrases

write sentences with
adverbs of manner

write sentences with modal
verbs *can, could, may*

write short e-mail letters
expressing requests and
gratitude

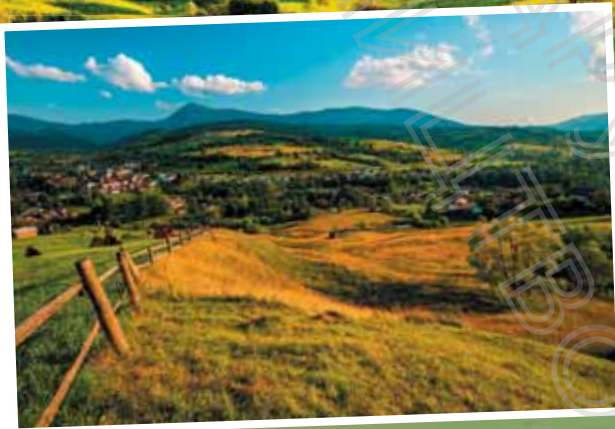
- 2 Make a short video and speak about tips for good manners. Use the ideas from ex. 12 on p. 161. Introduce this video to your friends.**
- 3 Your friend looked after your pet while you were on holidays. On your blog page, write a text to thank your friend. Use this text as an example and change the highlighted information.**

Dear Marichka,
thank you very much for looking after my rabbit! I think he is very happy.
Thank you for giving him fresh grass. I hope it wasn't a problem for you.
I will be happy to help you, too!

UNIT 13

Across Ukraine





Unit focus

- *Grammar: there is/are/was/were* (revision), *many/much/a lot of* (revision)
- *Functions: describing places; making suggestions*
- *Vocabulary: ways of travelling* (revision), *geography of a country*
- *Pronunciation: the sound /3:/*

UNIT 13 *Across Ukraine*

LET'S GET STARTED

1 Label the compass points.

- north-west
- south-west
- north-east
- south-east



2 Answer the questions.

Which part of the country do you live in – the north, the south, the east or the west?

- What do you like about living there?
- What would you like to change?

WORDS IN ACTION

3 Match the pictures with the names of places. Listen and check.

- | | | | | | |
|-----------|---------|--------|--------|-----------|-------|
| mountains | volcano | lake | sea | hills | river |
| steppe | desert | forest | valley | waterfall | |



4 Choose necessary words to make the sentences true for yourself.

Model: 😊

The place where I live has got a lot of forests and hills, but it hasn't got any / many lakes.

LISTENING AND READING

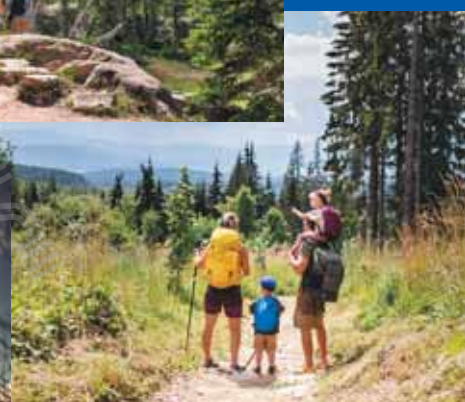
5 Listen and answer the questions.

1. Where are the Wilsons and the Johnsons travelling?
2. Which part of Ukraine have they not visited yet? What would they like to see there?

6 Listen again and answer the questions.

1. When did the Johnsons visit the Carpathian valleys?
2. Who likes sailing down Ukrainian rivers?
3. Whose children enjoy the Azov Sea?
4. Which of the places from ex. 3 were not mentioned in the text?
5. Where are the families planning to go next summer?

7 Listen to part of another conversation. In your notebook, put the pictures in the order you hear about them.



UNIT 13 *Across Ukraine*

8 Now read the conversation and the sentences below. Say *true* or *false*. Correct the false sentences.

- Alice:** Well, where shall we go this summer?
- Justin:** I hope somewhere more interesting than last year. I didn't like the seaside – it was just boring.
- Alice:** So what do you suggest?
- Justin:** Why not go camping in the mountains? I'd like something adventurous!
- Alice:** I don't want to go camping! I want to go somewhere exotic!
- Borys:** Exotic, where is it?
- Vicky:** We haven't got any exotic places like jungles or rainforest, but we've got a lot of other interesting places. Why don't we go hiking in the hills for example?
- Borys:** The hills? They're just up the road! I think we'd better go travelling across the country then.
- Alice:** Why don't we go to some place like Disneyland? It's both exciting and exotic.
- Justin:** Seriously? It's too far and too expensive.
- Alice:** How about going to a lake? Enjoying a picnic on the shore late in the evening? Fishing?
- Vicky:** I hate fishing! And I hate water! I can't swim!
- Borys:** And I just wanted to suggest going down the river...
- Justin:** Borys, come on! We could as well go hiking in the woods or try hiking in a mountain valley.
- Borys:** So, what are we up to, Alice?
- Alice:** I don't know, what do you think, Vicky?
- Vicky:** I feel like I'm at a geography quiz! So many roads around...
- Borys:** So many places to travel to...
- Justin:** Why not discuss how we could travel to all the places? The summer is so long...
- Alice:** And finish it all in Disneyland!
- All:** Oh, no...

Model: 😊 *The children want to discuss their plans for the autumn. False. They want to discuss their plans for the summer.*

1. Justin enjoyed their holiday at the seaside.
2. Alice wants to go to Disneyland.
3. Borys is not good at swimming and doesn't like water.
4. Vicky knows a lot of exotic places in the country.

Do you remember?

GRAMMAR SPOT

1. There is / There are / There was / There were

Study the examples and answer the questions below.

1. There are a lot of forests in Ukraine.
2. Between two mountains, there is a valley.
3. There was some cheese on the table.
4. There were no vacant rooms in the hotel when we arrived.

- When do we use *there is/there are*?
- When do we use *there was/there were*?

Now check with the rules.

- a. We use *there is/there are* to say that something exists somewhere at some time in present.
- b. We use *there was/there were* to say that something existed somewhere at some time in the past.
- c. We use *there is/there was* to talk about COUNTABLE things in singular or about UNCOUNTABLE things.
- d. We use *there are/there were* to talk about COUNTABLE things in plural.
- e. We use *no* after *there is/are/was/were* to say that something does not or did not exist somewhere at some time.

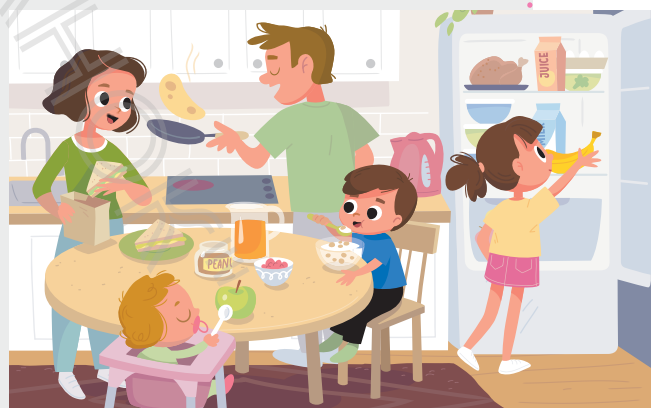
PRACTICE

9 Look at the picture and use the correct construction to complete the sentences.

Model: 😊

There is / are some milk in the fridge. –
There is some milk in the fridge.

1. There is / are some salad in the fridge.
2. There is / are some peanut butter on the table.
3. There is / are some jam on the table.
4. There is / are some milk in the fridge.
5. There is / are an apple on the table.
6. There is / are two bananas in the fridge.
7. There is / are some sandwiches on the table.
8. There is / are some apples in the fridge.



UNIT 13 Across Ukraine

10 In your notebook, complete the sentences with the correct verbs in bold.

Model: 😊 *When the Wilsons arrived at Kyiv Airport, there **were** a lot of people waiting for them.*

- 1: is / are / was / were** There ... no money in the wallet today.
- 2: is / are / was / were** Two days ago, there ... a lot of tourists in the Carpathians.
- 3: is / are / was / were** There ... a lot of mistakes in your dictation yesterday.
- 4: is / are / was / were** There ... some rare birds in the forest this year.
- 5: is / are / was / were** Look, there ... a wonderful view from our window.
- 6: is / are / was / were** There ... usually a big dog in their garden.

Listen and check.

2. Many, much, a lot of.

- When do we use *many*?
- When do we use *much*?
- When do we use *a lot of*?

Study the examples and answer the questions.

1. There are **many** flowers in the valley.
2. There isn't **much** juice in the fridge.
3. We've got **a lot of** work to do!
4. Ukraine has got **a lot of** great places!

Now check with the rules.

We use *many* with countable nouns.

We use *much* with uncountable nouns.

We use *a lot of* with both countable and uncountable nouns.

PRACTICE

11 Complete the sentences. Use *many* or *much*.

Model: 😊 *Dad has got **many** friends.*

1. There are ... students in my class.
2. Is there ... coffee in the cupboard?
3. I don't know ... about mountains in Ukraine.
4. A Christmas dinner in Ukraine usually consists of ... dishes.
5. Last year we saw ... lakes in the west of Ukraine.
6. We don't have ... time.

12 In your notebook, replace *a lot of* in the sentences with *many* or *much*.

Model: 😊 This test has *a lot of* tasks. – This test has *many* tasks.

1. Granny cooks **a lot of** tasty food!
2. There are **a lot of** wonderful places in Ukraine!
3. She can play **a lot of** different games.
4. Grandpa has **a lot of** knowledge about fishing.
5. Borys and Justin must bring **a lot of** things for the trip.
6. My big brother has **a lot of** work about the house.

VOCABULARY

Travelling around the country

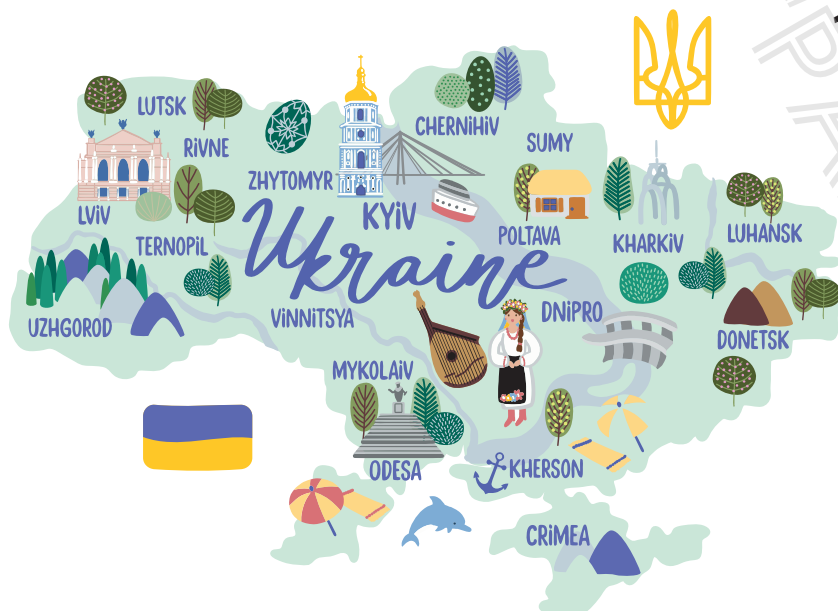
13 How can we travel across a country? Work in small groups. Make a list. Decide which way of travelling is:

- the most comfortable
- the fastest
- the slowest
- the cheapest
- the most expensive

Then report to the class.

14 Work in small groups. Look at the map and find information on the internet. Say which place in Ukraine is rich in:

- water
- wood
- minerals
- fish
- animals.



UNIT 13 *Across Ukraine*

COMMUNICATION

Making a suggestion

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

Lea: Hello.

Sara: Hi, Lea.

Lea: Listen, Sara, **why don't we** go on a trip to **the mountains** these days?

Sara: A great idea! **Why not take some friends** with us?

Lea: **Shall I call Jane and Jennifer?** I think they'll be happy to go with us.

Sara: Right. And **I'll call Ben and Steve.**

Lea: Yeah, OK. See you later.

Sara: OK. Bye.

Now make a similar dialogue. Replace the phrases in bold with your ideas.



16 Work in pairs. Choose a role card and make a dialogue. Then change roles and make another dialogue. Use your own ideas.

Student A:

- You are talking to Student B on the phone. You want to invite Student B on a trip across Ukraine. Give your suggestions.

HOW TO

- Make an suggestion**

Why don't we go hiking?

Why not play chess?

Shall we go to the mountains?

I'll bring you a glass of water.

Student B:

- You are talking to Student A on the phone. Student A is inviting you to do something (eg. to go to a waterfall). Agree or refuse and give your own suggestions. Say goodbye.

WRITING

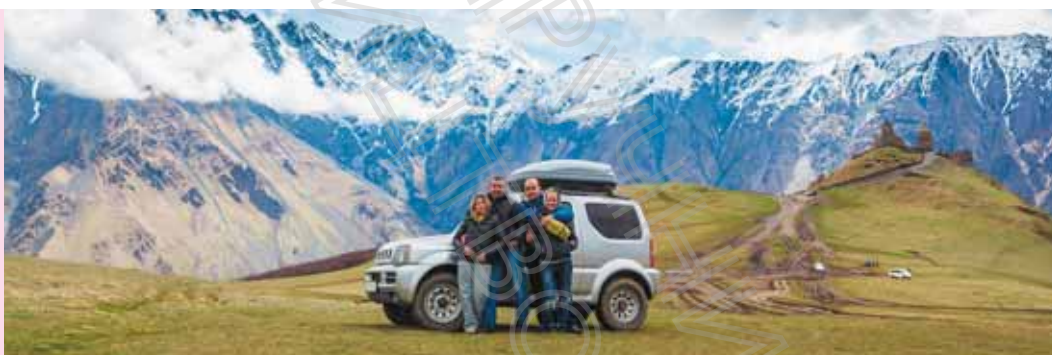
Describing how people travel

17 Read the paragraphs and answer the questions.

- How do Ben's grandparents like to travel?
- How do Jenny's grandparents like to travel?



My grandparents love travelling a lot. They travel around the country every year. There is no place in Ukraine that they haven't been to. They often go by car but sometimes they take a coach because they love watching the scenery. Travelling by car or by coach is the best way of travelling – it is not too long and it is not too expensive.



My grandparents don't travel very often. But when they do, they go by plane. They leave the city and move to the most distant places in Ukraine. There, they get on their bikes or just go hiking in the fields or in the woods. This is the slowest way of travelling but it's also the cheapest and the most pleasant because you can see a lot of things.

Write a similar paragraph about your grandparents or other relatives. Follow one of the models above.

PRONUNCIATION

The sound /3:/

18 Listen and repeat.

term stir hurt worst heard

Now say these words. Then listen and check.

birth spur worth learn perch

UNIT 13 *Across Ukraine*

- 1** Make three cards of green, yellow and red colours. Read, choose and write the information on the correct card.

I CAN
DO IT
VERY
WELL

I NEED
EXTRA
PRACTICE

I CAN'T
DO IT

LISTENING

listen to and understand new words and phrases

listen to and understand information about travelling around Ukraine

listen to and identify sentences with *there is/are, there was/were*

listen to and identify sentences with *much/many/a lot of*

listen to and understand short dialogues for making suggestions

SPEAKING

speak about travelling

describe different places in Ukraine

make up short dialogues for making suggestions

describe how people travel

Self-assessment

READING

read and understand information about travelling

read and understand new words and phrases

read and identify sentences with *there is/are, there was/were*

read and understand descriptions of different places in Ukraine

read and identify sentences with *much/many/a lot of*

read and understand short dialogues for making suggestions

read and understand short texts describing how people travel

WRITING

write new words and phrases

write sentences with *there is/are, there was/were*

write sentences with *much/many/a lot of*


write short texts describing how people travel

- 2 Make a short video describing how your family travels. Introduce this video to your friends.**
- 3 On your blog page, write a short text about a place in Ukraine that you visited. Use this text as an example and change the highlighted information.**

Last summer my parents and I went to the mountains. We went there by car. The trip was fantastic! We slept in tents, walked in the forest and went fishing in the lake. We visited a wonderful nature park and saw many animals there. I took many beautiful photos. It was an unforgettable holiday!

Up to now 4

LISTENING

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



1. A team of ... made a super-thin material that can cool buildings.
 - a. engineers
 - b. university students
2. The material is a combination of
 - a. plastic and glass.
 - b. plastic and water.
3. The material can function
 - a. in the sun only.
 - b. day and night.
4. This new material is good
 - a. for single-family houses.
 - b. for all types of buildings.
5. The title of the article is
 - a. 'New Material Cools Buildings with Zero Consumption of Water and Energy'.
 - b. 'Scientists Develop New Eco-friendly Material for Air conditioners'.



Listen again and check your answers.

READING

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



The United Nations (UN) agency

UNESCO (The United Nations Educational, Scientific and Cultural Organization) is an agency of the UN (United Nations). One of its main goals is to provide every child in the world with primary and secondary education by 2030.

According to a new UNESCO report, there are 263 million children who do not go to school throughout the world. About 25 million of them will never enter a classroom. The report also says that there are not enough teachers in countries with growing populations. In fact, the world needs another 69 million teachers to educate all children. It is a serious problem in most African countries located south of the Sahara and in the countries in southern Asia. There are also worries about class sizes. In some countries, there are over 100 children in one class.

1. According to UNESCO's plans, ... will receive a primary and secondary education by 2030.
 - a. all children in the world
 - b. all African children
2. Throughout the world, children who do not go to school are about
 - a. 25,000,000.
 - b. 263,000,000.
3. Nowadays, there are ... teachers than needed.
 - a. more
 - b. less
4. Finding teachers is extremely difficult in
 - a. all countries in Africa and Asia.
 - b. some countries in Africa and Asia.
5. The UNESCO report says that in some countries classes are
 - a. too large.
 - b. too small.
6. The text is about
 - a. UNESCO.
 - b. education.

SPEAKING

GOING TO SCHOOL VS. HOMESCHOOLING

- 3 Work in pairs or small groups. Answer the questions. Make a list in your notebook.**

1. What is good about going to school?
2. What is not so good about it?
3. What is good about studying at home with a parent or a private tutor?
4. What is not so good about it?



Choose a group speaker and write your ideas on the board. Have a class discussion.

Now	I know how to:	<ul style="list-style-type: none"> ● agree and disagree. ● ask and answer about nationality. ● talk about continents, countries and nationalities. ● describe jobs. ● talk about pocket money. ● ask for permission.
	I can:	<ul style="list-style-type: none"> ● use cardinal and ordinal numbers. ● use and/or/but/so. ● use phrases with make and do. ● use type 0 conditional. ● use can/could/may for permission. ● use adverbs of manner.

Fun time 2

CULTURE TRIP

1 Read the sentence. It is a well-known saying. What does it mean?

WHEN IN ROME, DO AS THE ROMANS DO.

- When you go to Rome, do the things Italian people do.
- When you visit a foreign country, behave like the people in this country.

2 Read the text. Imagine you are in Tibet and New Zealand. Act out the greeting 'ceremonies'.

You are walking along a street in Tibet. You see a lot of Tibetans sticking out their tongues at each other. Bad manners?
No, just the opposite. This is the Tibetan way to greet each other and to show respect.



The Maori Welcome Ceremony in New Zealand is another unusual way to say 'hello'. Two people press their noses and foreheads together. For the Maori people and at major ceremonies, it is the equivalent of a handshake.

You are having a meal at a Japanese restaurant. You hear loud slurping all the time. Bad table manners? No, just the opposite. Slurping your noodles at the dinner table is a compliment to the chef and it is rude not to slurp.



3 Read the text. Show the gestures you MUSTN'T make when you visit these countries.

When you travel abroad you have to be very careful about the gestures you make. Some of the most common gestures have different meanings around the globe. For example, the OK sign – when you make a circle with your index finger and thumb – is not OK in certain countries. In France, it means 'zero' or 'worthless'. In Venezuela, Turkey, and Brazil, it is a taboo sign.




Don't use the palm-out, fingers-up 'stop' sign in Greece. This common hand gesture is an insult to Greeks.



4 Do your own research about different manners or gestures in other countries. Present it to the class.

SONG

 **5 Listen to the song.**

JOBS, JOBS

Verse 1 (repeat):

Who works in the kitchen?
It's a cook, I suppose.
Bringing good tastes to your mouth
And good smells to your nose.

Verse 2 (repeat):

Who works in a laboratory?
A scientist, maybe.
She's busy making something good
To use, eat, drink or see.

Chorus:

Jobs, jobs, everywhere.
In the street, on the stair.
Jobs, jobs, for everyone –
Always lots of work to be done.
Jobs, jobs, everywhere.
In the street, on the stair.
Jobs, jobs, for everyone.

Verse 3 (repeat):

Who works in a school?
A teacher does, that's right.
She talks and helps and marks
Till the pupils see the light.

Chorus:

Jobs, jobs, everywhere.
In the street, on the stair.
Jobs, jobs, for everyone –
Always lots of work to be done.
Jobs, jobs, everywhere.
In the street, on the stair.
Jobs, jobs, for everyone.



Play and revise 1

1 Answer the question.	2 Complete the sentence.	3 Answer the question.	4 Go to the board and write the word.
Where do Vicky and Borys live?	Hi, so nice to ... from you!	What did Justin do during the flight?	A person who often forgets things is not silly but
5 Write the missing word in your notebook.	6 Answer the question.	7 Complete the sentence.	8 Complete the sentence.
A ... person doesn't care about other people.	What does Alice promise to bring Vicky?	Can I ... you a favour?	A ... person likes giving gifts.
9 Answer the question.	10 Go to the board and write a popular English saying.	11 Mime <i>hard-working</i>.	12 Complete the sentence.
Who is Gabi?			Can you ... me a favour?
13 Answer the question.	14 Complete the sentence.	15 Answer the question.	16 Answer the question.
When do we use the Present Continuous? (3 uses)	A ... person doesn't want to work or use energy.	Who is Dora?	What does a bossy person do?
17 Complete the sentence.	18 Answer the question.	19 Say another word for <i>people</i> (informal).	20 Go to the board and write two adjectives describing personality.
A ... person wants to know or learn something.	What are you doing now?		
21 Which is different?	22 Complete the sentence.	23 Complete the dialogue.	24 Mime <i>fall asleep</i>.
<ul style="list-style-type: none"> a. kind b. friendly c. sweet d. patient 	My sister is very She never listens to my opinion.	<p>A: I'm Jenny. Nice to meet you.</p> <p>B: ...</p>	



Play and revise 2

1 Which is different?	2 Complete the sentence. Make it true for you.	3 Answer the question.	4 Complete the sentence.
a. skateboarding b. mountain biking c. playing video games d. canoeing	I don't think ...	What activity will Vicky skip?	Justin says that rafting is ...
5 Answer the question.	6 Go to the board and write a synonym of <i>free time</i>.	7 Say the word.	8 Answer the question.
What does Vicky think of rafting?			What clothes and other equipment do you need if you want to go hiking in summer?
9 Say the word.	10 Which is different?	11 Finish the phrase.	12 Complete the dialogue. Make a suggestion.
	a. paintball b. zip wire c. action park d. rope garden	Borys: Come on, Vicky. Don't be a ...!	A: I can't do my homework. B: ...
13 Go to the board and write an outdoor activity.	14 Complete the sentence. Enjoy a weekend full ... fun and action!	15 Answer the question. When do we use <i>will</i> ? (3 uses)	16 Spell the word <i>adventurous</i> as fast as you can.
17 Which is different?	18 Say the word.	19 Go to the board and write another word for <i>friend</i>.	20 Answer the question.
a. swimming b. canoeing c. camping d. windsurfing			What don't you mind doing?
21 Mime <i>snowboarding</i>.	22 Answer the question.	23 Complete the sentence. Make it true for you.	24 Answer the question.
	Where will Anna and Dora go after the rafting?	I'm sure ...	What do you enjoy doing?


Play and revise 3

<p>1 Which is different?</p>	<p>2 Complete the sentence with your idea.</p>	<p>3 Answer the question.</p>	<p>4 Complete the sentence.</p>
<p>a. lorry b. coach c. ferry d. train</p>	<p>I think the cheapest way to travel around Ukraine is on/by ...</p>	<p>How do you travel when you go on holiday?</p>	<p>On their way back to Kyiv, the Wilsons and the Byivovks are going to ...</p>
<p>5 Answer the question.</p>	<p>6 Complete the sentence.</p>	<p>7 Say the word.</p>	<p>8 Answer the question.</p>
<p>When do we use <i>be going to</i>?</p>	<p>The best is yet to ...</p>		<p>What are you going to do next month?</p>
<p>9 Say the word.</p>	<p>10 Answer the question.</p>	<p>11 Complete the sentence.</p>	<p>12 Complete the sentence.</p>
	<p>Are the Wilsons and the Byivovks going to travel straight to the seaside?</p>	<p>I take the dog ... a walk twice a day.</p>	<p>Justin says that ... is boring.</p>
<p>13 Answer the question.</p>	<p>14 Name a small/ charming old town in Ukraine.</p>	<p>15 Mime <i>helicopter</i>.</p>	<p>16 Complete the sentence.</p>
<p>When do people take a taxi?</p>			<p>I want to be better at English. That's why I'm going to ...</p>
<p>17 Answer the question.</p>	<p>18 Complete the sentence.</p>	<p>19 Go to the board and write the American word for <i>lorry</i>.</p>	<p>20 Spell the word <i>sunbathing</i> as fast as you can.</p>
<p>Your teacher is at the board. What is she/he going to do?</p>	<p>A ... is a thing used for transporting people or goods, especially on land, such as a car, lorry, etc.</p>		
<p>21 Answer the question.</p>	<p>22 Complete the sentence.</p>	<p>23 Spell the word <i>bicycle</i> as fast as you can.</p>	<p>24 Complete the sentence.</p>
<p>How are the two families going to tour Ukraine?</p>	<p>Justin almost fell asleep ... the film.</p>		<p>We're ... ears!</p>




Play and revise 4

<p>1 Which is different?</p>	<p>2 Complete the sentence.</p>	<p>3 Answer the question.</p>	<p>4 Name a large bird of prey.</p>
<p>a. meerkat b. ostrich c. tapir d. anteater</p>	<p>The Wilsons and the Byivovks started their Ukrainian tour on</p>	<p>When do people use binoculars?</p>	
<p>5 Which is different?</p>	<p>6 Spell the Past Simple form of <i>bring</i> as fast as you can.</p>	<p>7 Finish the phrase.</p>	<p>8 Answer the question.</p>
<p>a. spot b. see c. skip</p>		<p>That sounds ...!</p>	<p>How do we pronounce the <i>-ed</i> ending of regular verbs?</p>
<p>9 Go to the board and write an adjective that means <i>very impressive and beautiful</i>.</p>	<p>10 Complete the sentence.</p> <p>After the two families saw the rare bird, they</p>	<p>11 Complete the rule.</p> <p>We use ... when we talk about people or things in general.</p>	<p>12 Which is different?</p> <p>a. buy b. stay c. feel d. spend</p>
<p>13 Which is correct?</p> <p>a. We're wasting our time. b. We're losing our time.</p>	<p>14 Say the word.</p> 	<p>15 Go to the board and write the Past Simple form of <i>teach</i>.</p>	<p>16 Name a small African animal that lives in large underground networks.</p>
<p>17 Complete the rule.</p> <p>We use ... when we talk about specific people or things.</p>	<p>18 Answer the question.</p> <p>Which animal hasn't got any teeth?</p>	<p>19 Go to the board and write the base form of <i>fell</i>.</p>	<p>20 Answer the question.</p> <p>Which verbs are irregular?</p>
<p>21 Which is different?</p> <p>a. paint b. draw c. feed d. grow</p>	<p>22 Say the word.</p> 	<p>23 Spell the Past Simple form of <i>understand</i> as fast as you can.</p>	<p>24 Answer the question.</p> <p>Where did you go yesterday?</p>

Play and revise 5

<p>1 Answer the question.</p>	<p>2 Complete the sentence.</p>	<p>3 Answer the question.</p>	<p>4 Which is correct?</p>
<p>What were you doing when the bell rang?</p>	<p>After they visited the nature reserve, John, Peter and the kids discovered</p>	<p>What can you do on the beach?</p>	<p>a. There were hundreds of water lilies on the lake. b. There were hundreds water lilies on the lake.</p>
<p>5 Answer the question.</p>	<p>6 Mime <i>collect the rubbish in a bag.</i></p>	<p>7 Name this plant.</p>	<p>8 Answer the question.</p>
<p>What were Anna and Dora doing when the others arrived?</p>			<p>How do we form the Past Continuous?</p>
<p>9 Go to the board and write 'one billion' in numbers.</p>	<p>10 Complete the sentence.</p> <p>They ... a secret beach while they were walking around.</p>	<p>11 Answer the question.</p> <p>How many oranges are there in half a dozen oranges?</p>	<p>12 Name this plant.</p>
<p>13 Which is correct?</p> <p>a. They saw dozens rare birds. b. They saw dozens of rare birds.</p>	<p>14 Say the word.</p> 	<p>15 Which is different?</p> <p>a. move b. sail c. float d. swim</p>	<p>16 Name 3 things we can recycle.</p>
<p>17 Complete the sentence.</p> <p>We use ... to say that two actions were happening at the same time.</p>	<p>18 Answer the question.</p> <p>What did the 'explorers' do in the morning?</p>	<p>19 Go to the board and write the word we use for the natural world around us – the land, the water, the air, plants and animals.</p>	<p>20 Say the word.</p> 
<p>21 Answer the question.</p> <p>What were you doing at 6:30 this morning?</p>	<p>22 Say the word.</p> 	<p>23 Spell <i>discover</i> as fast as you can.</p>	<p>24 Answer the question.</p> <p>When do we use the Past Continuous?</p>

Play and revise 6

<p>1 Complete the sentence.</p> <p>I was ... kidding you.</p>	<p>2 Mime <i>graze</i>.</p>	<p>3 Say it in another way.</p> <p>It's not the same, it's ...</p>	<p>4 Make one sentence.</p> <p>I came back home. Mum was waiting for me.</p>
<p>5 Which is different?</p> <p>a. village b. hometown c. city d. building</p>	<p>6 Spell <i>skyscraper</i> as fast as you can.</p>	<p>7 Say the word.</p> 	<p>8 Which is different?</p> <p>a. vineyard b. garden c. patatnik d. orchard</p>
<p>9 Go to the board and write the American word for <i>subway</i>.</p>	<p>10 Complete the sentence.</p> <p>Scare these monsters ...!</p>	<p>11 Answer the question.</p> <p>What did Alice and Vicky hear while they were walking?</p>	<p>12 Complete the sentence.</p> <p>The girls ... and saw the scary birds.</p>
<p>13 Which is correct?</p> <p>a. They are so clever students. b. They are such clever students.</p>	<p>14 Say the word.</p> 	<p>15 Which is different?</p> <p>a. office building b. cottage c. skyscraper d. flat</p>	<p>16 Spell <i>office building</i> as fast as you can.</p>
<p>17 Complete the sentence.</p> <p>I'm so ... to see you!</p>	<p>18 Answer the question.</p> <p>What did the geese do after the girls started running?</p>	<p>19 Go to the board and write the word we use for <i>fast running of a horse</i>.</p>	<p>20 Say the word.</p> 
<p>21 Complete the sentence and make an excuse.</p> <p>I heard the phone ringing but I ...</p>	<p>22 Say the word.</p> 	<p>23 Spell <i>cottage</i> as fast as you can.</p>	<p>24 Answer the question.</p> <p>When do we use the Past Continuous and the Past Simple together?</p>

Play and revise 7

<p>1 Say the word.</p>	<p>2 Answer the question.</p>	<p>3 Complete the sentence.</p>	<p>4 Complete the sentence.</p>
	<p>What can you do at Piping Live! Festival?</p>	<p>My father taught ... to play the guitar when he was 14.</p>	<p>Martin is ... strong ... Peter.</p>
<p>5 Choose the correct word.</p>	<p>6 Which word has a similar meaning to <i>meadow</i>?</p>	<p>7 Correct the sentence.</p>	<p>8 Complete the sentence.</p>
<p>Peter is the winner of the Maths <i>test/competition</i>.</p>	<p>a. hill b. path c. field</p>	<p>Christy is not as patient than Lora.</p>	<p>Piping Live! Festival is ... famous.</p>
<p>9 Complete the dialogue.</p>	<p>10 Say the word.</p>	<p>11 Complete the sentence.</p>	<p>12 Complete the sentence.</p>
<p>A: Shall we go out? B: ...</p>		<p>Justin and Alice ... the horo circle.</p>	<p>March is ... as cold as January.</p>
<p>13 Complete the sentence.</p>	<p>14 Complete the sentence.</p>	<p>15 Choose the correct word.</p>	<p>16 Say it in another way.</p>
<p>The fireworks were ... exciting.</p>	<p>As ... as a wolf.</p>	<p>I'm listening to my favourite <i>rhythm/tune</i>.</p>	<p>Alice is shorter than Justin.</p>
<p>17 Complete the sentence.</p>	<p>18 Which is different?</p>	<p>19 Say the phrase.</p>	<p>20 Answer the question.</p>
<p>I am going to ... a party for my birthday.</p>	<p>a. magnificent b. picturesque c. extraordinary d. incredible</p>		<p>Which word is stronger: <i>quite</i> or <i>very</i>?</p>
<p>21 Say the phrase.</p>	<p>22 Complete the sentence.</p>	<p>23 Choose the correct word.</p>	<p>24 Correct the sentence.</p>
	<p>It's ... hot outside. It's 35 degrees.</p>	<p>We hiked for 8 hours last weekend. It was <i>tired/exhausting</i>.</p>	<p>Maya and Andy, did you write this story yourself?</p>







Play and revise 8

<p>1 Go to the board and write 3 words for hobbies and interests.</p>	<p>2 Choose the correct word.</p> <p>Please, turn off your mobile. The <i>stage/performance</i> will begin shortly.</p>	<p>3 Complete the sentence.</p> <p>'The Prince and the Pauper' is a ... by Mark Twain.</p>	<p>4 What's his hobby?</p> 
<p>5 Complete the dialogue.</p> <p>Teacher: Lucy is the best student! Mum: She works hard. I'm so ... of her!</p>	<p>6 Complete the sentence.</p> <p>I need a sweater. It's ... cold in here.</p>	<p>7 What's her hobby?</p> 	<p>8 Choose the correct phrase.</p> <p>I'm not <i>old enough/too old</i> to ride a motorbike.</p>
<p>9 Your friend won a race. Congratulate him/her.</p>	<p>10 Which is different?</p> <p>a. fantastic b. talented c. brilliant d. great</p>	<p>11 Complete the sentence.</p> <p>Have you got this sweatshirt in large? This one isn't large ...</p>	<p>12 What's his hobby?</p> 
<p>13 What's her hobby?</p> 	<p>14 Complete the question and then answer it.</p> <p>When will you ... travel by yourself?</p>	<p>15 Answer the question.</p> <p>What do you do in your free time on weekdays?</p>	<p>16 Complete the sentence.</p> <p>I'll ... play the piano next year. I'm learning now.</p>
<p>17 Complete the sentence.</p> <p>I won't go to the concert. The tickets are ... expensive.</p>	<p>18 What's their hobby?</p> 	<p>19 Complete the sentence.</p> <p>I'm sorry I ... phone you yesterday. My battery died.</p>	<p>20 Answer the question.</p> <p>What do you do in your free time at weekends?</p>
<p>21 Complete the sentence.</p> <p>My big brother says he's ... old to watch cartoons!</p>	<p>22 Complete the sentence.</p> <p>The shoe is ...</p>	<p>23 Spell congratulations as fast as you can.</p>	<p>24 You want to go to a kids' disco. Ask your mum if you can go.</p>







Play and revise 9

<p>1 Complete the sentence.</p>	<p>2 Complete the sentence.</p>	<p>3 Choose the correct phrase.</p>	<p>4 Go to the board and write the word.</p>
<p>Would you like ... to drink?</p>	<p>I don't want ... to eat. I'm not hungry.</p>	<p>My mum never cooks on Friday evenings. <i>We get out/eat out.</i></p>	
<p>5 Complete the sentence.</p>	<p>6 Say the word.</p>	<p>7 Say it in another way.</p>	<p>8 Complete the dialogue.</p>
<p>Hello! Is there ... home?</p>		<p>I'm very hungry.</p>	<p>A: ... you like some water? B: No, ...</p>
<p>9 Say the phrase.</p>	<p>10 Complete the sentence.</p>	<p>11 Complete the dialogue.</p>	<p>12 Complete the sentence.</p>
	<p>The restaurant is just ... the corner.</p>	<p>A: Do you know ... who can help us? B: No, I don't.</p>	<p>Tomato salad, spinach balls and garlic bread are s... .</p>
<p>13 Choose the correct phrase.</p>	<p>14 Complete the sentence.</p>	<p>15 Choose the correct word.</p>	<p>16 Choose the correct word.</p>
<p>Would you like <i>a bit of/a number of</i> milk in your tea?</p>	<p>I'd like grilled pork steak for m... c...</p>	<p>What can you <i>advise/recommend</i>?</p>	<p>Thanks for inviting us! <i>Everything/Something</i> was perfect!</p>
<p>17 Choose the correct phrase.</p>	<p>18 Say the name of the dish.</p>	<p>19 Complete the dialogue.</p>	<p>20 You're at a fresh bar. Ask for a smoothie.</p>
<p>Nobody <i>don't know/knows</i> the name of the new girl.</p>		<p>A: ... you ... some water? B: ...</p>	
<p>21 Complete the sentence.</p>	<p>22 Say the phrase.</p>	<p>23 Offer someone a drink.</p>	<p>24 Which is different?</p>
<p>I'll have Crème Caramel for d...</p>			<p>a. music b. computer c. help d. information</p>

Play and revise 10

1 Which is different?	2 Answer the question.	3 Say the word.	4 Make one sentence.
a. France b. Brazil c. Chinese d. Egypt	Which four continents start with the letter A?		You can see the Mona Lisa. You can take a photo of it.
5 Say the name of the place of interest and the country.	6 Complete the sentence.	7 Choose the correct explanation.	8 Complete the sentence.
	Chernivtsi is located on both ... of the Prut.	Chorizo is a. a sausage. b. a meatball.	Kyiv is the ... of Ukraine.
9 Say the four cardinal directions. 	10 Go to the board and write the cardinal and ordinal number in words. 555	11 Make one sentence. We didn't have time. We didn't go to the Colosseum.	12 Agree with the person. A: I think they're German. You: ...
13 Answer the question.	14 Make one sentence.	15 Say the name of the place of interest and the country.	16 Which is different?
Which continents have a cardinal direction in their names?	We went to the UK. We didn't visit Stonehenge.		a. German c. Greece b. Brazilian d. Spanish
17 Go to the board and write the cardinal and ordinal number in words. 1,000	18 Go to the board and write the adjective. Greece	19 Disagree with the person. A: I think they're British. You: ...	20 Say the name of the place of interest and the country. 
21 Make one sentence. We can walk. We can take the bus.	22 Say the name of the place of interest and the country. 	23 Complete the sentence. Where do you come ...?	24 Go to the board and write the adjective. Turkey

Play and revise 11

<p>1 Say the word.</p> 	<p>2 Answer the question.</p> <p>What is the money that your parents give you every day called?</p>	<p>3 Say the word.</p> 	<p>4 Answer the question.</p> <p>What do people fill in at a hotel?</p>
<p>5 Answer the question.</p> <p>Why is Justin looking for a job?</p>	<p>6 Go to the board and write 3 phrases with <i>do</i>.</p>	<p>7 Complete the sentence.</p> <p>Have you got any money ... you?</p>	<p>8 Complete the question and then answer it.</p> <p>When do you ... your homework?</p>
<p>9 Say the word.</p> 	<p>10 Answer the question.</p> <p>How old do you need to be to get a paid job in the UK?</p>	<p>11 Complete the sentence.</p> <p>... Dad gets home early, he always makes dinner.</p>	<p>12 Say the word.</p> 
<p>13 Complete the question and then answer it.</p> <p>How often do you ... crosswords?</p>	<p>14 Say the word.</p> 	<p>15 Go to the board and write 3 phrases with <i>make</i>.</p>	<p>16 Answer the question.</p> <p>What is the informal word for 'sister'?</p>
<p>17 Complete the sentence.</p> <p>The teacher corrects me ... I make a mistake.</p>	<p>18 Answer the question.</p> <p>What does 'a tenner' mean?</p>	<p>19 Complete the sentence.</p> <p>My sister is looking ... a job.</p>	<p>20 Complete the question and then answer it.</p> <p>What do you do ... you have an accident?</p>
<p>21 Complete the saying.</p> <p>Where there's a will, there's a ...</p>	<p>22 Say the word.</p> 	<p>23 Complete the question and then answer it.</p> <p>When did you last ... a phone call?</p>	<p>24 Answer the question.</p> <p>How many terms are there in the school year in the UK?</p>

Play and revise 12

<p>1 You push someone. What do you say?</p>	<p>2 Choose the correct phrase.</p> <p>Please, don't enter <i>in the room/the room.</i></p>	<p>3 Say the verb.</p> 	<p>4 Complete the sentence with an adverb of manner. Make it true for you.</p> <p>I sing ...</p>
<p>5 Complete the question and then answer it.</p> <p>How many pieces of ... have the Wilsons got?</p>	<p>6 Say the word.</p> 	<p>7 You make a mistake. What do you say?</p>	<p>8 Complete the request.</p> <p>Miss, ... I go out for a minute? I need to go to the toilet.</p>
<p>9 Choose the correct word.</p> <p><i>Sorry/Pardon</i>, I didn't understand that.</p>	<p>10 Which is NOT good manners?</p> <p>a. Using kind words. b. Being on time. c. Not interrupting. d. Not waiting your turn.</p>	<p>11 Answer the question.</p> <p>What sign is there on the Byivovks' kitchen door?</p>	<p>12 You want to go out. Ask your mum for permission.</p>
<p>13 Choose the correct word.</p> <p>Could I <i>take/borrow</i> your pen, please?</p>	<p>14 You are late for school. What do you say to the teacher?</p>	<p>15 Complete the offer.</p> <p>... a seat, please.</p>	<p>16 Complete the sentence with an adverb of manner. Make it true for you.</p> <p>I can speak English ...</p>
<p>17 Complete the sentence.</p> <p>Don't worry, dad. Everything is ... control.</p>	<p>18 You want to enter the staffroom. Ask for permission.</p>	<p>19 Go to the board and write a polite word or phrase.</p>	<p>20 Choose the correct phrase.</p> <p>They boarded <i>the plane/on the plane</i> on time.</p>
<p>21 Complete the sentence.</p> <p>If I ..., I always cover my mouth.</p>	<p>22 Complete the sentence.</p> <p>Don't be rude! ... your language!</p>	<p>23 Complete the dialogue.</p> <p>A: ... I see your ID card? You: ...</p>	<p>24 You want to go to a kids' disco. Ask your dad if you can go.</p>

Projects

PROJECT 1

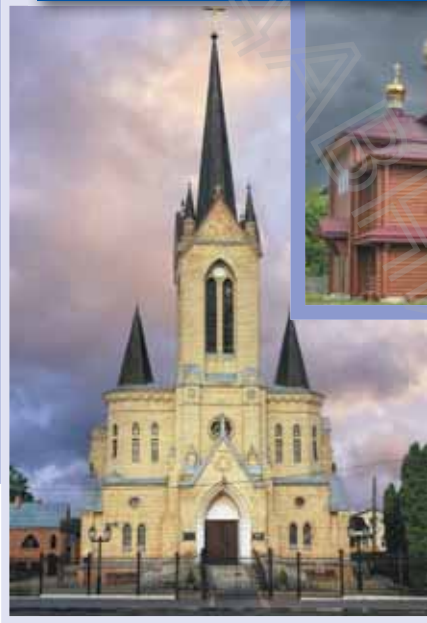
A SCHOOL TRIP

Work in groups. Organise a school trip around Ukraine for your class.

Decide:

- Which place are you going to visit?
- How are you going to travel?
- How many days is the trip going to last?
- What are you going to do there?
- What places of interest are you going to visit?

Look for information on the Internet or in the school library. Make a brochure to advertise the trip to your classmates.



PROJECT 2

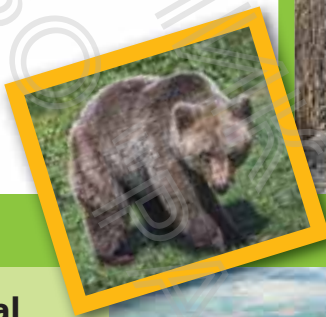
A NATIONAL PARK/A RESERVE

Work in pairs. Describe a national park or a reserve in Ukraine. Look for information on the Internet or in the school library.

Describe:

- its size and location;
- the plants that grow there;
- the animals that live there;
- its importance.

Stick photos or draw pictures.



PROJECT 3

MAKING A PROGRAMME FOR A MUSIC FESTIVAL

Work in pairs. Imagine that you need to organise a music festival in your community. Think about the following things:

- the name for the festival,
- what kind of music it is for,
- where it is going to take place,
- whom you are going to invite,
- how you would like to organise the audience.

Make up a poster informing people about the event.



PROJECT 4

MAKING A RESTAURANT MENU

Imagine you are the manager of a restaurant or a café. Give it a name. Design the menu.

Think about:

- the customers you want to attract (age groups);
- their eating habits;
- healthy meals;
- traditional or international cuisine;
- lunch deals.

Look for information on the Internet.



Projects

PROJECT 5

WRITING AN INVITATION/DECLINING AN INVITATION

Work in pairs. Write a short letter or an email to your partner. Invite him/her to a party, to the cinema, to a sporting event, etc. Read the invitation from your partner. Decline the invitation politely. Write a short letter or send him/her an email.

Don't forget to:

- thank the sender;
- apologise for not going;
- explain why you can't attend;
- suggest alternative time to meet.

The phrases below will help you.

- Thank you so much for the invitation ..., etc.
- I'm afraid I won't be able to come ..., etc.
- I'm visiting ..., etc.
- I can't/won't be able to come/join you on ... but I am free on .../next week.
Why don't we go to/ Shall we go to the cinema/a pizza restaurant, etc. then?

If you exchange emails, print them out and show them to the teacher and the class.

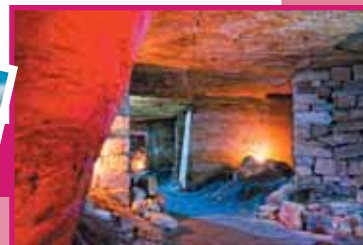
PROJECT 6

SEVEN WONDERS OF UKRAINE

Work in small groups. Imagine that you need to make a guidebook about the most exciting places in Ukraine. Search the Internet and find information about the following places of interest:

- Odesa catacombs
- Oleshky Sands
- Lemurian Lake
- Butsky Canyon
- Aktove Canyon
- Tunnel of Love
- Lake Synevyr

Make up a set of pictures with a few comments to each. Present your project in class.



Wordlist

UNIT 1

absent-minded, adj /'æbs(ə)nt 'maɪndɪd/
розсіяний

All's well that ends well. Все добре, що добре закінчується.

argue, v /'ɑ:(r)ɡjuː/ сперечатися

arrangement, n /ə'reɪndʒmənt/ домовленість

behave, v /bɪ'heɪv/ поводитися

bossy, adj /'bɒsi/ владний

conversation, n /,kɒnvə(r)'seɪʃ(ə)n/ розмова

curious, adj /'kjʊəriəs/ допитливий

eager, adj /'i:ɡə(r)/ нетерплячий

fall asleep /fɔ:l ə'sli:p/ заснути

favour, n /'feɪvə(r)/ послуга

ask someone a favour, попросити когось про послугу

do someone a favour, зробити комусь послугу

flight, n /flaɪt/ політ

folks, n (pl) /fəʊks/ люди (розм.)

generous, adj /'dʒenərəs/ щедрий

guys, n (pl) /ɡaɪz/ хлопці (розм.)

hard-working, adj /hɑ:(r)d'wɜ:(r)kɪŋ/
працьовитий

hug, n /hʌɡ/ обійми

introduce, v /,ɪntrə'dju:s/ представити,
знайомити

lazy, adj /'leɪzi/ ледачий

miss, v /mɪs/ втрачати,

My mobile is missing. Мій мобільний відсутній.

naughty, adj /'nɔ:ti/ неслухняний

order, n /'ɔ:(r)də(r)/ порядок, наказ

give an order, дати наказ

pack, v /ræk/ пакувати, складати (багаж)

promise, v /'prɒmɪs/ обіцяти

seat, n /si:t/ місце, сидіння

take a seat, зайняти місце

selfish, adj /'selfɪʃ/ егоїстичний,
себелюбний

silly, adj /'sɪli/ дурний

staff, n (uncountable) /stɑ:f/ персонал

stubborn, adj /'stʌbən(r)n/ упертий

unpleasant, adj /ʌn'plez(ə)nt/ неприємно

UNIT 2

buddy, n /'bʌdi/ приятель

canoe, n /kə'nu:z/ каное

change out of, v перевдягатися

complain, v /kəm'pleɪn/ скаржитися

crawl, v /krɔ:l/ повзати

event, n /ɪ'vent/ подія

healthy, adj /'helθi/ здоровий

kayak, n /'kaɪæk/ каяк

leisure, n (uncountable) /'leɪzə(r)/ дозвілля

lifestyle, n /'laɪf,staɪl/ спосіб життя

mountain biking, n (uncountable) //
'maʊntɪn ,baɪkɪŋ/ катання на гірських
велосипедах

paintball, n /'peɪnt,bɔ:l/ пейнтбол

raft, n /rɑ:ft/ пліт

rafting, n (uncountable) /'rɑ:ftɪŋ/ рафтинг

rope, n /rəʊp/ мотузка

rock climbing, n (uncountable) /rɒk'klaɪmɪŋ/
скелелазіння

rope garden, n мотузковий парк

scary, adj /'skeəri/ страшно

shake, v /ʃeɪk/ тремтіти

skateboarding, n (uncountable) /'skeɪt,bɔ:(r)
dɪŋ/ скейтбордінг

skip, v /skɪp/ пропускати

snowboarding, n (uncountable) /'snəʊ,bɔ:(r)
dɪŋ/ сноуборд

van, n /væn/ фургон

windsurfing, n (uncountable) /'wɪn(d),sɜ:(r)fɪŋ/
віндсерфінг

wreck, n /rek/ уламок

zip wire, n /'zɪp ,waɪə(r)/ застібка

UNIT 3

transport, n (uncountable) /'trænsprɔ:(r)t/
транспорт

means of transport, види транспорту

attention, n (uncountable) /ə'tenʃ(ə)n/ увага

at the seaside, /'si:saɪd/ на морі

birdwatching, n (uncountable) /'bɜ:(r)d,wɒtʃɪŋ/
спостереження за птахами

cable car, n /'keɪb(ə)l ,kɑ:(r)/ канатна дорога

camper van, n /'kæmpə(r) ,væn/ кемпер

caravan, n /'kærəvæn/ трейлер

ferry, n /'feri/ паром

folk music, n (uncountable) /'fəʊk,mju:zɪk/
народна музика

have in mind, мати на увазі

helicopter, n /'helɪ,kɒptə(r)/ гелікоптер

imagine, v /ɪ'mædʒɪn/ уявляти
lorry, n /'lɒrɪ/ вантажівка (брит.)
motorbike, n /'məʊtə(r),baɪk/ мотоцикл (брит.)
motorcycle, n /'məʊtə(r),saɪk(ə)l/ мотоцикл (амер.)
subway, n /'sʌb,weɪ/ метро (амер.)
sunbathe, v /'sʌn,beɪð/ засмагати
sunbathing, n сонячні ванни
The best is yet to come. Найкраще ще попереду.
tour, n /tuə(r)/ подорож, турне
tram, n /træm/ трамвай
truck, n /trʌk/ вантажівка (амер.)
Underground (the), n /'ʌndə(r),graʊnd/ метро (брит.)
vehicle, n /'vi:ɪk(ə)l/ транспортний засіб

UP TO NOW 1

located in, розташований у
natural, adj /'nætʃ(ə)rəl/ природний
ranger, n /'reɪndʒə(r)/ лісник
wonder, n /'wʌndə(r)/ чудо, диво
wonders of the natural world, чудеса світу
природи

UNIT 4

anteater, n /'ænt,i:tə(r)/ мурахоїд
armadillo, n /,ɑ:(r)mə'dɪləʊ/ броненосець
binoculars, n (pl) /bɪ'nɒkjʊlə(r)z/ бінокль
eagle, n /'i:ɡ(ə)l/ орел
general, adj /'dʒen(ə)rəl/ загальний
in general, в цілому
Imperial Eagle, n /ɪm'pɪəriəl 'i:ɡ(ə)l/
імператорський орел
length, n /leŋθ/ довжина
magnificent, adj /mæg'nɪfɪs(ə)nt/ чудовий
meerkat, n /'miə(r),kæt/ сурикат
ostrich, n /'ɒstrɪtʃ/ страус
platypus, n /'plætɪpəs/ качконіс
prey, n (uncountable) /preɪ/ здобич
bird of prey, n хижий птах
protected, adj /prə'tektɪd/ той, що охороняється
rare, adj /reə(r)/ рідкісний

road, n /rəʊd/ дорога
on the road again знову в дорозі
sloth, n /sləʊθ/ лінивець
species, n /'spi:ʃi:z/ вид (біол.)
spot, v /spɒt/ визначити, заплямовувати
tail, n /teɪl/ хвіст
tapir, n /'teɪpə(r)/ тапір
waste, v /weɪst/ марнувати, витратити
waste my time, марнувати мій час
weigh, v /weɪ/ важити
weight, n /weɪt/ вага
wildlife, n (uncountable) /'waɪld,lɑɪf/ дика природа
wingspan, n /'wɪŋ,spræn/ розмах крил

UNIT 5

actually, adv /'æktʃʊəli/ власне
bin, n /bɪn/ відро для сміття
recycle bin, n кошик для сміття
clean-up, n прибирання
daffodil, n /'dæfədɪl/ нарцис
sea daffodil, n морський нарцис
discover, v /dɪ'skʌvə(r)/ виявити
dozen, determ /'dʌz(ə)n/ десяток, дюжина
dune, n /dju:n/ дюна
environment, n /ɪn'vaɪrənmənt/ навколишнє середовище
explore, v /ɪk'splɔ:(r)/ досліджувати
explorer, n /ɪk'splɔ:(r)ə(r)/ дослідник
float, v /fləʊt/ плавати
grab, v /græb/ хапати
nature reserve, n /'neɪtʃə(r) rɪ'zɜ:(r)v/
заповідник
note, n /nəʊt/ примітка
path, n /pɑ:θ/ шлях
recycle, v /ri:'saɪk(ə)l/ переробляти
reuse, v /ri:'ju:z/ використовувати вдруге
rubbish, n (uncountable) /'rʌbɪʃ/ сміття
sail, v /seɪl/ вітрило
separate, v /'sepəreɪt/ відокремлювати
swimming trunks, n (pl) /'swɪmɪŋ ,trʌŋks/
плавки
swimsuit, n /'swɪm,su:t/ купальник
throw, v /θrəʊ/ кинути

throw away, v викинути
towel, n /'taʊəl/ рушник
water lily, n /'wɔ:tə(r)'li:li/ латаття
while, conj /waɪl/ поки

UNIT 6

attack, v /ə'tæk/ атака
barn, n /bɑ:(r)n/ сарай
bite, v /baɪt/ укус
building, n /'bɪldɪŋ/ будівля
bull, n /bʊl/ бик
chase, v /tʃeɪs/ бігати,
переслідувати
cottage, n /'kɒtɪdʒ/ котедж
countryside, n (uncountable) /'kʌntri,sɑɪd/
сільська місцевість
darling, n /'dɑ:(r)lɪŋ/ милий
excuse, n /ɪk'skju:s/ вибачення
field, n /fi:ld/ поле
follow, v /'fɒləʊ/ слідувати
gallop, v /'gæləp/ бігти галопом
goose, n /gu:s/ гусак
graze, v /greɪz/ пастися
hiss, v /hɪs/ шипіти
hissing, adj /'hɪsɪŋ/ шиплячий
horror, n /'hɒrə(r)/ жах
horror film, n фільм жахів
invent, v /ɪn'vent/ винаходити
invent your own excuses, v вигадувати власні
виправдання
monster, n /'mɒnstə(r)/ чудовисько
orchard, n /'ɔ:(r)tʃə(r)d/ фруктовий сад
scare, v /skeə(r)/ налякати
scare away, v відлякнути
sculpture, n /'skʌlptʃə(r)/ скульптура
skyscraper, n /'skaɪ,skreɪpə(r)/ хмарочос
smell, v /smel/ запах
traffic, n (uncountable) /'træfɪk/ рух,
трафік
underpass, n /'ʌndə(r),pa:s/ підземний
перехід (амер.)
vineyard, n /'vɪnjə(r)d/ виноградник
yard, n /jɑ:(r)d/ подвір'я

UP TO NOW 2

available, adj /ə'veɪləb(ə)l/ наявний
feeder, n /'fi:də(r)/ годівниця
main, adj /meɪn/ головний
rent, n /rent/ орендна плата
situated, adj /'sɪtʃueɪtɪd/ розташований
throughout, prep /θru:'aʊt/ скрізь

FUN TIME 1

alive, adj /ə'laɪv/ живий
arm, n /ɑ:(r)m/ рука
back, n /bæk/ назад
bend, v /bend/ згинати
breath, n /breθ/ подих
breathe, v /bri:ð/ дихати
brook, n /brʊk/ струмок
by your side, v з твого боку
chest, n /tʃest/ груди
consist of, v /kən'sɪst/ складатися з
finger tip, n /'fɪŋgə(r),tɪp/ кінчик пальця
heel, n /hi:l/ підбір
petal, n /'pet(ə)l/ пелюстка
pose, n /pəʊz/ поза
raise, v /reɪz/ підняти
stand up, v підводитися
thigh, n /θaɪ/ стегно

UNIT 7

among, prep /ə'mʌŋ/ серед
as ... as, adv /æz ... æz/ такий ... як,
така ... як
bagpiper, n /'bægpaɪpə(r)/ волинщик
blog, n /blɒg/ блог
blow, v /bləʊ/ зігрівати диханням
bonfire, n /'bɒn,faɪə(r)/ багаття
candle, n /'kænd(ə)l/ свічка
charming, adj /'tʃɑ:(r)mɪŋ/ чарівний
colourful, adj /'kʌlə(r)f(ə)l/ барвистий
competition, n /,kɒmpə'tɪʃ(ə)n/ змагання
control, v /kən'trəʊl/ контролювати,
керувати
costume, n /'kɒstju:m/ костюм
cracker, n /'krækə(r)/ хлопавка

crowd, n /kraʊd/ натовп
decorate, v /'dekəreɪt/ прикрашати
decoration, n /,dekə'reɪʃ(ə)n/ прикраса
exhausting, adj /ɪg'zɔːstɪŋ/ виснажливий
expect, v /ɪk'spekt/ очікувати
experience, n /ɪk'spɪəriəns/ досвід
gathering, n /'gæðərɪŋ/ збирання
grill, v /grɪl/ смажити на грилі
guitar, n /gɪ'tɑː(r)/ гітара
heavy, adj /'hevi/ важкий
honest, n /'ɒnɪst/ чесний
Hungary, n /'hʌŋgəri/ Угорщина
incredible, adj /ɪn'kredəb(ə)l/ неймовірний
Japan, n /dʒə'pæn/ Японія
kitten, n /'kɪt(ə)n/ кошеня
lively, adj /'laɪvli/ жвавий, веселий
meadow, n /'medəʊ/ луг
melodious, adj /mə'ləʊdiəs/ милозвучний
neighbour, n /'neɪbə/ сусід
Netherlands (the), n /'neðələndz/
Нідерланди
organise, v /'ɔːg(ə)naɪz/ організовувати
paint, v /peɪnt/ фарба
pick up, v підібрати
pick up the rhythm, підбирати ритм
picturesque, adj /,pɪktʃə'resk/
мальовничий
pile, n /paɪl/ купа
prize, n /praɪz/ приз
produce, v /prə'djuːs/ виробляти
put up, v поставити
rhythm, n /'rɪðəm/ ритм
shout, v /ʃaʊt/ кричати
simply, adv /'sɪmpli/ просто
solemn, adj /'sɒləm/ урочистий
step, n /step/ крок
surprised, adj /sə(r)'praɪzd/ здивований
Sweden, n /'swɪd(ə)n/ Швеція
Swedish, adj /'swɪ:dɪʃ/ шведський
take place, відбуватися
throw a party, організувати вечірку
tune, n /tjuːn/ мелодія
usual, adj /'juːʒʊəl/ звичний
winner, n /'wɪnə(r)/ переможець
wolf, n /wʊlf/ вовк
as hungry as a wolf, *idiom* голодний, як вовк

UNIT 8

acting, n /'æktɪŋ/ акторська майстерність
baking, n /'beɪkɪŋ/ випічка
bazaar, n /bə'zɑː(r)/ базар
brill, adj /brɪl/ блискучий (розм.)
brilliant, adj /'brɪljənt/ блискучий
chef, n /ʃef/ кухар
collect, v /kə'lekt/ збирати
congrats, n /kən'græts/ вітання (розм.)
congratulate, v /kən'grætʃuleɪt/ вітати
congratulations, n /kən'grætʃuleɪʃənz/
вітання
create, v /kri'eɪt/ творити
deep, adj /diːp/ глибокий
easily, adv /'iːzɪli/ легко
hobby, n /'hɒbi/ захоплення
hole, n /həʊl/ отвір
interest, n (uncountable) /'ɪntrəst/ інтерес
invent, v /ɪn'vent/ винаходити
keep a pet, тримати домашнього
любленця
noise, n /nɔɪz/ шум
pass, v /pɑːs/ складати (іспит);
проходити (тест)
pauper, n /'pɔːpə(r)/ жебрак
perform, v /pə(r)'fɔː(r)m/ виконувати
performance, n /pə(r)'fɔː(r)məns/ вистава
prince, n /prɪns/ принц
production, n /prə'dʌkʃ(ə)n/ виробництво
proud (of), adj /praʊd/ гордий (чим)
puzzle, n /'plʌz(ə)l/ пазл
recipe, n /'resəpi/ рецепт
recognise, v /'rekəɡnaɪz/ розпізнавати
stage, n /steɪdʒ/ стадія
star, n /stɑː(r)/ зірка
talented, adj /'tæləntɪd/ талановитий
theatre, n /'θɪətə(r)/ театр
theatrical, adj /θi'ætrɪk(ə)l/ театральний

UNIT 9

avocado, n /,ævə'kaɪdəʊ/ авокадо
baguette, n /bæ'get/ багет
banger, n /'bæŋə(r)/ банер
bar, n /bɑː(r)/ бар

barista, n /bə'ristə/ бариста
beef, n /bi:f/ яловичина
berry, n /'beri/ ягода
beverage, n /'bev(ə)rɪdʒ/ напій
blackberry, n /'blækbəri/ ожина
breast, n /brest/ груди
capuccino, n /,kæpə'tʃi:nəʊ/ капучино
caramel, n /'kærəmel/ карамель
carton, n /'kɑ:(r)t(ə)n/ коробка
cheesecake, n /'tʃi:z,keɪk/ сирник
chips, n (pl) /tʃɪps/ чипси
citrus, n /'sɪtrəs/ цитрусові
eat out, v їсти не вдома
fries, n (pl) /fraɪz/ картопля фри
grapefruit, n /'greɪp,fruɪt/ грейпфрут
Italian, adj/n /ɪ'tæliən/ італійський
madam, n /'mædəm/ пані
main course, n /'meɪn ,kɔ:(r)s/ основна страва
mango, n /'mæŋgəʊ/ манго
mash, n (uncountable) /mæʃ/ пюре
meatball, n /'mi:t,bɔ:l/ фрикаделька
menu, n /'menju: / меню
mix, n /mɪks/ асорті
mixed, adj /mɪkst/ змішаний
order, v /'ɔ:(r)də(r)/ замовляти, наказувати
packet, n /'pækɪt/ пакунок
pen name, n /'pen ,neɪm/ псевдонім
pineapple, n /'paɪn,æp(ə)l/ ананас
play, n /pleɪ/ грати
pork, n /pɔ:(r)k/ свинина
portion, n /'pɔ:(r)ʃ(ə)n/ порція
product, n /'prɒdʌkt/ виріб
reservation, n /,rezə(r)'veɪʃ(ə)n/
застереження
scone, n /skɒn/ булочка
seafood, n (uncountable) /'si: ,fu:d/
морепродукти
serve, v /sɜ:(r)v/ служити
shortly, adv /'ʃɔ:(r)tli/ незабаром
shrimp, n /ʃrɪmp/ креветки
sir, n /sɜ:(r)/ пан
slice, v /slaɪs/ нарізати скибками
sliced, adj /slaɪst/ нарізаний
smoothie, n /'smu:ði/ смузі
sparkling, adj /'spɑ:(r)k(ə)lɪŋ/ іскристий

spinach, n (uncountable) /'spɪnɪdʒ/ шпинат
starter, n /'stɑ:(r)tə(r)/ стартер
starve, v /'stɑ:(r)v/ голодувати
I'm starving! Я голодний!
steak, n /steɪk/ стейк
steamed, adj /sti:md/ приготований на пару
still, adj /stɪl/ ще
survive, v /sə(r)'vaɪv/ виживати
toffee, n /'tɒfi/ іриска
trout, n /traʊt/ форель
tuna, n /'tju:nə/ тунець
waiter, n /'weɪtə(r)/ офіціант
waitress, n /'weɪtrəs/ офіціантка

UP TO NOW 3

carnival, n /'kɑ:(r)nɪv(ə)l/ карнавал
passionate, adj /'pæʃ(ə)nət/ пристрасний

UNIT 10

Antarctica, n /æn'tɑ:(r)ktɪkə/ Антарктида
arrival, n /ə'raɪv(ə)l/ прибуття
Brazil, n /brə'zɪl/ Бразилія
Brazilian, adj/n /brə'zɪliən/ бразильський
cardinal, adj /'kɑ:(r)dɪn(ə)l/ основний,
головний
the four cardinal points, чотири сторони світу
carved, adj /kɑ:vd/ вирізьблений
China, n /'tʃaɪnə/ Китай
Chinese, adj/n /,tʃaɪ'ni:z/ китайський
chorizo, n (uncountable) /tʃə'ri:zəʊ/ чорізо
civilisation, n /,sɪvəlaɪ'zeɪʃ(ə)n/ цивілізація
cliff, n /klɪf/ обрив
combat, n /'kɒmbæt/ бій; боротьба
compass, n /'kɒmpəs/ компас
contest, n /'kɒntest/ змагання
cost, v /kɒst/ коштувати (вартість)
departure, n /dɪ'pɑ:(r)tʃə(r)/ від'їзд
dynasty, n /'dɪnəsti/ династія
east, n /i:st/ схід
Egypt, n /'i:dʒɪpt/ Єгипет
era, n /'ɪərə/ ера
exactly, adv /ɪg'zæk(t)li/ точно
exhibition, n /,eksɪ'bɪʃ(ə)n/ виставка
fair, n /feə(r)/ ярмарок

flamenco, n /flə'menʃkəʊ/ фламенко
geometric, adj /,dʒi:ə'metɪk/ геометричний
gladiator, n /'glædi,etə(r)/ гладіатор
Greek, adj/n /gri:k/ грецький/грек
horseman, n /'hɔ:(r)smən/ вершник
Italy, n /'Itəli/ Італія
Latin, n /'læti:n/ латинська
lift, n /lɪft/ ліфт; підйом
mainly, adv /'meɪnli/ переважно
monument, n /'mɒnjumənt/ пам'ятник
north, n /nɔ:θ/ північ
northeastern, adj /nɔ:θ'i:stə(r)n/ північно-східний
Peru, n /pə'ru:/ Перу
point, n /pɔɪnt/ точка; крапка
position, n /pə'zɪʃ(ə)n/ становище; положення
preserved, v /prɪ'zɜ:(r)vɪd/ зберегтися
probably, adv /'prɒbəbli/ мабуть
pyramid, n /'pɪrəmi:d/ піраміда
reception, n /rɪ'sepʃ(ə)n/ прийом
registration form, n /,redʒɪ'streɪʃ(ə)n 'fɔ:(r)m/ реєстраційна форма
relief, n /rɪ'li:f/ полегшення
religious, adj /rə'lɪdʒəs/ релігійний
result, n /rɪ'zʌlt/ результат
rider, n /'raɪdə(r)/ вершник
scene, n /si:n/ сцена
south, n /saʊθ/ південь
southern, adj /'sʌðə(r)n/ південний
southwestern, adj /saʊθ'westə(r)n/ південно-західний
Spanish, adj /'spæniʃ/ іспанський
spectator, n /spek'teɪtə/ глядач
stall, n /stɔ:l/ стійло
structure, n /'strʌktʃə/ структура
surface, n /'sɜ:(r)fɪs/ поверхня
Turkish, adj /'tɜ:(r)kiʃ/ турецький
various, adj /'veəriəs/ різноманітний
west, n /west/ захід

UNIT 11

a couple of, /'kʌp(ə)l/ кілька
babysit, v /'beɪbɪsɪt/ доглядати за дітьми
build, v /bɪld/ будувати

care, v /keə/ піклуватися
column, n /'kɒləm/ стовпчик
crossword, n /'krɒs,wɜ:(r)d/ кросворд
deliver, v /dɪ'lɪvə/ доставляти
design, v /dɪ'zaɪn/ конструювати
dictation, n /dɪk'teɪʃ(ə)n/ диктант
driver, n /'draɪvə(r)/ водій
earn, v /ɜ:(r)n/ заробляти
effort, n /'efə(r)t/ зусилля
emergency, n /ɪ'mɜ:(r)dʒ(ə)nsi/ невідкладний випадок
engineer, n /,endʒɪ'nɪə(r)/ інженер
extra, adj /'ekstrə/ додатковий
factory, n /'fæktəri/ фабрика
flyer, n /flaɪə(r)/ листівка
hairstylist, n /'heə(r),dresə(r)/ перукарня
job, n /dʒɒb/ робота
maximum, adj /'mæksɪmət/ максимум
mechanic, n /mɪ'kæni:k/ механік
mess, n /mes/ безлад
make a mess, смітити
nurse, n /nɜ:(r)s/ медсестра
progress, n (uncountable) /'prɒʊgres/ прогрес
regularly, adv /'regjʊlə(r)li/ регулярно
repair, v /rɪ'reə(r)/ ремонтувати
savings, n (pl) /'seɪvɪŋz/ заощадження
sec, n /sek/ секунда (розм.)
shift, n /ʃɪft/ зсув
work in shifts, робота позмінно
sis, n /sɪs/ сестра (розм.)
software, n (uncountable) /'sɒf(t),weə(r)/ програмне забезпечення
teenage, adj /'ti:n,eɪdʒ/ підлітковий
tenner, n /'tenə(r)/ десятка (гроші)
weekly, adv /'wi:kli/ щотижня
will, n /wɪl/ бажання, воля
where there's a will, there's a way, якщо є бажання — знайдеться можливість
worker, n /'wɜ:(r)kə(r)/ робітник

UNIT 12

allow, v /ə'laʊ/ дозволяти
anytime, adv /'eni,taim/ будь-коли
attract, v /ə'trækt/ приваблювати
baggage, n (uncountable) /'bæɡɪdʒ/ поклажа

believe, v /bɪ'li:v/ вірити
belong, v /bɪ'lɒŋ/ належати
block, v /blɒk/ блокувати
board, n /'bɔ:(r)d/ дошка
cabin luggage, n (uncountable) /'kæbɪn
'lʌdʒɪz/ ручна поклажа
final, adj /'faɪn(ə)l/ кінцевий
flash, n /flæʃ/ спалах
fluent, adj /'flu:ənt/ вільний
fluently, adv /'flu:əntli/ вільно
gate, n /geɪt/ вихід (до літака)
gratitude, n (uncountable) /'grætɪ,tju:d/
вдячність
hold, v /həʊld/ тримати
immediately, adv /ɪ'mi:diətli/ негайно
interrupt, n /,ɪntə'rʌpt/ переривання
kindness, n (uncountable) /'kaɪn(d)nəs/
доброта
knock, v /nɒk/ стукати
luggage, n (uncountable) /'lʌdʒɪz/ багаж
passenger, n /'pæsɪndʒə(r)/ пасажир
passport, n /'pɑ:spɔ:(r)t/ паспорт
politely, adv /pə'laitli/ чемно
respect, n (uncountable) /rɪ'spekt/ повага
secretary, n /'sekrətəri/ секретар
smile, n /smaɪl/ посмішка
sneeze, v /sni:z/ чхати
suitcase, n /'su:tkeɪs/ валіза
team, n /ti:m/ команда
Thanks a million! Величезне дякую!
universal, adj /ju:nɪ'vɜ:(r)s(ə)l/
універсальний
yawn, v /jɔ:n/ позіхати

UP TO NOW 4

advantage, n /əd'vɑ:ntɪdʒ/ перевага
cool, v /ku:l/ охолоджувати
educate, v /'edʒukeɪt/ виховувати
goal, n /gəʊl/ гол
population, n /,pɒpjʊ'leɪʃ(ə)n/ населення
provide, v /prə'vaɪd/ забезпечувати
rooftop, n /'ru:f,tɒp/ дах

FUN TIME 2

equivalent, adj /ɪ'kwɪvələnt/ еквівалент
forehead, n /'fɒrɪd/ чоло
globe, n /gləʊb/ глобус
handshake, n /'hænd(ɪ)ʃeɪk/ рукостискання
index finger, n /'ɪndeks ˌfɪŋɡə(r)/ вказівний
палець
insult, n /'ɪnsʌlt/ образа
noodles, n (pl) /'nu:d(ə)lz/ локшина
palm, n /pɑ:m/ долоня
slurp, v /slɜ:(r)p/ сьорбати
stick, v /stɪk/ дотримуватися,
тримати
stick out your tongue, висунути язик
suppose, v /sə'pəʊz/ припускати,
гадати
thumb, n /θʌm/ великий палець
worthless, adj /'wɜ:(r)θləs/ нікчемний

List of irregular verbs

arise /ə`raɪz/	arose /ə`rəʊz/	виникати; з'являтися
awake /ə`weɪk/	awoke /ə`wəʊk/	будити; прокидатися
be /bi:/	was /wɒz/; were /wɜ:/	бути
beat /bi:t/	beat /bi:t/	бити
become /bi`kʌm/	became /bi`keɪm/	ставати
begin /bi`gɪn/	began /bi`gæn/	починати
bend /bend/	bent /bent/	згинати(ся)
bite /bait/	bit /bit/	кусати
bleed /bli:d/	bled /bled/	кровоточити
blow /bləʊ/	blew /blu:/	дути
break /breɪk/	broke /brəʊk/	ламати(ся)
bring /brɪŋ/	brought /brɔ:t/	приносити, носити
build /bɪld/	built /bɪlt/	будувати
burn /bɜ:n/	burnt /bɜ:nt/	палити; пекти; горіти
buy /baɪ/	bought /bɔ:t/	купувати
catch /kætʃ/	caught /kɔ:t/	ловити; спіймати
choose /tʃu:z/	chose /tʃəʊz/	обирати
come /kʌm/	came /keɪm/	приходити
cost /kɒst/	cost /kɒst/	коштувати
cut /kʌt/	cut /kʌt/	різати
deal /di:l/	dealt /delt/	розподіляти; мати справу
dig /dɪg/	dug /dʌg/	копати
do /du:/	did /dɪd/	робити
draw /drɔ:/	drew /dru:/	малювати; тягти
dream /dri:m/	dreamt /dremt/	бачити сон; мріяти
	dreamed /dri:md/	
drink /drɪŋk/	drank /dræŋk/	пити
drive /draɪv/	drove /drəʊv/	їхати (в автомобілі, тощо)
eat /i:t/	ate /et/	їсти
fall /fɔ:l/	fell /fel/	падати
feed /fi:d/	fed /fed/	годувати
feel /fi:l/	felt /felt/	відчувати
fight /faɪt/	fought /fɔ:t/	боротися
find /faɪnd/	found /faʊnd/	знаходити
fly /flaɪ/	flew /flu:/	літати
forbid /fə`bɪd/	forbade /fə`beɪd/	забороняти
forget /fə`get/	forgot /fə`gɒt/	забувати
forgive /fə`gɪv/	forgave /fə`geɪv/	пробачати
freeze /fri:z/	froze /frəʊz/	заморожувати; мерзнути
get /get/	got /gɒt/	одержувати

give /gɪv/
go /gəʊ/
grow /grəʊ/
hang /hæŋ/
have /hæv/
hear /hiə/
hide /haɪd/
hit /hɪt/
hold /həʊld/
hurt /hɜ:t/
keep /ki:p/
kneel /ni:l/
know /nəʊ/
lay /lei/
lead /li:d/
lean /li:n/
learn /lɜ:n/
leave /li:v/
let /let/
lie /lai/
light /laɪt/
lose /lu:z/
make /meɪk/
mean /mi:n/
meet /mi:t/
pay /pei/
put /pʊt/
read /ri:d/
ride /raɪd/
ring /rɪŋ/
rise /raɪz/
say /sei/
see /si:/
sell /sel/
send /send/
shake /ʃeɪk/
shine /ʃaɪn/
shoot /ʃu:t/
shut /ʃʌt/
sing /sɪŋ/

gave /geɪv/
went /went/
grew /gru:/
hung /hʌŋ/
had /hæd/
heard /hɜ:d/
hid /hɪd/
hit /hɪt/
held /held/
hurt /hɜ:t/
kept /kept/
knelt /nelt/
knew /nju:/
laid /leɪd/
led /led/
leant /lent/
learnt /lɜ:nt/
left /left/
let /let/
lay /lei/
lit /lɪt/
lost /lɒst/
made /meɪd/
meant /ment/
met /met/
paid /peɪd/
put /pʊt/
read /red/
rode /rəʊd/
rang /ræŋ/
rose /rəʊz/
said /sed/
saw /sɔ:/
sold /səʊld/
sent /sent/
shook /ʃʊk/
shone /ʃɒn/
shot /ʃɒt/
shut /ʃʌt/
sang /sæŋ/

давати
йти; їхати
рости; вирощувати
висіти; вішати
мати
чути
ховати(ся)
ударяти
тримати
завдати болю
тримати; берегти
ставати навколішки
знати
класти
вести
притулятися; нахилитися
вчити
залишати
дозволяти
лежати
освітлювати; світити
губити
робити
означати
зустрічати(ся)
платити
класти
читати
їхати верхи
дзвонити
підніматися; зростати
говорити, сказати
бачити
продавати
посилати
трясти(ся)
сяяти
стріляти
закривати(ся)
співати

sink /sɪŋk/
sit /sit/
sleep /sli:p/
smell /smel/
speak /spi:k/
speed /spi:d/
spend /spend/

spit /spit/
split /split/
stand /stænd/
steal /sti:l/
stick /stɪk/
sting /stiŋ/
strike /straɪk/
swear /sweə/
sweep /swi:p/
swim /swɪm/
swing /swɪŋ/

take /teɪk/
teach /ti:tʃ/
tear /teə/
tell /tel/
think /θɪŋk/
throw /θrəʊ/
tread /tred/
understand
/ʌndə`stænd/
upset /ʌp`set/

wake /weɪk/
wear /weə/
weep /wi:p/
win /wɪn/
wind /waɪnd/

write /raɪt/

sank /sæŋk/
sat /sæt/
slept /slept/
smelt /smelt/
spoke /spəʊk/
sped /sped/
spent /spent/

spat /spæt/
split /split/
stood /stʊd/
stole /stəʊl/
stuck /stʌk/
stung /stʌŋ/
struck /strʌk/
swore /swɔ:/
swept /swept/
swam /swæm/
swung /swʌŋ/

took /tu:k/
taught /tɔ:t/
tore /tɔ:/
told /təʊld/
thought /θɔ:t/
threw /θru:/
trod /trɒd/
understood
/ʌndə`stʊd/
upset /ʌp`set/

woke /wəʊk/
wore /wɔ:/
wept /wept/
won /wɒn/
wound /waʊnd/

wrote /rəʊt/

опускати(ся); тонути
сидіти
спати
пахнути; нюхати
говорити
поспішати
тратити;
проводити (час)
плювати(ся); пирхати
розколювати(ся)
стояти
красти
клеїти; проколювати
жалити; мучити
бити
присягатися
підмітати; мчати
плавати
коливати(ся),
гойдати(ся)
брати
вчити
рвати(ся)
казати, розповідати
думати
кидати
йти; крокувати
розуміти

перевертати(ся);
засмучувати
прокидатися; будити
носити (одяг)
плакати
перемагати
витися; накручувати
(годинник)
писати

Stative Verbs

to agree	погоджуватися (<i>with</i> — із кимось, <i>to</i> — із чимось, <i>on</i> — на щось)
to allow	допускати, визнавати
to appear	виявитися, виявити себе У значенні «з'являтися» дієслово <i>to appear</i> не є статичним і може вживатися у тривалих часах.
to believe	вірити, вважати
to care for	піклуватися про когось (щось), любити
to cost	мати вартість, коштувати
to depend	залежати
to dislike	не любити, не подобатися
to doubt	сумніватися, не наважуватися
to forget	забувати
to forgive (for)	пробачати (за щось)
to hate	ненавидіти
to have	мати, володіти У сталих словосполученнях типу <i>to have a shower</i> — приймати душ, <i>to have a good time</i> — добре проводити час, <i>to have lunch</i> — обідати тощо дієслово <i>to have</i> може вживатися у тривалих часах.
to imagine	уявляти, припускати
to interest	цікавити
to know	знати
to like	подобатися
to look	виглядати У значенні «дивитися» дієслово <i>to look</i> не є статичним і може вживатися у тривалих часах.
to love	любити, кохати
to mean	значити, мати на увазі
to need	потребувати
to please	радувати, зробити приємність
to prefer	надавати перевагу
to realize	усвідомлювати, виконувати, здійснювати (план, намір)
to refuse	відмовляти
to remember	пам'ятати
to see	бачити, розуміти У значеннях «оглядати» та «зустрічатися» дієслово <i>to see</i> не є статичним і може вживатися у тривалих часах.
to smell	мати запах, пахнути У значенні «нюхати» дієслово <i>to smell</i> не є статичним і може вживатися у тривалих часах.
to sound	звучати
to think	думати, вважати У значенні «обмірковувати, розмірковувати» дієслово <i>to think</i> не є статичним і може вживатися у тривалих часах.
to understand	розуміти
to want	хотіти

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1				
2				
3				
4				
5				

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**Підручник для 6 класу закладів загальної середньої освіти
(з аудіосупроводом)**

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Підручник сприятиме:

- розвитку навичок XXI століття (креативності, критичного мислення, комунікативних навичок і вміння співпрацювати в команді);
- формуванню правильної вимови завдяки аудіосупроводу у виконанні носіїв мови;
- закріпленню вивченого за допомогою урків повторення з підсумковими іграми й проєктними роботами;
- розкриттю творчого потенціалу кожної дитини засобами іншомовного спілкування.

ВИДАВНИЦТВО
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