

Г. К. Мітчелл, Марілені Малкоґіанні

Full Start PLUS

English
Англійська
мова

6

STUDENT'S BOOK

Г. К. Мітчелл, Марілені Малкоґіанні

Англійська мова (6-й рік навчання)

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



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Г. К. Мітчелл, Марілені Малкоґіанні
М 67 Англійська мова (6-й рік навчання): підручник
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Підручник з аудіосупроводом призначений для вивчення англійської мови у 6-му класі, розроблений згідно з Державним стандартом загальної середньої освіти Нової української школи. Підручник має ґрунтовну комунікативну й діяльнісну спрямованість, розвиває наскрізні уміння і компетентності через залучення учнів до всіх видів мовленнєвої діяльності й відповідає віковим особливостям та інтересам учнів середньої школи.

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Відповідає модельній навчальній програмі «Іноземна мова. 5-9 класи» для закладів загальної середньої освіти (авт. Редько В. Г., Шаленко О. П., Сотникова С. І., Коваленко О. Я., Коропецька І. Б., Якоб О. М., Самойлюкевич І. В., Добра О. М., Кіор Т. М.)

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Умовні позначення



Аудіофайл

Структура назви аудіофайлу на сайті:

CD1_014_M01_LESSON_A_ACT_1 – назва файлу, де:

CD1 – номер диска;

014 – номер трека;

M01 – номер юніта;

LESSON_A – номер уроку;

ACT_1 – номер вправи.

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B. Talk in pairs.

I'm Stu and I'm 14 years old. How old are you?



I'm... years old.



A. Match the countries with the nationalities. Then listen and check your answers.

B. Complete with the correct form of the verb *be*. Then listen and check your answers.

- B:** I from Poland.



A. Complete the missing days, months and seasons. Then listen and check your answers.

B. Talk in pairs.

Spring.

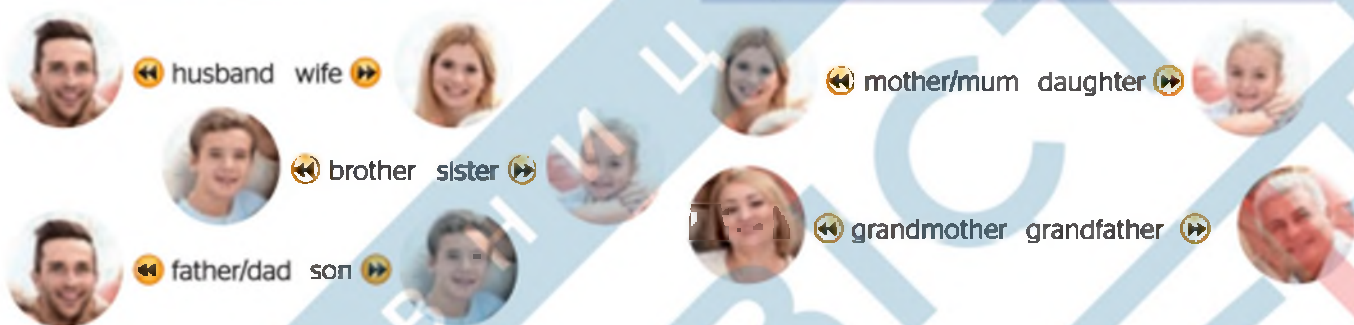
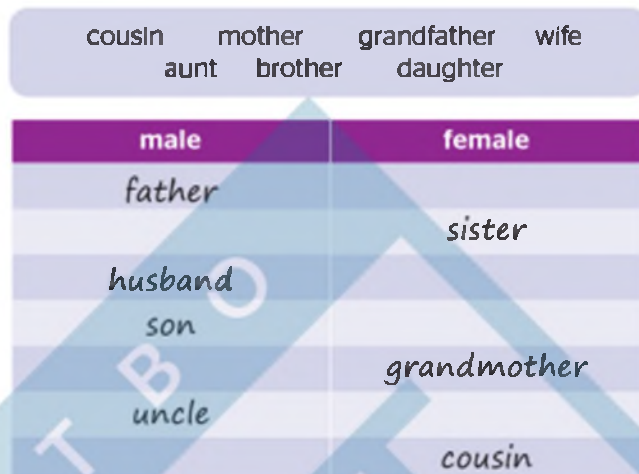


August March

Spring

Saturday

A. Look at the picture and words below and complete the table with the words in the box. Then listen and check your answers.



D. Talk in pairs.

- Have you got any brothers or sisters?**

**Yes, I've got... /
No, I haven't.**

**What's your brother's/
sister's name?**

His/Her name is...

1. I **have got** / **has got** a brother. **His** / **Your** name is John.
2. We are friends and we do **its** / **our** homework together.
3. Jenny **have got** / **has got** lots of CDs. **Her** / **Their** favourite band is *Little Mix*.
4. **My** / **Her** wife and I **have got** / **has got** friends from Spain.

Match. Then listen and check your answers.

- a. It's ten past six. c. It's five to nine. e. It's a quarter to eleven.
b. It's 8 a.m. / It's 8 o'clock. d. It's half past ten. f. It's 5 p.m. / It's 5 o'clock.



Talk in pairs. Use the prompts below to ask and answer about what you can or can't do as in the example.

- speak / French?
- use / dictionary?
- write / e-mail in English?
- spell / your name?
- understand / songs in English?
- read / books in English?

Can you speak French?

Yes, I can. What about you?

No, I can't.

Where is it?

Talk in pairs. Look at the picture, find the things in the box and say where they are. Use the prepositions of place *on, in* or *under*.

computer books skateboard
CDs pens pencils ball

Where's the computer?
It's on the desk.



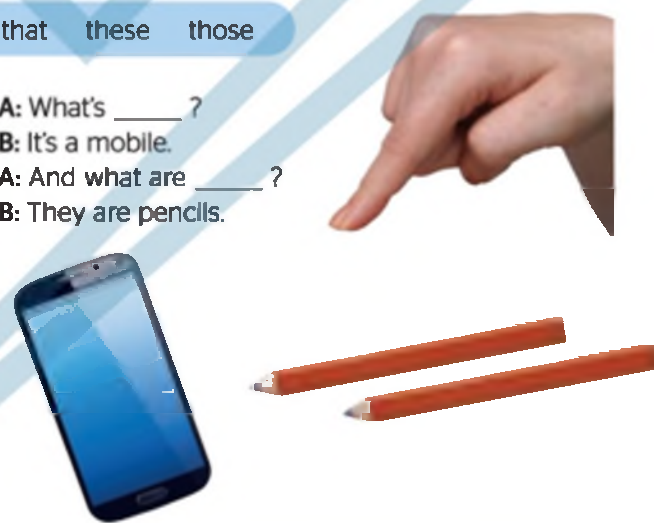
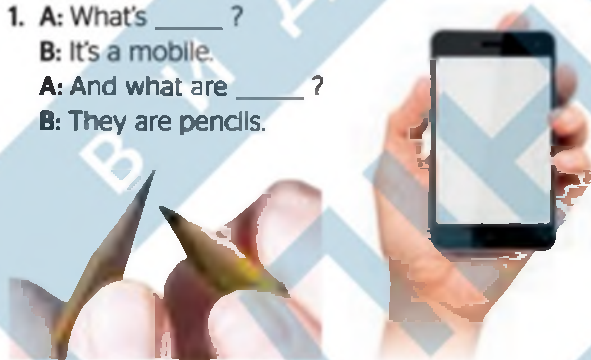
8 What's this?

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

this that these those

1. A: What's _____ ?
B: It's a mobile.
A: And what are _____ ?
B: They are pencils.

2. A: What's _____ ?
B: It's a mobile.
A: And what are _____ ?
B: They are pencils.



9 How many?

Look at the picture below and write sentences as in the examples. Use the words in the box.

goldfish magazine bag watch box
butterfly cap mobile phone ball



There is one mobile phone.
There are three caps.



1

That's me!



Discuss:

- ▶ What's your favourite school subject?
- ▶ What do you do in your free time?
- ▶ What kind of clothes do you like wearing?

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



A



B



C



D



E

In this module you will learn...

- ▶ to talk about school life
- ▶ to talk about your daily routines
- ▶ to describe appearance
- ▶ to give your opinion about clothes and fashion
- ▶ to talk about things that are happening now
- ▶ to talk about temporary situations
- ▶ to distinguish between habitual actions and things that are happening now
- ▶ to talk about free-time activities
- ▶ to say what you like and don't like doing
- ▶ to say what you want or would like to do
- ▶ to describe personality
- ▶ to write about yourself and your best friend

Vocabulary

Listen and repeat the school subjects below. Then look at the pictures and decide where you do each of the subjects.

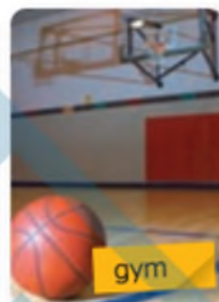
- history
- biology
- geography
- chemistry
- PE (Physical Education)
- ICT (Information and Communications Technology)
- physics
- maths
- art



art room



science lab



gym



classroom



computer room

2 Read

A. Look at the pictures and the title of the text. How do you think Mellway is different from other schools? Listen, read and check your answers.

MELLWAY

• School for performing arts •

The students at Mellway are 14-19 years old. They do the same subjects as other secondary schools, like maths, history, geography, etc. but they also learn music and dance.



TIP!

Before you read, try to predict what the text is about with the help of the title and the pictures.

Libby Kingsley, a fifteen-year-old student says:

Mellway is a great school. Classes start at 8:45 a.m. every day and they finish at 4 o'clock on most days. On Fridays they don't finish at 4:00. They finish at 2:30, but I stay till 5 o'clock and practise with my friends. I want to become a singer, so Mellway is perfect for me.



Theo Hunt, a fourteen-year-old student says:

My favourite subject is modern dance. You see, I like hip hop. It's great fun! The facilities at Mellway are excellent. My favourite place is the theatre. It's very big, and at the end of school in July, we give a dance performance there.



Present Simple

AFFIRMATIVE		NEGATIVE	
I We You They	start	I We You They	don't start
He She It	starts	He She It	doesn't start

QUESTIONS	
Do we you they	start?
Does he she it	start?

A: *What do you do every day after school?*

B: I watch TV and then my sister and I play computer games.

Prepositions of time

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

Complete with the Present Simple of the verbs in brackets.

1. William _____ (do) his homework when he _____ (get) home.
2. A: _____ you _____ (finish) school at 3 p.m. on Fridays?
B: No, we _____ (finish) at 1:30.
3. My mother _____ (not work) on Saturdays so she _____ (go) shopping.
4. A: When _____ your brother _____ (practise) the guitar?
B: Every day after school and he also _____ (play) the guitar at the weekend.
5. Fay and Julie _____ (not stay) at home on Sundays. They _____ (ride) their bikes in the park.

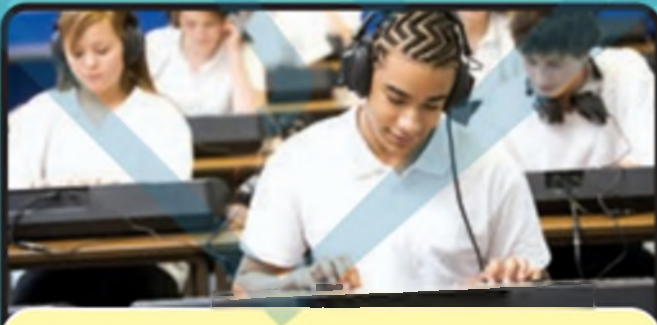
4 Pronunciation

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

- a. lunch b. lab c. place

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

	lunch /ʌ/	lab /æ/	place /eɪ/
maths			
same			
fun			
information			
subject			
practise			
study			



B. Read again and answer the questions.

1. What subjects do students do at Mellway?
2. What time do classes start?
3. What time do classes finish on Thursdays?
4. Does Libby stay at school after 2:30 on Fridays?
5. What does Theo say is great fun?
6. What do they do at the theatre at the end of school in July?

Speak & Write

A. Talk in pairs about your school. Use the ideas below.

- 👉 What's the name of your school?
- 👉 Where is it?
- 👉 How many teachers work there?
- 👉 How many students are there?
- 👉 What facilities are there at your school?
- 👉 What time do classes start and finish?
- 👉 What subjects do you do?
- 👉 What are your favourite subjects?

B. Use the ideas from activity 5A to write a paragraph about your school.

Vocabulary

A. Read the sentences and write the correct name next to each picture. Then listen and check your answers.



1

2



3

- ▶▶ Fiona is short and chubby. She's got medium-length straight fair hair.
- ▶▶ Emma is really good-looking. She's got short curly hair.
- ▶▶ Amanda is tall and slim. She's got long wavy dark hair.

2 Read

A. Read the conversation on an online game chat channel between two players. Does Marcus get the map from the NPC (Non-Player Character)?



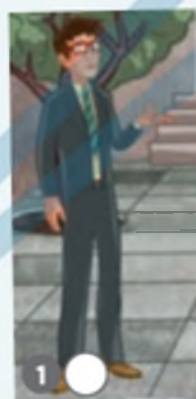
General

World

Trade

- Marcus** Hi, guys! I've got a problem. I'm looking for an NPC. He's got the map I need. Can you help me?
- Oliver** Sure. Where are you? Are you still at the lake?
- Marcus** No, I'm in the park. He's here too.
- Oliver** Great, I'm in the park too. What does he look like? There are a lot of NPCs here!
- Marcus** I know, and I'm almost out of time!
- Oliver** So, what does he look like?
- Marcus** He's tall and slim.
- Oliver** OK. What else?
- Marcus** He's wearing glasses and he has got short brown hair.
- Oliver** There he is! He's standing near a tree.
- Marcus** No, that NPC has got black hair. Wait! There he is. Oh, no! My time's up!
- Oliver** Oh, that's too bad. Sorry.
- Marcus** No problem. Thanks anyway.

B. Read again and choose the correct NPC.



1



2



3



4

3 Grammar

Present Progressive

AFFIRMATIVE	NEGATIVE	QUESTIONS
I'm drawing	I'm not drawing	Am I drawing?
He She's drawing It	He She isn't drawing It	Is he she drawing? it
We You're drawing They	We You aren't drawing They	Are we you drawing? they

TIME EXPRESSIONS

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

Complete the sentences with the Present Progressive of the verbs in brackets.

- A: What _____ (Dad / do)?
B: He _____ (read) a book.
- A: Tina, are you here?
B: Yes, Mum. I _____ (study).
- Look at the girls! They _____ (play) football.
- Mum _____ (eat) dinner.
- A: Boys, where are you?
B: We _____ (watch) TV, Mum.
- A: _____ (Pete / listen) to music?
B: No, he _____ (sleep).

4 Listen

Listen to Maria talking on the phone to a friend. Label the pictures with the names.

John Laura Kelly Lee



Maria



1



2



3



4

5 Speak

Guessing Game: Who is it?
Talk in pairs.

Student A: Choose one of your classmates and describe him/her to Student B without saying his/her name.

Student B: Listen to Student A's description and try to guess which of your classmates he/she has chosen.

He is... and he has got...
Is it...?



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

- Marcus needs a map. ☐
- Marcus and Oliver are at the lake. ☐
- Marcus doesn't know what the NPC looks like. ☐
- The NPC Marcus is looking for is standing near a tree. ☐
- Marcus didn't find the map. ☐

Vocabulary

Listen and repeat. Which of these clothes and accessories are for boys, which are for girls and which are unisex?



2 Read

A. Look at the picture. What is Liv doing? Listen to the dialogue and check your answers. Then read it out in pairs.

- Amy** Hey, Liv. What's up? Why are you cutting your favourite jeans?
- Liv** I'm making a skirt.
- Amy** Really? How often do you make your own clothes?
- Liv** Well, I don't usually make my own clothes. But I'm really bored of my old clothes, so I'm changing them. Anyway, jean skirts are in fashion this summer.
- Amy** I see. What are you doing now?
- Liv** I'm drawing a butterfly on one of the pockets. What do you think?
- Amy** Well, it doesn't look like a butterfly.
- Liv** You're right. What a mess!
- Amy** Don't worry. I've got an idea.
- Liv** What are you looking for?
- Amy** Just wait...
- Liv** Oh, patches. Beautiful! I want two. Let's put this green patch here on my awful butterfly and the blue patch on the other pocket.
- Amy** Do you still want a butterfly?
- Liv** Yes, please draw a butterfly for me on the green patch. You always draw beautiful butterflies.
- Amy** Sure. There you go.
- Liv** Thanks, Amy.



B. Read again and answer the questions.

1. What is Liv using to make a skirt?
2. Why is Liv making changes to her clothes?
3. What's in fashion this summer?
4. What does Amy want to put on the skirt?
5. Who's good at drawing?

C. Read again and tick the correct picture a, b or c.



3 Grammar

Present Simple vs Present Progressive

TENSE	USE	EXAMPLE
Present Simple	Everyday activities or routines	<i>Beth usually wears trainers.</i>
Present Progressive	Actions happening now	<i>Beth is looking for her sandals at the moment.</i>
	Temporary states	<i>Beth is wearing sandals this summer because they are in fashion.</i>

NOTE STATIVE VERBS (see, like, love, hate, want, think, need, understand, know, etc.) are usually not used in the Present Progressive.
I want to buy these earrings. I love them!

Adverbs of frequency

always usually often sometimes never

We place adverbs of frequency:

- **before** the main verb.
*Jamie **never** wears shorts.*
*Hilda **doesn't often** go shopping.*
- **after** the verb *be*.
*Wayne **is usually** tired after work.*

How often?

A: *How often do you go to the beach?*

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

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

1. Mark _____ (not watch) the tennis match at the moment. He _____ (listen) to music. He _____ (hate) tennis.
2. Keith usually _____ (go) to the skatepark after school, but today he _____ (visit) his grandmother.
3. My uncle and aunt _____ (live) in London, but they _____ (stay) with a friend in Paris these days. They _____ (want) to see the city.

Put the words in the correct order to make sentences.

1. Arnold / never / horror films / watches / .
2. play / on weekdays / I / football / often / don't / .
3. sometimes / after / TV / Susan / school / watches / .
4. see / cousins / how / you / do / often / your / ?

4 Listen

Listen to a TV programme and find the mistakes in the fashion models' clothes.

TIP! Before you listen, look at the pictures carefully.



5 Speak & Write

A. Discuss in pairs or small groups.

- What kind of clothes do you usually wear to school?
- What do you wear when you go out with your friends?
- Are your clothes in fashion?
- What's your favourite item of clothing?

B. Use the ideas from activity 5A to write a paragraph about your clothes.



TIP! Learn whole phrases (e.g. verb + noun), not just isolated words.

[download](#)

out with friends

Read 

3

like / love / enjoy / hate / can't stand + ing or noun

*I love going to concerts on Saturday nights.
Jack hates concerts.*

would like / want + to

I'd like to chat on the Net.
Julie wants to watch music videos.

A. Listen to two friends, Fran and Ian, talking. Where are they?

- a. at an Internet café b. at Ian's house**

B. Listen again and answer the questions. Write F for Fran, I for Ian or B for both.

- ### 1. Who wants to download a music video?

- #### 4. Who is chatting with Emma?

- ## 2. Who loves downloading songs from the Net?

5. Who doesn't enjoy playing computer games?

- ### 3. Who doesn't buy CDs?

- ### 6. Who likes reading computer magazines?

GROUP SURVEY

A. Talk in groups of three. Ask and answer questions and complete the table. Use the verbs in the box.

like love enjoy hate can't stand

Do you like...

like...	YOU	Student 1	Student 2
go / concerts?			
listen / hip hop music?			
play / table tennis?			
karaoke?			
chat / Net?			
read / newspapers?			

Do you like going to concerts?

Yes, I love going to concerts.

What about you?

I hate going to concerts.

B. Report your group's answers to the class.

... and ... like going to concerts.

but I don't.

Imagine that you have a website. Write a few sentences about yourself.

Hi! Welcome to my website.

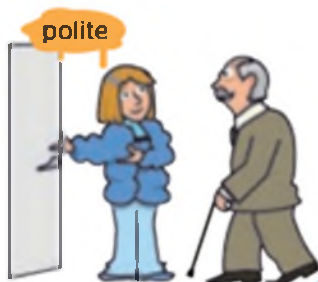
I'm... and I'm... years old.

In my free time I love..., but I can't stand...

My friends and I...

Vocabulary

Look at the pictures and match the opposite adjectives. Then listen and check your answers.



TIP!

When you learn new words, it's a good idea to learn any synonyms and/or opposites.

2 Speak

CLASS GAME

Say three sentences describing one of your classmates (appearance and personality) to the class, including one sentence which is not true. Your classmates must find what is not true about this person.

Lee has got blue eyes and...
He's active and...



3 Speak & Write

A. Read the blog post. In which paragraph can you find information about the following?

- ☐ Rob's personality
- ☐ Rob's appearance
- ☐ Marco's appearance and personality
- ☐ who Marco is
- ☐ what Rob and Marco do together



Rob's Blog!

About me

Hi! My name is Rob, and I am 13 years old. I'm tall and slim and I have got curly dark hair and brown eyes. I'm very active and I love sports. My favourite sport is ice-hockey. I am also very outgoing and I've got lots of friends. I love spending time with them.



A. Listen, read and match the pictures with the paragraphs. 

Means of transport around the world

Double-decker - London

The red double-decker buses of London are world famous and one of the most common sights in London. They have got two levels and some have got an open top so that tourists can see the sights better. Over sixty years ago, the first double-decker took passengers around London, and today they are still popular. They are a great way to get around London and they are not very expensive.

Gondola - Venice

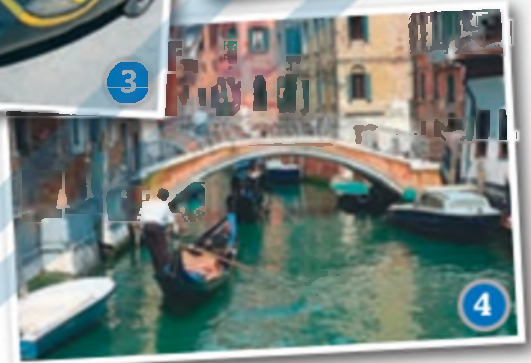
When people think of Venice, they think of the canals and the long black boats, called gondolas. Gondolas take people around the city. They were the most common means of transport in the 18th century. However, today mainly tourists ride in them. Riding in a gondola is an excellent way to see this beautiful city.

Coco taxi - Cuba

A fun way to get around cities in Cuba, like Havana, is to take a coco taxi. They are funny-looking vehicles; they are black or yellow, and round like a coconut with three wheels. They look funny but coco taxis are cheap and can take you around the city very fast.

Cable cars - San Francisco

An exciting way to get around San Francisco is to take a cable car; they go up and down the steep streets in the city. Andrew Hallidie invented the cable car and the first one made its journey down Clay Street in 1873. So, when you visit San Francisco, don't forget to ride one.



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

1. Double-decker buses are over fifty years old. ☐
2. Double-deckers are a cheap way to see London. ☐
3. People didn't use gondolas in the past. ☐
4. You can see coco taxis only in Havana. ☐
5. Coco taxis are only one colour. ☐
6. Cable cars are more than a hundred years old. ☐

Project

Make a poster!

Do some research and choose four unusual means of transport that are used in different countries of the world. Then make a poster including the information you have collected and a picture for each of the means of transport.



2

Travelling



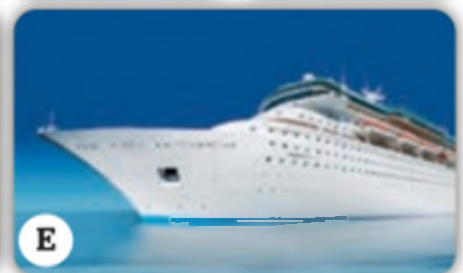
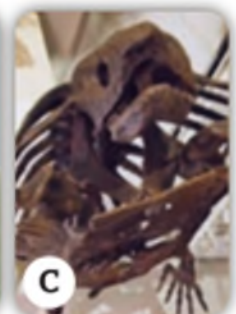
Discuss:

- ▶ Do you like visiting new places?
- ▶ What's the most exciting place you have visited?
- ▶ Which place in the world would you like to visit?

In this module you will learn...

- ▶ to talk about **past** events
- ▶ to talk about **past** holidays
- ▶ to discuss means of transport you use
- ▶ to express ability in the **past**
- ▶ to talk about making travel arrangements
- ▶ to write a paragraph about a historical figure
- ▶ to write about a trip you went on
- ▶ to express your opinion
- ▶ to link your ideas with *and*, *but*, *so* and *because*

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



1 Vocabulary

Match the pictures with the holiday activities. Then listen and check your answers.

sunbathe
travel abroad
go on a cruise
go sightseeing
buy souvenirs
go hiking
explore a cave
go horse riding



2 Read

A. Look at the pictures. Where did Liv travel to? Listen to the dialogue and check. Then read it out in groups.

Liv Hi, guys!
Stu Hey, you're back!
Amy How was your trip?
Liv It was a great experience.
Bill Did you visit the Pyramids?
Liv Of course. And the Sphinx. We also walked around Cairo and went on a cruise down the Nile.
Amy Did you take pictures?
Liv Yeah, but I haven't got my camera with me, so I can't show you.
Stu So, what else did you do there?
Liv I rode a camel. Well, I tried to ride a camel.
Amy Not! What was it like?
Liv I was quite scared, to be honest. It's not like riding a horse. Camels are really tall.
Bill Did you fall off?
Liv Almost. But I managed to stay on.
Stu So, did you go on a trip into the desert?
Liv No. It was really hot. Oops. I almost forgot. Here you go guys, souvenirs all the way from Egypt.
Stu A pyramid! Thanks, Liv.
Bill Ermm... Liv, my souvenir is broken. It hasn't got a nose.
Amy It isn't broken, Bill. That's what the Sphinx looks like.
Bill I know, I'm only joking!

B. Read again and answer the questions.

1. Where did Liv go on a cruise?
2. Why can't Liv show them pictures of her trip?
3. What does Liv think of camel riding?
4. Did Liv fall off the camel?
5. What did Liv get Stu from Egypt?
6. Why does Bill say his souvenir is broken?



3 Grammar

Past Simple

AFFIRMATIVE	NEGATIVE	QUESTIONS
I You He She It We You They	I You He She It We You They	I you he she It we you they
visited/went	didn't (did not) visit/go	Did ... visit/go?

TIME EXPRESSIONS

yesterday
last night/week/year, etc.
in 1981, etc.
two days/months ago

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

*My friends **were** at the cinema yesterday, but I **was** at home.*

For a list of irregular verbs, go to p. 130.

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

- A: _____ you _____ (like) the film?
B: Yes, it _____ (be) great.
- Last summer we _____ (not go) camping.
We _____ (go) on a cruise around the Mediterranean.

- Matt and Fay _____ (not buy) a bike.
They _____ (buy) a skateboard.
- Yesterday, at 5 o'clock, it _____ (start) raining,
so I _____ (stay) at home.
- A: _____ Alice _____ (take) pictures in Japan?
B: Yes, she _____ (take) lots of pictures.
She _____ (love) the place.

4 Pronunciation

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

a. liked b. loved c. visited

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

	liked /t/	loved /d/	visited /ɪd/
helped			
walked			
tried			
wanted			
started			
explored			
finished			
waited			

5 Speak

Talk in pairs. Think of your last holiday. Then ask each other questions.

When did you last go on holiday?

Where did you go?

Did you go sightseeing? What did you see?

Did you take pictures?

Did you buy souvenirs? What did you buy?

Did you have a good time?

TIP! While speaking, use vocabulary and language you've learnt.

1 Vocabulary

A. Look at the means of transport below. Are they land, sea or air transport? Listen and check your answers. What other means of transport do you know?



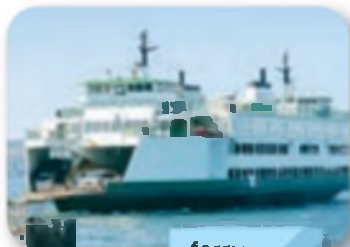
underground



motorbike



helicopter



ferry



tram



van

B. Complete the sentences with the adjectives below. Then listen and check your answers.

dangerous expensive
fast crowded popular

1. When something isn't cheap, it's _____.
2. When something isn't slow, it's _____.
3. When lots of people like something, it's _____.
4. When there are lots of people in a place, it's _____.
5. When something isn't safe, it's _____.

2 Read

A. Listen, read and put the pictures in the correct order. Write 1-5.



a



b



c

Exploring Bangkok

by Adam Storm



Last month I was in Bangkok and I wanted to try Thai food. The hotel receptionist told me about a good restaurant near the Chao Phraya River. I decided to go on foot and explore the city. But I soon got tired and took the bus. There was a lot of traffic, so I got off and decided to go by underground. I found an underground station easily.

I got off two stops later, but I couldn't see the river or

the restaurant. I didn't know what to do. 'Do you need help?' a man asked me. I was so happy! He could speak English very well! I asked him for directions to the restaurant and he said, 'Oh, you're on the wrong side of the river. It's on the other side.' So, I took the ferry. Then I took a *tuk tuk*. It's a kind of taxi and it's very popular in Bangkok. It took me to the restaurant, and guess what! It was closed.

3 Grammar

The verb **could**

- I **couldn't** speak Spanish when I was young, but now I **can**.
- Tony **could** run fast when he was young, but now he **can't**.

Circle the correct words.

1. I didn't take my umbrella with me because I **can't** / **couldn't** find it.
2. A: Can / Could you speak German?
B: Yes, I can / could.
A: But you **can't** / **couldn't** speak German five years ago.
B: No, but I studied in Germany for a year.
3. I **can** / **can't** buy this dress. It's very expensive.
4. My father **can** / **could** play football very well when he was young, but now he **can't** / **couldn't**.

Adverbs

ADVERBS OF MANNER

ADJECTIVES	ADVERBS
nice	nicely
careful	carefully
easy	easily
terrible	terribly

- Mark is a **careful** driver. He drives **carefully**.
- They are very **good** dancers. They dance **well**.

IRREGULAR ADVERBS

ADJECTIVES	ADVERBS
good	well
fast	fast
early	early
late	late
hard	hard

Complete the sentences with adverbs. Use the adjectives in bold to form adverbs.

1. The taxi driver was **terrible**. He drove _____.
2. James is very **polite**. He always speaks to his teachers _____.
3. Laura is **good** at languages. She speaks Italian very _____.
4. The children are very **lazy**. They just sit _____ watching TV all day.



4 Speak & Write

A. Talk in pairs. Discuss the questions below.

1. Which means of transport do you usually use? Why?
2. Which means of transport do you like/don't like? Why/Why not?

I usually take the underground because it goes fast. What about you?
I take the bus. It isn't very fast, but it's cheap.



B. Write a few sentences about the means of transport you use/like/don't like. Say why.

I usually take the bus because...

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

1. Adam was in Thailand a month ago. ☐
2. Adam wanted to go to a place near the Chao Phraya River. ☐
3. The man spoke to Adam in Thai. ☐
4. The man gave Adam the wrong directions. ☐
5. Adam didn't have lunch at the restaurant. ☐



Vocabulary

currency pack called booked take off boarding pass

Read

A photograph of two young women with long dark hair, smiling and looking at a laptop screen. The woman on the left is wearing a light-colored button-down shirt under a tan jacket. The woman on the right is wearing a green sweater. They are sitting at a desk with an orange chair visible behind them. The background is a light blue wall with diagonal stripes.

3

Grammar

Personal Pronouns

SUBJECT PRONOUNS	OBJECT PRONOUNS
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

A: Jack doesn't have a car.

B: Yes, I know. I drove **him** to the airport yesterday. He didn't want to take a taxi.

Complete using personal pronouns.

- A: Give _____ my mobile phone, Adam. I know you've got _____.
B: No, I haven't. I gave _____ to your brother. Ask _____.
- Tell _____ about your trip. We want to know all about _____.
- A: Those shoes are nice! I want to buy _____.
B: Aren't _____ a bit expensive?
- A: Where's Mr Smith?
B: _____ is over there. Do _____ want to talk to him?

4

Listen



Look at the pictures below and tick (✓) what Tina is taking on her trip.



B. Read again and answer the questions.

- What happened to Sue's cousin last year?
- When did Sue and her mum book the tickets for Paris?
- What did Sue check on the Internet?
- What did Sue's dad do this morning?
- When can Sue and Fay check in?

5

Speak

Talk in pairs. Imagine that you are preparing for a trip. Ask and answer questions about the things you did or didn't do before your trip. You can use the ideas in the box.

book / flight check / weather
pack / clothes check in
download / boarding passes
exchange currency

Did you book our flight?

Yes, I booked it last week. Did you pack your clothes?



Read

Quiz:

A circular, sepia-toned photograph showing a man and a woman in a vintage open-top car. The man is driving, and the woman is seated next to him. They are both wearing hats. The car is parked on a dirt road with trees in the background.



-

-
- A circular photograph of a woman in a flight suit standing next to a biplane. The woman is smiling and looking towards the camera. The biplane is a single-engine aircraft with two sets of wings. The background is a clear blue sky.



-



1. Why do people use electric cars for long journeys?
2. Did travelling by ship use to be fast?
3. How did explorers travel around the world?
4. What happened in 1919?
5. What is the maglev train?

2 Vocabulary

Complete the sentences with the words in the box.

voyage explorers takes land world

- On its first _____, the ship travelled to Australia.
- It _____ about 30 minutes to walk to the beach.
- I'm reading a book about famous _____, like Columbus and Magellan.
- When he was twenty years old, he spent a year travelling around the _____.
- After two months at sea, we saw _____.

3 Grammar

Used to

*I used to have a pet dog when I was a child.
(= I don't have a dog any more.)*

*My parents didn't use to go to the theatre.
(= Now they go to the theatre.)*

Did Henry use to play football?

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

- Paul _____ (not go) to the youth club, but now he goes every day.
- A: _____ (you / live) in London when you were young?
B: No, I _____ (live) in Bristol.
- Allison _____ (drive) to work, but now she takes the bus.
- Jane and I _____ (hang out) after school, but now we only hang out on Saturdays.
- A: _____ (Julie / have) long hair?
B: Yes, she did.

4 Listen

A. How much do you know about the explorer Christopher Columbus? Answer the questions below. Then listen to the first half of a radio programme and check your answers.

- Where was he from?
a. Italy b. Spain
- When was he born?
a. in 1451 b. in 1541
- Where did he travel to?
a. the Americas b. Australia
- How many voyages did he go on?
a. 3 b. 4



Christopher Columbus



B. Now listen to the rest of the radio programme and write T for True or F for False.

- Columbus took three ships on his first voyage.
- After three months they found land.
- Near the end of the voyage, the sailors didn't have food or drink.
- The first place Columbus went to was San Salvador.
- Columbus also travelled to India.
- Columbus found out he was in America on his third voyage.



5 Write

Use the answers to the questions in activity 4A to write a short paragraph about Christopher Columbus.

Christopher Columbus was an explorer from...

1 Vocabulary

Look at the adjectives in the box. Which of them have a positive and which a negative meaning? Listen and check your answers.

interesting awful amazing cool fantastic weird exciting
frightening brilliant horrible wonderful

2 Listen

A. Listen to Tim talking to his friend Elisa on the phone about a school trip to a cave and answer the questions.

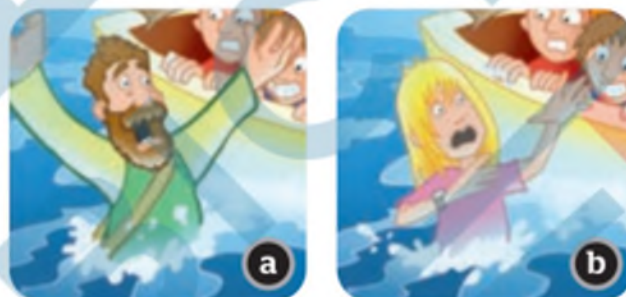
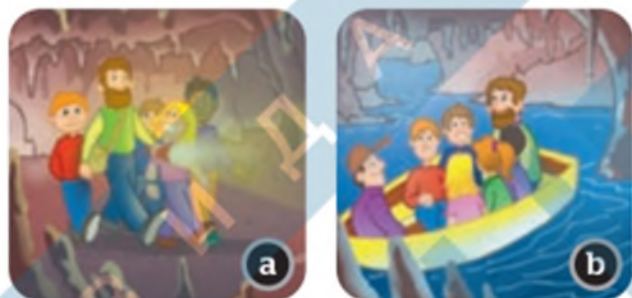
- Did Tim enjoy the journey there and back?
- Did he enjoy the visit to the cave?

B. Listen again and choose the correct pictures a or b.

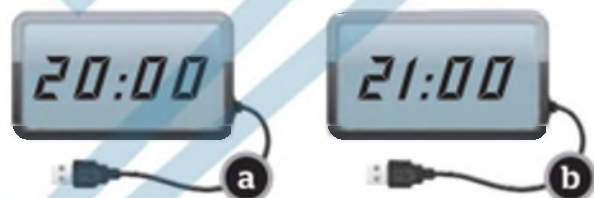
- What time did Tim's class leave for the school trip?
- What happened in the cave?



- How did the students explore the cave?



- What time did the students get home?



3 Speak & Write

A. Read the e-mail and answer the questions below.

- Who is writing the e-mail and to whom?
- When did Carol go on a school trip?
- Where did they go?
- How did they get there?
- How long did it take them to get there?
- What time did they arrive?
- What did they do there?
- Did Carol have a good time?

Dear Olivia,

How are things? I hope you are well. I went on a school trip last Friday and I had a fantastic time. We went by coach to the city and visited the Science Museum. We arrived there at about 10:30. It took us two hours to get there because of the traffic, but we didn't mind. We had fun on the coach too. We spent all day at the museum and we saw old and new inventions and fossils of dinosaurs. We even watched a brilliant 3D film. My favourite place, though, was the experiment room. It was so cool! We could do our own experiments! What a day! It was the best school trip ever!

Speak to you soon,
Carol

A collage of four photographs showing students in various school settings. The top-left photo shows a group of seven students in white polo shirts and dark pants posing on steps. The top-right photo shows a student in a red shirt with arms raised in a museum, with a large dinosaur skeleton in the background. The bottom-left photo shows a student in a wheelchair in a classroom, surrounded by other students. The bottom-right photo shows a student in a pink shirt with a backpack, smiling.

I went yesterday / last week / two days ago, etc.

I went to...

000000

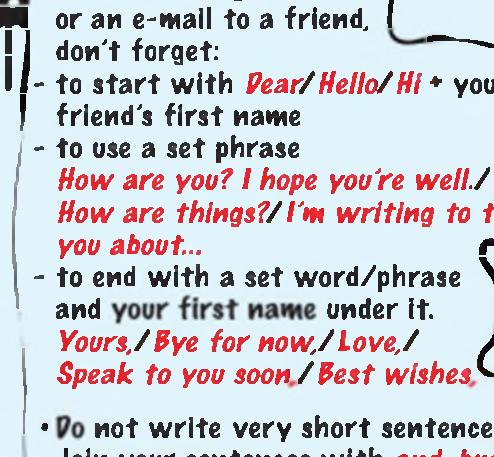
1

11

122

100

444



TIP

- When writing a letter or an e-mail to a friend, don't forget:
 - to start with *Dear/ Hello/ Hi* + your friend's first name
 - to use a set phrase
How are you? I hope you're well./ How are things?/ I'm writing to tell you about...
 - to end with a set word/phrase and your first name under it.
Yours,/ Bye for now,/ Love,/ Speak to you soon,/ Best wishes,
- Do not write very short sentences. Join your sentences with *and, but, so* or *because*.

and

We went to the city and visited the museum.

 but

All my friends had a good time but I didn't.



We were tired, so we went home.

 **because**

I ate a sandwich because I was really hungry.

1. We didn't visit the museum _____ It was closed.
2. My friends wanted to buy some souvenirs, _____ we went to the souvenir shop.
3. Tina went to Egypt, _____ she didn't buy souvenirs.
4. The journey took two hours _____ the weather was terrible.
5. We spent the day on the beach _____ then had lunch at a local restaurant.
6. The place was horrible, _____ we left.

SONG 1

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

trainers	like	early	evening
skatepark	explore	games	take home

Me and my board!

I wake up so (1) _____, outside it's still dark
I take my board n' head for the (2) _____

My friends are there, they're all looking good
Super cool (3) _____, and tops with hoods

Me and my board
Jump on! Let's go!
I never get bored
Jump on! Let's go!

After school ends, I skateboard some more
I just go around, it's a great way to (4) _____

I never (5) _____ the bus, walk or ride a bike
I've got my board, and that's what I (6) _____

Me and my board
Jump on! Let's go!
I never get bored
Jump on! Let's go!

The (7) _____ comes and it's time to go
I jump on my board and skateboard (8) _____

No skateboarding at home and that's a shame
So on my computer, I play skateboard (9) _____!



3

Adventure



Discuss:

- ▶ Are you an adventurous person?
- ▶ What's the most exciting thing you have ever done?
- ▶ Do you know any mystery stories?

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



A



B



C



D



E

In this module you will learn...

- ▶ to use the Past Progressive
- ▶ to narrate past events
- ▶ to distinguish between the Past Simple and the Past Progressive
- ▶ to describe your feelings
- ▶ to discuss what you can do at a funfair
- ▶ to write a story



Vocabulary

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

tree banana bike arm broke wall



2

Tina fell off her _____ and hurt her knee.



3

Nigel crashed into a _____, hit his head and _____ his wrist.



4

Jessica slipped on a _____ skin, fell down and sprained her ankle.

1

Brian jumped off a _____, fell down and hurt his _____ and his back, and broke his finger.

2 Read

A. The people and the cat shown below were involved in a car accident. Can you guess what happened?



TIP!

Before you read the text, look at the pictures. They will help you understand the text.



B. A police officer is interviewing three eyewitnesses to the accident. Listen, read and check your answers. Then read the dialogues out in groups.

Officer Excuse me, what exactly happened here?
Man I'm not sure. I live in that house over there. I just saw the boy. He was lying on the pavement and his knee was bleeding, so I called for an ambulance.
Officer Did the car hit the boy?
Man I really don't know. Is he OK now?
Officer The boy? Yes, he just hurt his back and his knee.

Officer Excuse me, did you see the accident?
Girl Yes. The boy was skateboarding on the pavement. Suddenly, I saw the car.
Officer Where were you?
Girl I was walking on the other side of the street.
Officer Was the driver going fast?
Girl Yes! But suddenly, the car swerved, changed direction and almost hit the boy!
Officer So, the car didn't hit the boy.
Girl No, he just fell down and the car crashed into a tree.
Officer That's strange.

3 Grammar

Past Progressive

AFFIRMATIVE	NEGATIVE	QUESTIONS
I He She was sleeping It	I He She wasn't (was not) sleeping It	I he she sleeping? Was she it
We You were sleeping They	We You weren't (were not) sleeping They	we you sleeping? Were you they

• I **was studying** at ten o'clock last night. I **wasn't watching** TV.

• It **was raining** yesterday and the children **were playing** in the rain.

Complete with the Past Progressive of the verbs in brackets.

- Yesterday afternoon Jill and Greg _____ (cook). Suddenly, Jill cut her finger. It _____ (bleed) a lot and she couldn't stop it so Greg took her to hospital.
- Susan _____ (watch) DVDs all day yesterday. At seven, a friend came to see her.
- A: What _____ you _____ (do) all afternoon? _____ you _____ (play) the guitar?
B: No, I _____ (not play) the guitar. I _____ (surf) the Net.
- A: How did Sophia break her leg?
B: Well, she _____ (run) near the swimming pool and she slipped and fell.

- Officer** Excuse me, can you explain what happened?
Woman Well, there was a cat, you see.
Officer Ah! A cat.
Woman Yes. It was in the middle of the street. I think the driver didn't want to hit it, so she...
Officer Now, I understand. The driver swerved because of the cat and almost hit the boy.
Woman What boy?
Officer Never mind.

C. Read again and complete the paragraph below.

A boy was skateboarding on the (1) _____.
 A young woman was (2) _____ her car but she was going fast. Suddenly, she saw a (3) _____.
 In the middle of the (4) _____. She tried not to hit the cat so she swerved and (5) _____.
 Into a tree. She didn't (6) _____ the boy but he fell off his (7) _____ and hurt his back and his (8) _____.

4 Speak & Write

A. ROLE PLAY

Imagine that there was a car accident in your neighbourhood yesterday. Talk in groups of four.

Student A: You are a police officer. Ask the eyewitnesses (Students B, C, D) questions.

- What time did the accident happen yesterday?
- Where were you?
- What were you doing?
- What exactly did you see?
- Did you call for an ambulance?

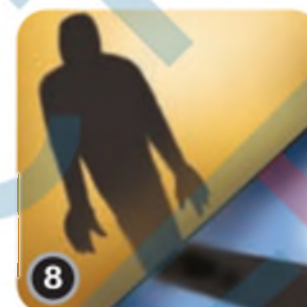
Students B, C, D: You are eyewitnesses to the accident. Think about the questions above and discuss what happened. Then answer Student A's questions.

B. Write a short paragraph about the accident.

1

Vocabulary

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



ghost



alien



scream



appear / disappear



shadow



dark



footprints



monster



When you learn new words, you must remember if they are verbs, nouns, adjectives, etc.

2

Read



A. Look at the pictures, read the titles of the texts and guess what the mysteries are about. Then listen, read and check your answers.

Real-life Mysteries



Green Children in Woolpit

Last year, I was on holiday in Suffolk with a friend. One evening, we were walking in a forest near the village of Woolpit when we heard some strange voices. They were coming from behind some bushes. When we went closer, we saw two children. The strange thing was that these children were green! Their skin, their clothes, everything! They were like aliens. When my friend saw them, she started screaming. She was frightened! I was calm and tried to follow them, but the children disappeared into the forest. Were they playing a joke on us or not? I really don't know.

Matilda Harrison



Huge Himalayan Footprints

My mountain climbing group organised a trip to the Himalayas last year. On the last morning, a friend and I were exploring the area when suddenly we saw some huge footprints in the snow! They looked like human footprints but they were twice the size of my footprints. We were frightened! We ran back to the campsite and told the others. Who made those footprints? The others said it was probably a wild animal or a monster, but I don't think so.

Jim Moor

B. Read again and write M for Matilda, J for Jim or B for both.

1. I was with a friend when it happened. ☐
2. It was getting dark when it happened. ☐
3. I can't explain what I saw. ☐
4. I was scared. ☐
5. I heard and saw something strange. ☐

3 Grammar

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

- While we **were sitting** in the garden, we **heard** a strange noise.
- I **was walking** on the beach when it **started** raining.
- While George **was driving**, he **was listening** to music.

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

1. I _____ (lie) on the sofa when I _____ (see) a shadow on the wall. I was frightened!
2. While Samantha _____ (do) her homework, Pam _____ (write) e-mails.
3. While you _____ (play) tennis, Rob _____ (call) you.
4. The teacher _____ (read) something to her students when Mr Barnes _____ (come) into the room.
5. Gary _____ (fall) and _____ (break) his leg while he _____ (run).

4 Listen

A. You will hear a radio programme called Mystery Hour. Before you listen, guess the answers to the questions below. Then listen and check your answers.

1. Were there ever any green children in Woolpit?
2. Why were they green?

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

1. The green children first appeared in Woolpit nine years ago. ☐
2. The green children ate only green vegetables. ☐
3. The girl died after a year. ☐
4. The green children spoke the same language as the people in Woolpit. ☐

5 Speak

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

1

Vocabulary



Listen and repeat.



2

Read



A. Look at the pictures. What happened to Bill? Listen to the dialogue and find out. Then read it out in groups.

Amy Hey, Liv, let's get some lemonade and go to Dreamland.

Liv OK. Wait, there's Bill and Stu.

Amy So, what's it like in Adventureland?

Bill There are no roller coasters but there are some great rides.

Liv Hang on a minute. You're all wet.

Stu Yeah, we went on the log flume.

Amy What's that?

Stu It's like a big water slide.

Bill And you're in a boat.

Liv Bill, you've got some blood on your T-shirt. Are you OK?

Bill Don't worry, that's just ketchup. I ate a sandwich.

Stu Well, you didn't actually eat it all. Ha, ha...

Amy What do you mean?

Bill We each got a sandwich before we got on, but I didn't manage to finish it. So, I took it with me.

Amy You took food on the ride?

Stu Yeah, bad idea.

Bill I was eating my sandwich when suddenly, we went down a hiii. I got ketchup all over my T-shirt.

Stu Luckily, we splashed into some water and it washed it off a bit.

Bill Anyway, it was great fun! Right, what's next?

Amy Was there a long queue at the log flume?

Stu Why?

Liv We want to go on it too!

B. Read again and complete the sentences.

1. The girls were going to _____ when they saw the boys.
2. There aren't any _____ in Adventureland.
3. There's _____ on Bill's T-shirt.
4. Bill _____ while he was on the log flume.
5. _____ want to go to Adventureland.

3 Grammar

some - any - no

- There are **some** nice souvenirs over there. Let's check them out.
- Would you like **some** orange juice?
- We haven't got **any** DVDs.
- Is there **any** coffee left?
- There were **no** bumper cars at the funfair.
- There was **no** food left so we went out for dinner.

Complete with *some*, *any* or *no*.

1. Are there _____ good restaurants in the area?
2. I'm sorry. There is _____ lemonade. Would you like _____ orange juice?
3. We wanted to go on the roller coaster and luckily there were _____ people in the queue.
4. When we went to Costa Rica, we bought _____ beautiful paintings by local artists.
5. They didn't have _____ ice cream, so I got us _____ cake.

4 Pronunciation

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

a. sandwich b. wheel c. ride

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

	sandwich /ɪ/	wheel /i:/	ride /aɪ/
slide			
cream			
prize			
each			
hill			
Ferris			
why			

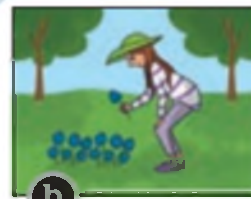
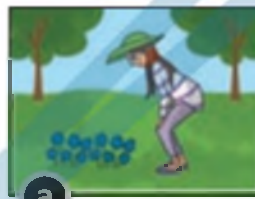
C. Read again and put the summary of the story in the correct order. Write 1-7. Which words are used to link the sentences?

1. While Bill was eating his sandwich, the log flume went down a hill and he got ketchup all over his T-shirt.
2. When they got there, they each got a sandwich.
3. Then, they decided to get on the log flume.
4. Yesterday, Bill, Stu, Amy and Liv went to the funfair.
5. First, Bill and Stu went to Adventureland.
6. Later, they found Amy and Liv and told them about Bill's accident.
7. After that, they splashed into some water and the ketchup washed off.

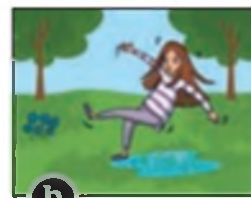
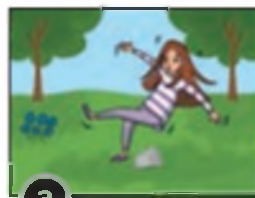
5 Listen & Write

A. Listen to Sue talking to her friend Frank on the phone about an experience she had yesterday, and answer the questions. Choose picture a or b.

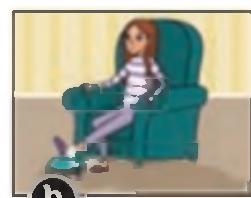
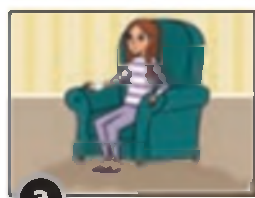
1. What was Sue doing when she lost her hat?



2. How did Sue get hurt?



3. What happened to Sue?



B. Write a short paragraph about what happened. Use some of the words in the box to link your sentences.

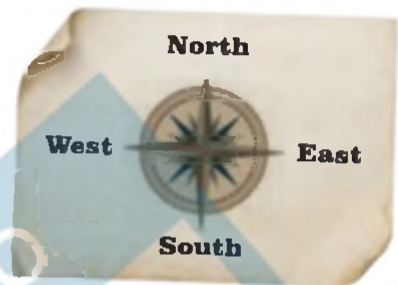
when
while
then
after that
later

I Vocabulary

A. How do they feel? Listen and repeat.



B. Listen and repeat.



Write down new words in your notebook. Together with the English word write the translation in your language and an example sentence.

2 Read

A. Look at the book cover and the picture from Chapter 1 and guess the answers to the questions below. Then listen, read and check your answers.

1. Where does the story take place?
2. Who are the main characters?
3. Are the animals friendly or unfriendly?
4. What will happen?

CHAPTER 1

It was cold and icy in the far north of America and there was snow everywhere. Henry and Bill were on a long and difficult journey. In the beginning, they had six dogs, but every night, they lost another to the wolves. Now, with only three dogs, they were travelling slowly.

'Everyone knows that sharks follow ships. Well, those wolves are land sharks!' said Bill. He was very angry because they couldn't scare the wolves away.

Suddenly, a brave she-wolf appeared. There was something different about her. She was half dog, half wolf and wasn't scared of the humans. Henry and Bill were surprised. Even their dogs were friendly to her and one of them ran towards her. Then about twelve wolves jumped out of the bushes, attacked the dog and started biting

its neck and legs. The two men were shocked!

'It's a trap! These wolves are clever! We need to stop them, now!' said Bill and started chasing the wolves.

'You're crazy!' shouted Henry. 'You've only got three bullets!'

A few minutes later, Henry heard cries and three gun shots. Then he heard nothing. Bill didn't return. He knew he couldn't do anything to save him. It was just him and two dogs now. He was alone and afraid.

4 White Fang | Jack London

TIP! When you don't know the meaning of a word, try to guess its meaning.



3

Grammar

Compounds of *some, any, no, every*

	SOME	ANY	NO	EVERY
People	someone somebody	anyone anybody	no one nobody	everyone everybody
Things	something	anything	nothing	everything
Places	somewhere	anywhere	nowhere	everywhere

- I'm bored. Let's do **something**!
- I'm hungry. Is there **anything** to eat?
- I asked the class, but **nobody** knows where Bill is.
- **Everyone** always has a good time at Jill's parties.

Circle the correct words.

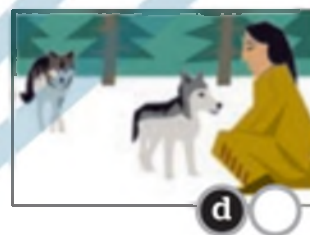
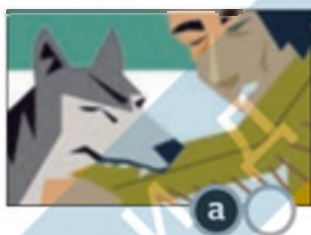
- A: Would you like **something** / **nothing** to drink?
B: No thanks. I don't want **anything** / **nothing**.
- A: Who's that?
B: She's new at school but **everyone** / **no one** likes her.
A: Why not?
B: Because she thinks she knows **something** / **everything**.
- A: Does **everybody** / **anybody** know Kevin?
B: I do.
A: I've got **something** / **anything** for him.
Can you give it to him?
B: Sure.
- A: I can't find my MP4 player **somewhere** / **anywhere**!
B: It's probably **somewhere** / **everywhere** in your room. Look again.

4

Listen



A. Listen to a teacher talking to his students about *White Fang* and put the pictures in order. Write 1-4.



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

- Some men saved Henry from the wolves. ☐
- The she-wolf is White Fang's mother. ☐
- A man called Grey Beaver gave White Fang his name. ☐
- The she-wolf tried to attack the Indians. ☐
- White Fang used to live with men in the past. ☐

B. Read again and answer the questions.

- What was the weather like?
- How many dogs did Henry and Bill have when they started on their journey?
- Why was the she-wolf different?
- What happened when one of the dogs ran towards the she-wolf?
- Why did Henry think Bill was crazy to chase the wolves?
- What happened to Bill?
- How did Henry feel?

5

Speak

Discuss the following:

- Did you like the extract from *White Fang*?
- How do you think the story continues?
- Would you like to read the book *White Fang*?
- Do you like dogs or are you afraid of them?
- Have you got or did you use to have a dog? What is/was it like?

1

Vocabulary

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

- I lost my keys.
- I got stuck in a lift.
- I missed the bus.
- I got lost.
- I got a flat tyre.
- I got locked out.

1



2



3



4



5



6



2

Speak & Write

A. Read the story and answer the questions. When it is possible, underline words/phrases in the story to justify your answers.

Lucky or unlucky?

It all happened two months ago. It was Monday afternoon and I was walking back home from school. Suddenly, I saw a black cat. 'That's bad luck,' I thought.

When I got home, I saw the cat again in our garden. I quickly ran outside but it was very windy and the door closed behind me. I got locked out! I had no keys, phone or money. My parents were away for a few days, so nobody could help me. Luckily, my bedroom window was open, so I took a ladder and started climbing up. Unfortunately, while I was climbing, a police officer saw me. 'Come down immediately!' he shouted. I was shocked!

I tried to explain the situation but he didn't want to listen. Fortunately, after a while, our next-door neighbour heard us, came out and said to the police officer, 'I don't think Chris is a burglar! That's his house!' Well, maybe I was lucky in the end.

- Does the writer say when and where the story happened?
- Does the writer mention the events of the story in the order in which they happened?
- Does the writer use present tenses to describe what happened?
- Does the writer use adjectives and adverbs?
- Does the writer use linking words?
- Does the writer say what finally happened?



B. Read and complete the sentences with the words in the box.

when while suddenly luckily unfortunately

When you write a story:

- use the words *when* and *while* to link two past actions.
When I saw the bus, I started running.
When Pete arrived home, his parents were having lunch.
While I was walking home, I met my teacher.
Kate was listening to music while she was drawing.
- use adjectives like *surprised*, *shocked*, *scared*, etc. to describe how you felt and adverbs like *suddenly*, *(un)luckily* and *(un)fortunately*.

1. Raymond was in the lift all alone. _____, it stopped. He was frightened!
2. _____ Susan left the room, they started talking about her.
3. We were walking on the beach when it started raining. _____, it stopped after a while.
4. Tracy had a very nice book about Spain. _____, she lost it.
5. _____ we were studying, Brian was playing the guitar.

C. Talk in pairs. Below are the first and last paragraph of a story. Look at the pictures and use the prompts to tell the main part of the story.

Last weekend, Kelly and her cousin Carla decided to go camping in the forest. It was the beginning of summer and it was quite warm and sunny.



- When / they / arrive / they / put up / tent / near / river
- Then / they / decide / to explore / area



- They / walk / in / forest / when / suddenly / they / hear / strange noise
- They / think / it / be / bear!
- They / be / frightened / so / they / start / running



- After a while / they / get tired / and / stop
- They / want / go back / tent / but / they / not can
- They / be lost!



- Kelly and Carla / walk / for hours / and / finally / find / road
- Luckily / there / be / car / with / flat tyre
- The driver / try / fix / it

Fortunately, when the driver fixed the flat tyre, he took the girls home safely. They were so happy to be back. After their adventure, they didn't want to go camping alone again!

D. Write the main part of the story shown above.

TIP! Use the prompts given. Don't forget to make any necessary changes.

Listen, read and complete the sentences.

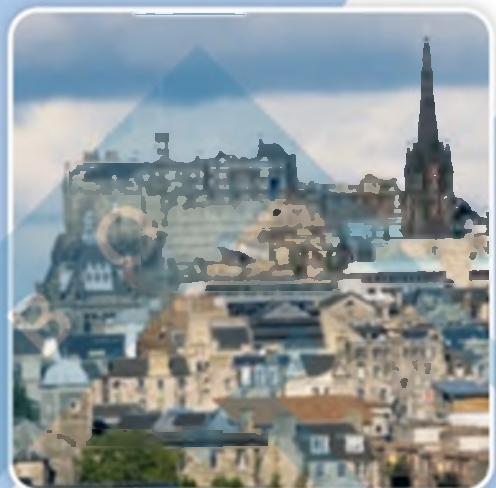
SCOTLAND

With its incredible beauty, castles and stories full of mystery, Scotland is one of the most amazing places in the world.



The Highlands are in the north of Scotland and they are one of the most popular places to visit. They're home to Britain's highest mountain, Ben Nevis. The green hills, blue rivers and lakes of the Highlands make them the perfect place for visitors.

There are lots of lochs (lakes) in Scotland. Loch Ness is probably the most famous. Many people believe that Nessie, the Loch Ness Monster, lives there and lots of tourists visit the lake every year hoping to take a picture of her! Some parts of the lake are more than 200m deep, so it's the perfect place for a monster!



Edinburgh became the Scottish capital at the beginning of the 15th century. Today it is a popular tourist centre.

The bagpipes are the traditional musical instrument of Scotland. Scottish men play the bagpipes wearing a traditional kind of skirt, a kilt.



Gaelic

fàilte (fall-che) = welcome

Alba (ah-luh-buh) = Scotland

Many years ago, Scottish people spoke Gaelic. Today, they speak English too. However, the pronunciation of Scottish English is different. So, 'What's your name?' sounds like 'Whit's yer name?'.

1. The _____ of Scotland is Edinburgh.
2. Ben Nevis is in the _____.
3. Loch Ness is famous for _____.
4. Tourists visit Loch Ness and try to _____.
5. A _____ is a traditional Scottish skirt for men.
6. Scottish people speak English and _____.

Project

Make a flyer!

What is special about your country? Think of some of its beauties, historical places, buildings and traditions. Is there a legend related to a specific place? Choose the Information you are going to use and make a flyer similar to the one above.



Discuss:

- Do you live in a small town or a big city?
- What's it like where you live?
- Would you like to change anything about where you live?

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



In this module you will learn...

- to make an offer, ask for permission and make polite requests
- to express possibility
- to ask for and give directions
- to refer to the location of places in a town/city
- to read a map
- to make comparisons
- to discuss life in the city and in the country
- to talk about space and our solar system
- to write about your town/city

Complete the sentences with the places in the box. Then listen and check your answers.

1. You can buy magazines and newspapers at the _____.
2. You can post a letter or buy stamps at the _____.
3. You can borrow books from the _____.
4. You can get a haircut at the _____.
5. You can book a holiday at the _____.
6. You can get medicine from the _____.
7. You can buy fruit and vegetables at the _____.
8. You can buy flowers at the _____.

A. Listen and read. Where would you hear these dialogues? Choose from the names of the places in activity 1 and write them in the boxes.

Find key words in the text. They help you understand the main ideas.

Girl Hello.
Man Good afternoon, can I help you?
Girl Yes, please. Have you got today's *Daily News*?
Man Yes, of course. Here you are.
Girl Thanks.
Man Would you like anything else?
Girl Yes. Have you got the magazine *Popular Teens*?
Man Hmm, there may be one on that shelf over there. Let me check.

Boy Hello, could I ask you something?
Woman Yes, of course.
Boy I left my card at home. Can I still borrow this book?
Woman No, I'm afraid you can't.
Boy But I really need this book. I can bring my card tomorrow.
Woman I'm sorry. You know, there is something you can do.
Boy What's that?
Woman Ask one of your friends to borrow it for you.
Boy That's a good idea. Thank you!
Woman You're welcome.

Woman Good morning, how can I help you?
Man I'd like to go to San Juan in July.
Woman San Juan, Puerto Rico?
Man That's right. Are there any cheap flights?
Woman Umm, I'm afraid not. Tickets are around 1100 euros. But I might find some cheap tickets for June.
Man June? Oh, no. I want to go to a dance festival in July.
Woman I haven't got anything, sorry.
Man Thank you anyway.

6. The woman decides to give the boy the book anyway.

3 Grammar

Can / Could / May / Might

We use

- Can I...?, Could I...?, May I...? to make an offer.
Could I get you something to drink?
- Can I...?, Could I...?, May I...? to ask for permission.
May I use the phone?
- Can I/you...?, Could I/you...? to make polite requests and ask for a favour. **Could** is more polite.
Could you drive me to the city centre?
Can I have some coffee, please?
- **may, might** and **could** to express possibility in the present or future. **Might** expresses slight possibility.
We might go to the party, but I'm not sure.

Match.

- | | |
|-------------------------------------|---------------------------------------|
| 1. It's hot in here. | a. Can I borrow €50? |
| 2. You look tired. | b. May I use your phone? |
| 3. I need to call my sister. | c. Could you open the window, please? |
| 4. I'm a bit hungry. | d. It might rain. |
| 5. It's very cloudy. | e. Can I help you with the housework? |
| 6. I really want to buy this skirt. | f. I may get a sandwich. |

4 Pronunciation

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

- a. café
b. cinema

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

	café /k/	cinema /s/
medicine		
welcome		
card		
centre		
facilities		
haircut		
perfect		
voice		

5 Speak

Talk in pairs. Imagine you are the people shown in the pictures below. Ask and answer questions.



Can I go to the concert, Mum?

Yes, of course. / Sorry, you can't.

Vocabulary



stop sign



Turn
left

Turn
right

Read 

Stu Thanks. Level eight, here I come!

Stu Thanks. Level eight, here I come!



Prepositions of place



1.
A: Excuse me, is there a florist's near here?
B: Yes, there's one on Sunset Road. It's **opposite / next to** a market.
A: How do I get there?
B: Well, we're on Green Street now. Go straight on and **on / at** the traffic lights turn right. Go **past / through** Mint Road and turn left at the chemist's. That's Sunset Road. Go **up / around** this road and the florist's is on your left.
A: Thank you very much.

2.
A: How **do** I get **from / at** the train station to the police station?
B: Well, go **down / into** Green Street and turn **right to / into** George Street. The police station is on **your** right, **behind / between** the library and the post office.

A. Listen to two people talking and draw the route on the map.



Go down..	Turn right/left at the...
Walk towards...	Turn right/left Into... Street/Road.
Go past...	It's on your right/left
Go straight on.	

So, how do I get from the station to your house?
Go straight on and then...



Match. Then listen and check.



tree house

block of flats

Do you like life in the city or in the country? Do the quiz and find out!

Are you a **city**
or a **country** person?



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Grammar

Comparative forms

POSITIVE	COMPARATIVE
fast	faster
nice	nicer
big	bigger
busy	busier
peaceful	more peaceful
good	better
bad	worse
far	farther/further
many/much	more

Life in the country is more peaceful than life in the city.

NOTE (not) as + adjective + as

Life in the city isn't as peaceful as life in the country.

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

1. We are _____ (tired) today than we were yesterday.
2. The houseboat is _____ (cheap) than the caravan.
3. Sam isn't as _____ (annoying) as his sister Beth.
4. Today, it isn't as _____ (cold) as it was yesterday.
5. Phil is _____ (good) than Neil at tennis.
6. Life on a farm is _____ (difficult) than life in the city.
7. Our new sofa is as _____ (comfortable) as my bed.

Listen



A. Listen to four people talking and match them with their new homes.



Lionel Polly Eric Stacey

B. Listen again and match the people with the statements.

Lionel My new home is nice but noisier than my old home.

Polly I think life in the country is healthier than life in the city.

Eric I liked my old neighbourhood more than my new one.

Stacey I like living in the country and in the city.

Speak & Write

A. Talk in small groups. Look at the pictures below. Compare the two places using the adjectives in the box.



boring interesting busy crowded
healthy ugly safe dangerous modern
noisy peaceful exciting quiet

Life in the city is more dangerous than life in the country.

Yes, but life in the city is more exciting.



B. Write a few sentences answering the following questions: Which place do you prefer, the city or the country? Why?

Check your score:

More as: You are a city person and you prefer a busy lifestyle. You enjoy the excitement and you don't mind noisy places. You love shopping and all the things a city has to offer. Living in the country is boring for you.

More bs: You are a country person and you prefer a relaxed lifestyle. You love nature and animals, and you like living without noise and pollution. You love walking, exploring places and meeting people.

More Cs: You are not exactly a city or a country person. You like the fun of the city but you also enjoy some peace and quiet. For you, an easy and comfortable lifestyle is more important than the place you live.

1 Vocabulary

Listen and number the pictures. Write 1-6.



planet

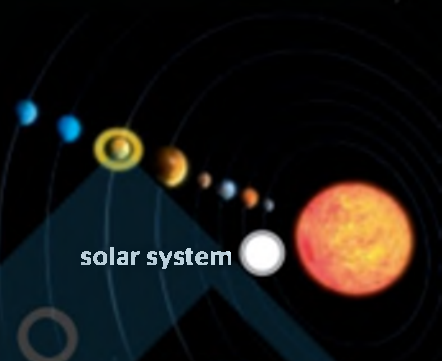


galaxy

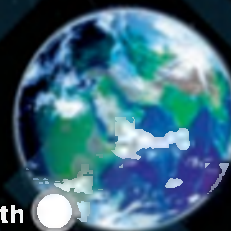


moon

star



solar system



Earth

2 Read

A. What do you know about our solar system? Listen, read and check your answers.

Our solar system

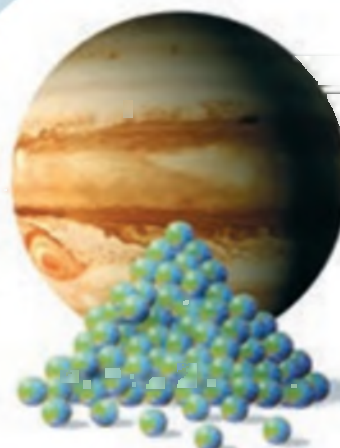
There are billions of galaxies in the universe. Each galaxy has got billions of solar systems! Everybody knows that, right? Well, there's more!

Our galaxy, the Milky Way, has got up to 400 billion stars, and one of them is the sun. The sun is in the centre of our solar system and all the planets move around it. It is important for life on Earth because it gives us light and heat.

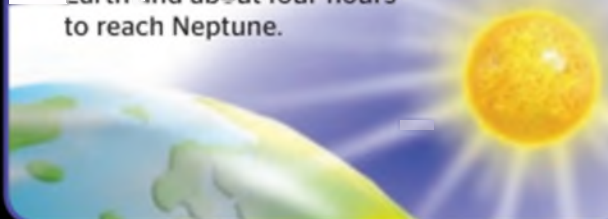
Our solar system has got eight planets, not nine like we used to think: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. Scientists don't consider Pluto a planet any more, but a *dwarf* planet, because it's very small. So, the smallest planet in our solar system is Mercury and the biggest is Jupiter. Also, the closest planet to the sun is Mercury, but it isn't the hottest. The hottest planet of all is Venus, but don't think you can sunbathe there: it has temperatures of about 460 °C! Neptune is the farthest planet from the sun, and it is one of the coldest planets of the solar system along with Saturn and Uranus. Temperatures on Neptune can reach -220 °C!

! It takes one second for a human to freeze on Uranus!

! You can fit around 1320 Earths inside Jupiter! That's big! Also, Jupiter is as heavy as 317 Earths!



! Sunlight travels at about 300,000 km/sec. It takes about 8 minutes to reach the Earth and about four hours to reach Neptune.



3 Vocabulary

Look at the box and read the numbers a-e aloud. Then listen and check.

4056 four thousand and fifty-six
25,377 twenty-five thousand, three hundred and seventy-seven
33,000,000 thirty-three million
2,850,146,500 two billion, eight hundred and fifty million, one hundred and forty-six thousand, five hundred

- a. 372
- b. 3,400,000,000
- c. 59,213
- d. 4,200,000
- e. 7690

4 Grammar

Superlative forms

POSITIVE	COMPARATIVE	SUPERLATIVE
tall	taller	the tallest
large	larger	the largest
hot	hotter	the hottest
easy	easier	the easiest
popular	more popular	the most popular
good	better	the best
bad	worse	the worst
far	farther/further	the farthest/furthest
many/much	more	the most

Venus is **the hottest planet of all**.
 The **smallest planet in our solar system** is Mercury.

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

- Adam is _____ (tall) than Mike, but Fran is the _____ (tall) of the three.
- I didn't have a lot of money on me so I bought the _____ (cheap) T-shirt in the shop.
- The National Museum is as _____ (popular) as the History Museum.
- Today, it isn't as _____ (warm) as it was yesterday. I think today is the _____ (cold) day of the week.
- My uncle's car is _____ (new) and _____ (modern) than my dad's.
- Who's the _____ (famous) scientist of our century?
- In Malta, July is the _____ (hot) month of the year. The temperature can reach over 38 °C!

5 Speak GUESSING GAME. Talk in pairs.

	average temperature	size (diameter)	distance from sun
Mercury	167 °C	4900 km	58,000,000 km
Venus	464 °C	12,100 km	108,000,000 km
Earth	15 °C	12,800 km	150,000,000 km
Mars	-63 °C	6800 km	228,000,000 km
Jupiter	-145 °C	143,000 km	778,000,000 km
Saturn	-184 °C	120,000 km	1,400,000,000 km
Uranus	-214 °C	50,000 km	2,900,000,000 km
Neptune	-210 °C	49,500 km	4,500,000,000 km

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

- Every galaxy has got lots of universes. ☐
- The sun is in a solar system but not in the Milky Way. ☐
- The Earth is bigger than Mercury. ☐
- The Earth is 1320 times smaller than Jupiter. ☐
- Venus is hotter than Mercury. ☐
- Uranus isn't colder than Venus. ☐

Student A: Choose four planets from the table above, but don't tell Student B. Then describe the planets to Student B, as in the example. You have two minutes. How many planets did he/she guess correctly?

Student B: Listen to Student A's descriptions and try to guess the planets. How many planets did you guess correctly in two minutes?

It's bigger than Mars but it isn't the biggest planet in our solar system.

Is it ...?

No. It's the hottest planet.

I know. It's ...

Correct! Next one. It's ...

TIP! Before you speak, make sure you understand the task and how you should use the prompts.

1 Vocabulary

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



a. train station



b. airport



c. stadium



d. car park



e. bridge



f. castle



g. port

2 Listen

A. Before you listen, look at the pictures below. Do you know anything about these places?



☐ Golden Gate Park



☐ Chinatown



☐ Golden Gate Bridge



☐ Cable cars



☐ San Francisco Bay

B. Listen to a radio advertisement and tick the places above that are mentioned.

C. Listen again and complete the sentences.

- San Francisco is the _____ largest city in California.
- _____ tourists visit San Francisco every year.
- The Golden Gate Bridge is _____ metres long.

- At AT&T Park you can watch a _____ game.
- _____ is a good place for shopping at street markets.
- You can go on a bike ride over the _____.

3 Speak & Write

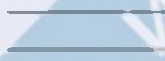
A. Read the description and answer the questions below.

- What place is the writer describing?
- Where is that place?
- How many sights does the writer talk about in the second paragraph?
- What does the writer think of Paris?
- What does the writer enjoy doing with his friends?
- What adjectives does the writer use to describe the place?



There are many interesting sights in Paris and tourists never get bored with visiting them. There's the Eiffel Tower, for example. It is 324 m tall and millions of people visit it every year. The view from the top is amazing! There are also lots of museums and art galleries in Paris. The biggest and the most popular is the Louvre. Here you can see famous sculptures and paintings like Leonardo da Vinci's Mona Lisa.

B. Think about your town/city. Look at the questions in the speech bubble and make some notes. Then talk in pairs.



What do you enjoy doing there with your friends?



- There's a beautiful forest near here. I go **there** hiking in the forest every weekend.
- Lots of tourists visit my town and I always **them** try to show the tourists around.

1. it: _____
2. them: _____
3. It: _____
4. Here: _____
5. them: _____
6. We: _____

- 👉 What do you think of the town/city?
- 👉 Is there anything you like/dislike about it?
- 👉 What do you enjoy doing there with your friends?

Use a variety of adjectives when you write to make your description more interesting.

SONG 2

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

Unlucky day

I woke up this morning
One hour late for (1) **breakfast / school**
I missed the (2) **taxi / bus** so I walked
Oh, I'm such a fool!

While I was walking
I saw a big black (3) **dog / cat**
I slipped and fell down
Ouch! I (4) **broke / hurt** my back.

It's an unlucky day
Oh, when will it end?
Please tell me soon
Or I'll go crazy my friend!

I asked my dad for the (5) **car / bike**
And he gave it to me
But when I was (6) **driving / riding** home
I crashed into a tree!



5

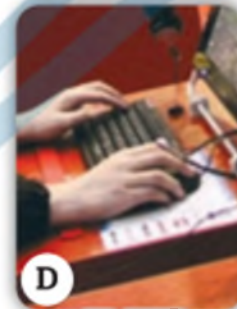
Modern world



Discuss:

- ▶ Do you use computers? What for?
- ▶ How important is it to protect the environment?
- ▶ What do you think your life will be like in the future?

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



In this module you will learn...

- ▶ to talk about your future plans
- ▶ to express your opinion and make predictions about the future
- ▶ to make promises, on-the-spot decisions, offers and requests
- ▶ to say what you must/have to, mustn't or don't have to do
- ▶ to talk about environmental problems
- ▶ to make suggestions
- ▶ to invite and to accept or refuse an invitation
- ▶ to write an e-mail of invitation

5a

1

Vocabulary

Match. Then listen and check your answers.

printer
screen
keyboard
monitor
mouse pad
laptop
speakers
cursor
USB flash drive
mouse



2

Read

A. Listen and read. Do the boys enjoy the computer fair?

7th Annual Woburn Computer Fair

- See the latest in computer technology
- Listen to top computer experts speaking
- Find some great bargains!

Date: Saturday 8 April /9 a.m. - 9 p.m.
Venue: McHill School, Main Hall

Entrance fee only €5



Alan Hey Greg, are you going to the computer fair on Saturday?
Greg Computer fair? Where?
Alan At McHill School. It's brilliant! You can see all the latest technology and find some real bargains there.
Greg Sounds good.
Alan I'm going to get a new laptop.
Greg Actually, I need a wireless mouse.

Alan Great! Let's go together.
Greg Hold on! I can't. I'm playing football on Saturday morning.
Alan That's OK, it's open till late. We can go in the afternoon.
Greg Nice one. How are you going to get there?
Alan By bus. So, are you coming?
Greg Why not?

3 Grammar

Future *be going to*

AFFIRMATIVE	NEGATIVE	QUESTIONS
I 'm going to play	I 'm not going to play	Am I going to play?
He She 's going to play It	He She isn't going to play It	Is he she going to play? it
We You 're going to play They	We You aren't going to play They	Are we you going to play? they

TIME EXPRESSIONS

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

We use the **Future *be going to*** for something we intend to do in the future.

- NOTE**
- We use the **Present Simple** for future actions related to official timetables and programmes.
The plane arrives at seven.
 - We use the **Present Progressive** for actions we have arranged to do in the near future.
I'm definitely buying a printer at the fair on Saturday.

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

stay have help watch get not come

- A: Hey, guess what! My dad _____ me a new computer!
B: _____ it _____ a wireless keyboard and mouse?
A: Of course!
2. A: Are these tickets for the tennis match?
B: Yes, my brother and I _____ the match together tonight. What about you?
A: No, I _____ at home. I might watch it on TV.

- A: Jane _____ camping with us.
B: Why not?
A: Her parents are painting their house and she _____ them.

At the computer fair...

- Greg** You were right about this fair. It's out of this world! This mouse was a real bargain.
Alan Yeah, I love my new laptop. It was so cheap! Are you going to buy anything else?
Greg Yeah, I definitely want a printer. I'm going to check out those printers over there.
Alan OK, I'm going to get something to drink. Do you fancy anything?
Greg No, thanks. Meet you at the exit in a while, OK?

B. Read again and answer the questions.

- Who can you listen to at the computer fair?
- What time does it close?
- Where does it take place?
- What is Greg doing on Saturday morning?
- How do Alan and Greg get to the computer fair?
- What do they buy at the fair?
- Where are Alan and Greg going to meet in the end?

4 Pronunciation

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

a. check b. cheap

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

	check /e/	cheap /i:/
screen		
exit		
technology		
keyboard		
fee		
speaker		
entrance		

5 Speak & Write

A. In pairs, discuss your plans for the weekend.

What are you going to do on Saturday morning?

I'm going to...

Sounds great. What about in the afternoon?



B. Write a few sentences about your plans for the weekend.

Vocabulary



Listen and repeat. Which of these gadgets have you got?



smartphone



wireless headphones



e-reader



smartwatch



game console

Read



A. Look at the posts below from an online forum. What does the boy want to buy? What do the other posters recommend?

TECHNO TEAM

for all your online questions

HOME

FORUM

GROUPS

Charlie_07



Hi everyone. I need some advice. I have a new smartphone and I want to buy new headphones for it. But I'm not sure what kind of headphones I want to buy. I like wireless headphones, but they are usually expensive. Any ideas?

Location: UK
Posts: 15

05-10-2022, 11:52 A.M.

Mr Cat



Hi! Welcome to Techno Team. I've got the TH250 headphones. They are wireless and they're not very expensive. You can get them in lots of different colours too. I think that you will really like them.

Location: France
Posts: 190

05-10-2022, 12:05 P.M.

Chocolate_cake



I've also got the TH250 headphones, but I don't really like them. They work OK when I connect them to my phone, but sometimes they don't work when I connect them to my computer. I have to turn my computer off and then turn it on again. I can't buy new headphones at the moment but, in the future, I think I'll buy the new wireless SD500 headphones. My best friend's got them and he likes them a lot.

Location: Spain
Posts: 90

05-10-2022, 12:15 P.M.

Silvia



I've got the SD500 headphones too. They're great! They are a bit expensive, but the sound is so good. Check them out! I promise you will love them.

Location: Italy
Posts: 75

05-10-2022, 02:03 P.M.

Charlie_07



Thanks for your advice, guys! I'll go to the electronics shop tomorrow and I'll check them out.

Location: UK
Posts: 16

06-10-2022, 11:32 A.M.

3 Grammar

Future will

AFFIRMATIVE	NEGATIVE	QUESTIONS
I	I	I
You	You	you
He	He	he
She 'll (= will) go	She won't (=will not) go	Will she go?
It	It	it
We	We	we
You	You	you
They	They	they

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

- *I think she **will** be a great player one day.*
- *This jacket is very expensive. I **won't** buy it.*
- *I promise I **won't** be late again.*
- *Don't worry, I'll help you do your project.*
- ***Will** you do something for me?*

NOTE • We use **will be able to** to express ability in the future. *He'll be able to play football on Saturday.*
• We use the **Future Progressive** to talk about planned actions. *We will be leaving at 8 a.m.*

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

not buy drive win not watch bring help

- A: How am I going to get to the airport tomorrow?
B: I _____ you there, don't worry.
- Mario and Nancy _____ a new car. They haven't got the money!
- A: _____ you _____ me find information on the Internet, please?
B: Sure.
- I think Manchester United _____ the match tonight.
- Can I borrow your jacket? I _____ it back tomorrow, I promise.
- This film is very scary. We _____ it.

4 Listen



Listen to a brother and sister talking at home and write T for True or F for False.

- The event lasts for one day. ☐
- They will see new game consoles at the event. ☐
- The event starts at two o'clock. ☐
- They are going to ride their bikes. ☐
- Billy turned off the TV. ☐

5 Speak & Write

A. Read the phrases. Which of these words/phrases do we use when we are 100% certain, almost certain, and not so certain about something?

- | | |
|----------------------------|---------------------------|
| • I'm sure that... | • I (don't) think that... |
| • It will definitely be... | • It will probably... |
| • It will certainly be... | • Maybe... |

B. Talk in pairs. Make predictions about what gadgets will be like in 20 years' time. Use the phrases from activity A.

Will people still have smartphones 20 years from now?

I think that people will still have smartphones 20 years from now, but they will be very different from the smartphones we have today.



C. Write your predictions about gadgets in 20 years.

B. Read the posts again and answer the questions below.

- What advice does Charlie_07 need?
- What does Mr Cat say about the TH250 headphones?
- What does Chocolate_cake say about the TH250 headphones?
- Which headphones does Chocolate_cake want to buy?
- Which headphones does Silvia like?
- What does Charlie_07 decide to do?

B. Match the items 1-5 with the recycling bins below. Then listen and check your answers.

60

3 Grammar

must - have to

I must / have to go to school every day.

= It's necessary.

We don't have to cook tonight. We have soup in the fridge.

= It isn't necessary.

You mustn't/can't use your mobile phone in the hospital.

= It isn't allowed.

NOTE The past tense of **must** / **have to** is **had to**.

Circle the correct words.

1. We **must** / **have** all do something to protect the environment.
2. You **don't have to** / **mustn't** cycle in the park. Look at the sign!
3. We haven't got any milk. I **have** / **must** to go to the supermarket.
4. You **don't have to** / **mustn't** take out the rubbish. I can do it.
5. You **have to** / **had to** brush your teeth after every meal. Don't you remember what the dentist said?
6. Jason **has to** / **had to** stay in bed last weekend. He was ill.
7. We **can't** / **don't have to** wash the car. It looks clean.

4 Speak

Talk in pairs about what you **must**, **have to**, **mustn't** or **don't have to** do at home. You can use the ideas in the box.

- help with housework
- eat in my room
- tidy my room
- talk on the phone for hours
- watch TV after 11 p.m.
- wash my clothes
- recycle rubbish
- throw rubbish on the floor
- take out the rubbish
- cook

Do you have to help your parents with housework?

Yeah, I often have to do the washing-up, but I don't have to cook. What about you?

... What mustn't you do at home?

I mustn't ...

5 Write

Write a few sentences about what you **must**, **have to**, **mustn't** and **don't have to** do at school.

- be in class at...
- keep classroom clean
- throw rubbish on the floor
- eat or drink in class
- stay at school after 3 p.m.
- go to school at weekends
- write with a pencil
- make noise during the lesson
- speak only in English
- write on the desks
- use mobile phones

We have to be in class at 8:30. We mustn't eat...

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

1. Stu wanted to put his bottle in the recycling bin for plastic. ☐
2. Stu washed the bottle before he went to put it in the recycling bin. ☐
3. Stu had pizza for dinner last night. ☐
4. Amy gives Stu a leaflet about recycling. ☐
5. Stu didn't go to school today. ☐
6. Stu didn't recycle anything in the end. ☐

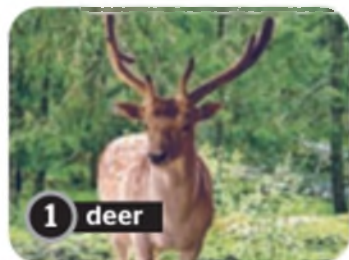


1

Vocabulary



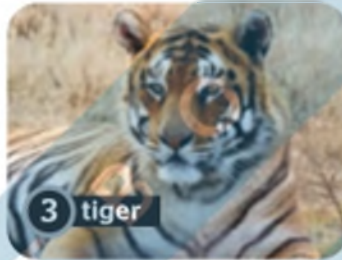
Look at the pictures and match the animals with their habitats. Then listen and check your answers.



1 deer



2 bat



3 tiger



4 camel



5 polar bear



6 killer whale

- ☐ ocean
- ☐ cave
- ☐ desert
- ☐ polar region
- ☐ jungle
- ☐ forest

2

Read



A. Read the website quickly and match the headings a-d with the paragraphs 1-4. Then listen and check your answers.

- a. How many are there left?
- b. What can we do to help?
- c. What do they look like?
- d. What can harm them?

TIP!

Read the text quickly to understand the main idea.

Help save Hector's dolphins!

Name: Hector's dolphin
Country: New Zealand
Population: around 7000
Status: endangered



Hector's dolphins live around the coast of New Zealand. They are one of the world's rarest and most endangered species.

1



They are grey with areas of black and white, and are the smallest dolphins in the world. Adults grow between 1.2 and 1.4 m long and weigh up to 50 kg. They are rounder than other dolphins and have got a round, black fin.

2



Fifty years ago, 26,000-30,000 Hector's dolphins used to live in the waters of New Zealand, but today there are only about 7000. If things don't change, this kind of dolphin will soon become extinct.

Conditional Sentences Type 1

- Future *will*
- *can, may, might, must*
- Imperative

**If Betty wants to help, she can join an organisation.
If you don't feel well, go to bed.**

1. If you're afraid of bats.
2. We will have a picnic in the park
3. If people don't protect the forests on our planet.
4. If you need anything.
5. Surf the Net
6. We may feed the dolphins

a. if you need information about killer whales.
b. there won't be any left in a few years.
c. don't go into that cave.
d. if we go to the zoo.
e. if the weather is nice tomorrow.
f. call me. OK?

a. at home watching TV b. at the zoo c. at the library reading a book

1. There are more than 1000 of them in the wild.

2. They are different from other species of their kind.

3. They can drink salt water.

4. You can hear them from far away.

5. They live to be 20 years old.

6. People kill them for their meat.

Talk in small groups. Look at the pictures and the ideas in the boxes and talk about what will happen if we don't do something about these problems.



I believe we won't have water to drink.

continue to pollute rivers,
lakes and seas
cut down more trees
don't plant any more trees

don't protect animal life
don't save water
don't recycle

humans and animals / die
forests / disappear
air pollution / get worse
animals / become extinct

not have / water to drink
there / be / rubbish
everywhere

- **Boat users.** If boat users aren't careful around these waters, they can harm or kill a dolphin.
- **Water pollution.** This can make Hector's dolphins ill. Also, they may eat rubbish, like plastic bags, and die.



- Keep the environment clean. If you see any rubbish, pick it up. If we continue to pollute, problems will get worse.
- Don't try to touch or feed dolphins.
- If you see a dolphin in danger, call for help.



TIP! Read the text carefully to understand specific details.

1. How are Hector's dolphins different from other dolphins?
2. How many Hector's dolphins live in the waters of New Zealand today?
3. Why do dolphins die when they can't get out of a fishing net?
4. Why are plastic bags a danger?
5. What *mustn't* we do if we see a dolphin?

1 Speak

Talk in pairs. Imagine you want to take part in an environmental event. Discuss the three ideas below and choose which event you want to take part in. Use the expressions in the box.



beach clean-up



tree-planting event



recycling event

- clean up local beach
- collect rubbish
- plant trees in the park/forest
- learn which things you can recycle
- learn how to use rubbish to make new things

Shall we go to...? / Let's go to...

I'm not sure. That sounds boring.

Why don't we go to...?

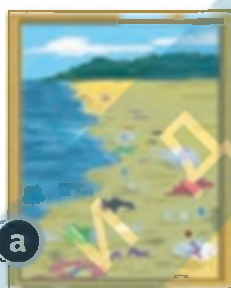
Great idea! We can... But we can also go to...



2 Listen



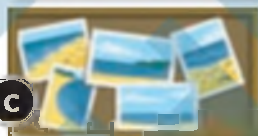
A. Listen to a podcast about a famous artist called Brandon Jones and his new project. Which picture shows his project? Choose a, b or c.



a



b



c

B. Listen to two friends talking about the podcast and write T for True or F for False.

1. The boy learnt something new from the podcast.
2. The girl knows how to make a lamp from a metal can.
3. The boy is sure that he is going to take part in the beach clean-up.
4. The girl is going to make art by using only plastic bottles from the beach.
5. The boy and the girl are going to make a piece of art together.

☐

☐

☐

☐

☐

☐

3 Speak & Write

A. Read the e-mail below and complete the poster.

Dear Freddie,

How's life? I'm writing to invite you to a tree-planting event the youth club is organising on Sunday 12th June. Isn't it a brilliant way to have fun and help the environment too?

We're going to meet at Springston Youth Club and walk to Forest Park. We're going to plant trees all morning, so hopefully the weather will be OK. At midday, we're going to go back to the youth club and have a barbeque. We'll eat burgers and drink soft drinks. Harry and Rick are going to be there too, so we can all hang out together. It's going to be great fun!

Anyway, the event starts at 8 a.m. I really hope you can make it. If you decide to come, write back and tell me.

Bye for now,
Ziggy

FOREST PARK EVENT

Day: _____

Time: _____

• We will meet at _____ and _____ to Forest Park.

• Stay for the _____ at the youth club after the event!

B. Look at the poster below. Then ask and answer questions about the event.



What kind of event is it?

Where is it going to take place?

What time does it start?

What are you going to do there?

C. Read the phrases below. Then match the messages (1-4) on the right with their replies (a-d).

Set phrases to invite and accept or refuse an invitation

Inviting

At the beginning:

- 1 Would you like to come to...?
- 2 How about coming to...?
- 3 I'm writing to invite you to...
- 4 I'd like to invite you to...
- 5 Shall we go to...?

At the end:

- 1 I hope you can make it.
- 2 I really want you to come.
- 3 Waiting for your reply.
- 4 If you decide to come, write back and tell me.
- 5 I'm looking forward to seeing you, so please come.

Accepting

- 1 Sounds great/brilliant/perfect! Sure!
- 2 Thanks for inviting me...
- 3 I'd love to come to...
- 4 I'm writing to thank you for the invitation.
- 5 How could I say no?
- 6 I'm really looking forward to it.

Refusing

- 1 I'm sorry but I have to...
- 2 I'm afraid I can't make it because...
- 3 I'd like to come but... Maybe some other time.
- 4 It was nice of you to invite me but...

D. Imagine you are going to go to the event from activity 3B. Write an e-mail inviting a friend to the event. Use the information on the poster.



Make a first draft of your e-mail and check:

- punctuation
- capital letters
- spelling
- word order
- grammar
- vocabulary / set phrases

Then write your final draft.



Central Park, New York City



New York City has got lots of parks. Central Park, in the middle of Manhattan Island, isn't the biggest, but it's probably the most famous. It opened in 1859 and today it's a beautiful area of about 3.4 km² with 25 million visitors every year. The park is called the *Lungs of the City* because it's got over 26,000 trees. There's also a zoo with 130 different species of animals and 275 species of birds.

Central Park is open from 6 a.m. to 1 a.m. People can enjoy the environment but also do many activities throughout the year. At the park, you can play baseball, tennis, or go swimming, ice skating, cycling or running. Other activities include yoga or fishing. You can also learn about how to protect nature.

Hyde Park, London



In 1536, King Henry VIII started using Hyde Park for hunting deer. Today, you can't hunt deer but the park is open to everyone. Covering an area of 1.4 km², the park is one of the largest in London. With 4000 trees and a lake, it is a beautiful place for visitors. Lots of birds and animals live in the park and visitors can see them while walking around.

Hyde Park is open from 5 a.m. to midnight and people can do lots of things there. There's a sports area for football, cricket, softball, etc. People can also cycle, run, walk, go swimming or horse riding. Throughout the year there are concerts, art events and much more at the park.

B. Read again and write C for Central Park, H for Hyde Park or B for Both.

1. People started using this park about 500 years ago.
2. This park isn't the biggest in the city.
3. You can't stay there after 12 a.m.
4. You can see animals at this park.
5. This park is on an island.
6. You can do sports at this park.

Project

Make a travel guide!

Choose one of the two cities, New York City or London, and make a travel guide including four of the most popular tourist attractions, apart from the parks above. Do some research on the Internet and collect all the information you need.



6

Healthy life



Discuss:

- Is your diet healthy?
- What do you do to keep fit?
- Do you prefer to do team sports or individual sports?

In this module you will learn...

- to talk about ailments
- to ask and answer about quantity
- to use question tags
- to talk about sports
- to write about your favourite team
- to talk about your eating habits
- to ask for and give advice
- to write an e-mail to a friend giving news

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



A



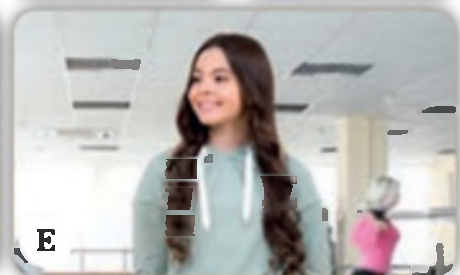
B



C



D



E



A. Listen and read. What do the two experts believe about fast food? Write P for Peter Swain and R for Rosalind Mack next to the correct opinion. There are two extra opinions which you will not need to use.

1. Some fast food is OK if you eat healthy food too.
2. Fast food is OK if you exercise.
3. Nowadays, fast food is 100% healthy.
4. Fast food is totally unhealthy.

Fast food

How healthy is it?

It's fast, it's cheap, it's tasty. Everybody loves it! But how good is it for us? Here's what two experts, Peter Swain and Rosalind Mack have to say.

Do you feel like a juicy burger? Well, it's OK. Fast food isn't that bad for you. Remember we need protein in our diet to be strong and healthy, and our body needs a little fat too. Also, eating a few chips every now and then doesn't make you unhealthy. Potatoes are rich in carbohydrates and they give you energy. Just don't overdo it with fried food. For some vitamins, choose a fresh salad with olive oil. Nowadays, most fast-food places have salad bars. So, don't avoid fast food completely. However, eating a lot of it is unhealthy.

Peter Swain

Fast food is junk food. It's full of fat, salt and sugar, and it doesn't contain many vitamins. Many teenagers are overweight because fast food is a big part of their diet. Also, they don't exercise a lot, so at some point, they will probably have health problems. Teens need to avoid fast food. It's better for them to eat home-cooked meals with lots of fresh vegetables and drink lots of water instead of soft drinks. Milk and dairy products are rich in protein and calcium and are necessary for healthy teeth and bones.

Rosalind Mack

B. Read again and answer the questions.

1. Why is protein good for us?
2. According to Peter Swain, why aren't chips totally unhealthy?
3. What does he say about fast-food places?
4. According to Rosalind Mack, what does fast-food contain?
5. According to Rosalind Mack, why will teenagers probably have problems with their health?
6. What do teenagers need to do to change their diet?



Grammar

How much...? / How many...? / Much / Many / A lot of / Lots of / A few / A little

How much / Much / A little + uncountable nouns

- **How much money have you got?**
- **I don't drink much milk.**
- **We've got a little time. Why don't we go for a walk?**

How many / Many / A few + plural countable nouns

- **How many** books did you read in the summer?
- I don't want **many** chips. I don't like them very much.
- I invited a **few** friends for my birthday

A lot of / Lots of + uncountable and plural countable nouns

- *Soft drinks contain a lot of sugar.*
- *There are lots of shops in the city centre.*

Circle the correct words.

1. How much / How many sugar do you put in your coffee?
2. I haven't got **many** / **much** money with me. Can you give me €20?
3. Fran can't talk to you right now; she's got a lot / lots of work.
4. This book has got lots of / **many** information about Thai food.
5. **Much** / **Many** people prefer going on holiday in July.
6. With a few / a little help from my friends, I can do it.

3 Listen

Listen to a man interviewing a girl for a survey about teenagers' eating habits and write T for True or F for False.

1. The girl doesn't drink much water during the day.
2. According to the man, the girl needs to drink half a litre of water every fifteen minutes when exercising.
3. The man says that 40% of a teenager's daily food must be fruit and vegetables.
4. According to the man, people have to eat more carbohydrates if they exercise a lot.
5. The girl doesn't eat dairy products.
6. The man tells the girl to avoid eating sweets completely.

4 Speak & Write

A. Which of the following meals do you consider healthy/unhealthy? Why? Discuss.



Fish, potatoes, peas, carrots, lemon



pasta with meatballs, sauce



club sandwich: chicken, cheese, lettuce, chips, ketchup



fried egg, chicken sausages, fried
tomato, beans, mushrooms



salad with chicken, lettuce, tomato, cucumber, mayonnaise



yoghurt with strawberries and chocolate

B. Talk in pairs about your eating habits. Use the ideas below.

- 👉 Do you follow a healthy diet?
- 👉 What healthy food do you like/hate?
- 👉 How often do you eat fast food?
- 👉 Which do you prefer, fast food or home-cooked food?
- 👉 What food do you avoid eating to stay healthy?

C. Use the ideas from activity 4B to write a paragraph about your eating habits.

1

Vocabulary



Match. Then listen and check your answers.

I've got earache.

I've got stomach ache.

I've got toothache.

I've got a headache.

I've got a sore throat.

I've got a cough.

I've got a fever.



1



2



3



4



5



6



7

2

Read



A. Listen to the dialogue. Then read it out in groups. Why didn't Bill go to the cinema?

Amy Where's Bill? It's almost nine o'clock. The film starts in fifteen minutes.

Liv I think we should call him. You know Bill. He's never on time.

Amy ... He's not answering his mobile.

Liv Maybe he's still at home. Try him there.

Bill Hello?

Amy Bill! What are you doing at home? Aren't you coming to the cinema?

Bill Sorry, Amy, but I'm ill! I've got the flu. I've got a fever and a headache. I've got a bad cough too.

Amy You poor thing! You should take a painkiller and stay in bed then.

Liv What's wrong with him, Amy?

Amy Bill's got the flu.

Liv Oh dear! He shouldn't go out.

Amy And you should drink some warm tea with honey and lemon.

Bill OK, OK, I will.

Amy Are you at home alone?

Bill Erm, yes, I am. I have to hang up, Amy.

Amy Maybe we should cancel the cinema and come and see you.

Bill No! Ermm... You'll get ill too... OK, bye now!

Stu No, that was never a foul!

Amy Are you really alone?

Bill That's just Stu. He's... um... looking after me. I'm really quite ill.

Amy Stop lying Bill. You're watching football with Stu, aren't you?

Stu Goal!!! Get in there!

Bill Yes, I am. Sorry Amy. I promise I won't lie to you again.



3 Grammar

The verb *should*

AFFIRMATIVE	NEGATIVE	QUESTIONS
I You He She should eat It We You They	I You He She shouldn't eat (should not) It We You They	I you he she eat? it we you they

- You *should* stay in bed today.
- You *shouldn't* go to school.

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

1. Julie has got a headache. (take / painkiller)

2. I've got stomach ache. (eat / any more sweets)

3. It's really hot in my bedroom. (open / window)

4. I don't know what this word means. (ask / teacher)

5. Stephen has got a sore throat. (drink / cold water)

4 Listen



Listen to Laura talking to her brother. What's wrong with her? Tick ().

fever



the flu



cough



stomach ache



sore throat



headache



5 Speak

Talk in pairs.

Student A: Imagine you've got one of the problems in activity 1. Tell Student B what's wrong with you and ask him/her for advice.

Student B: Listen to Student A and give him/her advice. Use *should/shouldn't* and some of the ideas in the box.

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

1. The film starts at around 9:15 p.m.
2. Bill is usually late.
3. Amy and Liv think Bill should stay at home.
4. Amy thinks that she and Liv should visit Bill.
5. Bill is not at home alone.
6. Bill feels bad about lying.

- take / medicine or a painkiller
- drink / water
- drink / warm tea or milk
- have / warm soup
- eat / fruit and vegetables
- eat / sweets
- go / school or out
- stay / bed
- sleep or relax for a while
- listen / loud music
- watch TV
- exercise
- have / shower

I've got a terrible headache. What should I do?

I think you should take a painkiller and go to bed.





Vocabulary



Label the pictures with the words in the box. Then listen and check your answers.

go jogging do karate lift weights do aerobics



1. _____



2. _____



3. _____



4. _____



Read



A. Listen to the dialogue. Then read it out in groups.
Which class does Phil want to join? Why?

Phil Ready to go, Julie?

Julie No, I'm waiting for Nat to finish her aerobics class.

Phil I don't know how you can spend so many hours at the gym. It's boring.

Julie I disagree. It's great here. You should join too.

Phil I'm quite fit, thanks. I ride my bike to school and I sometimes go jogging at the weekend. I don't need to work out at the gym.

Julie But at the gym you can make new friends!

Phil You're right about that. But aerobics is just boring. Isn't it?

Julie No, it isn't. Anyway, you can use the machines or lift weights.

Phil That's boring too.

Julie I agree. I like aerobics better.

Wait a minute, you like karate, don't you?

Phil Karate? It's brilliant fun and good exercise. I'll definitely join.

Julie Great.

Nat Hi, you two. I wasn't long, was I?

Julie Hey, Nat, Phil is joining the gym.

Nat Nice one. We can do aerobics together. The new instructor is great.

Phil No, no. Aerobics is... you know...

Nat No, I don't.

Phil Well, it's boring. And it's so easy it's ridiculous. But karate?

Nat Do you really think aerobics is easy? Ha, ha!

Phil What's so funny?

Nat Well, you should come and try it one day. You'll be surprised! There are more people in the aerobics class than in the karate class.

Phil What?





Vocabulary

Complete with the words in the box.

machines fit work exercising instructor

- A:** How often do you _____ out at the gym?
B: Three times a week.
- A:** My back hurts. What should I do?
B: Ask the gym _____ . He'll give you some advice.
- A:** I want to be _____ and healthy.
B: Well, then you should start _____ .
Join an aerobics class or use the _____ at the gym.



Grammar

Question tags

- Fred **is** really funny, **isn't he?**
- Paula **can** help you, **can't she?**
- Wayne **likes** pizza, **doesn't he?**
- Oliver **isn't** a taxi driver, **is he?**
- Dora **can't** play the piano, **can she?**
- Your dad **doesn't speak** English, **does he?**

Complete the sentences with the correct question tag.

- Doctors save people's lives every day, _____ ?
- Roger hasn't got a new smartphone, _____ ?
- We're going to stop for lunch, _____ ?
- She's your new maths teacher, _____ ?
- Elsa wore her new trainers to school, _____ ?
- I don't need to call for an ambulance, _____ ?



Speak

Talk in pairs. Discuss the statements below.

- Working out at the gym is boring.
- You should work out every day.
- If you're slim, you don't have to exercise.

*Working out at the gym is boring, isn't it?
I disagree. I think...*



B. Read again and complete the sentences.

- _____ is having an aerobics class.
- Phil goes _____ at the weekend.
- _____ and _____ don't like using the machines or lifting weights.
- Phil wants to join the _____ class.
- A lot of people choose to join the _____ class.



1 Vocabulary

Match. Then listen and check your answers.

A match

A spectator

A league

A trophy

A champion

The national team

- is a prize, like a cup, for the winner.
- is a group of teams that play matches against each other to win points.
- is the team of a particular country.
- watches a sports event.
- is an organised game or sports event.
- is the best player or team in a sport or competition.

2 Read

A. What do you know about FC Barcelona? Listen, read and check your answers.

FC BARCELONA

Més que un club (More than a club)

FC Barcelona is a sports club for men and women and has got basketball, football, handball, roller hockey and futsal teams. But it is most famous for its football team. They are a top European team and their nickname is Barça.

On 22 October 1899, Joan Gamper placed an advertisement in the local newspaper wanting to start a football club. Lots of people replied and Barça was born. In 1902, Barça won their first trophy, the *Copa Macaya*. Gamper became the club president and Barça turned into a very successful team.

In 1988, ex-player and Barça hero, Johan Cruyff returned to the club as manager and he brought together the so-called Barça Dream Team. They won four championships in a row with players like Ronald Koeman and Pep Guardiola.

In 2009, Pep Guardiola's first season as manager, they achieved something amazing! They won the treble of *La Liga*, *Copa del Rey* and the UEFA Champions League. What is more amazing is that in 2015 they became the first European team to win the treble twice.

In 1957, the Camp Nou Stadium became the home of Barça. Today, the stadium can hold 99,354 spectators and it is usually full, especially for *El Clásico* matches with Barça's main rival, Real Madrid.



3 Listen

Listen to two radio presenters talking about the best sports team ever and complete the sentences.

1. The Dream Team played at the _____ Olympics.
2. The Dream Team were the national team of _____.
3. Greg became a sports reporter _____ years ago.
4. There were _____ superstars in the Dream Team.
5. The Dream Team won _____ games at the Olympics.
6. Some Angolan players asked for _____ with the Dream Team.



4 Speak & Write

A. Talk in pairs about your favourite team. Use the ideas below.

- What sport do they play?
- Where do they play?
- What league are they in?
- Which championships/trophies, etc. did they win in the past? When exactly?
- Are they successful this season?
- Who are some of the most successful players?
- Why do you like this team?

B. Use the ideas from activity 4A to write a paragraph about your favourite team.

My favourite team is... They are a football/basketball team...

B. Read again and answer the questions.

1. What is FC Barcelona most famous for?
2. When did Joan Gamper have the idea of starting a football club?
3. When did Barça win their first trophy?
4. Who was Barça's manager in 1988?
5. What did Barça achieve in 2015?
6. Where do Barça play their home matches?
7. How many people fit in the Camp Nou Stadium?



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

SPORT	PLACE	EQUIPMENT
	court	ball, net, racket
	pool	ball, goal, swimwear, goggles
	pitch	ball, goal, boots, shin pads
	pitch	ball, goal, stick, shin pads
	court	ball, net, knee pads

B. Listen and read. Can you guess what the phrases in hold mean?

1. Every morning I exercise before I go to school. I want to **keep fit**.
2. Last year I **went on a diet** and **lost six kilos**.
3. Ted wants to **take up** a team sport. He's really **interested in** volleyball.
4. You have to be **in good shape** if you want to take part in the cycling race.
5. I think I **put on weight** during the summer holidays. My clothes don't fit me.

A. Listen to three people talking about three different sports. Which sports are they talking about? Match.

Linda	football
Carlos	volleyball
Owen	hockey

B. Listen again and write L for Linda, C for Carlos or O for Owen.

1. My friends and I play the same sport.
2. This sport is more difficult than I thought.
3. I used to enjoy playing a similar sport.
4. I don't like this sport, but I'm doing it to keep fit.
5. I didn't use to like this sport, but now I love it.
6. We practise every day.

A. Read the e-mail and answer the questions on the next page.

Hi Alison!

How are you? I've got some exciting news to tell you!

I followed your advice and joined the tennis club. It's fantastic! I practise three times a week at the local court with my friend Miranda. She became a member of the club two years ago and she's great at tennis. She gives me lots of tips on how to get better. I always thought tennis was very difficult, but it isn't. It's fun, and it's good exercise too! Actually, I lost weight after only a few months of practice and I feel very healthy! The coach says I'm really good, but I need to work hard. I just hope one day I can be as good as Miranda. Guess what! Last Sunday, I won my first official match and, in two weeks, I'm going to take part in a tournament in a nearby town. Can you believe it?

Well, that's all for now. What about you? Are you thinking of taking up any new activities? Write back and let me know.

Take care, Christine



1. Why is Christine writing to Allison?
2. What activity did she take up?
3. How often does she practise?
4. Who does she practise with?
5. How does she feel about this activity?
6. What does the coach think about her?
7. What did she win last Sunday?
8. What's Christine going to do in the near future?

B. Think about an activity you took up in the recent past. Look at the questions in the speech bubble and make some notes. Then talk in pairs.

What activity did you take up? When?

How often do you do it?

Who do you practise with? Are you in a team?

How do you feel about this activity?

What did you / your team win? When?

Are you going to take part in a competition / championship, etc. in the near future?

C. Read and use the prompts 1-4 to make sentences.

Using tenses

When you write, make sure you use the appropriate tense to refer to past, present and future actions or events.

PRESENT SIMPLE

We play basketball every afternoon.

PAST SIMPLE

Two weeks ago we played against Middleton and won the trophy!

FUTURE BE GOING TO

We're going to continue practising because we want to get better.

1. Adam / buy / tennis racket / tomorrow

2. I / take up / swimming / last year

3. coach / usually / give / us / good advice

4. we / become / members / of the sports club / last month

D. Write an e-mail to Christine telling her about an activity you took up in the recent past. Use your notes from activity B.

TIP! Start and finish your e-mail in an appropriate way. Don't forget to use greetings and set phrases.

SONGS

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



fire mind question planet
extinct wake something

Where did it
all go wrong?

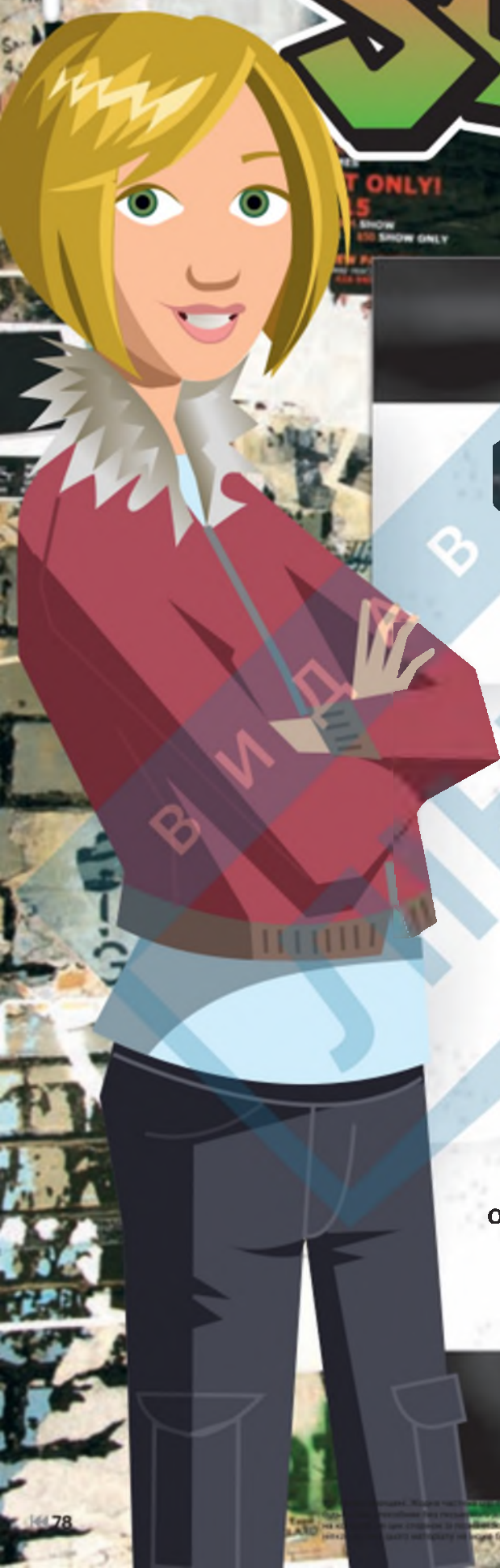
If you think nothing's wrong, change your (1) _____
There are (2) _____ animals, of every kind
It's too late for them, we can't rewind
We must do (3) _____, and now's the time

What are we doing to our planet?
Where did it all go wrong?
We have to think now about the future
That's why we're singing this song

People not recycling, what's that about?
There are some things we can't live without
If you see a forest (4) _____, you have to shout
Put it out! Put it out! Put it out! Put it out!

What are we doing to our planet?
Where did it all go wrong?
We have to think now about the future
That's why we're singing this song

The (5) _____ is: Where did it all go wrong?
Our (6) _____ is beautiful, but it won't be for long
If we go on like this, it will soon be gone
(7) _____ up people! And listen to this song!





7

Teen life



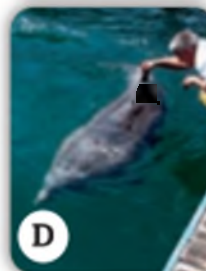
Discuss:

- What's a typical teenager like in your country?
- Do teenagers watch TV? What kind of TV programmes do they enjoy watching?
- How do teenagers communicate with each other?
- What do teenagers usually like buying when they go shopping?

In this module you will learn...

- to talk about your favourite TV programmes
- to talk about experiences you have had
- to write a note and a text message
- different expressions/phrases used when shopping
- to talk about bands
- to ask for and give advice
- to write a letter asking for advice

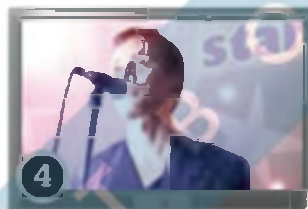
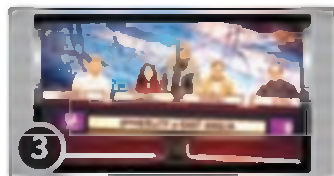
Where can you find the following in this module?
Go through the module and find the pictures.



1 Vocabulary

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

soap opera
game show
talent show
weather forecast
the news
wildlife documentary
cartoon
sitcom



2 Read

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

- Host** Welcome to *How well do you know your friends?* Our two contestants tonight are Bill and Stu. Boys, you've got 40 seconds to answer questions about Liv and Amy. If you answer five questions correctly, you will win 500 euros!
- Stu** No problem, we know everything about them.
- Host** Your time starts... now! When is Amy's birthday?
- Stu** It's on 21st July!
- Host** Right! Next question: Has Liv ever had very short hair?
- Stu** Of course not!
- Host** Wrong!
- Bill** Stu, I knew the answer to that question!
- Host** Next: Which film have the girls watched 15 times?
- Stu** *The Lord of the Rings!* No, wait! Can I change my mind?
- Host** Sorry, it's *Notting Hill*. Has Amy ever had a pet?
- Bill** Stu, let me answer! Erm... yes! She used to have a fish years ago.
- Host** Right! What's Liv's favourite food?
- Stu** Chicken salad! I think.
- Bill** No, wait!
- Host** Wrong again!
- Bill** Oh no! We're going to lose.
- Host** Next: What's Liv's favourite school subject?
- Stu-Bill** Music!
- Host** Right! What's Amy's brother's name?
- Stu** That's easy! Kenneth!
- Bill** No!
- Host** Wrong! It's *Kenneth* Time's up! I'm sorry, boys. You only got three questions right! You lose, I'm afraid.
- Bill** But I knew the answers to all those questions.
- Host** Sorry Bill, but Stu answered first.
- Bill** Stu... you're in big trouble!



3

Grammar

Present Perfect Simple

AFFIRMATIVE		NEGATIVE		QUESTIONS	
I		I		I	
We	've (= have) watched/seen	We	haven't watched/seen?	Have we	watched/seen?
You		You		you	
They		They		they	
He		He		he	
She	's (= has) watched/seen	She	hasn't watched/seen	Has she	watched/seen?
It		It		it	

BASE FORM	PAST SIMPLE	PAST PARTICIPLE
watch	watched	watched
BUT		
see	saw	seen

For a list of irregular verbs go to p. 130.

TIME EXPRESSIONS

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

A: Have you ever won a competition?

B: Yes, I have. I've won a dance competition.

A: Really? I've never won anything.

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

- A: _____ you _____ (meet) my cousin Greg?
B: No, I haven't. But I _____ (hear) he's very friendly and funny.
- Samantha _____ (travel) to Italy twice, but she _____ never _____ (visit) Venice.
- A: _____ Charlie ever _____ (have) a pet?
B: No, but he _____ always _____ (want) a dog.
- Everything is ready for the camping trip; our bags, our tents, everything. The only thing we _____ (not do) is check the weather forecast.

4

Speak

Talk in groups of three. Think of different TV programmes and discuss as in the example.

Have you ever watched 'Do you want to be a star'?

Of course, I have. It's my favourite talent show. / No, I haven't. What channel is it on?

5

Write & Speak

A. Look at the prompts and write what you think your partner has/hasn't done.

- travel abroad
- eat something strange
- appear on TV
- see a dolphin
- meet a famous actor/actress

Rob has never travelled abroad. He's lived here all his life. He has eaten lots of strange things, like frogs' legs, and has once met a famous actor...

B. Talk in pairs and check.

Have you ever travelled abroad?

Yes, I've visited London and Madrid.

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

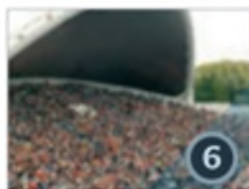
- Bill and Stu must answer 5 questions correctly in 40 seconds to win. ☐
- Liv has never had very short hair. ☐
- The girls have seen *Notting Hill* 15 times. ☐
- Amy had a fish in the past. ☐
- Amy's brother is Keith. ☐
- The boys lost because they couldn't answer any of the questions. ☐

1

Vocabulary



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



band

audience

stage

autograph

go on tour

music award

fans

lyrics

2

Read



A. Listen, read and choose the best title (a, b or c) for the magazine article.

a. Accidents on stage

b. A performance I'll never forget

c. It happens to the best of us

p.18

THE MUSIC MAG



I am a huge fan of U2 and I've been to most of their concerts in Europe. A long time ago, in 1997, U2 went on the PopMart tour. I had the chance to see them in Oslo. At some point towards the end of their gig, U2 went off stage and the concert crew brought a giant lemon on the stage. I don't think I have ever seen anything like it! We all waited for the lemon to open, but it didn't. Something was wrong with it and the band got stuck inside! Some people in the crowd started laughing but it wasn't an enjoyable moment for the band. Poor U2!

Martin, 42



When I heard Coldplay were coming to Sydney for a concert, I was thrilled! During the song *Fix you*, Chris Martin jumped off the stage and started running through the crowd! Everybody went wild! Suddenly, I saw him coming towards me. I shouted: 'You're cute!' That was all I could think of! He said: 'Thanks' and smiled! I've never had a more exciting day in my life! I've decided to go to one of their concerts next summer even if it's on the other side of the world. I haven't booked tickets yet, but I will! It will be great if I have a similar experience to the one I had then!

Penny, 25



MUSE

Muse is my favourite band - its members are so talented! You can't imagine how excited I was when my aunt bought tickets for us to go to Portugal to see them live. That was on 2 May 2016 - a date I'll never forget. The concert in Lisbon was

a part of their world tour, so I felt really lucky to be there. It was dark when it started so it was a bit scary because we couldn't see a thing! Then the lights came on and the drummer, Dominic Howard, started playing, and soon Matt Bellamy and Chris Wolstenholme were on the stage playing their guitars and singing one of their most popular songs! It was amazing!

Sabrina, 20



3

Grammar

Present Perfect Simple vs Past Simple

TENSE	EXAMPLE	TIME EXPRESSIONS
Present Perfect Simple	<i>I've seen this film before.</i>	ever, never, before, once, twice, so far, yet, already, etc.
Past Simple	<i>I saw this film last night.</i>	yesterday, in 1999, last night/week/year, two days/months ago, etc.

NOTE have been or have gone?

- Steve **has been** to the new café. (He has visited it but now he's back.)
- Steve **has gone** to the new café. (He's still there.)

Circle the correct words.

- A: Have you gone / Did you go to the gig last night?
B: Yes, but I left / have left early.
- A: Your brother's in a band, right?
B: Yes, but they aren't in town. They have been / have gone on a tour around the country. They haven't been / haven't gone on many tours, so my brother's really excited.
- A: Did Lucy book / Has Lucy booked tickets for the concert yet?
B: Yes. She booked / has booked them yesterday.
- A: Did Sam ever eat / Has Sam ever eaten Mexican food?
B: Yes, last Saturday he went / has been to a Mexican restaurant and he has liked / liked it a lot.

4

Listen



Listen to an interview with a girl band called *Tidal Rap* and write T for True or F for False.

- The girls found the name for the band.
- Fay wrote the music for the songs.
- Tidal Rap have made two albums.
- You can't buy Tidal Rap's album until next week.
- Both the girls are scared of performing on stage.
- Tidal Rap have given more than five concerts.
- Tidal Rap have got their own website.



5

Speak

Talk in pairs. Have you ever done any of the following? Discuss the details.

- been to a concert?
- seen a live band?
- asked someone for an autograph?
- met a star?

- Who?
- When?
- Where?
- How / feel?

Have you ever been to a concert?

Who did you see?

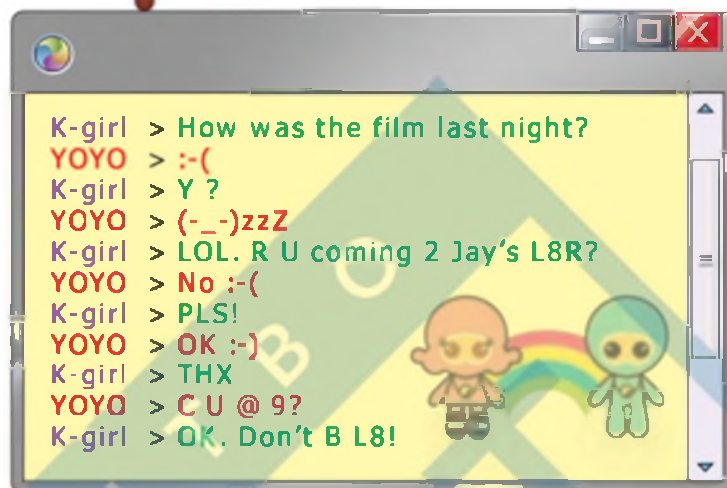
When was it?

B. Read again and write U for U2, M for Muse or C for Coldplay.

- The writer talked to a star.
- The writer's aunt bought the tickets for the concert.
- Something went wrong because something didn't work.
- The writer felt scared at the beginning of the concert.
- The band did not enjoy the experience.
- The writer is going to travel to see the band again.
- A member of the band went into the audience.

1 Read

A. Read the dialogue below.
Can you understand any of it?



B. Listen and read. Does the text help you understand the dialogue above better?

Chatspeak A beginner's guide

Chatspeak is also called Internet slang or netspeak because Internet users have used it in chat rooms or in e-mails for years. Another name for it is SMS language because lots of people use it when they write text messages on mobile phones.

People have wanted a short and easier way to write messages since 1993, when the first SMS messages appeared. That's because on mobiles the keyboard is small and this makes writing difficult, and also, text messages used to be expensive. It may be faster to write in chatspeak, but sometimes, it can be slower to read than normal writing. In chatspeak, you can type one letter and it can mean a whole word. For example B means 'be' or Y means 'why'. You can also shorten words and use symbols and numbers. For example PLS means 'please' and L8R means 'later'. Another thing you can do is shorten phrases to letters, like BRB, which means 'be right back'. Or when something is funny, you can type LOL, 'laugh out loud'. There are no set rules to chatspeak. You can shorten any word. Just make sure the receiver of the message understands it.

You can also add smileys to your chatspeak, just to make it more interesting. Smileys show people how you're feeling, without using words. So, when you're happy, you can type :-)) but when you're sad, you can type :-(. You can even type (-_-)zzZZ to show you are bored or feeling sleepy. So, can you understand chatspeak now?

Chatspeak and smiley dictionary on page 118.

C. Read again and answer the questions.

1. What are three names for chatspeak?
2. Where can you use chatspeak?
3. Why did people start using chatspeak?
4. Why can chatspeak be a problem for readers?
5. What is important to remember when writing chatspeak?
6. What do smileys show?

2 Vocabulary

Complete the sentences with the words in the box.

type chat room text messages text receive note

1. Can you _____ David about tomorrow's trip? He doesn't know what time we're leaving.
2. Brian sent an e-mail to his cousin in Australia but she didn't _____ it.
3. I left a _____ on the door. Didn't you see it?
4. How fast can you _____ on your computer?
5. I was in a _____ with some people from Spain when an old friend joined in.
6. I sometimes send my mum _____ and she can't understand one word!

3

Grammar

Present Perfect Simple:
How long?, for, since

	EXAMPLE
for + a period of time	How long has Robbie been in the team?
since + a point in time	Robbie has been in the team for 4 years.
	Robbie has been in the team since 2005.

Complete the blanks with the Present Perfect Simple of the verbs in brackets and the boxes with *for* or *since*.

- A: How long _____ you _____ (be) here?
B: I _____ (be) here _____ 3 o'clock this afternoon.
- I _____ (not speak) to my cousin Barbara _____ months.
- Gary and Alan _____ (not play) tennis _____ last Sunday.
- _____ you _____ (see) Ruth _____ the party?
- The school basketball team _____ (not win) the championship _____ five years.

4

Pronunciation

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

- good
- group

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

	good /u/	group /u:/
rule		
put		
wolf		
soon		
lose		
pollution		
bush		
football		

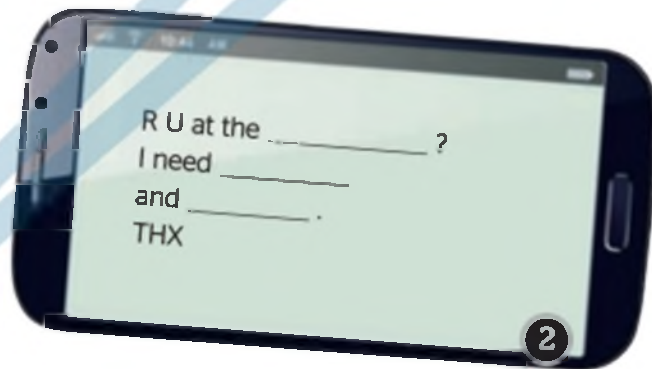
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Listen

A. Look at the texts below. What are they?

B. Listen to two short telephone calls and complete the missing information.

Ray
Meet me at _____.
Be there before _____.
Don't be late!



6

Write

Read the situations below and write a note and a text message.

- You need something from the shops. Write a note telling your sister that you've borrowed her bike and tell her when you'll be back.
- Football practice is going to finish late. Write a text message to your friend saying you can't go to the cinema with him/her.

When you're writing a note:

- greet and sign off just by writing names.
- keep the text short and give only the important information.
- remember that you don't have to write full sentences.

When you're writing a text message:

- you don't need to write a greeting or to sign off.
- you only give the important information and often shorten words and use SMS language/chatspeak.

Vocabulary

supermarket shoe shop bookshop electronics shop clothes shop pet shop



5. You can buy trainers at the



6. You can buy a new laptop at the _____.

2

Read



Sizes



Medium
M



Extra Large
XL

Prices / Money

\$142.50 = one hundred and forty-two dollars and fifty cents

Of course.



3 Grammar

Too/Enough

- These jeans are **too** big for me. I need a smaller size.
- These jeans aren't big **enough** for me. I need a bigger size.

Complete the sentences with **too** or **enough** and the adjectives in brackets.

- Marie can't travel to Bristol tomorrow. She's _____ (tired).
- My mobile phone is _____ (old). I need to buy a new one.
- This laptop isn't _____ (cheap). I can't buy it.
- It's _____ (noisy) in here and I can't study!
- Is this chair _____ (comfortable) for the baby? Maybe you should put her on the bed.

One/Ones

- This red jacket is Maria's and that green one is Andy's.
- I've got lots of trainers, but these ones are my favourite.

Complete the sentences with **one** or **ones**.

- A: Who's your daughter? Is she the girl with the fair hair?
B: No, no. My daughter's the tall _____, with the dark hair.
- A: Why don't you try on those pink sandals?
B: I don't like them. I like the _____ next to the black boots.
- When you get to Kings Street, you'll see two supermarkets. I work at the _____ on the right.
- All songs on this album are great, but the last _____ is fantastic!
- Sue always wears big sunglasses like these _____.

4 Vocabulary

Complete the sentences with the words/phrases in the box.

In cash discount cost receipt cash desk products

- You can pay for this _____ or by credit card. Which do you prefer?
- All the _____ in this shop are from Italy.
- Don't buy those boots now. In July, you can get a 40% _____.
- A: How much was the T-shirt?
B: Erm... I don't remember. Where's the _____?
- This is a great smartwatch and it didn't _____ much, only €59.
- I can't stand waiting in a queue at the _____ to pay.

5 Speak

ROLE PLAY

Students A & B: Go to the Pair work activities section

At the shoe shop...

Shop assistant: Hi, can I help you?
Nathan: Yes, I'd like to try on these brown shoes, please.

Shop assistant: What size are you?
Nathan: I'm an 8½.

Shop assistant: OK, here you go... Do they fit?

Nathan: Umm... No, they aren't big enough. They're too tight. Have you got them in a 9?

Shop assistant: Sorry, no. But we've got these white ones in a 9. Do you like them?

Nathan: Yes, I do. They're great. I'll try them on.

Nathan: How much are they?

Shop assistant: They cost £55.50.

Nathan: I'll take them.

Shop assistant: Would you like to pay in cash or by credit card?

Nathan: Cash. Here's all my pocket money...

Shop assistant: Here's your change and receipt.



B. Read the dialogues again and complete.

allShops
FASHION

CUSTOMER: Martha Huber

PRODUCT ① _____

COLOUR Blue

SIZE ② _____

PRICE ③ £ _____

DISCOUNT 30% (-£10.65)

TOTAL £24.85

PAYMENT METHOD ④ _____

AMOUNT £0.00

CHANGE £0.00

THANK YOU

allShops
FASHION

CUSTOMER: Nathan Thompson

PRODUCT shoes

COLOUR ⑤ _____

SIZE ⑥ _____

PRICE £55.50

DISCOUNT 0%

TOTAL ⑦ £ _____

PAYMENT METHOD Cash

AMOUNT £60.00

CHANGE £4.50

THANK YOU



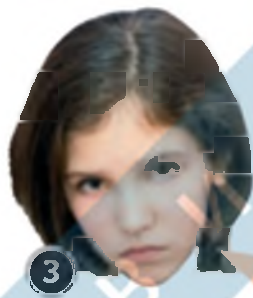
A. The teenagers on the left have got problems and are asking for advice. Read their problems and match them with the advice their friends are giving them on the right. Then listen and check your answers.



I feel down. My sister has got lots of really nice, trendy clothes, but she won't let me borrow them any more.



We've moved to a new house and of course my older sister got the big bedroom. Mine is very small. It's not fair!



My two best friends have invited me on a trip, but my parents won't let me go. I don't get it! Should I just go?



I think you should calm down and listen to your parents' advice. Your friends' idea might be dangerous.



Cheer up! Your things are fine. You don't have to borrow hers all the time.



At least you don't have to share a room with her. I always fight with mine!

B. Look at the phrases 1-5 below which appear in the bubbles above and match them with their meanings a-e.

1. I feel down.
 2. I don't get it.
 3. Calm down.
 4. Cheer up.
 5. I always fight.
- a. I don't understand it.
 - b. I argue a lot.
 - c. I'm sad.
 - d. Become happier.
 - e. Relax.

2

Possessive Pronouns

POSSESSIVE ADJECTIVES	POSSESSIVE PRONOUNS
my	mine
your	yours
his	his
her	hers
its	--
our	ours
your	yours
their	theirs

A: Is this your bag?

B: My bag is green, so it's not mine. Steve's got a blue bag so maybe it's his.

Possessive Case - Whose...?

SINGULAR NOUNS	The boy's name is Edward.
REGULAR PLURAL NOUNS	The boys' names are Roy and Buddy.
IRREGULAR PLURAL NOUNS	The children's names are Sam and Polly.

A: Whose car is this?

B: It's Ray's car. / It's Ray's

Circle the correct words.

1. **My** grandparent's / grandparents' house is on Lumley Road. They have lived there for years.
2. **A: My / Mine** trainers are old. I need new ones. What about these here?
B: These trainers are for women. The **men's / mens'** trainers are over there.
3. My best friend's / friends' cat is called Snow White. It's not a very good name because only **her / hers** tail is white, but that's what Tina wanted to call her.
4. **A: Whose / Who's** bikes are these? Can we borrow them for a while?
B: They're not **our / ours**. Ask those girls. I think the bikes are **their / theirs**.

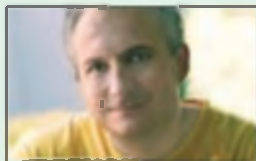


Speak & Write

A. Read the letter to an advice column of a magazine and answer the questions.

Having probs?

We all have problems but I want to know about yours. So write to me.



Ron Roberts

I've got a problem and I'm not sure what to do. Last week, my friend Kevin needed a bike to go to the shops. I couldn't give him mine because it had a flat tyre. My father has got a new bike, so I gave him his. However, now I'm in big trouble because my friend had an accident and crashed it. What should I do? I'm so upset! My dad really likes his bike! Do I lie and say I crashed it? If I tell my father I did it, he will be really angry. But if I tell him I lent it to Kevin, he'll be even angrier. I'd like to fix it so my dad won't notice, but I need a lot of money to do that and I'm only 14. Can you please help me?

Boy in trouble, Reading



1. What is the boy's problem?
2. What phrases does he use to ask for advice?
3. What advice would you give him?

B. Read the advice Ron Roberts gave to Boy in trouble and answer the questions.

First of all, I honestly don't think you should lie to your father. It's always important to tell your parents the truth. Perhaps you shouldn't try to fix the bike because you might make it worse. Explain that your friend needed your help and you were trying to do a good thing. Tell him that you made a mistake and that you have learnt your lesson. Hopefully, everything will be OK.

1. Was the advice similar to yours?
2. What phrases does the writer use to give advice?

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

D. Read the information below and complete the texts with the phrases a-f.

When you ask for advice:

- state your problem. Use expressions like:
 - The problem is that...
 - I've got a problem with...
- describe how you feel. Use expressions like:
 - I feel down/terrible, etc.
 - I'm upset/scared, etc.
 - I'm in trouble.
 - I don't know what to do.
- use expressions like:
 - I need your advice.
 - What should I do?
 - Can you please help me?

When you write to give advice, use expressions like:

- I (personally) think you should/shouldn't...
- I honestly don't think...
- Perhaps you should/shouldn't...
- First of all...
- You can...
- Don't worry. / Calm down. / Cheer up!
- Everything will be just fine.
- It's going to be all right.
- Hopefully, everything will be OK.

- | | |
|---------------------|--------------------|
| a. What should I do | d. don't worry |
| b. I've got a | e. everything will |
| problem with | be just fine |
| c. First of all | f. I feel terrible |

(1) _____ my brother. I used to help him with his homework, but I've stopped because I've got exams soon. Now, he gets really bad marks and (2) _____. He's not talking to me at the moment. I know his homework is important but mine is too. (3) _____ to help him? Worried sister, Bath

(4) _____, you should try to explain to your brother that you can't help him all the time. Also, try to help him by showing him how to study. If it's difficult for him in the beginning, (5) _____. He will learn how to do it in the end. Make sure you do well in your exams and (6) _____.

E. Write a letter to an advice column describing a problem you've got and asking for advice.

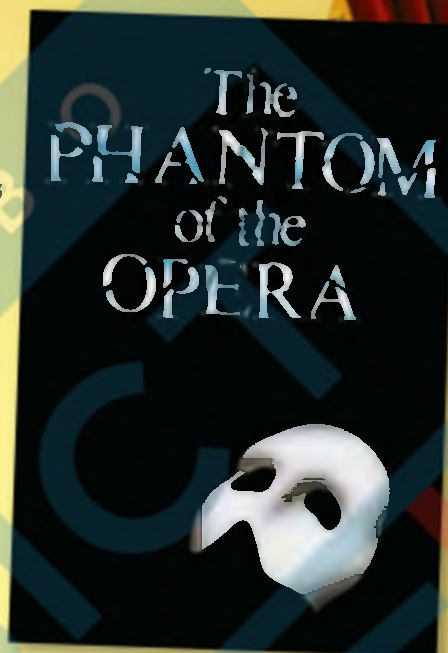
TIP! Remember to use set phrases to state your problem, to describe how you feel and to ask for advice.

Popular Musicals

The Phantom of the Opera is a successful musical that was written by Andrew Lloyd Webber. The first performance of this musical was in London in 1986.

The Phantom is a young composer who lives in the Paris Opera House. However, he has got an ugly face so he wears a mask to hide it. The Phantom loves a beautiful opera singer, Christine, but she loves a man called Raoul. The Phantom threatens to kill Raoul if she doesn't choose him, so Christine decides to follow him. Finally, the Phantom understands that he is wrong and helps Raoul and Christine be together.

There are many films based on this musical. The latest one was made in 2004. Millions of people all around the world love the story, the beautiful costumes, scenery as well as its beautiful music.



Cats is Andrew Lloyd Webber's most famous musical. The first performance in the USA was on Broadway in 1982 in the Winter Garden Theater in New York City and it was the longest running musical there until 2006. In 1983 it won the Best Musical Award and six other awards.

The story is about the lives of different cats that talk and act like humans. They dance and sing some very popular songs, like the song 'Memory'. The cats live in a junkyard and have funny names like Grizabella and Bustopher Jones.

The music, the colourful costumes and make-up make *Cats* one of the most popular musicals of all time. Both adults and children love it and it is performed in theatres in many countries, like Australia and China. *Cats* was also made into a film in 1998 and 2019 and you can watch it on DVD.

	PHANTOM	CATS	BOTH
1. It was written by Andrew Lloyd Webber.			
2. It won seven awards.			
3. The first performance was in the UK.			
4. The costumes are beautiful.			
5. The main character lives in an Opera House.			
6. The main character helps two people who love each other.			
7. The characters have strange names.			
8. It is also a film.			

Project

Write a review!

Think of a popular musical and do some research into it. Collect all the information you need and write a review.



8

Fame



Discuss:

- ▶ Which famous people do you like?
- ▶ Would you like to be famous? Why?

In this module you will learn...

- ▶ to form adjectives from nouns
- ▶ to define people and things by using relative pronouns
- ▶ to describe your feelings
- ▶ to express agreement/disagreement
- ▶ to use the Present and Past Simple Passive
- ▶ to give your opinion when discussing films
- ▶ to write a description of a film

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



A



B



C



D



E

1 Read

A. Read the headlines and look at the pictures. What do you think the texts are about? Listen, read and check your answers.



DAILY NEWS / Monday 2 April

Teens in the headlines



Lucky teen wins dream trip

Last Tuesday, teenager Jane Robson, who is a student at Kingsford School, won a dream holiday, just by going shopping. She was the 1,000,000th customer at Megabuys supermarket and she won a trip for two to New Zealand. 'It's amazing! It's the first time I've ever won anything,' says Jane. And it seems **it** was the perfect prize for **her** too. 'I'm so lucky. I won a trip to New Zealand, which is the country I've always wanted to visit,' she says. Sixteen-year-old Jane is going on the trip with her dad, but she feels sorry for the other customers. 'It doesn't seem fair,' says Jane. 'I only went in **there** for some chewing gum and all of a sudden I was the person who won the trip.'



1st prize for teen artist

Gifford Council announced the winner of their wall design competition last night. **They** wanted local artists to design something to go on the huge north wall of the new town hall. Thousands of artists entered the competition but the artist who won isn't famous. **He's** a student called Tim Blake and he's just thirteen. 'The design which Tim created is colourful and fun, and **it's** just the sort of image that we wanted to brighten up the town,' says Leona Wilkins, the organiser of the competition. Tim was really surprised with his win and wants to enter more art competitions now. Tim's design is going to appear on the new town hall, but he also won £5000. He's going to give some money to his brother, but he's not sure what he wants to do with the rest of **it** yet.

B. Read again and write J for Jane, T for Tim or B for both.

1. This person didn't know about the competition. ☐
2. This person did something for others to see. ☐
3. This person is going to share his/her prize. ☐
4. This person didn't expect to win. ☐
5. This person has decided to enter similar competitions. ☐
6. This person won something without doing anything. ☐

C. Read again. What do the highlighted words refer to?

1. it: _____
2. her: _____
3. there: _____
4. They: _____
5. He: _____
6. it: _____
7. it: _____

Use the nouns given to form adjectives and complete the sentences.

NOTE: We form some adjectives by adding **-y**, **-ous** or **-ful** to nouns.

1. I think life in the country is more _____ than life in the city. **PEACE**
2. Sheila called the police because she saw a _____ man in her garden. **MYSTERY**
3. The traffic on Highfield Road is very _____ for children. **DANGER**
4. The Internet is really _____ when you need information for a project. **USE**
5. We couldn't go sailing today because it was too _____. **WIND**
6. It's too _____ in this café and I can't hear you. **NOISE**
7. The doctor said that Perry is a very _____ young boy. **HEALTH**
8. My exams went well so I'm quite _____ about my marks. **HOPE**

Relative Pronouns: who, which, that

- We use who/that for people.
*That's the boy **who/that** was in the newspaper.*
- We use which/that for things, animals and ideas.
*These are the shoes **which/that** cost €120.*

- I was just talking to a guy **who/that** is a karate instructor.
- This is the book **(which/that)** I bought for my dad.

- My father, who is a successful reporter, works very hard.
- This smartphone, which I bought last week, takes great pictures.

1. William Frank is the man **who / which** won the race.
2. Camels **which / that** live in the desert **can** carry a lot of weight.
3. This is the shopping centre **who / that** opened last month.
4. I saw Miss Jane **who / which** used to look after us when we were young on my way back home.
5. Those are the mugs **which / who** I wanted, not these ones!
6. I want to buy the new laptop **who / that** I showed you yesterday.

Listen to the news bulletin and complete the sentences.

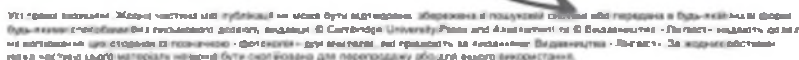
1. _____ were closed today because of _____.
2. Two _____ died in a fire in Manford.
3. Roger Woods won a _____ championship in _____.
4. Jameson Gallery bought a painting that cost _____.

Talk in pairs. Read the headlines below and try to guess what the articles are about. Add your own information and use *who*, *which* or *that*, as in the example. Then tell your story to the class.

GIRL FINDS OLD COIN

STUDENT GETS LOST IN CAVE

**Yeah, and the man who was in danger was calling for help.
And then the dog jumped in and saved him.**



1 Vocabulary

Listen and match the words in bold with their meanings a-f.

1. Brian got a new laptop. I'm **jealous** because I've only got an old computer.
2. The film we saw was terrible. We were very **disappointed**.
3. I was **nervous** before the exam, but everything went well. It was easy.
4. Greg did well in the maths competition and his parents were **proud** of him.
5. The coach is **confident** that the team will win the next game.
6. I'm **confused**. Is Mr Blake's office on the second or third floor?

- a. worried about bad things that may happen
- b. pleased about something you have done or about someone else
- c. feeling sure that you can do something and be successful
- d. upset because things haven't happened the way you expected
- e. unhappy and angry because you want something someone else has got
- f. feeling that you can't understand what is happening or think clearly

TIP! Try to guess the meaning of unknown words.



2 Read

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

- Man** Full Blast, you're on next, OK?
Bill Right, guys, this is it. Our chance to become famous.
Liv Let's give it our best shot.
Bill What's up, Amy?
Amy I'm just a bit nervous.
Stu So am I.
Bill Come on you two. I've never seen you like this before.
Liv Neither have I. It's not like this is our first performance.
Amy Yeah, but this is different. If this audition goes well, we'll perform on TV, and millions of people will watch us!
Liv Exactly. Don't you want to be famous?
Amy I don't know. I don't feel ready.
Stu Neither do I. And what if we make a mistake? Embarrassing or what?
Bill I can't believe you two! We aren't going to make a mistake. We're all going to be brilliant!
Stu How come you're so confident?
Bill Because we've worked hard for this. OK, listen to me. Why did you join the band?
Amy Because I love performing with you guys.
Stu So do I.
Bill Well, I'll tell you what. Let's just go out there and enjoy it, eh? If we don't get on TV, there's no need to be disappointed. We just want to perform and have some fun, right?
Stu OK!
Amy Full Blast, let's go!



3 Grammar

So/Neither

A: I'm jealous of Rod's new bike.
B: **So am I.**
C: **I'm not.**

A: I played football last Sunday.
B: **So did I.**
C: **I didn't.**

A: I haven't been abroad yet.
B: **Neither have I.**
C: **I have.**

A: Fiona can't sing very well.
B: **Neither can I.**
C: **I can.**

Complete using **so** or **neither** and an auxiliary verb.

- A: Susan doesn't want to perform tonight.
B: _____ Donna.
- A: I hate going to Danny's parties.
B: _____ I.
- A: Richard and I went to the cinema on Saturday.
B: _____ we.
- A: Victoria isn't ready yet.
B: _____ my sister.
- A: Adrian was a bit disappointed with the museum.
B: _____ Oliver.
- A: We won't go to the concert.
B: _____ we.

4 Listen

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

- Who performed well in the audition?
a. Ken
b. Zoe
c. Ken and Zoe
- How does Ricky feel about what happened in the competition?
a. jealous
b. disappointed
c. nervous
- What is true about Luke?
a. He can play the guitar.
b. He can play the drums.
c. He is in a band.

5 Speak

Talk in groups of three. Discuss the statements given below.

- I like performing on stage.
- I've taken part in a school play.
- I went to the cinema last week.
- I go on camping holidays every year.
- I've got a smartwatch.

- I don't like performing on stage.
- I've never taken part in a school play.
- I didn't go to the cinema last week.
- I never go on camping holidays.
- I haven't got a smartwatch.

I don't like performing on stage.
Neither do I. I get nervous.
I don't.

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

- It's almost time for *Full Blast* to perform.
- Stu and Amy aren't usually nervous.
- Full Blast* have the chance to be on TV.
- Bill thinks the performance will go well.
- Stu enjoys performing with the band.
- Bill tries to make Stu and Amy more confident.



A. Look at the pictures and read the captions a-e. Put them in order. Then listen and check your answers.

Super STAR

Behind the scenes

This week Superstar shows you how the nation's favourite magazine is created.



First of all, writers and editors get together for a big meeting. Topics are mentioned and ideas for articles are discussed.



Graphic designers design the layout of the magazine on computers and try to make every page look cool. Lots of changes are made at this stage to make sure everything is perfect.



The magazine is saved on a hard drive and sent to the printers. First, a few copies are printed and they are checked. After that, thousands of copies are printed and put into boxes.



Lastly, the magazines are delivered to shops and sold all over the country. Then they are bought and enjoyed by YOU!



Reporters and photographers get to work. Lots of famous actors and pop stars are interviewed. Photographs are taken and articles are written.

B. Read again and answer the questions.

1. What do they discuss at the first meeting?
2. Who designs the layout of the magazine?
3. How do they send the magazine to the printers?
4. What happens after they print all the magazines?
5. Where do they deliver the magazines?

2 Vocabulary

Complete the sentences with the words in the box.

mention printed deliver sold discussed interviewed save

- Some supermarkets offer to _____ your shopping to your home.
- Millions of computers are _____ every year in the USA.
- The reporter _____ Brad Pitt for FilmPlus magazine.
- You should _____ your work on your computer as often as you can.
- During the meeting, the editors of the magazine _____ what free gifts to give their readers.
- Did you _____ anything to Steve about tomorrow?
- Every birthday card in this shop is _____ with a special message.

3 Grammar

Present Simple Passive

FORMATION	EXAMPLES
I am	Thousands of copies are printed every month.
He/She/It is called	Is French spoken by a lot of people in Canada?
We/You/They are	Medals aren't given to people who come fourth.

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

- This TV channel _____ (watch) by millions of teenagers.
- My dog _____ (not call) Jax. His name is Max.
- At my office, the rubbish _____ (take) out every night.
- _____ computers _____ (use) in your school?
- These cars _____ (sell) all over the world.
- Many different sports _____ (play) at this stadium.



4 Listen



A. Listen to an interview with the editor of *Superstar* magazine. What is the main topic of the interview? Choose a, b or c.

- What the editor of *Superstar* magazine does every day.
- What makes *Superstar* magazine popular.
- How *Superstar* articles are written.

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

- Superstar* sells over a million copies every month.
- Oliver used to be a graphic designer for *Superstar*.
- Only teenagers between 13 and 17 read *Superstar*.
- Superstar* gives away a free poster every month.
- Superstar* isn't designed and printed in the same building.

5 Speak & Write

A. Talk in pairs. Read the prompts and try to make true sentences. Discuss them using the Passive Voice as in the example. Then check your answers with your teacher.

Spanish - speak - Brazil / Argentina

40 million / 40 billion - text messages - send - UK - every year

Keys - make - of - plastic / metal

Sushi - eat - China / Japan

Cricket - play - England / USA

David Beckham's first son - call - Romeo / Brooklyn

12 million - new - motorbikes / cars - buy - USA - every year

*I think Spanish is spoken in Brazil.
No, I don't think so. I think it's spoken in Argentina.*



B. Use some of the prompts given and write four true sentences.

Spanish is spoken in ...

1

Read

A. What do you know about the Oscars? Listen, read and find out more.

The Oscars



The Academy Awards Ceremony or the Oscars is one of the most popular events of the year. They are presented by the *Academy of Motion Picture Arts and Sciences* in Hollywood. The first Academy Awards ceremony was held in 1929. Since then, every year, these special awards are given to the best in the film industry. There are several categories (e.g. Best Picture, Best Director, Best Actor, Best Actress). The ceremony is watched on TV by millions of people worldwide.

Did you know?

Each Academy Award is a gold-plated statuette, which is 34.5 centimetres tall and weighs about 4 kilos. There are many stories about why it was named Oscar, but this is the most popular: around 1931, Margaret Herrick, a librarian at the Academy, said about the statuette, 'It looks just like Uncle Oscar!'

The films that have won the most Oscars are: *Ben-Hur* (1959), *Titanic* (1997) and *The Lord of the Rings: The Return of the King* (2003). Each film won 11 awards!

In the 1962 film *The Miracle Worker*, Patty Duke was awarded the Oscar for Best Actress in a Supporting Role. She only said one word throughout the film!

Dame Judi Dench won the Oscar for Best Actress in a Supporting Role for her 8-minute performance in *Shakespeare in Love* (1998). She played the role of Queen Elizabeth I.

Marlon Brando won the Oscar for Best Actor (1972) for his performance in *The Godfather* but he was one of the few people ever to refuse it. In fact, he didn't even go to the ceremony!

B. Read again and answer the questions.

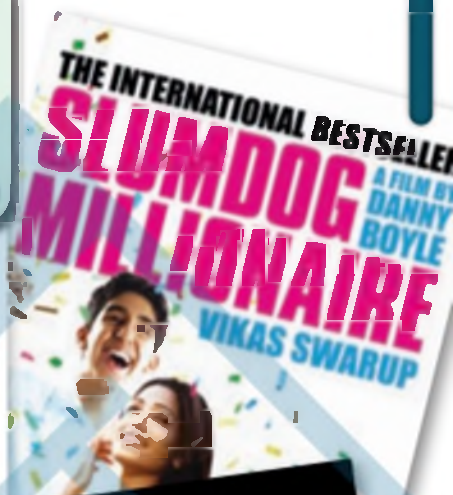
1. Where are the Oscars held?
2. What happened in 1929?
3. How tall is an Oscar award?
4. How many Oscars did *Titanic* win?
5. What was unusual about Patty Duke's performance?
6. Who did Dame Judi Dench play in *Shakespeare in Love*?
7. What did Marlon Brando do when he won an Oscar for the film *The Godfather*?



Grammar

FORMATION	EXAMPLES
I/ He/She/It was given	<i>The chocolate cake was made by my mother. Was this picture taken last year?</i>
We/You/They were	<i>These e-mails weren't sent by Phil, but by Emma.</i>

1. The role of Frodo _____ (give) to Elijah Wood.
2. Tina and Jane _____ (not invite) to Amy's party last week and they were very upset.
3. The film *Slumdog Millionaire* _____ (award) eight Oscars in 2009.
4. We _____ (tell) not to open this door.
5. The two buildings _____ (buy) by a large company last month.
6. Who _____ this book _____ (write) by?



Pronunciation

two	receipt	island
answer	knee	autumn
walk	sign	through



Speak & Write

A 3D golden stick figure is shown holding a telescope to its eye, looking towards the right. The figure is standing on a white background. To the left of the figure is a vertical bar with a blue top section and a yellow bottom section. The yellow section contains the text: "o", "n", "l", "lie", "n", "t".

The Famous Facts Quiz

- Kate Winslet**

The Harry Potter books were written by...

1

Vocabulary



Which of the words 1-6 below do you know? Match them with their definitions a-f. Then listen and check your answers.

1. acting

2. leading actor

3. special effects

4. scene

5. plot

6. soundtrack

a. the story of a film

b. the performance(s) in a film

c. the music which is heard in a film

d. the person who stars in a film

e. a part of a film or play

f. unusual and exciting images or sounds in a film, usually made with computers

2

Speak & Write

A. Read the text and complete the table.

Night at the Museum: Battle of the Smithsonian (2009) is an adventure film which was directed by Shawn Levy. It is a sequel to *Night at the Museum* (2006) and Ben Stiller stars as Larry Daley for the second time. In this film, museums are exciting places because at night, all the exhibits from the past come to life! But there is a problem and Larry Daley (Ben Stiller) has to sneak into the Smithsonian to help his friends - the exhibits. Together with Amelia Earhart (Amy Adams), a famous pilot from the past, they manage to put everything back in order.

Night at the Museum: Battle of the Smithsonian is one of the best films I've seen recently. It's funny and action-packed, and it's a wonderful way to spend an evening with your friends or family. The acting is excellent and the plot is great. The music isn't anything special, but the special effects are incredible. You'll see dinosaurs, ancient Egyptians and famous people from the past coming to life in this great adventure! Don't miss it!



Title of film			
Year			
Type of film			
Leading actor(s)			
Director			
Opinion	😊	😐	😞
Acting			
Plot			
Soundtrack			
Special effects			

B. Complete the table below about your favourite film or about a film you've recently seen. Then talk in pairs.

Title of film			
Year			
Type of film			
Leading actor(s)			
Director			
Opinion	😊	😐	😞
Acting			
Plot			
Soundtrack			
Special effects			

C. Read and then circle the correct words in the sentences 1-7.

When you write about a film:

- use relative pronouns (who/which/that).
The film which I watched on TV yesterday won five Oscars.
- use the Passive Voice.
The film was directed by Peter Jackson.

- In this film, Daniel Craig is the hero **who / which** tries to save the world.
- My favourite actress **stars / is starred** in this film.
- Nobody should miss it, especially people **which / that** love adventure.
- Most of the scenes **filmed / were filmed** in New York City.
- Clint Eastwood **was directed / directed** this film.
- I was very disappointed by the film **who / which** I saw last night.
- Inspector Clouseau in *The Pink Panther* films **plays / is played** by Steve Martin.

D. Write about your favourite film or a film you have recently seen. Use the information from activity B and follow the plan below.

Paragraph 1

- What's the film called?
 - When did it come out?
 - What type of film is it (a romantic film, a horror film, an animated film, etc.)?
 - Who stars in it?
 - Who was it directed by?
 - What's the film about?
- (Use the Present Simple.)

Paragraph 2

- What is your opinion of this film?
- How was the acting?
- Did you like the plot?
- What did you think of the soundtrack and special effects?
- Should people watch this film?

What's the film called?

When did it come out?

In...

What type of film is it?

It's a romantic film / a horror film / an animated film / a comedy, etc.

Who stars in it?

Who was it directed by?

What is your opinion of this film?

I think it's fantastic/interesting/ boring/terrible, etc.

How was the acting?

Did you like the plot?

What did you think of the soundtrack and special effects?

I really liked... / I thought the... was / were...



Before you begin writing, make notes of the information you want to include. Write your first draft and correct it. Don't forget to use a variety of grammatical structures (e.g. tenses, relative pronouns, passive voice) and adjectives (e.g. incredible, fantastic, awful). Then write your final draft.

SONG

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



Superstar

I can't (1) **believe** / **think** it's real
I got a record deal
I'm doing really well
My (2) **songs** / **albums** always sell

I've hit the big time
I've got fast cars
I've hit the big time
I'm going to go (3) **on** / **far**
I've hit the big time
I've got fast cars
I've hit the big time
I'm a (4) **pop** / **rock** superstar!

I won an (5) **award** / **album** in France
I just wanted to dance
(6) **People** / **Fans** love me for sure
Soon I'll be on tour!

Vocabulary

A. Cross out the odd word. Then add one more.

1. maths – football – art – biology – _____
2. chubby – polite – active – helpful – _____
3. skirt – top – boots – shirt – _____
4. medium-length – free – wavy – curly – _____

Score: / 8

B. Match.

- | | |
|-------------|--------------------|
| 1. have | a. to concerts |
| 2. go | b. on the Net |
| 3. download | c. arts and crafts |
| 4. chat | d. fun |
| 5. do | e. newspapers |
| 6. read | f. the Net |
| 7. surf | g. songs |

Score: / 7

C. Circle the correct words.

1. I **go** / play rollerblading twice a week.
2. Olivia has **PE** / chemistry now, so she's in the science lab.
3. Mr Adams is very **rude** / outgoing. All the students like him.
4. That jumper is **perfect** / lazy for Sally. She loves wearing red clothes.
5. This year we're **learning** / practising about Britain at school.

Score: / 5

Grammar

D. Complete with the Present Simple of the verbs in brackets.

1. A: How often _____ you _____ (go out) with your friends?
B: About three times a week. But I _____ (see) them at school every day.
2. School _____ (start) at 8:30 every day and _____ (finish) at 3 p.m.
3. A: _____ Diana _____ (wear) belts?
B: No. She _____ (not like) accessories.

Score: / 6

E. Complete with the Present Progressive of the verbs in the box.

not skateboard read check out hang out do listen

1. A: Hey, what _____ you _____?
B: I _____ some new online games.
2. Nicole _____ at the moment.
She _____ at Tina's house. They _____ magazines and _____ to music.

Score: / 6

F. Circle the correct words.

1. A: Where is Zoe? Does she watch / Is she watching TV again?
B: No. She **listens** / is listening to music with her sister. They **love** / are loving music.
2. Daniel **doesn't study** / isn't studying now. He **plays** / is playing computer games with his brother. They always **play** / are playing computer games in the evenings.

Score: / 6

G. Put the words in order to make sentences.

1. my father / watches / often / films / .

2. a / week / go / you / swimming / always / do / twice / ?

3. never / out / goes / Leo / Tuesdays / on / .

Score: / 3

H. Circle the correct words.

1. I enjoy **play** / playing table tennis with my friends in the evenings.
2. Lily wants **join** / to join an ice-hockey team.
3. My mother can't stand **wearing** / to wear earrings.
4. I'd like **making** / to make my own clothes.

Score: / 4

Communication

I. Match.

- | | |
|---|----------------------------------|
| 1. What does Tina look like? | a. Twice a week. |
| 2. What is your sister like? | b. She's playing an online game. |
| 3. Would you like to join the youth club? | c. She's friendly and polite. |
| 4. How often do you play basketball? | d. She's tall and slim. |
| 5. What is Amy doing now? | e. I'd love to. |

Score: / 5

TOTAL SCORE: / 50

Now I can...

- ☐ talk about my school
- ☐ talk about my free-time activities / daily routines
- ☐ say how often I do things
- ☐ talk about things that are happening now
- ☐ understand the difference between the Present Simple and the Present Progressive
- ☐ talk about my clothes and accessories
- ☐ say what I like / don't like doing and what I want / would like to do
- ☐ describe people's appearance and personality
- ☐ talk and write about myself and my best friend

Vocabulary

A. Match.

- | | |
|------------|------------------|
| 1. explore | a. hiking |
| 2. go on | b. a trip |
| 3. do | c. souvenirs |
| 4. buy | d. a cave |
| 5. go | e. an experiment |

Score: / 5

B. Circle the correct words.

- We went to the restaurant **by / on** foot.
- A: Yesterday at school we did a brilliant **experiment / invention**.
B: Wow, that's **cool / horrible**.
- Jake is going to the bank. He wants to **check / exchange** money.
- The **trip / voyage** to the museum was interesting.
- Peter didn't go to France. He missed his **flight / list**.
- I didn't print my **boarding pass / passport**. I downloaded it onto my smartphone.
- The water in the **swimming pool** was a bit cold, but I didn't **hope / mind**.
- Did you **book / pack** your suitcase?

Score: / 9

Grammar

C. Complete with the Past Simple of the verbs in brackets.

- Harry _____ (visit) his cousins in Rome last month. He _____ (go) sightseeing and he _____ (learn) a lot about the history of Italy.
- A: What _____ you _____ (do) last night?
B: We _____ (have) dinner at a Chinese restaurant.
A: Really? _____ you _____ (like) it?
B: Yeah. The food _____ (be) fantastic. But it _____ (be) a bit expensive, so we _____ (not can) get dessert.
- We _____ (not manage) to find a taxi so we _____ (take) the bus to the city centre.

Score: / 11

D. Complete the sentences below. Use *used to* and the verbs in the box.

not travel go be walk eat

- My brother _____ to school but now he goes by bike.
- My parents _____ abroad in the past, but now they do.
- When I was a child, I _____ with my hands.
- Kevin _____ horse riding every weekend. Now he doesn't have time.
- When I was young, I _____ afraid of cats. I was so silly!

Score: / 5

E. Complete the sentences with adverbs. Use the adjectives in brackets to form adverbs.

- Look _____ (careful). Can you see the spider?
- I always go to bed _____ (late) on Saturdays.
- My grandfather walks _____ (slow) but he doesn't get tired _____ (easy).
- Ted can drive a car very _____ (good) and he's only fifteen!

Score: / 5

F. Complete with personal pronouns.

- We've got a new PE teacher at school, Mr Jones. _____ is brilliant. We all like _____.
- I saw Laura today and I asked _____ about the cruise.
- _____ took lots of pictures on our holiday. Would you like to see _____?

Score: / 5

Communication

G. Complete the dialogue with the sentences a-e.

- How long did you go for?
- To be honest, I don't like the sea.
- I'm only joking!
- Well, I almost fell into the sea because of a kid!
- No, I didn't.

- Jake Hey, Peter! Where were you last week?
Peter I went on a cruise.
Jake (1) _____
Peter Three days.
Jake Did you have a good time?
Peter (2) _____ It was terrible.
Jake But why? Cruises are exciting. I love the sea!
Peter (3) _____ I can't swim.
Jake Oh, I didn't know that. And what happened?
Peter (4) _____ He wanted to skateboard on deck! It was a very frightening experience.
Jake That's horrible! Listen, Peter, let's go swimming later.
Peter Jake!
Jake (5) _____

Score: / 10

TOTAL SCORE: / 50

Now I can...

- ☐ talk about past events
- ☐ talk about past habits
- ☐ express ability in the past
- ☐ talk and write about famous people
- ☐ use the Past Simple
- ☐ use linking words (and, but, so, because)

Vocabulary

A. Cross out the odd word. Then add one more.

- shocked - angry - worried - locked - _____
- bush - ankle - finger - wrist - _____
- Ferris wheel - bumper cars - ride - tent - _____

Score: / 6

B. Circle the correct words.

- I crashed into a tree yesterday. **Fortunately / Unfortunately**, someone saw me and **screamed / called** for an ambulance immediately.
- My dad was on a **pavement / ladder** cleaning the windows when he slipped and fell. **Luckily / Suddenly**, he didn't break anything.
- A: It's very dark / **shadow** in this cave. Let's go outside.
B: Why? Are you **surprised / frightened**?
- Last month Mary **missed / lost** her keys twice and she got a **stuck / flat** tyre three times.
- There was a huge **prize / queue** at the bank today.
- When Kelly heard about the accident, she was **shocked / embarrassed**.

Score: / 10

Grammar

C. Complete with the Past Progressive of the verbs in the box.

not sleep buy show talk wait

- Tina _____ for me outside the shop while I _____ souvenirs.
- The boys _____ about the school trip all day yesterday!
- A: What _____ Andrea _____ you when I saw you in the park yesterday?
B: Pictures from her holiday.
- My uncle called us very late last night, but we _____.

Score: / 5

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

- Alan _____ (slip) on a banana skin and _____ (fall down) while he _____ (walk) to school today.
- The kids _____ (swim) when suddenly they _____ (see) a shark.
- I _____ (listen) to music when my parents _____ (get) back from their trip. That's why I _____ (not hear) them.

Score: / 8

E. Complete with *some, any* or *no*.

- There isn't _____ milk left. Would you like _____ tea?
- A: Aunt Fay gave me _____ cake. It's in the fridge.
B: Hey. There's _____ cake in the fridge. Who ate it?

Score: / 4

F. Circle the correct words.

- Jack broke a bottle of water and there was water **everywhere / nowhere** on the kitchen floor!
- A: What's that noise?
B: I can't hear **anything / something**.
- The film was great. **Anyone / Everyone** loved it.
- I think **nobody / somebody** is playing a joke on you.
- I'm thirsty, but I've got **nothing / something** to drink.
- Is there a restaurant **anything / anywhere** around here?
- I just called Jake's house, but there's **nobody / anybody** at home.

Score: / 7

Communication

G. Complete the dialogue with the sentences a-e.

- You played a joke on me.
- I don't think so.
- Hang on a minute.
- What do you mean?
- I don't believe you.

A: Hey, Julia. That wasn't very funny yesterday.

B: (1) _____

A: Oh, come on. I know everything. (2) _____

B: No, I didn't.

A: (3) _____ It wasn't you?

B: No, it wasn't me. What happened?

A: Well, I think I saw a ghost then.

B: Oh come on. (4) _____

A: But I saw a strange shadow in the garden and..

B: Maybe it was your sister or someone else.

A: (5) _____

Score: / 10

TOTAL SCORE: / 50

Now I can...

- ☐ narrate past events and accidents
- ☐ describe my feelings
- ☐ use the Past Progressive
- ☐ understand the difference between the Past Simple and the Past Progressive
- ☐ use compounds of *some, any, no, every*
- ☐ write a story

Vocabulary

A. Match.

- | | |
|---------------|-------------|
| 1. outer | a. office |
| 2. car | b. sign |
| 3. pedestrian | c. space |
| 4. post | d. system |
| 5. bus | e. park |
| 6. travel | f. crossing |
| 7. stop | g. stop |
| 8. solar | h. agent |

Score: / 8

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

borrow block chance caravan
comfortable post ideal planet

- My aunt and uncle bought a(n) _____ and travelled around the country last summer.
- This island is the _____ place for your holiday.
- Could I _____ that book for a minute?
- Linda lives in a(n) _____ of flats in the city centre, and it's very noisy there.
- I like travelling abroad. It gives me the _____ to go sightseeing and meet local people.
- I think Saturn is the most beautiful _____.
- We need to _____ this letter but we haven't got any stamps.
- That sofa doesn't look very _____.

Score: / 8

Grammar

C. Circle the correct words.

A: Excuse me, where's the chemist's?

B: It's on Baker Road, (1) **through** / **between** a newsagent's and a bookshop.

A: Is it far?

B: No, it's about five minutes (2) **out of** / **from** here. Go (3) **down** / **through** Palm Street and turn right (4) **to** / **into** Malcolm Road. Walk (5) **up** / **towards** this road, go (6) **around** / **past** the supermarket and turn left (7) **behind** / **at** the traffic lights. That's Baker Road. The chemist's is (8) **in** / **on** your left, (9) **next** / **opposite** to a newsagent's.

Score: / 9

D. Circle the correct words.

1. I need to go shopping. **May** / **Could** you come with me?

2. A: Is Sheila joining us?

B: I don't know. She's got a lot of homework so she **might** / **can** stay at home.3. It's a very cold day today. It **can** / **may** snow.4. **May I** / **Can you** borrow your red dress, please?5. Ted's house **can** / **might** be that one, but I'm not sure.

Score: / 5

E. Complete the dialogues with the correct form of the adjectives in brackets.

1.

A: So, what do you think? The blue or the yellow bag?

B: Well, the yellow bag is (1) _____ (nice) than the blue bag, but it's (2) _____ (small). But look at that price! Maybe the blue bag is (3) _____ (good). It isn't as (4) _____ (expensive) as the yellow bag.

A: Look, maybe we need to find something

(5) _____ (cheap) than this. It's probably the

(6) _____ (expensive) thing in this shop!

2.

A: So, are you coming to the beach with us?

B: I don't know. It's a bit cold today.

A: What? It's (7) _____ (hot) than it was yesterday and (8) _____ (sunny).

B: Really? And where are you going?

A: To Blue Bay Beach.

B: But that's the (9) _____ (popular) beach around here! It's always (10) _____ (crowded) than the other beaches.

A: The other beaches may not be as (11) _____ (crowded) or as (12) _____ (noisy) as Blue Bay Beach, but Blue Bay is the (13) _____ (nice) of all!

Score: / 13

Communication

F. Match.

- | | |
|-----------------------------------|--|
| 1. May I see your ticket, please? | a. The castle and the art gallery. |
| 2. Thanks for your help. | b. Yes, please. |
| 3. How do I get to the market? | c. Go straight on, towards the station. |
| 4. Which sights can we visit? | d. I want some peace and quiet. |
| 5. What's the museum like? | e. It's as interesting as the art gallery. |
| 6. Need some help? | f. You're welcome. |
| 7. Why do you want to be alone? | g. Here you are. |

Score: / 7

TOTAL SCORE: / 50

Now I can...

- ☐ make requests and offers
- ☐ ask for, give and refuse permission
- ☐ express possibility
- ☐ talk about space
- ☐ say where buildings are located
- ☐ ask for and give directions
- ☐ make comparisons
- ☐ talk about life in the city and in the country
- ☐ describe my town/city

Vocabulary

A. Match.

- | | |
|---------------|--------------|
| 1. beach | a. species |
| 2. wireless | b. keyboard |
| 3. public | c. clean-up |
| 4. recycling | d. transport |
| 5. endangered | e. bin |

Score: / 5

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

forward last reuse weigh future
exit rare

- This flower is very _____. You can only find it in Southeast Asia.
- I'm really looking _____ to going to London.
- In the _____ I want to become a doctor.
- If you've got plastic bags, try to _____ them as many times as you can.
- These baby bears _____ about 18 kg.
- How many hours does the film _____ ?
- A: Excuse me, where's the _____ ?
B: Over there, down those stairs.

Score: / 7

Grammar

C. Complete with *must*/*have to*, *mustn't* or *don't have to*.

- We _____ pay an entrance fee. The computer fair isn't free.
- I'll tell you what happened, but you _____ tell anyone. OK?
- Don't leave your rubbish on the beach. We _____ keep it clean.
- You _____ take the dog for a walk now. I'll do it later.
- Don't throw food in the water! The sign says that we _____ feed the fish!

Score: / 5

D. Circle the correct words.

- Do / Will you help me with the party? I need help.
- We **re** / 'll going to travel abroad this summer.
- Don't give Jack your MP4 player. He **'s breaking** / 'll break it.
- How about **organise** / **organising** a Plant-A-Tree Day?
- I think that the problem of pollution **going to** / **will** become worse.
- I **have to** / **had to** study till late last night.

Score: / 6

E. Complete the sentences with the correct form of the verbs in brackets to form Conditional Sentences Type 1.

- If you _____ (not be) careful, you might break the eggs.
- You won't be healthy if you _____ (not eat) any fruit and vegetables.
- If Chris _____ (call), tell him to join us.
- If you see a bear in the forest, _____ (run)!
- If I lose my keys, I _____ (get) locked out.

Score: / 5

Communication

F. Complete the dialogue with the phrases a-f.

- I just have to help my mum with the housework.
- How could I say no?
- Nice one!
- How about asking Sandy to join us?
- Why don't we meet at eleven?
- Hold on!

Diane Hey, Stella. Would you like to come shopping with me on Saturday?

Stella Sure! (1) _____

Diane Great. Is ten o'clock OK for you?

Stella Erm... (2) _____

Diane Why so late? What's wrong?

Stella Nothing. (3) _____

Diane Too bad. OK. I'll meet you at the bus stop in front of the chemist's at eleven.

Stella Sounds good! (4) _____

Diane I don't know. I broke her wireless headphones, and now she isn't talking to me.

Stella Why don't you get her new headphones?

Diane I haven't got a lot of money.

Stella (5) _____ If we go to Tech Shop, we might find a good bargain.

Diane (6) _____!

Score: / 12

TOTAL SCORE: / 40

Now I can...

- | | |
|---|--------------------------|
| talk about my future plans | ☐ |
| make predictions | ☐ |
| make on-the-spot decisions, promises, offers and requests | ☐ |
| say what I must / mustn't do | ☐ |
| say what I have to / don't have to do | ☐ |
| talk about environmental problems | ☐ |
| make suggestions | ☐ |
| invite and accept or refuse an invitation | ☐ |
| write an e-mail of invitation | ☐ |

Vocabulary

A. Match.

- | | |
|------------|-------------|
| 1. sore | a. pads |
| 2. sports | b. throat |
| 3. dairy | c. food |
| 4. junk | d. ache |
| 5. knee | e. event |
| 6. stomach | f. products |

Score: / 6

B. Complete with the words in the box.

completely overdo overweight
cancel instead of

- Dana is _____, so she is trying to lose weight by eating healthy food and exercising.
- I feel a bit ill today. I think I should _____ my tennis practice and stay at home.
- Stephanie _____ forgot about her sister's birthday and didn't even call her to say happy birthday.
- You shouldn't _____ it with coffee. Drinking a lot of it is bad for you.
- Lots of people prefer to drink tea _____ coffee.
- Laura exercises every day, so she is very _____.

Score: / 6

Grammar

C. Use *should* or *shouldn't* and the prompts in brackets to complete the sentences.

- It's Joanna's birthday today. We _____ (buy / present).
- Roy's got a headache. He _____ (take / painkiller).
- It's raining. We _____ (go / swimming).
- Andy is very hungry. He _____ (cook / something) to eat.
- Sandra is very slim. She _____ (lose / more weight).
- Paul can't see well. He _____ (drive / without glasses).

Score: / 6

D. Circle the correct words.

- A few / A little friends of mine hang out at the new shopping centre.
- Vegetables contain a lot / lots of vitamins.
- There weren't much / many people at the concert yesterday.
- How much / many meat do you eat every week?
- Peter needs a few / a little time alone. Let's go outside.
- How much / many are these sunglasses? €50?

Score: / 6

E. Complete the sentences with the correct question tag.

- Frank, you saw Sandy today, _____?
- Your friends love music, _____?
- They used to go hiking every weekend, _____?
- Your brother won't take part in the race, _____?
- Lucy's a doctor, _____?
- I don't have to come with you, _____?
- Mum is cooking dinner, _____?
- Patrick could run very fast when he was young, _____?
- James isn't going to join the karate class, _____?
- You weren't waiting long, _____?

Score: / 10

Communication

F. Match.

- | | |
|--|------------------------------|
| 1. You're taking up handball, aren't you? | a. Yes, he loves flowers. |
| 2. I think maths is more interesting than history. | b. I think I've got the flu. |
| 3. I eat lots of fried food. | c. I disagree. |
| 4. What's wrong with you? | d. Every now and then. |
| 5. How often do you eat fast food? | e. No, I'm taking up hockey. |
| 6. Danny likes doing the gardening doesn't he? | f. You should avoid it. |

Score: / 6

TOTAL SCORE: / 40

Now I can...

- ▶ talk about ailments
- ▶ ask and answer about quantity
- ▶ use question tags
- ▶ ask for and give advice
- ▶ talk about my eating habits
- ▶ talk about sports
- ▶ to write about your favourite team
- ▶ write an e-mail to a friend giving news



Vocabulary

A. Match.

- | | |
|----------------|----------------|
| 1. soap | a. documentary |
| 2. electronics | b. desk |
| 3. text | c. money |
| 4. cash | d. assistant |
| 5. pocket | e. forecast |
| 6. weather | f. shop |
| 7. shop | g. opera |
| 8. wildlife | h. message |

Score: / 8

B. Complete using the words in the box.

contestants shoe shop cheer up gig
enjoyable notice receive supermarket
thrilled fan

- A: I am a huge _____ of Coldplay.
B: Me too! I went to their _____ last month. It was great!
- Did you _____ an e-mail from George yesterday?
- A: Did your sister like her new racket?
B: Oh, she was _____! We played tennis all weekend!
- A: I love tennis too. It's very _____.
- _____! There are worse problems than yours.
- I'm going to the new _____ to buy a pair of black boots.
- Did you _____ that Jack got a haircut?
- A: We've run out of milk and sugar.
B: I'll go to the _____ to buy some.
- A: Why are you watching this silly game show?
B: One of the _____ is my best friend.

Score: / 10

Grammar

C. Complete the sentences with the Present Perfect Simple of the verbs in brackets.

- Wendy _____ (take) up swimming recently but she _____ (not lose) any weight yet.
- I think this sitcom is the best TV programme I _____ (ever / see).
- How many games _____ the Lakers _____ (win) so far this season?
- A: What did you think of last week's concert?
B: We _____ (never / have) such an exciting experience.
- Allison is my best friend. We _____ (know) each other since 2018.

Score: / 6

D. Circle the correct words.

- We've seen this film **twice / so far**.
- Jenny and I have been friends **for / since** years.
- We've been at this café **since / for** four o'clock. Let's go home.
- Nobody has told Fran about the party **yet / already**.
- Jasmine hasn't been to this city **ever / before**.

Score: / 5

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

- A: _____ (you / ever / travel) to India?
B: Yes, we _____ (visit) Mumbai three years ago.
- Chris and I _____ (know) each other for a few weeks. We _____ (meet) in June.
- Yesterday I _____ (buy) a jacket for €200. I _____ (never / buy) anything so expensive before.
- A: How long _____ (you / have) this tree house?
B: My father _____ (make) it when I was five.

Score: / 8

Communication

F. Match.

- | | |
|-------------------------------------|--|
| 1. Here's €20. | a. I think you should tell the truth. |
| 2. What's on? | b. Sure. The fitting room is this way. |
| 3. What should I do? | c. Of course I have, but that was years ago. |
| 4. Have you ever been to a concert? | d. The news. |
| 5. Can I try this on? | e. Calm down. Everything will be just fine. |
| 6. How much is it? | f. It's only €50. |
| 7. I'm in trouble. | g. I'm an 8. |
| 8. What size are you? | h. And here's your change. |

Score: / 8

TOTAL SCORE: / 45

Now I can...

- | | |
|---|--------------------------|
| ▶ talk about experiences | ☐ |
| ▶ write a note and text message | ☐ |
| ▶ use different expressions/phrases used when shopping | ☐ |
| ▶ talk about TV programmes | ☐ |
| ▶ talk about things I've already done or haven't done yet | ☐ |
| ▶ ask for and give advice | ☐ |

A. Circle the correct words.

1. I'm **confident** / **confused**. Does your aunt live in Bournemouth or Portsmouth?
2. I was at the supermarket when I slipped and fell on an old lady. It was so **nervous** / **embarrassing**!
3. Mr Blake is the **writer** / **organiser** of the festival.
4. Owen didn't do well in the exam and was very **disappointed** / **proud**.
5. Mrs Steinberg can't talk to you right now. She's in an **article** / **a meeting**.

Score: / 5

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

interview deliver effects colourful
enter mention

1. Did Sam _____ what time he will be back tonight?
2. I really liked the special _____ in the new *Star Trek* film.
3. Jamie always wears black clothes. I don't think he's ever worn anything _____.
4. My best friend and I decided to _____ a competition, and won tickets to Mexico!
5. Next month, our reporter will _____ a famous TV star.
6. They'll _____ the furniture tomorrow.

Score: / 6

C. Complete the sentences with *who* or *which*.

1. The milk _____ is in the green bottle hasn't got a lot of fat.
2. Melinda Baker, _____ won the competition, is my cousin.
3. The dog _____ was found in the park yesterday was Mike's.
4. I lost the money _____ you gave me.
5. The woman _____ is talking to Joe is the new science teacher.
6. Belinda's new car, _____ she bought last month, cost 14,000 euros.
7. The shop assistant _____ showed us the T-shirts didn't know they had a discount.

Score: 17

D. Complete with the Present Simple Passive of the verbs in brackets.

1. Hundreds of e-mails _____ (send) to famous actors every day.
2. This song _____ (sing) by Madonna.

3. The Fame&Style magazine _____
(print) twice a week.
4. People _____ usually
_____ (pay) at the end of the month.

Score: / 4

E. Complete with the Past Simple Passive of the verbs in brackets.

1. Last year, the best student award _____ (give) to my sister Katie.
2. Our house _____ (build) in 1960.
3. There was a car accident this morning and two men _____ (take) to hospital.
4. Our flight _____ (cancel) because of the bad weather.

Score: 1/4

E. Circle the correct words.

1. My dog **hit / was hit** by a car yesterday.
2. The rubbish **is taken / were taken** out by my dad every evening.
3. The photographers **took / were taken** lots of pictures at the ceremony.
4. Lots of money **spends / is spent** on things we don't really need.

Score: / 4

G. Choose a or b.

1. A: Ken has never been to the Maldives.
B: _____
a. So has John. b. Neither has John.
2. A: We had a great time yesterday!
B: _____
a. So did we. b. So had we.
3. A: Sue's going to the cinema tonight.
B: _____
a. So is my sister. b. Neither is my sister.
4. A: I won't lie to you again.
B: _____
a. Neither do I. b. Neither will I.
5. A: I want to watch this horror film.
B: _____
a. Ben does. b. I don't.

Score: / 5

TOTAL SCORE: / 35

Now I can...

- ▶ define people and things by using relative pronouns ☐
- ▶ form adjectives from nouns ☐
- ▶ describe my feelings ☐
- ▶ express agreement/disagreement ☐
- ▶ use the Present and Past Simple Passive ☐
- ▶ give my opinion when discussing films ☐
- ▶ write a description of a film ☐

CLIL Page: Music

A. Look at the pictures and the headings. Do you know anything about eating habits in these countries? Listen, read and check your answers.



EATING HABITS AND TRADITIONS AROUND THE WORLD



Ukraine

In Ukraine, families enjoy eating together at home and often choose to eat traditional, home-cooked food. Soup is very popular, and many people eat it every day. One of the most delicious is *borscht*, which is a red soup prepared with beetroot and other vegetables. Another fantastic soup is *kalatusha*. This contains vegetables, like carrots and mushrooms, butter and fish.



The United Kingdom

The British love drinking tea. Did you know that the British drink around 100 million cups of it every day? That's a lot of tea! People drink tea at any time of the day there. The most popular way to drink it in the UK is with milk. Many British people have a 'tea break' at about 11 o'clock in the morning. This is also called 'elevenses' and it is when people drink tea (or coffee, if they prefer) and eat something small, like a biscuit.

Japan



In Japan, people eat a lot of rice. It is eaten with every meal, even for breakfast. In fact, a traditional Japanese breakfast is rice, soup, vegetables and fish. It isn't just tasty, it's healthy too. If you go to a Japanese person's house for dinner or eat in a restaurant there, you should eat everything on your plate. If you don't, people might think you are rude.

Mexico



Mexicans eat dinner (*la cena*) between around 7 p.m. and 9 p.m. Dinner is usually a lot smaller than lunch and breakfast. People prefer to eat a snack - a taco for example - for this meal. Lunch (*la comida*) is the biggest meal of the day in Mexico. This meal is usually eaten between around 1.30 p.m. and 4 p.m. People may enjoy several different dishes for lunch, such as a meat, rice or bean dish, a salad, and, of course, a dessert!

B. Read the text again and answer the questions.

1. What do some Ukrainians eat every day?
2. What is *kalatusha* prepared with?
3. What is in a traditional Japanese breakfast?
4. What is the polite thing to do if you go to a person's house for dinner in Japan?
5. How much tea is drunk every day by the British?
6. What do many British people add to tea?
7. What is the main meal of the day in Mexico?
8. What time do people have their lunch in Mexico?

Project

Make a poster!

Think of some of the most interesting food habits and traditions in Ukraine. Find some information about them online and make a poster. You can add some pictures to make your poster more interesting. Then present it to the class.

III Culture page for Ukraine 2

A. Look at the pictures below. What do you know about these places? Listen, read and check your answers.



VISITING Kyiv

People from all around the world travel to the Ukrainian capital, Kyiv, every year. If you have a look at some of the city's main sights, it's easy to understand why.

One of the most important sights in Kyiv is Saint Sophia Cathedral. This incredible green, white and gold building from the 11th century is today a museum and a UNESCO World Heritage Site, and you should

definitely not miss it. Kyiv's main street is called Khreshchatyk Street, and you should also go for a walk there. It has many important buildings, clothes shops, restaurants, cafés and three very famous squares: European Square, Independence Square and Bessarabska Square. If you want to know more about Ukraine's history, don't leave Kyiv without a visit to the National Museum of the History of Ukraine. This amazing museum has thousands of interesting items to see.

Kyiv is a beautiful city that you will never want to leave!



VISITING London

London, the capital of the UK, is an incredible city with lots of amazing places for visitors to visit.

In London there are many palaces that are or have been the homes of kings and queens. Buckingham Palace is, of course, the most famous one. You should visit it to watch the Changing of the Guard. Don't forget to visit one of the city's wonderful parks. At Regent's Park, for example, you can walk through

the Avenue Gardens, or watch a play at the Open Air Theatre. If history is what interests you, you will find many museums to visit. You shouldn't miss the British Museum, which is one of Europe's most famous museums and has many ancient pieces of art and other things from all over the world.

London has got so many fantastic places to visit that, each time you go, there is always something new for you to see.

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

1. Saint Sophia Cathedral is a museum nowadays.
2. There are two famous squares on Khreshchatyk Street.
3. You can learn a lot from a visit to the National Museum of the History of Ukraine.
4. Kings and queens have never lived in Buckingham Palace.
5. There is a theatre at Regent's Park.
6. London is not ideal for a person interested in culture.

Project

Write a travel blog!

Write a short blog about other sights and attractions in Kyiv or in another town/city in Ukraine. Write about what you can see there, why people like to visit them, how old they are, etc. Then present it to the class.

A. Who was the first man to get to the South Pole? Listen, read and check your answers.



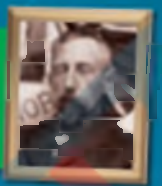
B. Now look at the highlighted words in the text and find their definitions in a dictionary.

The race to the South Pole

Back in the 1910s two men wanted to be the first to get to the South Pole. It wasn't an easy race!



ROBERT FALCON SCOTT was a British naval officer and an **explorer**. He was born in 1868 and he went on two trips to Antarctica.



ROALD AMUNDSEN was born in 1872 in Norway. His father was a shipowner and he taught him to love the sea and exploring.

4 Jan 1911

Scott and his team arrived on the **vessel** *Terra Nova* and set up camp. Scott was determined to get to the South Pole and he wasn't afraid of polar conditions.

1 Nov 1911

Scott's team began their expedition to the South Pole. Sixteen men with ponies, dogs and motor **sledges** were ready to get to the South Pole first.

17 Jan 1912

Scott arrived at the South Pole. He found a Norwegian flag and understood he was second to get there.

14 Dec 1911

Amundsen became the first man to get to the South Pole. He and his team gathered a lot of useful information about the features of the South Pole.

29 Mar 1912

Scott and his team had to return, but they didn't make it. They experienced extreme cold and **blizzards**, and all of them died 17 km away from one of their camps.

19 Oct 1911

Amundsen and his team arrived on the ship *Fram* and began their **expedition**. In his team there were five men on four sledges, which were pulled by dogs. Amundsen did not follow the same **route** as other explorers did. He took a risk and tried to reach the South Pole by another route.

C. Read again and answer the questions.

1. How many men did Scott have in his team?
2. What was the name of Amundsen's ship?
3. How did Amundsen travel across the ice?
4. What did Scott find at the South Pole?
5. What happened to Scott and his team on the way back?

D. Discuss the following.

- ⑥ Why do you think Scott didn't manage to get to the South Pole first?

Project

Find information about another scientific expedition to the South Pole and write a short text about it.



SCOTLAND

Scotland is located in the northern part of Great Britain and it is part of the United Kingdom along with England, Wales and Northern Ireland. The capital city is Edinburgh, but the largest city is Glasgow, with approximately 630,000 people. The **population** of Scotland is 5.4 million.

The history of Scotland began when the Romans invaded Britain in the 1st century AD. They called the land Caledonia, and in the 5th century Celtic immigrants from Ireland, called Scots, **settled** there and named the country Scotia – land of the Scots. In about the 10th century the land became known as Scotland.

Scotland is divided into three **topographic areas**: the Southern Uplands – an **agricultural** region – the Central Lowlands – an **industrial** region – and

the Highlands, which are full of **mountain ranges**. There you can find Britain's highest mountain, Ben Nevis, which is 1345 m above sea level. Scotland is surrounded by the North Sea, the Irish Sea and the Atlantic Ocean. There are also many lochs (lakes), and Loch Ness is the most famous one because of its mythical monster, Nessie.

The **climate** in Scotland is **temperate** and **oceanic** and varies between regions. The country's high **latitude** means that winter days are short, and during the summer, people in Scotland experience extended **twilight** and no complete darkness, especially in far northern areas.

The currency is the pound sterling, and the national flag of Scotland is blue with a white St Andrew's Cross.

A. What do you know about Scotland? Write T for True or F for False. Then listen, read and check your answers.

1. The capital city is the largest city.
2. It was called Scotland in the 5th century.
3. The highest mountain is Ben Nevis.
4. Lakes in Scotland are called lochs.

B. Now look at the highlighted words in the text and find their definitions in a dictionary.

C. Read again and complete the Fact File.

Fact File: Scotland

Capital:	
Largest city:	
Population:	
Climate:	
Currency:	



D. Discuss the following.

- Would you like to visit Scotland?
- Why / Why not?

Project

Look at the fact file about Scotland again and prepare a similar fact file about your country.

A. Label the picture with the words 1-7.

- | | |
|------------------|---------------|
| 1. puck | 5. skates |
| 2. stick | 6. elbow pads |
| 3. shoulder pads | 7. leg pads |
| 4. helmet | |



B. Read the text about ice hockey and choose one heading from a-d for each paragraph. There is one extra heading. Then listen, read and check your answers.



- a. Rules
- b. History
- c. The game
- d. Hockey in Canada



ICE HOCKEY

1

Ice Hockey, or hockey, is a sport which is played on an ice rink. The modern game started in Montreal, Canada, in 1875. Men's ice hockey became an official Winter Olympic Game in 1924, while women's ice hockey joined the Olympics in 1998.

2

There are six players in each team. Players skate on the ice and try to score a goal by shooting the puck into the other team's goal, using a stick, shaped like an 'L'. There are three twenty-minute periods. If both teams have the same score at the end, there is an overtime period or extra time. If the score is still the same after that period, there is a shootout. In a shootout, the players take turns trying to shoot the puck into the other team's goal.

3

There are referees and officials on and near the ice to make sure no one breaks the rules. When players break the rules, they go to the 'penalty box' and sit there for two, four or five minutes until their penalty is over. One example of breaking the rules is moving the puck with your hands.

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

1. Ice hockey became an Olympic sport in 1875. ☐
2. You can score a goal by hitting the puck into the other team's goal. ☐
3. A game is always an hour long. ☐
4. There is always a shootout at the end of the game. ☐
5. Players who break the rules sit in the 'penalty box' for the rest of the game. ☐

D. Discuss the following.

- What do you find interesting about ice hockey?
- What do you know about your country's national ice hockey team?
- What is your favourite sport? Why?

Project

Think of your favourite sport and write a short text, like the one above. Write about its history, the equipment you need and the rules of the sport.

Musical instrument families

A. Listen to the sounds and match them to the pictures a-d.



Sound ①

Sound ②

Sound ③

Sound ④

a ☐



b ☐



c ☐



d ☐



B. Now look at the highlighted words in the text below and find their definitions in a dictionary.

C. Do you know how to play any musical instruments? What are some of the different ways we can play musical instruments? Listen, read and check your answers.



There are many different types of musical instruments in an **orchestra**. Each instrument is part of a different group, called a 'family'. All the instruments in each family look very different from each other, but one thing is always the same: how we play them.

Instruments in the wind family make a **sound** when we **blow** into them. Then there are the instruments in the percussion family, which we play by **striking** in some way. We play instruments in the string family by **touching** the strings to make different sounds. Many orchestras also have a piano - which is, of course, an instrument from the keyboard family.

D. Look at the instruments below. Put each one in the correct column in the table.



guitar



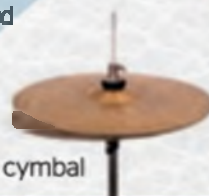
French horn



organ



keyboard



cymbal



bassoon



tambourine



harp

Wind	String	Percussion	Keyboard
flute	violin	drum	piano

E. Discuss.

- What is your favourite musical instrument?
- Would you like to learn a musical instrument? Which one?

Project

Make a musical instrument family poster. Draw four columns on a piece of cardboard and write the name of a musical instrument family at the top of each one, as in the table above. Then use the Internet to find pictures of as many musical instruments as you can, and write the names of the instruments in the correct columns.

36



What were you doing when you fell into the water?
I was walking by the river.

7d

A collage of four clothing items. In the top left is a pair of red shorts with two light blue vertical stripes on each leg. In the top right is a brown leather riding boot with a dark sole. In the bottom left is a mustard yellow t-shirt. In the bottom right is a red turtleneck sweater with a white horizontal band across the chest featuring a reindeer pattern.

Pair work activities

7d

Student B

Imagine that you are a shop assistant in a clothes shop and that you sell the items shown in the pictures. Student A is a customer. Talk to him/her using some of the phrases in the box.

Can/May I help you?
What size are you?
We have it/them only in...
I'm afraid we...
Would you like to try it/them on?
Does it / Do they fit you?
What do you think of...?
How about this/these one/ones?
Here you are.
We have a ...% discount.
Would you like to pay in cash or by credit card?
It costs / They cost...
Here's your change and receipt.



Shorts

Sizes: M, L
Price: €30.50
Colours: blue, red



Boots

Sizes: 6, 7, 8
Price: €79.99
Colours: black, brown, white



T-shirt

Sizes: M, L, XL
Price: €10
Colour: orange



Jumper

Sizes: XS, S
Price: €55
Colours: red, yellow, brown

7e

Problem solving

STUDENT A

Choose one of the situations below. Describe your problem to Student B, say how you feel and ask him/her for advice. Use some of the expressions given. Then swap roles.

Your sister/brother always borrows money but she/he never gives it back.

Your best friend has found a new group of friends and doesn't talk to you any more.

Your neighbour always listens to loud music and you can't study.

You're tired all the time and you can't get up in the morning.

The problem is that...
I've got a problem with...
I feel...
Can you please help me?
What should I do?

STUDENT B

Listen to Student A's problem and give him/her advice. Use some of the expressions given. Then swap roles.

I (personally) think you should...
Perhaps you should...
Don't worry.
Everything will be fine.

CHATSPEAK AND SMILEY DICTIONARY

@	= at	BCOZ	= because	M8	= mate	:)	= happy
2DAY	= today	CING	= seeing	PLS	= please	:(	= sad
2MORO	= tomorrow	CU	= see you	R	= are	:O	= shocked
2NITE	= tonight	FRND	= friend	THX	= thanks	:D	= laughing
4EVER	= forever	GR8	= great	U	= you	:(	= crying
4	= for	H8	= hate	W8	= wait	>:[	= angry
B	= be	L8	= late	XLNT	= excellent	:)	= winking
B4	= before	L8R	= later	Y	= why	B-)	= wearing glasses



Hello

The verb be

AFFIRMATIVE		NEGATIVE	
FULL FORMS	SHORT FORMS	FULL FORMS	SHORT FORMS
I am	I'm	I am not	I'm not
You are	You're	You are not	You aren't
He is	He's	He is not	He isn't
She is	She's	She is not	She isn't
It is	It's	It is not	It isn't
We are	We're	We are not	We aren't
You are	You're	You are not	You aren't
They are	They're	They are not	They aren't

QUESTIONS	SHORT ANSWERS	
Am I?	Yes, I am.	No, I'm not.
Are you?	Yes, you are.	No, you aren't.
Is he?	Yes, he is.	No, he isn't.
Is she?	Yes, she is.	No, she isn't.
Is it?	Yes, it is.	No, it isn't.
Are we?	Yes, we are.	No, we aren't.
Are you?	Yes, you are.	No, you aren't.
Are they?	Yes, they are.	No, they aren't.

We usually use short forms when we speak and full forms when we write.

The verb have got

We use the verb **have got**:

- to express possession.
I've got a computer.
- to describe people, animals and things.
Mary has got fair hair.

AFFIRMATIVE
I/You/We/They ve (=have) got He/She/It 's (=has) got

NEGATIVE
I/You/We/They haven't (=have not) got He/She/It hasn't (=has not) got

QUESTIONS	SHORT ANSWERS
Have I/you/we/they got?	Yes, I/you/we/they have.
Has he/she/it got?	Yes, he/she/it has.
Have I/you/we/they got?	No, I/you/we/they haven't.
Has he/she/it got?	No, he/she/it hasn't.

Possessive adjectives

PERSONAL PRONOUNS	POSSESSIVE ADJECTIVES
I	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their

- Possessive adjectives go before nouns, without articles.
She is my friend.
Her name is Emma.

The verb can

AFFIRMATIVE
I/You/He/She/It We/You/They can dance

NEGATIVE
I/You/He/She/It We/You/They can't (cannot) dance

QUESTIONS	SHORT ANSWERS
Can I/you/he/she/it we/you/they dance?	Yes, I/you/he/she/it we/you/they can.
	No, I/you/he/she/it we/you/they can't.

We use the verb **can** to express ability. *He can swim.*

Prepositions of place

- in** *The book is in the bag.*
- on** *The book is on the desk.*
- under** *The cat is under the table.*

This / That

- We use **this** to point out a person, animal or thing that is close to us.
This is a book.
- We use **that** to point out a person, animal or thing that is far from us.
That girl over there is Maria.

These / Those

- We use **these** to point out people, animals or things that are close to us.
These are my books.
- We use **those** to point out people, animals, or things that are far from us.
Those boys over there are my friends.

There is / There are

	AFFIRMATIVE		NEGATIVE	
	FULL FORMS	SHORT FORMS	FULL FORMS	SHORT FORMS
singular	There is	There's	There is not	There isn't
plural	There are	There are	There are not	There aren't

	QUESTIONS	SHORT ANSWERS	
		Yes	No
singular	Is there...?	Yes, there is.	No, there isn't.
plural	Are there...?	Yes, there are.	No, there aren't.

- We use **there is** before singular nouns.
There's a bathroom upstairs.
Is there a swimming pool in the palace?
- We use **there are** before plural nouns.
There are ten bedrooms in the castle.
Are there two bins in the classroom?

III Grammar Reference

► Plural forms

REGULAR NOUNS		
• most nouns take -s (in the plural)	<i>dog</i>	→ <i>dogs</i>
	<i>computer</i>	→ <i>computers</i>
• nouns ending in -s, -ch, -sh, -x, -o, take -es	<i>box</i>	→ <i>boxes</i>
	<i>watch</i>	→ <i>watches</i>
• nouns ending in a consonant + -y, drop the -y and take -ies	<i>country</i>	→ <i>countries</i>
	BUT	
	<i>boy</i>	→ <i>boys</i>
• nouns ending in -f or -fe, take -ves	<i>scarf</i>	→ <i>scarves</i>

IRREGULAR NOUNS		
<i>man</i>	→ <i>men</i>	<i>woman</i> → <i>women</i>
<i>child</i>	→ <i>children</i>	<i>foot</i> → <i>feet</i>
<i>tooth</i>	→ <i>teeth</i>	<i>person</i> → <i>people</i>
<i>mouse</i>	→ <i>mice</i>	<i>fish</i> → <i>fish</i>

- Adjectives do not have a plural form.
This is an old umbrella. → *These are old umbrellas.*

► Question Words

- Who...?:** We ask questions about people.
Who's that? My friend Kim.
- What...?:** We ask questions about things, animals and actions.
What's your favourite school subject? PE.
- Where...?:** We ask questions about places.
Where are you from? I'm from China.
- How...?:** We ask about the way in which something happens or to find out someone's news.
How are you? Fine, thanks.
- How old...?:** We ask about someone's age.
How old are you? I'm thirteen years old.
- When / What time...?:** We ask about time.
When's the party? On Saturday.
What time is the party? At 9 p.m.
- How many...?:** We ask about the number of something.
How many bedrooms are there in your house?
Three

Module 1

► Present Simple

AFFIRMATIVE	NEGATIVE	
	FULL FORMS	SHORT FORMS
I speak	I do not speak	I don't speak
You speak	You do not speak	You don't speak
He speaks	He does not speak	He doesn't speak
She speaks	She does not speak	She doesn't speak
It speaks	It does not speak	It doesn't speak
We speak	We do not speak	We don't speak
You speak	You do not speak	You don't speak
They speak	They do not speak	They don't speak

QUESTIONS	SHORT ANSWERS	
Do I speak?	Yes, I do.	No, I don't.
Do you speak?	Yes, you do.	No, you don't.
Does he speak?	Yes, he does.	No, he doesn't.
Does she speak?	Yes, she does.	No, she doesn't.
Does it speak?	Yes, it does.	No, it doesn't.
Do we speak?	Yes, we do.	No, we don't.
Do you speak?	Yes, you do.	No, you don't.
Do they speak?	Yes, they do.	No, they don't.

NOTE: No -s in the 3rd person singular after *does/doesn't*.

Formation of the 3rd person singular (he/she/it)

- Most verbs take -s.
I eat → *He eats* *I like* → *He likes*
- Verbs ending in -ss, -sh, -ch, -x, -o take -es.
I watch → *He watches* *I go* → *He goes*
- Verbs ending in a consonant + -y, drop the -y and take -ies.
I tidy → *He tidies* **BUT** *I play* → *He plays*

We use the **Present Simple**:

- for habits or actions that happen regularly.
I watch TV every day.
She goes out at the weekend.
- for situations that are always the same.
We live in Bristol.
I like ice cream.

► Prepositions of time

at	<i>six o'clock / half past two</i> <i>noon / night / midday / midnight</i> <i>the weekend(s)</i>
in	<i>the morning / afternoon / evening</i> <i>my free time</i>
on	<i>Saturday</i> <i>Friday morning / afternoon, etc.</i> <i>weekdays</i>
till/until	<i>We usually work till 5 p.m.</i>
before	<i>Jack always has a shower before dinner.</i>
after	<i>My dad takes the dog for a walk after breakfast.</i>

► Present Progressive

AFFIRMATIVE	
FULL FORMS	SHORT FORMS
I am playing	I'm playing
You are playing	You're playing
He is playing	He's playing
She is playing	She's playing
It is playing	It's playing
We are playing	We're playing
You are playing	You're playing
They are playing	They're playing

NEGATIVE	
FULL FORMS	SHORT FORMS
I am not playing	I'm not playing
You are not playing	You aren't playing
He is not playing	He isn't playing
She is not playing	She isn't playing
It is not playing	It isn't playing
We are not playing	We aren't playing
You are not playing	You aren't playing
They are not playing	They aren't playing

QUESTIONS	SHORT ANSWERS	
Am I playing?	Yes, I am.	No, I'm not.
Are you playing?	Yes, you are.	No, you aren't.
Is he playing?	Yes, he is.	No, he isn't.
Is she playing?	Yes, she is.	No, she isn't.
Is it playing?	Yes, it is.	No, it isn't.
Are we playing?	Yes, we are.	No, we aren't.
Are you playing?	Yes, you are.	No, you aren't.
Are they playing?	Yes, they are.	No, they aren't.

We use the **Present Progressive**:

- for actions that are happening at the moment of speaking.
What is Kelly doing now? She's talking on the phone.
- for temporary states.
I'm working at a supermarket these days.

FORMATION OF -ing	
• most verbs take -ing	talk → talking
• verbs ending in -e drop the -e before the -ing	come → coming
• verbs with one syllable ending in one vowel + one consonant double the consonant before the -ing	stop → stopping
• verbs with two or more syllables ending in one stressed vowel + one consonant double the consonant before the -ing	begin → beginning BUT happen → happening
• verbs ending in one vowel + -l double the -l before the -ing	travel → travelling
• verbs ending in -ie change -ie to -y before the -ing	lie → lying

TIME EXPRESSIONS
now, at the moment today, these days this week/year, etc.

► Present Progressive vs Present Simple

- We use the **Present Progressive** for actions that are happening at the moment of speaking and for temporary states.
John is watching TV now
- We use the **Present Simple** for habits, repeated actions and permanent states.
John watches TV at the weekend.

TIME EXPRESSIONS	
PRESENT PROGRESSIVE	PRESENT SIMPLE
now, at the moment today, these days, this week/year, etc.	usually, always, often, etc. every day/week, etc. in the afternoons/summer, etc. on Mondays, at the weekend, etc.

► Stative Verbs

The following verbs are usually **not** used in the **Present Progressive**. They are called **stative verbs**:

- see, hear, smell, etc.
- think, understand, know, etc.
- like, love, hate, want, need, etc.
- be, have, cost, etc.

► Adverbs of frequency

	•	...		
never	sometimes	often	usually	always

We use **adverbs of frequency** to talk about how often we do something. We place them:

- before** the main verb.
John often plays football on Saturdays.
Peter doesn't always have breakfast.
- after** the verb **be**.
Sheryl is never late for school.

► How often...?:

We use **How often...?** to show the frequency of an action:

A: *How often do you go out?*

B: *I go out twice a week, but I never go out on Fridays.*

- like / love / enjoy / hate / can't stand + -ing**
like / love / enjoy / hate / can't stand + noun
would like / want + to

like / love / enjoy / hate / can't stand + -ing

I enjoy listening to music.

Pablo can't stand going to art galleries.

like / love / enjoy / hate / can't stand + noun

I like rock music. Sam hates pop.

would like / want + to

I'd like to go to the theatre.

Beth wants to go to the cinema.

NOTE: We use **like + -ing** to say what we like in general:

I like going to the cinema.

Do you like tennis?

We use **would like to** to say what we want to do and to make offers, invitations and requests.

I'd like to go to the cinema.

Would you like to play tennis with me this afternoon?

Module 2

► Past Simple of regular verbs

AFFIRMATIVE	NEGATIVE	
	FULL FORMS	SHORT FORMS
I played	I did not play	I didn't play
You played	You did not play	You didn't play
He played	He did not play	He didn't play
She played	She did not play	She didn't play
It played	It did not play	It didn't play
We played	We did not play	We didn't play
You played	You did not play	You didn't play
They played	They did not play	They didn't play

QUESTIONS	SHORT ANSWERS	
Did I play?	Yes, I did.	No, I didn't.
Did you play?	Yes, you did.	No, you didn't.
Did he play?	Yes, he did.	No, he didn't.
Did she play?	Yes, she did.	No, she didn't.
Did it play?	Yes, it did.	No, it didn't.
Did we play?	Yes, we did.	No, we didn't.
Did you play?	Yes, you did.	No, you didn't.
Did they play?	Yes, they did.	No, they didn't.

SPELLING		
• most verbs take -ed	<i>talk</i>	→ <i>talked</i>
• verbs ending in -e take only -d	<i>dance</i>	→ <i>danced</i>
• verbs ending in a consonant + -y take -ied	<i>try</i> BUT <i>play</i>	→ <i>tried</i> → <i>played</i>
• verbs with one syllable ending in one vowel + one consonant double the consonant before the -ed	<i>stop</i>	→ <i>stopped</i>
• verbs with two or more syllables ending in a stressed vowel + one consonant double the consonant before the -ed	<i>prefer</i> BUT <i>happen</i>	→ <i>preferred</i> → <i>happened</i>
• verbs ending in one vowel + -l double the -l before the -ed	<i>travel</i> BUT <i>sail</i>	→ <i>travelled</i> → <i>sailed</i>

► Past Simple of irregular verbs

• Irregular verbs don't take **-ed** in the Past Simple.

AFFIRMATIVE	I/You/He/She/It/We/You/They	went
NEGATIVE	I/You/He/She/It/We/You/They	didn't go
QUESTIONS	Did I/you/he/she/it/we/you/they	go?

NOTE: Look at the list of irregular verbs on page 138.

We use the Past Simple for:

- actions that started and were completed at a specific time in the past.
We bought our house five years ago.
- habitual or repeated actions in the past.
I always went to bed early when I lived with my parents.
- for completed actions that happened one after the other in the past.
Yesterday I got up at 8.00, had breakfast and left for school.

TIME EXPRESSIONS
yesterday / yesterday morning, etc.
last night/week/weekend/month/year
last Wednesday/Friday, etc.
last summer/winter, etc.
two days / a week / three months / five years ago
in + year

► Past Simple of the verb **be**

AFFIRMATIVE	NEGATIVE
I/He/She/It was	I/He/She/It wasn't (=was not)
We/You/They were	We/You/They weren't (=were not)

QUESTIONS	SHORT ANSWERS
Was I/ he/she/it?	Yes, I/he/she/it was.
Were we/you/they?	Yes, we/you/they were.
	No, I/he/she/it wasn't.
	No, we/you/they weren't.

► The verb **could**

AFFIRMATIVE	NEGATIVE
I/He/She/It could walk	I/He/She/It could not walk
We/You/They could walk	We/You/They couldn't walk

QUESTIONS
Could I/he/she/it we/you/they walk?

SHORT ANSWERS				
Yes,	I/he/she/it we/you/they	could	No, I/he/she/it we/you/they	couldn't.

- Could** is the past tense of **can**. We use it to talk about ability in the past.
My sister could play the piano when she was seven.

- Adjectives describe nouns.
- Adverbs of manner describe how something happens.

IRREGULAR ADVERBS		
good → well	hard → hard	early → early
fast → fast	late → late	

SUBJECT PRONOUNS	OBJECT PRONOUNS
I	me
You	you
He	him
She	her
It	it
We	us
You	you
They	them

-  **Used to**

AFFIRMATIVE		NEGATIVE	
I/He/She/It	used to play	I/He/She/It	didn't use to play
We/You/They		We/You/They	

QUESTIONS		
Did	I/he/she/it we/you/they	use to play?

We use **used to** to talk about something that happened regularly in the past, but no longer does.
We *used to go skateboarding every afternoon when we were young*.

 Past Progressive

AFFIRMATIVE

I was eating
You **were** eating
He was eating
She was eating
It was eating
We were eating
You were eating
They were eating

NEGATIVE	
FULL FORMS	SHORT FORMS
I was not eating	I wasn't eating
You were not eating	You weren't eating
He was not eating	He wasn't eating
She was not eating	She wasn't eating
It was not eating	It wasn't eating
We were not eating	We weren't eating
You were not eating	You weren't eating
They were not eating	They weren't eating

QUESTIONS	SHORT ANSWERS	
Was I eating?	Yes, I was.	No, I wasn't.
Were you eating?	Yes, you were.	No, you weren't.
Was he eating?	Yes, he was.	No, he wasn't.
Was she eating?	Yes, she was.	No, she wasn't.
Was it eating?	Yes, it was.	No, it wasn't.
Were we eating?	Yes, we were.	No, we weren't.
Were you eating?	Yes, you were.	No, you weren't.
Were they eating?	Yes, they were.	No, they weren't.

- for an action that was happening at a specific point of time in the past.
I was watching TV at 7 o'clock yesterday evening.
- to set the scene in a story.
It was raining and Jill was walking in the forest.
- for actions that were happening at the same time in the past. In this case we usually use **while**.
While I was watching TV, my father was cooking.

- We use the **Past Progressive** and the **Past Simple** in the same sentence when one action interrupted another in the past. We use the **Past Progressive** for the longer action and the **Past Simple** for the shorter action. In this case we usually use **while** or **when**.
*While I was driving, I saw a cat in the street.
 I was sleeping when the telephone rang.*

- **some + uncountable / plural countable nouns** in affirmative sentences and offers.
There is some orange juice in the fridge.
Would you like some chips?
- **any + uncountable / plural countable nouns** in questions and negative sentences.
Is there any orange juice in the fridge?
There aren't any chips on the table.

- **no (= not any) + uncountable / plural countable nouns** in affirmative sentences to give a negative meaning.
There is no cheese in the fridge. = There isn't any cheese in the fridge.

NOTE:

Countable Nouns

- We can count them.
- We can use *a/an* and numbers before them.
- They have singular and plural forms.

one orange five posters a lamp

NOTE:

Uncountable Nouns

- We cannot count them.
- We cannot use *a/an* or numbers before them, but we often use *some* and *any*.
- They have only singular forms.

rice water pasta

► Compounds of *some, any, no, every*

	some	any	no	every
People	someone somebody	anyone anybody	no one nobody	everyone everybody
Things	something	anything	nothing	everything
Places	somewhere	anywhere	nowhere	everywhere

- These compounds are used in the same way as **some, any, no** and **every**, but they are not followed by a noun.
I can't find my glasses anywhere.
- These compounds always go with singular verbs.
Someone is behind the door.

Module 4

► Can / Could / May / Might

The verbs **can, could, may** and **might**:

- are followed by the base form of the verb without **to**.
 - are the same in all persons in the singular and plural.
 - do not form the question and negative with **do**.
- We use **Can I..?, Could I..?, May I..?** to ask for permission.
Can/Could/May I go to the party?
Yes, you can/may.
No, you can't/may not.
 - We use **Can you..?, Could you..?** to make polite requests and ask for a favour. **Could** is more polite.
Can/Could you help me with my homework?
 - We use **Can I..?, Could I..?, May I..?** to offer help.
Can/Could/May I help you?
 - We use **may, might** and **could** to express possibility in the present or future. **Might** expresses slight possibility.
We may/might/could go to the Summer Festival next weekend.

► Prepositions of place

next to	<i>The museum is next to the post office.</i>
in front of	<i>The bus stop is in front of the museum.</i>
opposite	<i>The library is opposite the museum.</i>
between	<i>The museum is between the bank and the post office.</i>
behind	<i>The park is behind the museum.</i>

► Prepositions of movement

up	<i>Walk up this road.</i>
down	<i>Go down Elm Street.</i>
into	<i>Don't come into the house with that dog!</i>
out of	<i>Brian walked out of the room.</i>
through	<i>This road goes through the park.</i>
towards	<i>Walk towards the library.</i>
past	<i>Walk past the newsagent's and turn left.</i>
from...to	<i>Maria drives from her house to work every day.</i>
around	<i>Stop running around the garden!</i>

► Comparative and Superlative forms

- We use the **comparative** of adjectives when we compare two people, animals or things.
- We use the **superlative** of adjectives when we compare one person, animal or thing with several of the same kind.

FORMATION			
Comparative			
adjective + -er		+ than	<i>John is older than Peter.</i>
more + adjective			<i>My watch is more expensive than Diana's.</i>
Superlative			
the +	adjective + -est	+ of/in	<i>John is the tallest boy in his class.</i>
	most + adjective		<i>This watch is the most expensive of all.</i>

- All one-syllable and most two-syllable adjectives take **-er/-est**
clean → cleaner → the cleanest
clever → cleverer → the cleverest
- One-syllable adjectives ending in **-e**, take **-r/-st**:
nice → nicer → the nicest
- One-syllable adjectives ending in one vowel + one consonant, double the consonant before the **-er/-est**:
hot → hotter → the hottest
- Adjectives ending in a consonant + **-y**, drop the **-y** and take **-ier/-iest**:
easy → easier → the easiest
- Adjectives with three or more syllables and some two-syllable adjectives take **more + adjective/ most + adjective**:
expensive → more expensive → the most expensive
careful → more careful → the most careful

IRREGULAR COMPARATIVES AND SUPERLATIVES

POSITIVE FORM	COMPARATIVE FORM	SUPERLATIVE FORM
good	better	the best
bad	worse	the worst
many/much	more	the most
far	farther/further	the farthest/furthest

NOTE: Other ways of comparison:

- **as + adjective + as**
Debbie's as tall as her brother.
- **not as + adjective + as**
Geography isn't as interesting as history.

► Which...?

- We use **Which...?** when we want to select one from a group of things or people.
Which mountain is higher? Mt Everest or Mt Killimanjaro?

Module 5

► Future *be going to*

AFFIRMATIVE	
FULL FORMS	SHORT FORMS
I am going to play	I'm going to play
You are going to play	You're going to play
He is going to play	He's going to play
She is going to play	She's going to play
It is going to play	It's going to play
We are going to play	We're going to play
You are going to play	You're going to play
They are going to play	They're going to play

NEGATIVE	
FULL FORMS	SHORT FORMS
I am not going to play	I'm not going to play
You are not going to play	You aren't going to play
He is not going to play	He isn't going to play
She is not going to play	She isn't going to play
It is not going to play	It isn't going to play
We are not going to play	We aren't going to play
You are not going to play	You aren't going to play
They are not going to play	They aren't going to play

QUESTIONS	SHORT ANSWERS	
Am I going to play?	Yes, I am.	No, I'm not.
Are you going to play?	Yes, you are.	No, you aren't.
Is he going to play?	Yes, he is.	No, he isn't.
Is she going to play?	Yes, she is.	No, she isn't.
Is it going to play?	Yes, it is.	No, it isn't.
Are we going to play?	Yes, we are.	No, we aren't.
Are you going to play?	Yes, you are.	No, you aren't.
Are they going to play?	Yes, they are.	No, they aren't.

TIME EXPRESSIONS

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

- We use the **Future *be going to*** to express future plans.
Dennis is going to buy a car next week.

NOTE: It isn't necessary to say or write **to go** with the **Future *be going to***.
Ted's going (to go) swimming next weekend.

► Present Simple with future meaning

- We can use the **Present Simple** to talk about future actions related to official timetables and programmes.
My plane leaves at 12 o'clock.

► Present Progressive with future meaning

- We can use the **Present Progressive** to talk about future arrangements.
We are having a party next Saturday.

► Future *will*

AFFIRMATIVE		NEGATIVE	
I	will work	I	won't work
He/She/It		He/She/It	(will not)
We/You/They		We/You/They	

QUESTIONS		
Will	I	work?
	he/she/it	
	we/you/they	

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

We use the **Future *will*** for:

- predictions, usually with the verbs **think** and **believe**.
I think he will be a great actor one day.
- on-the-spot decisions.
Fine, I'll meet you in an hour.
- offers.
I'll help you with everything.
- warnings and threats.
Be quiet or I'll tell the teacher.
- promises.
I promise, I'll be there for you.
- requests.
Will you do me a favour?

NOTE: We use **will be able to** to express ability in the future.
They'll be able to come with us on Saturday.

NOTE: We use the **Future Progressive** for:

- actions that will be in progress at a specific (point of) time in the future.
This time tomorrow I'll be flying to Mexico.
- actions which have already been planned or are part of a routine.
We'll be spending the summer at the cottage.
Tonight Laura will be watching TV as usual.

must - have to

The verb <i>must</i>	
AFFIRMATIVE	I/He/She/It/We/You/They must go
NEGATIVE	I/He/She/It/We/You/They mustn't go
QUESTIONS	Must I/he/she/it/we/you/they go?
SHORT ANSWERS	Yes, I/he/she/it/we/you/they must. No, I/he/she/it/we/you/they mustn't.

The verb <i>have to</i>	
AFFIRMATIVE	NEGATIVE
I/We/You/They have to go He/She/It has to go	I/We/You/They don't have to go He/She/It doesn't have to go

QUESTIONS		
Do	I/we/you/they	have to go?
Does	he/she/it	have to go?

SHORT ANSWERS			
Yes, I/we/you/they	do.	No, I/we/you/they	don't.
Yes, he/she/it	does.	No, he/she/it	doesn't.

- We use **must** and **have to / has to** to express obligation in the present and future.
I must / have to wash the car today.
- We use **mustn't** to express prohibition.
You mustn't be late again!
- We use **don't/doesn't have to** to express absence of obligation.
You don't have to come early tomorrow. It isn't necessary.

NOTE: The past tense of **must** and **have to** is **had to** and expresses obligation in the past. The negative form **didn't have to** expresses absence of obligation in the past.

Conditional Sentences Type 1

We use **Conditional Sentences Type 1** for something which is likely to happen in the present or future.

If - clause	Main clause
	Future <i>will</i>
If + Present Simple	Modal Verbs (can, may, might, must)
	Imperative

If I like the car, I'll buy it.

If you want to get into the museum, you must buy a ticket.

If you don't feel well, go to bed.

Let's... / Shall we...? / How about...? / Why don't we/you...?

To make suggestions we use:

- Let's + the base form of the verb.**
Let's go out tonight.
- Shall we...? + the base form of the verb.**
Shall we go to the park tomorrow?
- How about...? + -ing form.**
How about going to the cinema?
- Why don't we/you...? + the base form of the verb.**
Why don't we go shopping today?

Module 6

How much...? / How many...? / Much / Many / A lot of / Lots of / A little / A few

- We use **How much...?** with uncountable nouns to ask about the quantity of something.
How much milk is there?

NOTE: We also use **How much...?** to ask about the cost or price of something.
How much are these shoes? 100?

- We use **How many...?** with plural countable nouns to ask about the number of something.
How many cans of lemonade do we need?
- We use **much** with uncountable nouns, in questions and in negative sentences.
We haven't got much money.
- We use **many** with plural countable nouns, usually in questions and in negative sentences.
There aren't many books in the bookcase.
- We use **a lot of / lots of** with uncountable and plural countable nouns, usually in affirmative sentences.
There is a lot of coffee in my cup.
There are lots of apples in the fridge.
- We use **a little** with uncountable nouns, in affirmative sentences.
There is a little cheese on the table.
- We use **a few** with plural countable nouns, in affirmative sentences.
There are a few magazines on the table.

The verb *should*

The verb <i>should</i>	
AFFIRMATIVE	I/He/She/It/We/You/They should go
NEGATIVE	I/He/She/It/We/You/They shouldn't go
QUESTIONS	Should I/he/she/it/we/you/they go?
SHORT ANSWERS	Yes, I/he/she/it/we/you/they should. No, I/he/she/it/we/you/they shouldn't.

We use **should**:

- to ask for and give advice.
What should I do? You shouldn't work so hard.
- to express an opinion.
I think the children should eat more fruit.

- to make a suggestion.
We should go to the cinema. There's a nice film on.

► Question tags

Question tags are short questions at the end of statements. We use them:

- when we are not sure about something and we want confirmation.
when we expect the other person to agree with us.
We form question tags with the **auxiliary or modal verb** of the sentence and a **personal pronoun** in the same person as the subject.
You couldn't see her, could you?
Tom believed him, didn't he?
- When the statement is affirmative, we use a negative question tag.
The boys are at school, aren't they?
- When the statement is negative, we use a positive question tag.
She hasn't seen the doctor yet, has she?

Module 7

► Present Perfect Simple

AFFIRMATIVE	
FULL FORMS	SHORT FORMS
I have played	I've played
You have played	You've played
He has played	He's played
She has played	She's played
It has played	It's played
We have played	We've played
You have played	You've played
They have played	They've played

NEGATIVE	
FULL FORMS	SHORT FORMS
I have not played	I haven't played
You have not played	You haven't played
He has not played	He hasn't played
She has not played	She hasn't played
It has not played	It hasn't played
We have not played	We haven't played
You have not played	You haven't played
They have not played	They haven't played

QUESTIONS	SHORT ANSWERS	
Have I played?	Yes, I have.	No, I haven't.
Have you played?	Yes, you have.	No, you haven't.
Has he played?	Yes, he has.	No, he hasn't.
Has she played?	Yes, she has.	No, she hasn't.
Has it played?	Yes, it has.	No, it hasn't.
Have we played?	Yes, we have.	No, we haven't.
Have you played?	Yes, you have.	No, you haven't.
Have they played?	Yes, they have.	No, they haven't.

- We form the **Present Perfect Simple** with **have/has** and the past participle of the verb. The past participle of regular verbs is the same as the Past Simple (verb + **- ed**).

NOTE: For a list of irregular verbs go to page 138.

We use the **Present Perfect Simple**:

- for actions which happened in the past, but we don't mention when exactly.
I've visited the National History Museum, so I don't want to go there again.
- for actions that happened in the past and their results are obvious in the present.
Look! Jerry has broken his leg!

TIME EXPRESSIONS

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

► Present Perfect Simple vs Past Simple

We use the Present Perfect Simple:	We use the Past Simple:
• for actions that happened in the past, but we don't say when exactly. <i>I have visited Rome.</i> • with the time expressions: ever, never, before, so far, just, yet, already, always, for, since.	• for actions that happened at a definite time in the past. We say when. <i>I visited Rome last year.</i> • with the time expressions: yesterday, in 1995, ago, last week/month, etc.

NOTE:

- **have/has gone** means that someone has gone somewhere and is still there.
Beth has gone to the supermarket. (She's still there).
- **have/has been** means that someone has visited a place but has come back.
Beth has been to Barcelona. (Now she's back)

► yet/already

yet is used only with the question and negative form of verbs. It is placed at the end of the sentence.	<i>Have you finished yet?</i> <i>He hasn't arrived yet.</i>
already is used with the affirmative and question form of verbs. It is placed between the auxiliary and the main verb, or at the end of the sentence for emphasis.	<i>I've already seen that film.</i> <i>You've finished eating already!</i>

► Present Perfect Simple with since / for / how long

- We use the **Present Perfect Simple** with **for**, **since** and **how long** for actions that started in the past and continue up to the present.

How long...? To ask about the duration of an action.	<i>How long have you had this collection?</i>
since + a point in time (e.g. <i>since 2010, since yesterday, since last week, since 4 a.m.</i>) It refers to the time when the action started.	<i>I've had this collection since 2015.</i>
for + a period of time (e.g. <i>for two weeks, for three days, for five minutes, for months</i>) It refers to the duration of the action.	<i>I've had this collection for six years.</i>

► Too/Enough

- We use **too** before adjectives and adverbs. **Too** has a negative meaning and it means 'more than necessary'.
This coffee is too hot. I can't drink it.
- We use **enough** after adjectives and adverbs, but before nouns. **Enough** has a positive meaning.
The weather is warm enough for a picnic.
There's enough food in the fridge.

► One/Ones

- We use **one** when we don't want to repeat a singular countable noun.
Which coat is yours? The black one.
- We use **ones** when we don't want to repeat a plural countable noun.
Which shoes do you like? The brown ones.

► Possessive Adjectives - Possessive Pronouns

Possessive adjectives	Possessive pronouns
my	mine
your	yours
his	his
her	hers
its	-
our	ours
your	yours
their	theirs

- Possessive adjectives** always go before nouns and do not take articles before them.
Her hat is green.
- Possessive pronouns** replace **possessive adjectives + noun**, so they are never followed by nouns.
They can be used as short answers to questions starting with **whose**.
Your bag is brown, but mine is black.
That cat is hers.
Whose is this ball? It's his.

► Possessive case

We use the **possessive case** to express possession.

Formation	
Singular nouns take 's.	<i>This is the girl's bag.</i> <i>This is Tom's car.</i>
Regular plural nouns take '.	<i>That's my parents' house.</i>
Irregular plural nouns take 's.	<i>Here's the children's room.</i>
When two or more people own the same thing, we add 's only to the last owner.	<i>This is Mary and Ben's flat.</i>
When two or more people own two or more different things, we add 's to each owner.	<i>These are John's and Rick's bikes.</i>

NOTE: We use **of + noun** to show that something belongs to a thing or to an abstract noun.
The windows of this house are very big.

Module 8

► Relative Pronouns

- The relative pronouns **who**, **which** and **that** introduce relative clauses and refer to the subject or the object of the verb. When they are the object of the verb in the relative clause, they can be omitted.
Mrs Robins is the teacher. I like her the most.
Mrs Robins is the teacher (who) I like the most.

	PRONOUNS	EXAMPLES
People	who/that	<i>The woman who/that is driving that sports car is my aunt.</i> <i>The teacher (who/that) I like the most is Mrs Robins.</i>
Animals and Things	which/that	<i>The bag which/that is on the desk is mine.</i> <i>The film (which/that) I saw last night was terrible.</i>

Defining relative clauses give information which is needed to understand the meaning of the sentence. They are not separated from the main clause by commas.
She's the girl who/that lives next door.
The book (which/that) you bought is on the desk.

NOTE: In formal language prepositions appear at the beginning of the relative clause.
In informal language they appear at the end of the relative clause.
The chair on which I'm sitting isn't very comfortable. (formal)
The chair (which/that) I am sitting on isn't very comfortable. (informal)

Non-Defining relative clauses give extra information about the person, thing or idea they refer to. They are always separated from the main clause by commas.
Mr Brown, who is our geography teacher, is quite old.
Our car, which cost us a lot, keeps breaking down.

NOTE: • **Relative pronouns/adverbs** cannot be omitted in non-defining relative clauses; neither can we use **that** instead of them.
• **Prepositions** usually appear at the beginning of non-defining relative clauses.
This cupboard, in which I keep my old toys, hasn't been cleaned for ages.
• **Which** may also refer to a whole sentence.
He offered to give me a lift, which was very kind of him.

► **So/Neither**

To express agreement

- We use **So + affirmative auxiliary verb + subject** when we agree with an affirmative statement, but we don't want to repeat it.

A: *I must go to the dentist.*

A: I always go to school on foot.

B: So must I.

B: So do I.

- We use **Neither** + **affirmative auxiliary verb** + **subject** when we agree with a negative statement, but we don't want to repeat it.

A: *I can't play the piano.*

A: *I don't like classical music.*

B: Neither can I.

B: Neither does my sister

NOTE: To express disagreement:

- We use **subject + affirmative auxiliary verb** when we disagree with a negative statement, but we don't want to repeat it.

A: I can't dance.

B: / can

- We use **subject + negative auxiliary verb** when we disagree with an affirmative statement, but we don't want to repeat it.

A: *I've been to Italy.*

B: I haven't.

▶ Passive Voice

Use

We use the **Passive Voice** to emphasise the action rather than who or what is responsible for it.

Formation

The **Passive Voice** is formed with the verb **be** in the appropriate form and the **past participle** of the main verb.

► Present Simple Passive

AFFIRMATIVE		
I	am	
He/She/It	is	called / given
We/You/They	are	

NEGATIVE			
I He/She/It We/You/They	am is are	not	called / given

QUESTIONS		
Am	I	
Is	he/she/it	called / given?
Are	we/you/they	

▶ Past Simple Passive

AFFIRMATIVE		
I/He/She/It	was	called / given
We/You/They	were	

NEGATIVE		
I/He/She/It	wasn't	called / given
We/You/They	weren't	

QUESTIONS

Was Were	I/he/she/it we/you/they	called / given?
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Active Voice	Subject	Verb	Object
	Mary	wrote	a letter.

Passive Voice	Subject	Verb	Agent
	A letter	was written	by Mary.

NOTE: The person who causes or carries out the action is called an agent and is preceded by the preposition by.

We usually omit the agent when the action interests us more than the agent, when we don't know the agent or when it is easy to figure out who the agent is.

My bag was stolen!

(by someone who we do not know)

BMW cars are made in Germany. (by factory workers)

IRREGULAR VERBS

Base form	Past Simple	Past Participle	Base form	Past Simple	Past Participle
be	was/were	been	know	knew	known
become	became	become	learn	learnt / learned	learnt / learned
begin	began	begun	leave	left	left
bite	bit	bitten	lend	lent	lent
bleed	bled	bled	let	let	let
break	broke	broken	lie	lay	lain
bring	brought	brought	lose	lost	lost
build	built	built	make	made	made
burn	burnt/burned	burnt/burned	mean	meant	meant
buy	bought	bought	meet	met	met
catch	caught	caught	pay	paid	paid
choose	chose	chosen	put	put	put
come	came	come	read	read	read
cost	cost	cost	ride	rode	ridden
cut	cut	cut	ring	rang	rung
do	did	done	run	ran	run
draw	drew	drawn	say	said	said
drink	drank	drunk	see	saw	seen
drive	drove	driven	sell	sold	sold
eat	ate	eaten	send	sent	sent
fall	fell	fallen	show	showed	shown
feed	fed	fed	sing	sang	sung
feel	felt	felt	sit	sat	sat
fight	fought	fought	sleep	slept	slept
find	found	found	speak	spoke	spoken
fly	flew	flown	spell	spelt/spelled	spelt/spelled
forget	forgot	forgotten	spend	spent	spent
freeze	froze	frozen	stand	stood	stood
get	got	got	steal	stole	stolen
give	gave	given	swim	swam	swum
go	went	gone	take	took	taken
grow	grew	grown	teach	taught	taught
hang	hung	hung	tell	told	told
have	had	had	think	thought	thought
hear	heard	heard	throw	threw	thrown
hide	hid	hidden	understand	understood	understood
hit	hit	hit	wake	woke	woken
hold	held	held	wear	wore	worn
hurt	hurt	hurt	win	won	won
keep	kept	kept	write	wrote	written

How to learn better in class

- Look at your teacher and the board and take notes.
- Listen carefully to your teacher and the CD.
- Ask your teacher when you don't understand.
- Speak in English as much as possible.
- Take part in pair and group work activities.

How to learn better outside the class

- Read the dialogues and texts from your book and listen to your CD.
- Read the dialogues and texts aloud and sometimes record yourself.
- Study the vocabulary and grammar and then do your homework.
- Read texts from English magazines and newspapers.
- Read English websites.
- Listen to English songs.
- Watch English TV programmes and DVDs.

How to learn vocabulary better

- Write down new words in a notebook. Together with the English word:
 - write the translation in your language.
 - write an example sentence.
 - draw or stick a picture.
 - Put words in groups or use diagrams.
 - Learn phrases (e.g. verb+noun) not just single words.
 - Learn new words in context (in sentences describing situations). This way, it is easier to remember them.
- When you learn new words, you must remember if they are verbs, nouns, adjectives, etc.
- When you learn new words, it's a good idea to learn any synonyms and/or opposites.
 - Refer to the Wordlist.
 - Practise the spelling and pronunciation of new words.
 - Look up unknown words in a dictionary.
 - Regularly revise words you have learnt.
 - Try to use words you have recently learnt when you speak or write.

How to learn grammar better

- Refer to the Grammar Reference.
- Use grammar tables.
- Have a grammar notebook.
In it write:
 - tips and/or rules in your language,
 - example sentences,
 - important grammatical points
e.g. irregular verbs.
- Write down grammatical errors that you often make in a notebook.

Speak

How to do better when doing speaking tasks

- Before you speak, make sure you understand the task and how you should use the prompts.
- Look at the example and use the prompts given.
- Use the vocabulary and the language you have learnt.
- Don't be afraid to make mistakes when you speak.
- Speak only in English.

Read

How to do better when doing reading tasks

- Before you read, try to guess what the text is about with the help of the title and the pictures.
- Look for key words in the text to understand the main ideas.
- Try to guess the meaning of unknown words.
- Read the text quickly to understand the main idea.
- Read the text carefully to understand specific details.
- Decide in which part of the text you can find the information you need.
- Make sure you understand who or what the pronouns (he, it, this, them, etc.) refer to in the text.

Listen

How to do better when doing listening tasks

- Before you listen, look at the pictures and read the questions and answers carefully.
- Before you listen, try to guess what the speakers are going to talk about.
- Before you listen, try to guess what kind of information is missing.
- While listening, try to understand the general idea, not every single word.
- Listen for key words to understand the main ideas.
- While listening, don't think that an answer is correct just because a speaker mentions a word that is in the activity. Listen carefully before you answer.

Write

How to do better when doing writing tasks

- Make sure you understand what you have to write.
- Plan your writing and make notes before you write.
- Plan your paragraphs. Before you start, think of the ideas you are going to include in each paragraph.
- Group relevant information together and put it in the same paragraph.
- Do not write very short sentences. Join your ideas with *and*, *but*, *so* and *because*.
- Use pronouns (he, she it, them, etc.) to avoid repeating the same words.
- When you write to a friend, start and finish your letter/e-mail in an appropriate way. Remember to use set phrases.
- When you narrate events, write the events in chronological order. Use adverbs like *suddenly*, *luckily*, *unfortunately* to make your writing more interesting.
- Use a variety of vocabulary and grammatical structures in your writing to make it more interesting.
- Write your first draft and correct it. Then write your final draft.
- Write neatly.
- After you finish, check your writing. Check punctuation and capital letters, word order, spelling, linking words, grammar and vocabulary.

III Project Skills

BRAINSTORM

PLAN

RESEARCH

CREATE

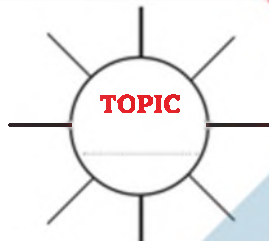
PROOFREAD

PRESENT

step 1

BRAINSTORM

- Think of the topic carefully and create a mind map to collect ideas or words about the topic.



step 2

PLAN

- Decide which of the ideas in **Step 1** you would like to include in your project and make a plan to use as a general guide.

step 3

RESEARCH

- Find some information on the topic. Read books, use the Internet, watch videos or documentaries or even visit a museum.
- Write down key words and important information you have found. Remember: you mustn't copy the information. Use your own words to summarise the ideas.

step 4

CREATE

- When you have collected all the information, start working on your project.
- Make your project interesting. Think of a title and find pictures or draw your own.
- You can also write words below the pictures that describe them.

step 5

PROOFREAD

- After you finish, check your work for mistakes.
- Make sure you have included all the information and ideas you chose in your project.
- Check your spelling, grammar, vocabulary, etc.

step 6

PRESENT

A presentation consists of 3 stages:

Stage 1: Before the presentation

- Practise presenting your work in front of a mirror or to a friend. This will help you feel more confident.

Stage 2: During the presentation

- First, introduce the topic. (*I would like to talk about... / I am going to talk about...*)
- Use short and simple sentences.
- Speak clearly and confidently.
- Smile at your classmates and look at them.

Stage 3: After the presentation

- Ask your classmates if they have any questions and try to answer their questions. (*Any questions?*)
- Don't forget to thank them. (*Thank you for your attention.*)

TIP!

Use the following checklist with the things you need to do. Tick (✓) the boxes when you do them.

PROJECT CHECKLIST

- mind map
- plan
- research
- key words
- paragraph/text
- title
- pictures with descriptions
- checking
- presentation practice

0000000000

cut /kʌt/ *вирізати*
draw /drɔ:/ *малювати*
in fashion /ɪn 'fæʃ.ən/ *в моді*
own (adj) /əʊn/ *власний*
patch /pætʃ/ *накладка*
pocket /'pɒk.ɪt/ *кишеня*
put /pʊt/ *класти*
wait /weɪt/ *чекати*

Clothes and accessories -

Одяг та аксесуар

belt /belt/ *ремінь*
boots /bu:ts/ *чоботи*
earrings /'iə.ɪŋz/ *серезки*
hat /hæt/ *капелюх*
jumper /'dʒʌm.pə/ *джермпер*
leggings /'leg.ɪŋz/ *легінси*
sandals /'sænd.əls/ *босоніжки*
shirt /ʃɜ:t/ *сорочка*
shorts /ʃɔ:ts/ *шорти*
skirt /skɜ:t/ *спідниця*
top /tɒp/ *майка*
tracksuit /'træk.su:t/ *спортивний костюм*

Phrases - Вислови

Don't worry. Не хвилюйтеся.
Let's... Давайте...
once / twice / three times a... один/ два/ три рази в ...
What a mess! Який безлад!
What's up? Як справи?
Why...? Чому?

1d

a bit /ə bit/ *трішки*
can't stand /kɑ:nt stænd/ *терпіти не можу*
competition /kəm.pə'tiʃ.ən/ *змагання*
early /'ɜ:li/ *рано*
free /fri:/ *безкоштовний*
join /dʒɔɪn/ *приєднатися*
karaoke /kær.i'əu.ki/ *караоке*
lots of /lɒts əv/ *багато*
online /'ɒn.laɪn/ *онлайн*
only /'əʊn.li/ *тільки*
though /ðəʊ/ *хоча*
website /'web.saɪt/ *веб-сайт*
winner /'wɪn.ə(r)/ *переможець*
youth club /ju:θ klʌb/ *молодіжний клуб*

Free-time activities (words/phrases) - Дозвілля (слова/вислови)

chat on the Net спілкуватись в мережі
do arts and crafts займатись декоративно-прикладним мистецтвом
download songs/music /videos завантажувати пісні/ музику/ відео

go rollerblading *кататись на роликах*
go skateboarding *кататись на скейтборді*
go to concerts *ходити на концерти*
hang out with friends *тусуватися з друзями*
play table tennis *грати в настільний теніс*
read magazines/newspapers *читати журнали/газети*
surf the Net *користуватись інтернетом*
Check out... *Перевірити...*
It looks good *Виглядає добре*

1e

age /eɪdʒ/ вік
both /bəʊθ/ обидва
ice hockey /aɪs 'hɒk.i/ хокей
local /'ləʊ.kəl/ місцевий
really /'riː.li/ насправді
spend /spend/ проводити

Personality - Особистість

active /'æk.tɪv/ **активний**
clever /'klev.ə(r)/ **розумний**
friendly /'frend.li/ **дружній**
helpful /'help.fəl/ **люб'язний**
lazy /'leɪ.zi/ **ледачий**
outgoing /aʊt'gəʊ.ɪŋ/ **товариський**
polite /pə'laɪt/ **ввічливий**
rude /ruːd/ **грубий**
shy /ʃaɪ/ **сором'язливий**
unfriendly /ʌn'frend.li/ **непривітний**
What is he like? **Який у нього характер?**

TRAVELLING

2a

around /ə'raʊnd/ **навколо**
be back /bi: bæk/ **повертатись**
broken /'brəʊ.kən/ **зламаний**
camel /'kæm.əl/ **верблюд**
desert /'dez.ət/ **пустеля**
Egypt /'i:dzɪpt/ **Єгипет**
experience (n) /ɪk'spɪə.ri.əns/ **досвід**
fall off /fɔ:l ɒf/ **падати**
forget /fə'get/ **забувати**
manage /'mæn.ɪdʒ/ **вдаватись**
of course /əv kɔ:s/ **звісно**
scared /skeəd/ **ноляканий**
show (v) /ʃəʊ/ **показувати**
try /traɪ/ **намагатись**

Holiday activities (words/phrases) - Святкові заходи (слова/вислови)

buy souvenirs *купувати сувеніри*
explore a cave *досліджувати печеру*
go hiking *відправитися в похід*

go horse riding *кататися верхи на коні*
 go on a cruise *поїхати в круїз*
 go on a trip *відправитись у подорож*
 go sightseeing *оглядати визначні місця*
 sunbathe /ˈsʌn.beɪð/ *засмагати*
 travel abroad *поїхати за кордон*
 Here you go. *Так краще.*
 I'm only joking. *Я просто жартую.*
 To be honest, ... *Чесно кажучи, ...*

2b

ask (for) /ɑːsk (fɔːr)/ *попросити*
 careful /ˈkeə.fəl/ *обережний*
 cheap /tʃiːp/ *дешевий*
 closed /kləʊzd/ *зачинений*
 crowded /ˈkraʊ.dɪd/ *переповнений*
 dangerous /ˈdeɪn.dʒərəs/ *небезпечний*
 decide /dɪˈsaɪd/ *вирішувати*
 expensive /ɪkˈspensɪv/ *дорогий*
 fast /fɑːst/ *швидкий*
 get off /get ɒf/ *зійти*
 hard (adj/adv) /hɑːd/ *важкий/ важко*
 late (adj/adv) /leɪt/ *пізній/ пізно*
 later /ˈleɪ.tər/ *пізніше*
 on foot /ɒn fʊt/ *пішки*
 popular /ˈpɒp.jə.lər/ *популярний*
 safe /seɪf/ *безпечний*
 side /saɪd/ *сторона*
 slow /sləʊ/ *повільний*
 something /ˈsʌm.θɪŋ/ *щось*
 station /ˈsteɪ.ʃən/ *станція*
 tell /tel/ *говорити*
 terrible /ˈter.ə.bəl/ *жахливий*
 traffic /ˈtræf.ɪk/ *зотопи*
 wrong /rɒŋ/ *невірний*

Means of transport - Види транспорту

ferry /ˈfer.i/ *паром*
 helicopter /ˈhel.ɪkɒp.tər/ *вертоліт*
 motorbike /ˈməʊ.tə.baɪk/ *мотоцикл*
 tram /træm/ *трасовий*
 underground /ˌʌn.dəˈgraʊnd/ *метро*
 van /væn/ *фургон*
 Guess what! *Вгадай що!*

2c

bag /bæg/ *сумка*
 bank /bæŋk/ *банк*
 call for /kɔːl fɔː(r)/ *викликати*
 check /tʃek/ *перевірити*
 happen /ˈhæp.ən/ *траплятися*
 make a list /meɪk ə lɪst/ *скласти список*
 print /prɪnt/ *друкувати*

Travelling (words/phrases) - Подорожі (слова/вислови)

airport /ˈeə.pɔːt/ *аеропорт*
 boarding pass /ˈbɔː.dɪŋ paːs/ *посадковий*

талон
 book (v) /bʊk/ *бронювати*
 check in /tʃek ɪn/ *зареєструватися*
 exchange currency *обмінювати валюту*
 flight /flaɪt/ *рейс*
 miss a flight /mɪs ə flaɪt/ *пропустити рейс*
 pack (v) /pæk/ *збирати*
 passport /ˈpɑːs.pɔːt/ *паспорт*
 suitcase /ˈsuːt.keɪs/ *воліза*
 take off /teɪk ɒf/ *злітати*
 ticket /ˈtɪk.ɪt/ *квиток*
 travel agent's /ˈtræv.əl ˈeɪ.dʒənts/ *турагент*

2d

across /əˈkrɒs/ *через*
 appear /əˈpiə(r)/ *з'являтися*
 century /ˈsen.tʃər.i/ *століття*
 charge /tʃɑːdʒ/ *заряджати*
 complete /kəmˈpliːt/ *завершувати*
 cross /krɒs/ *перетинати*
 electric /ɪˈlek.trɪk/ *електричний*
 environmentally friendly /ɪnˌvaɪ.rənˈmen.təl.i ˈfrend.li/ *безпечний для довкілля*
 explorer /ɪkˈsplɔːrə(r)/ *дослідник*
 famous /ˈfeɪ.məs/ *відомий*
 in the past /ɪn ðə paːst/ *в минулому*
 journey /ˈdʒɜː.ni/ *подорож*
 land /lənd/ *земля*
 nowadays /ˈnaʊ.ə.deɪz/ *в наші дні*
 sailor /ˈseɪ.lər/ *моряк*
 voyage /ˈvɔɪ.ɪdʒ/ *подорож*
 world /wɜːld/ *світ*
 It takes... *Це займає...*

2e

3D film /θriːdiː fɪlm/ *3D фільм*
 arrive /əˈraɪv/ *прибувати*
 because of /bɪˈkɔːz əv/ *тому що*
 coach /kəʊtʃ/ *автобус*
 dinosaur /ˈdaɪ.nə.sɔː(r)/ *динозавр*
 even /ˈiː.vən/ *новість*
 experiment /ɪkˈspɛr.ɪ.mənt/ *експеримент*
 hope /haʊp/ *надія*
 invention /ɪnˈven.ʃən/ *винахід*
 leave /liːv/ *покидати*
 mind (v) /maɪnd/ *звертати увагу*
 visit (n) /ˈvɪz.ɪt/ *візит*

Adjectives expressing opinion - Прикметники, що описують враження

amazing /əˈmeɪ.zɪŋ/ *дивовижно*
 brilliant /ˈbrɪl.jənt/ *блискуче*
 cool /kuːl/ *круто*
 exciting /ɪkˈsaɪ.tɪŋ/ *захоплююче*
 fantastic /fænˈtæs.tɪk/ *фантастично*
 frightening /ˈfraɪ.tən.ɪŋ/ *страшно*
 horrible /ˈhɒr.ə.bəl/ *жахливо*
 interesting /ˈɪn.trə.stɪŋ/ *цікаво*

bite /baɪt/ *кусати*
 brave /breɪv/ *хоробрий*
 chase /tʃeɪs/ *переслідувати*
 crazy /'kreɪ.zi/ *божевільний*
 different /'dɪf.ər.ənt/ *інший*
 far /fɑː(r)/ *далеко*
 feel /fiːl/ *відчувати*
 half /hɑːf/ *половина*
 in the beginning /ɪn ðə bɪ'ɡɪn.ɪŋ/ *на початку*
 lose /luːz/ *втрачати*
 neck /nek/ *шия*
 return /rɪ'tɜːn/ *повертатися*
 save /seɪv/ *зберегти*
 scare (away) /skeə(r) (ə'weɪ)/ *лякати*
 shark /ʃɑːk/ *акула*
 shout /ʃaʊt/ *кричати*
 take place /teɪk pleɪs/ *брати участь*
 wolf /wʊlf/ *вовк*

Emotions - Емоції

angry /'æŋ.ɡri/ *злий*
 embarrassed /ɪm'bær.əst/ *зніяковілий*
 lonely /'ləʊn.li/ *самотний*
 shocked /ʃɒkt/ *приголомшений*
 surprised /sə'praɪzd/ *здивований*
 worried /'wʌr.ɪd/ *схвилюваний*

Points of the compass -

Точки компаса

East /iːst/ *схід*
 North /nɔːθ/ *північ*
 South /saʊθ/ *південь*
 West /west/ *захід*

3e

adventure /əd'ven.tʃə(r)/ *пригода*
 after a while /'ɑːf.tə(r) ə waɪl/ *незабаром*
 be away /biː ə'weɪ/ *бути відсутнім*
 behind /bɪ'haɪnd/ *позоду*
 finally /'faɪ.nəl.i/ *нарешті*
 fix /fɪks/ *лагодити*
 for hours /fɔː(r) 'aʊəz/ *годинами*
 fortunately /'fɔː.tʃən.ət.li/ *на щастя*
 immediately /ɪ'miː.di.ət.li/ *негайно*
 in the end /ɪn ðiː end/ *зрештою*
 ladder /'læd.ə(r)/ *драбина*
 luck /lʌk/ *удача*
 lucky /'lʌk.i/ *вдалий*
 maybe /'meɪ.bi/ *можливо*
 neighbour /'neɪ.bə(r)/ *сусід*
 next-door /nekst 'dɔː(r)/ *в сусідньому будинку*
 put up a tent *поставити намет*
 quickly /'kwɪkli/ *швидко*
 quite /kwaɪt/ *цілком*
 situation /sɪtʃ.u'eɪ.ʃən/ *ситуація*
 tired /taɪəd/ *втомлений*
 unfortunately /ʌn'fɔː.tʃən.ət.li/ *нажаль*
 unlucky /ʌn'lʌk.i/ *невдалий*

Misfortunes (words/phrases) - Нещастя (слова/вислови)

be/get lost *загубитися*
 be/get stuck in a lift /biː/ get stʌk ɪn ə lɪft/
застрягти в ліфті
 get a flat tyre *пробити шину*
 get locked out *бути заблокованим*
 lose one's keys *загубити ключі*

PLACES

4a

borrow /'bɒr.əʊ/ *позичати*
 bring /brɪŋ/ *приносити*
 card /kɑːd/ *картка*
 euro /'jʊə.rəʊ/ *євро*
 festival /'fes.tɪ.vəl/ *фестиваль*
 get a haircut /get ə 'heə.kʌt/ *підстригатися*
 letter /'let.ə(r)/ *лист*
 medicine /'med.ɪ.sən/ *ліки*
 post (v) /pəʊst/ *надсилати поштою*
 stamp /stæmp/ *марка*

Places in a town/city -

Місця в містечку/місті

chemist's /'kem.ɪsts/ *аптека*
 florist's /'flɒr.ɪsts/ *квітковий магазин*
 hairdresser's /'heədres.ə(r)s/ *перукарня*
 market /'mɑː.kɪt/ *ринок*
 newsagent's /'njuːzeɪ.dʒənts/ *газетний кіоск*
 post office /'pəʊst.ɒf.ɪs/ *пошта*

Phrases - Вислови

Can I help you? *Чи можу я Вам допомогти?*
 Here you are. *Тримайте.*
 I'm afraid not. *Боюсь, що ні.*
 Let me check. *Дозвольте перевірити.*
 Would you like anything else? *Бажаєте ще чогось?*
 You're welcome. *Будь ласка.*

4b

all the time /ɔːl ðə taɪm/ *постійно*
 bus stop /'bʌs stɒp/ *автобусна зупинка*
 catch /kætʃ/ *спіймати*
 footbridge /'fʊt.brɪdʒ/ *пішохідний міст*
 pedestrian crossing *пішохідний перехід*
 petrol station *автозаправна станція*
 police station *поліцейський відділок*
 robber /'rɒb.ə(r)/ *грабіжник*
 stop sign /'stɒp saɪn/ *знак зупинки*
 traffic lights /'træf.ɪk laɪt/ *світлофор*
 tunnel /'tʌn.əl/ *тунель*

Directions - Маршрути

Go straight on. *Йди прямо.*
 How do I get to...? *Як дістатися до...?*
 It's on your right/left. *Це праворуч/ліворуч від тебе.*

Turn right/left at the... Поверни праворуч/ліворуч на...

Turn right/left into... Street/Road Поверни праворуч/ліворуч на... вулицю/дорогу.

Phrases - Вислови

Need some help? Потрібна допомога?

Now what? І що ж тепер?

4c

annoying /ə'noɪŋ/ дошкульний

barbecue /'bɑː.bɪ.kjuː/ пікнік

boring /'bɔː.rɪŋ/ нудний

busy /'bɪz.i/ насичений

comfortable /'kʌm.fə.tə.bəl/ зручний

cook (v) /kʊk/ готувати

country /'kʌn.tri/ сільський

do gardening займатися садівництвом

each other /iːtʃ 'ʌð.ə(r)/ один одного

excitement /ɪk'saɪtmənt/ захоплення

general /'dʒen.ər.əl/ загальний

go for a walk йти на прогулянку

healthy /'hel.θi/ здоровий

home-cooked домашнього приготування

ideal /aɪ'diəl/ ідеальний

important /ɪm'pɔː.tənt/ важливий

kill (v) /kɪl/ вбивати

life /laɪf/ життя

lifestyle /'laɪf.staɪl/ спосіб життя

mouse - mice /maʊs - maɪs/ миша - миші

nature /'neɪ.tʃə(r)/ природа

neighbourhood /'nei.bə.hʊd/ район

noisy /'nɔɪz.i/ шумний

offer (v) /'ɒf.ə(r)/ пропонувати

peace and quiet спокій і тиша

peaceful /'piː.s.fəl/ спокійний

pollution /pə'ljuː.ʃən/ забруднення

prefer /prɪ'fɜːr/ надавати перевагу

relaxed /rɪ'læksd/ невимушений

useful /'juː.s.fəl/ корисний

without /wɪ'daʊt/ без

Types of houses - Види будинків

block of flats /blɒk əv 'flæts/

багатоквартирний будинок

bungalow /'bʌŋ.gəl.əʊ/ бунголо

caravan /'kær.ə.væn/ караван

cottage /'kɒt.ɪdʒ/ котедж

farm /fɑːm/ ферма

houseboat /'haʊs.bəʊt/ плавучий будинок

tree house /'triː haʊs/ будинок на дереві

Phrases - Вислови

This way Таким чином

Which...? Котрий...?

4d

along with /ə'lɒŋ wɪð/ разом з

billion /'bɪl.jən/ мільярд

centre /'sen.tə(r)/ центр

fit (v) /fɪt/ містити

freeze /friːz/ замерзати

heat /hiːt/ жар

heavy /'hev.i/ важкий

inside /ɪn'saɪd/ всередині

light /laɪt/ світло

million /'mɪl.jən/ мільйон

minus /'maɪ.nəs/ мінус

move /muːv/ рухатися

next /nekst/ наступний

over /'əʊ.və(r)/ понад

reach /riːtʃ/ досягати

scientist /'saɪ.əntɪst/ вчений

second (n) /'sek.ənd/ секунда

sunlight /'sʌn.laɪt/ сонячне світло

temperature /'tem.prə.tʃə(r)/ температура

thousand /'θaʊ.zənd/ тисяча

Space (words/phrases) - Космос (слово/вислови)

Earth /ɜːθ/ Земля

galaxy /'gæl.ək.si/ галактика

moon /muːn/ місяць

outer space /aʊ.tə 'speɪs/ космічний простір

planet /'plæn.ɪt/ планета

solar system сонячна система

star /stɑː(r)/ зірка

sun /sʌn/ сонце

universe /'juː.nɪ.vɜːs/ всесвіт

4e

capital /'kæp.ɪ.təl/ столиця

go cycling кататися на велосипеді

sight /saɪt/ пам'ятка архітектури

top /tɒp/ верхівка

tourist /'tuə.rɪst/ турист

view /vjuː/ вид

Places in a city - Місця в місті

art gallery /'ɑːt gæl.ər.i/ художня галерея

bridge /brɪdʒ/ міст

car park /'kɑː pɑːk/ парковка

castle /'kɑː.səl/ замок

port /pɔːt/ порт

stadium /'steɪ.dɪ.əm/ стадіон

train station залізничний вокзал

Phrases - Вислови

For example, ... Наприклад,...

Give me the chance. Дай мені шанс.

MODERN WORLD

5a

bargain (n) /'bɑːɡɪn/ *угода*
definitely /'def.ɪ.nət.li/ *точно*
entrance /'en.trans/ *вхід*
exit /'ek.sɪt/ *вихід*
expert /'ek.spɜːt/ *фахівець*
fair (n) /feə(r)/ *ярмарок*
fee /fiː/ *внесок*
in a while /ɪn eɪ waɪl/ *невдовзі*
latest /'leɪ.tɪst/ *останній*
question (n) /'kwes.tʃən/ *проблема*
real /rɪəl/ *справжній*
technology /tek'nɒl.ə.dʒi/ *технологія*
wireless /'waɪə.ləs/ *бездротовий*

Computer words -

Комп'ютерні слова

cursor /'kɜːsə(r)/ *курсор*
keyboard /'kiː.bɔːd/ *клавіатура*
laptop /'læp.tɒp/ *ноутбук*
monitor /'mɒn.ɪ.tə(r)/ *монітор*
mouse /maʊs/ *комп'ютерна миша*
mouse pad /'maʊs.pæd/ *килимok для комп'ютерної миші*
printer /'prɪn.tə(r)/ *принтер*
screen /skriːn/ *екран*
speakers /'spiː.kərs/ *колонки*
USB flash drive *флешко*

Phrases - Вислови

Do you fancy...? *Ти уявляєш...?*
Hold on. *Зачекай.*
It's out of this world. *Неймовірний!*
Nice one. *Гарний.*
Sounds good. *Звучить чудово!*

5b

advice /əd'vaɪs/ *порада*
certainly /'sɜː.tən.li/ *безсумнівно*
check out /tʃek aʊt/ *перевірити*
connect /kə'nekt/ *з'єднувати*
future /'fjuː.tʃər/ *майбутній*
last (v) /lɑːst/ *тривати*
promise /'prɒm.ɪs/ *обіцяти*
sound (n) /saʊnd/ *звук*
turn on /tɜːn ɒn/ *вмикати*
wireless /'waɪə.ləs/ *бездротовий*
work (v) /wɜːk/ *працювати*

Gadgets - Гаджети

e-reader /iː.riː.də(r)/ *електронна книга*
game console /geɪm kɒn.səʊl/ *ігрова консоль*
headphones /'hed.fəʊnz/ *навушники*
smartphone /'smɑːt.fəʊn/ *смартфон*
smartwatch /'smɑːt.wɒtʃ/ *смартгодинник*

5c

bottle /'bɒt.əl/ *пляшка*
can (n) /kæn/ *бляшанка*

clean (adj) /kliːn/ *чистий*
cut down /kʌt daʊn/ *вирубувати*
cycle (v) /'saɪ.kəl/ *рухатися по колу*
dirty /'dɜː.ti/ *брудний*
do the washing-up *мити посуд*
during /'dʒuə.rɪŋ/ *протягом*
energy /'en.ə.dʒi/ *енергія*
environment *наєколишне середовище*
leaflet /'liː.flət/ *брошура*
miss out /mɪs aʊt/ *пропускати*
on the phone *розмовляти по телефону*
plant (v) /plɑːnt/ *саджати*
protect /prə'tekt/ *захищати*
public transport *громадський транспорт*
recycle /rɪ'saɪ.kəl/ *переробляти*
recycling bin *сміттєва корзина*
reuse /riːjuːz/ *повторно використовувати*
soap /səʊp/ *мило*
special /speʃ.əl/ *особливий*
take out the rubbish *виносити сміття*
tap /tæp/ *кран*
throw /θrəʊ/ *викидати*
turn off /tɜːn ɒf/ *вимикати*

Recyclable materials -

Матеріали, що підлягають вторинній переробці

battery /'bæt.ər.i/ *батарея*
glass /ɡlɑːs/ *скло*
metal /'met.əl/ *метал*
paper /'peɪ.pə(r)/ *папір*
plastic /'plæst.ɪk/ *пластик*
It doesn't matter. *Немає значення*

5d

adult /'æd.ʌlt/ *дорослий*
air /eə(r)/ *повітря*
breathe /briːð/ *дихати*
continue /kən'tɪn.juː/ *продовжувати*
creature /'kriː.tʃə(r)/ *створіння*
endangered species *вимираючі види*
extinct /ɪk'stɪŋkt/ *вимерлий*
feed /fiːd/ *годувати*
grow /ɡrəʊ/ *рости*
harm (v) /hɑːm/ *завдавати шкоди*
in danger /ɪn 'deɪn.dʒə(r)/ *в небезпеці*
net /net/ *сітка*
organisation /ɔː.gən.aɪ'zeɪ.ʃən/ *організація*
pick up /pɪk ʌp/ *збирати*
pollute /pə'ljuːt/ *забруднювати*
rare /reə(r)/ *рідкісний*
round (adj) /raʊnd/ *круглий*
touch /tʌtʃ/ *торкатися*
weigh /weɪ/ *важити*

Habitats - Місця проживання

coast /kəʊst/ *узбережжя*
jungle /'dʒʌŋ.gəl/ *джунглі*
ocean /'əʊ.ʃən/ *океан*
polar region /'pəʊ.lə(r) 'riː.dʒən/ *полярна зона*

Animals - Тварини

bat /bæt/ кажан

deer /diə(r)/ олень

dolphin /ˈdɒl.fɪn/ дельфін

killer whale /ˈkɪl.ə weɪl/ косатка

polar bear /ˈpəʊ.lə ˈbeə(r)/ полярний ведмідь

tiger /ˈtaɪ.gə(r)/ тигр

5e

beach clean-up прибирання пляжу

clean up /kli:n ʌp/ прибирати

collect rubbish збирати сміття

hopefully /ˈhəʊp.fəl.i/ з надією

ill /ɪl/ хворий

invite /ɪnˈvaɪt/ запрошувати

reply (n) /rɪˈplaɪ/ відповідь

plant (v) /plɑːnt/ висаджувати

stay (v) /steɪ/ зупинятися

take part in /teɪk pɑːt ɪn/ брати участь в

Phrases - Вислови

How about...? Як щодо...?

How could I say no? Як я міг відмовити?

I can't make it. Я не встигну.

I'm looking forward to... З нетерпінням чекаю...

It was nice of you to... Було мило з твого боку...

Maybe some other time. Можливо іншим разом.

Shall we...? Чи будемо ми...?

Thanks for... Дякую за...

Why don't we...? Чому б нам не...?

HEALTHY LIFE**6a**

at some point /æt sʌm pɔɪnt/ в деякій мірі

avoid /əˈvɔɪd/ уникати

be rich in /biː rɪtʃ ɪn/ бути збагаченим на

bone /bəʊn/ кістка

choose /tʃuːz/ обирати

completely /kəmˈpliːt.li/ повністю

contain /kənˈteɪn/ містити

dairy product молочні продукти

diet /ˈdaɪ.ət/ дієта

every now and then час від часу

exercise (v) /ˈek.sə.saɪz/ виконувати вправи

fat (n) /fæt/ жир

feel like /fiːl laɪk/ почуватися як

fresh /freʃ/ свіжий

fried /fraɪd/ смажений

health /helθ/ здоров'я

however /haʊˈev.ə(r)/ однак

instead of /ɪnˈsted əv/ замість

junk food /ˈdʒʌŋk fuːd/ шкідлива їжа

necessary /ˈnes.ə.ser.i/ необхідний

overdo /əʊ.vəˈduː/ перестаратися

overweight /əʊ.vəˈweɪt/ надлишковий

strong /strɒŋ/ сильний

tasty /ˈteɪ.sti/ смачно

teen /tiːn/ підліток

totally /ˈtəʊ.təl.i/ абсолютно

unhealthy /ʌnˈhel.θi/ шкідливий

vitamin /ˈvɪt.ə.mɪn/ вітамін

Food - Їжа

beans /biːns/ квасоля

carrot /ˈkær.ət/ морква

cheese /tʃiːz/ сир

chicken sausage курячі сосиски

cucumber /ˈkjuː.kʌm.bə(r)/ огірок

lettuce /ˈlet.ɪs/ листя салату

mayonnaise /ˌmeɪ.əˈneɪz/ майонез

meatballs /ˈmiːt.bɔːls/ фрикадельки

mushroom /ˈmʌʃ.ruːm/ гриб

olive oil /ˌɒl.ɪv ˈɔɪl/ оливково олія

pasta /ˈpæs.tə/ паста

peas /piːs/ горох

salt /sɒlt/ сіль

sauce /sɔːs/ соус

strawberry /ˈstrɔː.bəri/ полуниця

sugar /ˈʃʊɡ.ər/ цукор

yoghurt /ˈjɒɡ.ət/ йогурт

6b

answer (v) /ˈɑːn.sə(r)/ відповідати

be on time /bi ɒn taɪm/ бути вчасно

cancel /ˈkæn.səl/ скасувати

hang up завершити телефонну розмову

honey /ˈhʌn.i/ мед

lemon /ˈlem.ən/ лимон

lie (lied-lied) брехати

look after /lʊk ˈɑːftə(r)/ доглядати

painkiller /ˈpeɪn.kɪl.ə(r)/ знеболююче

warm /wɔːm/ теплий

Ailments and illnesses -**Недузи та хвороби**

cough /kɒf/ кашель

earache /ˈɪə.reɪk/ біль у вусі

fever /ˈfiː.və(r)/ лихомонка

sore throat /sɔː(r) θrəʊt/ біль у горлі

stomach ache /ˈstʌm.ək eɪk/ біль у животі

the flu / ðiː fluː/ грип

toothache /ˈtuːθ.eɪk/ зубний біль

Phrases - Вислови

Oh dear! Лишенько!

What's wrong with you? Що з тобою трапилось?

You poor thing! *Бідолаха!*

6c

agree /ə'gri:/ *погоджуватися*
be fit /bi: fɪt/ *бути у формі*
be too long *бути занадто довгим*
disagree /dɪs.ə'gri:/ *не погоджуватися*
exercise (n) /'ek.sə.saɪz/ *вправа*
instructor /ɪn'strʌk.tə(r)/ *інструктор*
long /lɒŋ/ *довгий*
so many /səʊ 'meni:/ *так багато*
use machines /ju:z mə'ʃi:ns/ *використовувати тренажери*

Sport (words/phrases) - Спорт (слова/вислови)

do aerobics *займатися аеробікою*
do karate /du kə'rei:ti/ *займатися карате*
go jogging /gəʊ dʒɒg.ɪŋ/ *займатися бігом*
lift weights /lɪft weɪts/ *піднімати вагу*
work out /wɜ:k aʊt/ *тренування*

6d

achieve /ə'tʃi:v/ *досягати*
activity /æk'tɪv.ə.ti/ *завдання*
advertisement /əd'vɜ:tɪs.mənt/ *реклама*
be born /bi: bɔ:n/ *народитися*
especially /ɪ'speʃ.əl.i/ *особливо*
ex /eks/ *колишній*
full /fʊl/ *заповнений*
hero /'hɪə.rəʊ/ *герой*
hold /həʊld/ *вміщувати*
main /meɪn/ *головний*
manager /'mæn.ɪ.dʒə(r)/ *керівник*
reply (v) /rɪ'plaɪ/ *відповідати*
reporter /rɪ'pɔ:t.ə(r)/ *репортер*
successful /sək'ses.fəl/ *успішний*
turn into /tɜ:n 'ɪn.tu:/ *перетворилася*
against /ə'genst/ *проти*
champion /'tʃæm.pi.ən/ *чемпіон*
championship /'tʃæm.pi.ən.ʃɪp/ *чемпіонат*
cup (n) /kʌp/ *чашка*
handball /'hænd.bɔ:l/ *гандбол*
league /li:g/ *ліга*
national /'næʃ.ən.əl/ *національний*
point /pɔɪnt/ *бал*
season /si:zən/ *сезон*
spectator /spek'teɪ.tər/ *глядач*
sports event /spɔ:ts 'event/ *спортивно подія*
trophy /'trəʊ.fi/ *трофей*

6e

be in good shape *бути в хорошій формі*
be interested in *цікавитися*
coach /kəʊtʃ/ *тренер*
court /kɔ:t/ *корт*
follow advice *дослухатись поради*
go on a diet *сідати на дієту*
keep fit /ki:p fɪt/ *пітримувати себе у формі*
lately /'leɪt.li/ *нещодавно*

lose weight/kilos *втрачати вагу*
member /'mem.bə(r)/ *учасник*
nearby /nɪə'baɪ/ *поблизу*
pitch /pɪtʃ/ *спортивне поле*
practice (n) /'præk.tɪs/ *практика*
put on weight /put ɒn weɪt/ *набрати вагу*
race /reɪs/ *гонка*
recently /rɪ:ˌsɛnt.li/ *недавно*
similar /'sɪm.ɪ.lə(r)/ *схожий*
take up /teɪk ʌp/ *займатися*
tip /tɪp/ *порада*
tournament /'tuə.nə.mənt/ *турнір*
water polo /'wɔ:tə ˌpəʊ.ləʊ/ *водне поло*

Sports equipment -

Спортивне інвентар

football boots *футбольні бутси*
goal /gəʊl/ *гол*
goggles /'gɒg.əlz/ *захисні окуляри*
knee pads /ni: pæds/ *наколінники*
net /net/ *сітка*
racket /'ræk.ɪt/ *рокетка*
shin pads *захисні колодки на гомілки*
stick /stɪk/ *ключка*
swimwear /'swɪm.weə/ *купальник*

Phrases - Вислови

Let me know. *Дай мені знати.*
Take care. *Бережи себе.*
That's all for now. *На цьому поки все.*

TEEN LIFE

7a

be in trouble *мати проблеми*
change one's mind *передумати*
channel /'tʃæn.əl/ *канал*
contestant /kən'tes.tənt/ *учасник*
correctly /kə'rekt.li/ *вірно*
host /həʊst/ *ведучий*
let /let/ *дозволяти*
question /'kwes.tʃən/ *запитання*
TV programmes *телевізійні програти*
cartoon /kɑ:'tu:n/ *мультфільм*
game show /'geɪm ʃəʊ/ *ігрове шоу*
sitcom /'sɪt.kɒm/ *комедійний серіал*
soap opera /'səʊp ɒp.ə.ə/ *мелодрама*
talent show /'tæl.ənt ʃəʊ/ *шоу талантів*
the news /ði: nju:z/ *новини*
weather forecast *прогноз погоди*
wildlife documentary *документальний фільм про дику природу*

Phrases - Вислови

Of course not. *Звичайно, що ні.*
What's on? *Що відбувається?*

7b

audience /'ɔ:ˌdi.əns/ *публіка*
crowd /kraʊd/ *натовп*



cute /kju:t/ *милий*
 enjoyable /ɪn'dʒɔɪ.ə.bəl/ *приємний*
 Europe /'juə.rəp/ *Європа*
 excited /ɪk'saɪ.tɪd/ *задоволений*
 giant /dʒaɪ.ənt/ *гігантський*
 go wild /gəʊ waɪld/ *божеволіти*
 go wrong /gəʊ rɒŋ/ *не виходити*
 laugh /lɑ:f/ *сміятися*
 moment /'məʊ.mənt/ *момент*
 similar /'sɪm.ɪ.lə(r)/ *подібні*
 smile (v) /smaɪl/ *посміхатися*
 talented /'tæl.ən.tɪd/ *талановитий*
 thrilled /θrɪld/ *у захваті*

Music industry (words/phrases) - Музична індустрія (слова/вислови)

album /'æl.bəm/ *альбом*
 audience /'ɔ:di.əns/ *публіка*
 autograph /'ɔ:ta.gra:f/ *автограф*
 fan /fæn/ *фанат*
 gig /gɪg/ *концерт*
 go on a tour *їхати в тур*
 live /laɪv/ *вживу*
 lyrics /'lɪr.ɪks/ *текст пісні*
 music award *музична нагорода*
 performance /pə'fɔ:məns/ *вистова*
 stage /steɪdʒ/ *сцена*
 I guess. *Я гадаю.*

7c

add /æd/ *додати*
 be right back *скоро повернуся*
 chat room /'tʃæt ru:m/ *чат*
 laugh out loud *дуже смішно*
 make sure /meɪk ʃʊ(r)/ *переконуватися*
 normal /'nɔ:məl/ *нормальний*
 note /nəʊt/ *записка*
 phrase /freɪz/ *вираз*
 receive /rɪ'si:v/ *отримувати*
 rule /ru:l/ *правило*
 shorten /'ʃɔ:tən/ *скорочувати*
 smiley /'smaɪ.li/ *смайлик*
 SMS /es.em'es/ *повідомлення*
 symbol /'sɪm.bəl/ *символ*
 text (v) /tekst/ *писати повідомлення*
 text message *писати повідомлення*
 type (v) /taɪp/ *друкувати*
 whole /həʊl/ *весь*

7d

cash desk /'kæʃ desk/ *каса*
 customer /'kʌs.tə.mə(r)/ *покупець*
 extra small/large *надзвичайно малий/великий*

fitting room /'fɪt.ɪŋ ru:m/ *примірочна*
 product /'prɒd.ʌkt/ *продукт*
 receipt /rɪ'si:t/ *рецепт*
 shop assistant *продовець-консультант*
 tight /taɪt/ *тугий/вузький*

Prices/money (words/phrases) - Ціни/гроші (слова/вислови)

amount /ə'maʊnt/ *кількість*
 cent /sent/ *цент*
 change (n) /tʃeɪndʒ/ *решта*
 discount /'dɪs.kɑʊnt/ *знижка*
 dollar /'dɒl.ə(r)/ *долар*
 pay by credit card *платити кредитною картою*
 pay in cash /peɪ ɪn kæʃ/ *платити готівкою*
 penny - pence /'pen.i - pens/ *пенні*
 pocket money *кишенькові гроші*
 pound /paʊnd/ *фунт*
 total /'təʊ.təl/ *всього*

Shops - Магазины

bookshop /'bʊk.ʃɒp/ *книжковий магазин*
 clothes shop /klaʊðz ʃɒp/ *магазин одягу*
 electronics shop *магазин електроніки*
 pet shop /pet ʃɒp/ *зоомагазин*
 shoe shop /ʃu: ʃɒp/ *магазин взуття*
 supermarket /'su:per.ma:kit/ *супермаркет*

Shopping (words/phrases) - Покупки (слова/вислови)

Can I try it on? *Можна приміряти?*
 How much does it cost? *Скільки це коштує?*
 How much is it? *Яко вартість?*
 I'll take it. *Я це беру.*
 What size are you? *Який у Вас розмір?*

7e

any more /'en.i mɔ:(r)/ *не більше*
 argue /'ɑ:g.ju:/ *сперечатися*
 at least /æt li:st/ *щонайменше*
 calm down /kɑ:m daʊn/ *заспокоюватися*
 cheer up /tʃɪə(r) ʌp/ *підбадьорювати*
 exam /ɪg'zæm/ *екзамен*
 feel down /fi:l daʊn/ *сумувати*
 fight (v) /faɪt/ *сперечатися*
 first of all /'fɜ:st əv ɔ:l/ *по-перше*
 learn a lesson *засвоювати урок*
 lend /lend/ *позичати*
 make a mistake *робити помилку*
 mark (n) /mɑ:k/ *оцінка*
 notice (v) /'nəʊ.tɪs/ *помічати*
 perhaps /pə'hæps/ *можливо*
 share /ʃeə(r)/ *ділитися*
 tell the truth /tel ði: tru:θ/ *казати правду*
 upset /ʌp'set/ *засмучений*

Phrases - Вислови

I don't get it. Я не зрозумів.

Hopefully, everything will be OK. Сподіваюся, що все буде добре.

It's not fair. Це не чесно.

FAME

8a

all of a sudden /ɔ:l əv ei 'sʌd.ən/ раптово

chewing gum /tʃu:ɪŋ ɡʌm/ жуйка

colourful /'kʌl.ə.fəl/ барвистий

create /kri'eɪt/ створювати

design (v/n) /dɪ'zaɪn/ зодумувати/дизайн

dream /dri:m/ амріяно

enter a competition брати участь у змаганнях

expect /ɪk'spekt/ очікувати

feel sorry for відчувати провину за

headline /'hed.laɪn/ заголовок

image /'ɪm.ɪdʒ/ образ

mysterious /mɪ'stɪə.ri.əs/ таємничий

organiser /'ɔ:ɡən.aɪ.zə(r)/ організатор

rest (n) /rest/ відпочинок

seem /si:m/ здається

town hall /taʊn 'hɔ:l/ мерія

8b

audition /ɔ:'dɪʃ.ən/ прослуховування

clearly /'kliə.li/ зрозуміло

embarrassing /ɪm'bær.əs.ɪŋ/ соромно

perform /pə'fɔ:m/ виступати

play (n) /pleɪ/ п'еса

Feelings - Почуття

confident /kən.fɪ.dənt/ впевнений

confused /kən'fju:zd/ розгублений

disappointed /dɪs.ə'pɔɪn.tɪd/ розчарований

jealous /'dʒel.əs/ заздрісний

nervous /'nɜ:vəs/ нервовий

pleased /pli:zd/ задоволений

proud /praʊd/ гордий

unhappy /ʌn'hæp.i/ нещасний

Phrases - Вислови

Give something your best shot. Докладати зусиль.

How come...? Яким чином?

I'll tell you what. Ось, що я тобі скажу.

There's no need. Немає потреби.

What if...? А якщо...?

8c

article /'ɑ:tl̩.kəl/ стаття

at this stage /æt ðɪs steɪdʒ/ на цій стадії

building /'bɪl.dɪŋ/ будівля

change (n) /tʃeɪndʒ/ зміна

copy (n) /'kɒp.i/ копія

deliver /dɪ'lɪv.ə(r)/ доставати

discuss /dɪ'skʌs/ обговорювати

gift /ɡɪft/ подарунок

interview (v) /ɪn'tervju/ проводити інтерв'ю

lastly /'lɑ:st.li/ нарешті

meeting /'mi:tiŋ/ зустріч

mention /'men.ʃən/ помічати

nation /'nei.ʃən/ нація

page /peɪdʒ/ сторінка

photograph /'fəʊ.tə.ɡrɑ:f/ фотографія

sell /sel/ продавати

topic /'tɒp.ɪk/ тема

Jobs - Професії

editor /'ed.ɪ.tə(r)/ редактор

graphic designer графічний дизайнер

printer /'prɪn.tə(r)/ друкар

writer /'raɪ.tə(r)/ письменник

8d

award (v) /ə'wɔ:d/ нагороджувати

category /'kæt.ə.ɡri/ категорія

ceremony /'ser.ɪ.mə.ni/ церемонія

cm (centimetre) см (сантиметр)

director /daɪ'rek.tə(r)/ режисер

in fact /ɪn fækt/ насправді

king /kɪŋ/ король

librarian /laɪ'briə.ri.ən/ бібліотекар

Oscar /'ɒs.kə(r)/ Оскар

present (v) /'prez.ənt/ дарувати

queen /kwi:n/ королева

refuse /rɪ'fju:z/ відмовляти

role /rəʊl/ роль

several /'sev.ər.əl/ декілька

story /'sto:ri/ історія

worldwide /'wɜ:ld'waɪd/ світовий

8e

ancient /'eɪn.jənt/ давній

come out /kʌm aʊt/ виходити

come to life /kʌm tu: laɪf/ оживати

Egyptian /'ɪdʒɪp.jən/ єгипетський

incredible /ɪn'kred.ə.bəl/ неймовірний

title /'taɪ.təl/ назва

unusual /ʌn'ju:ʒu.əl/ незвичайний

Films (words/phrases) -

Фільми (слова/вислови)

acting /'æk.tɪŋ/ гра

action-packed гостросюжетний

direct (v) /daɪ'rekt/ керувати

leading actor головний персонаж

plot /plɒt/ сюжет

scene /si:n/ сцена

soundtrack /'saʊnd.træk/ саундтрек

special effects /'speʃ.əl ɪ'fekts/ спецефекти

star (v) /sta:(r)/ бути в головній ролі

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