

Оксана Карпюк  
Крістіна Карпюк



Student's  
Book

АНГЛІЙСЬКА МОВА  
**ENGLISH**

[kids-online.net](http://kids-online.net)



Оксана Карпюк, Крістіна Карпюк

# АНГЛІЙСЬКА МОВА

(6-й рік навчання)

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

Oksana Karpyuk, Kristina Karpyuk

# ENGLISH

(Year 6)

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

*Рекомендовано Міністерством освіти і науки України*

Тернопіль  
Видавництво Астон  
2023



УДК 811.111(075.3)  
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Це видання для 6 класу НУШ продовжує втілену у підручнику для 5 класу концепцію з огляду на сучасні реалії життя і навчання. Саме вони спонукають переглянути підхід до вивчення іноземної мови й запропонувати інформаційно-комунікаційний проєкт, наповнений зразками онлайн-взаємодії ровесників із різних країн, користувачів вебсайту Kids Online. Новий підручник передбачає розвиток навичок XXI століття: активного навчання, критичного мислення, цифрової грамотності та використання англійської мови в умовах міжкультурної взаємодії.

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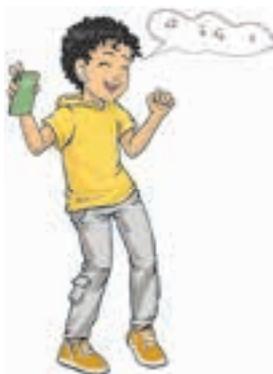
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<b>UNIT 1</b>	<b>BACK TO SCHOOL</b> pp. 9-24	School rules, Subjects, Activities	Modals: must/mustn't, have to/don't have to, should/shouldn't Present Simple vs. Present Continuous
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READING & LISTENING	SPEAKING	WRITING
	Learning English. Asking about countries and nationalities. Presenting your family. Discussing the structure of the book.	
Have To Rap. Listening and Reading: Emma's School's Website.	Talking about school rules and students' duties. Describing a school's website. Talking about subjects. Describing a teacher's character.	An e-mail to a friend. Describing a dream school.
The Role of Family. Mike's Family. Listening: Emma's Family.	Describing family members' appearance in a photo. Asking and answering about family members' qualities.	A paragraph about your family.
The Internet: Is It Good or Bad? Different people – Different interests. Listening: Great Past Simple Tense Rap. Listening: Emma's Friends. Party Time.	Talking about appearance and character. Making invitations and suggestions.	An invitation for a party.
Shopping centres. Ways of Shopping. Listening: a dialogue between a customer and a shop assistant.	Describing a mall. Talking to a cashier in a shop. Asking and expressing an opinion on shopping.	A blog about a mall.
Eating Habits. Food for Health. Listening: a dialogue about cooking a meal.	Having a talk while cooking. Following a recipe.	A blog about the eating habits in Ukraine.
The Role of Sport. Kids' Opinions on Sport. Sports Games. Listening: The Olympic Games.	Talking about sports equipment. Asking and expressing an opinion on sport.	A blog about the role of sport in your life.
My Capital City. The Sights of London. Listening: London's Landmarks.	Asking and answering for directions. Telling about a capital city. Describing a place of interest. A Quiz Game.	Creating a blog about a capital city. Writing advertisements for places of interest.
A Chat About a Holiday Destination. Terrific Trips. Listening: Talks at the Airport.	Discussing holiday destinations. Expressing an opinion on different ways of travelling. Talking about getting ready for a trip. Having a dialogue at the airport with a check-in clerk/friend.	Writing an e-mail about plans for summer.

# STARTER: English and Me

## 1 Choose your answers. Then share them in groups.

- 1 I think learning English is ...  
 *useful.*  *difficult.*  *interesting.*
- 2 When I speak English, I feel ...  
 *happy.*  *shy.*  *like a different person.*
- 3 I am good at ...  
 *speaking.*  *reading.*  *listening.*  *writing.*
- 4 I am not so good at ...  
 *speaking.*  *reading.*  *listening.*  *writing.*
- 5 What do you do in English outside the class? – I ...



*listen to songs in English.*



*surf the Internet in English.*



*read magazines in English.*



*watch TV in English.*



*talk to English-speaking people.*

## 2 Match the countries to the nationalities.

- |              |              |
|--------------|--------------|
| 1 England    | a German     |
| 2 Italy      | b Polish     |
| 3 Ukraine    | c Chinese    |
| 4 The USA    | d English    |
| 5 France     | e Spanish    |
| 6 Germany    | f Brazilian  |
| 7 Canada     | g Ukrainian  |
| 8 Poland     | h Italian    |
| 9 Spain      | i Australian |
| 10 Brazil    | j American   |
| 11 Australia | k French     |
| 12 China     | l Canadian   |

## 3 Ask and answer in pairs, as in the example.



Jay, London

A: Where is Jay from?  
B: He's from London.  
A: What nationality is he?  
B: He's English.



Arturo, Madrid



Emily, Los Angeles



Mykola, Kyiv



Maria, Rio de Janeiro



Anna, Krakow

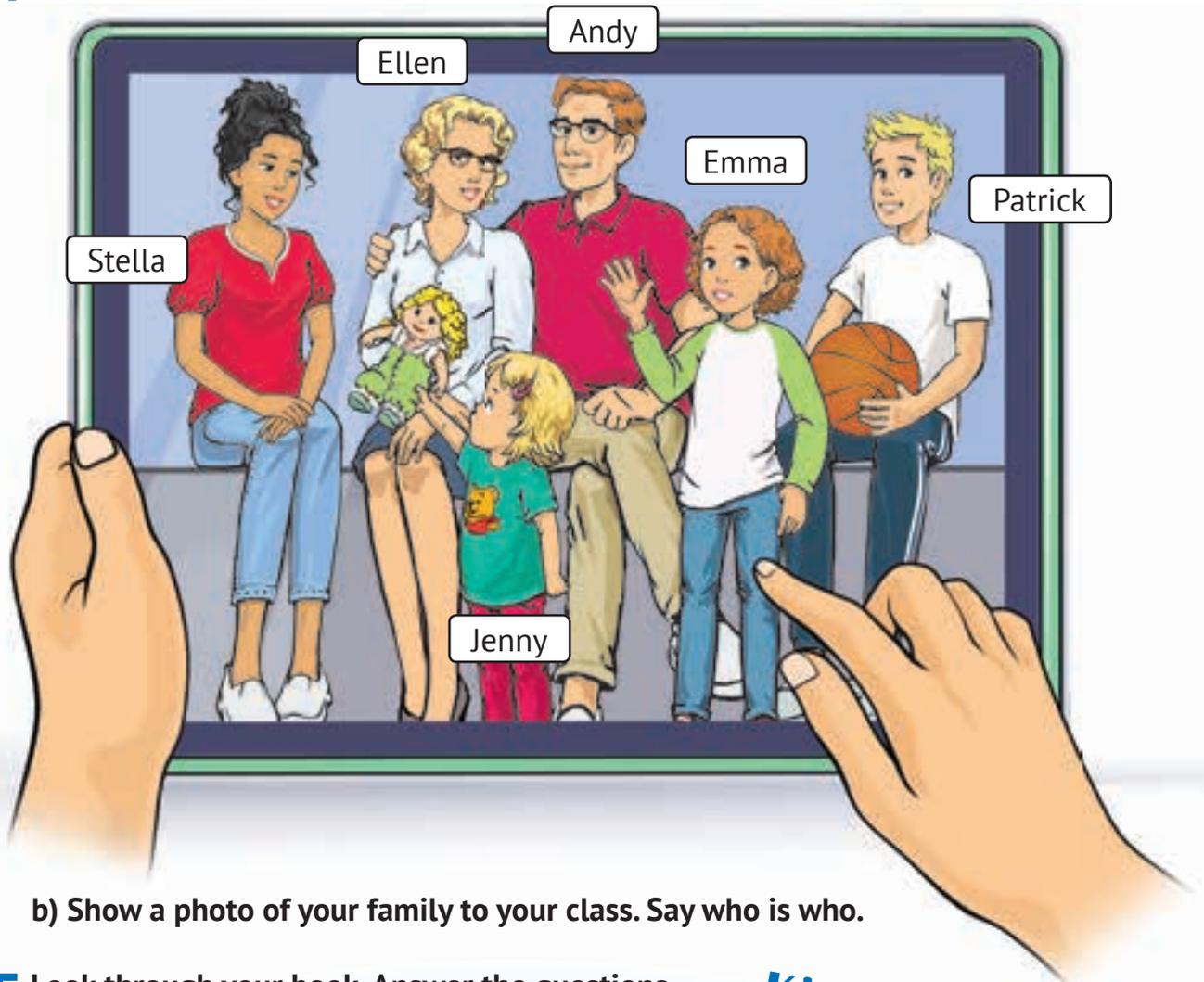


Dario, Venice



Ai, Beijing

**4** a) Meet the new characters.



b) Show a photo of your family to your class. Say who is who.

**5** Look through your book. Answer the questions.

- 1 What does the title of the book mean?
- 2 How many units are there in the book?
- 3 What are the titles of Unit 1 and Unit 3?
- 4 What do all these symbols mean?
- 5 Name what you can see in the picture on page 81.
- 6 What can you find at the back of the book?
- 7 On which pages can you find the list of irregular verbs?
- 8 How many 'Kids Online' sections are there altogether?

**Kids Online**



**Grammar**

**Corner**



**Look Back**



**Self-Check**



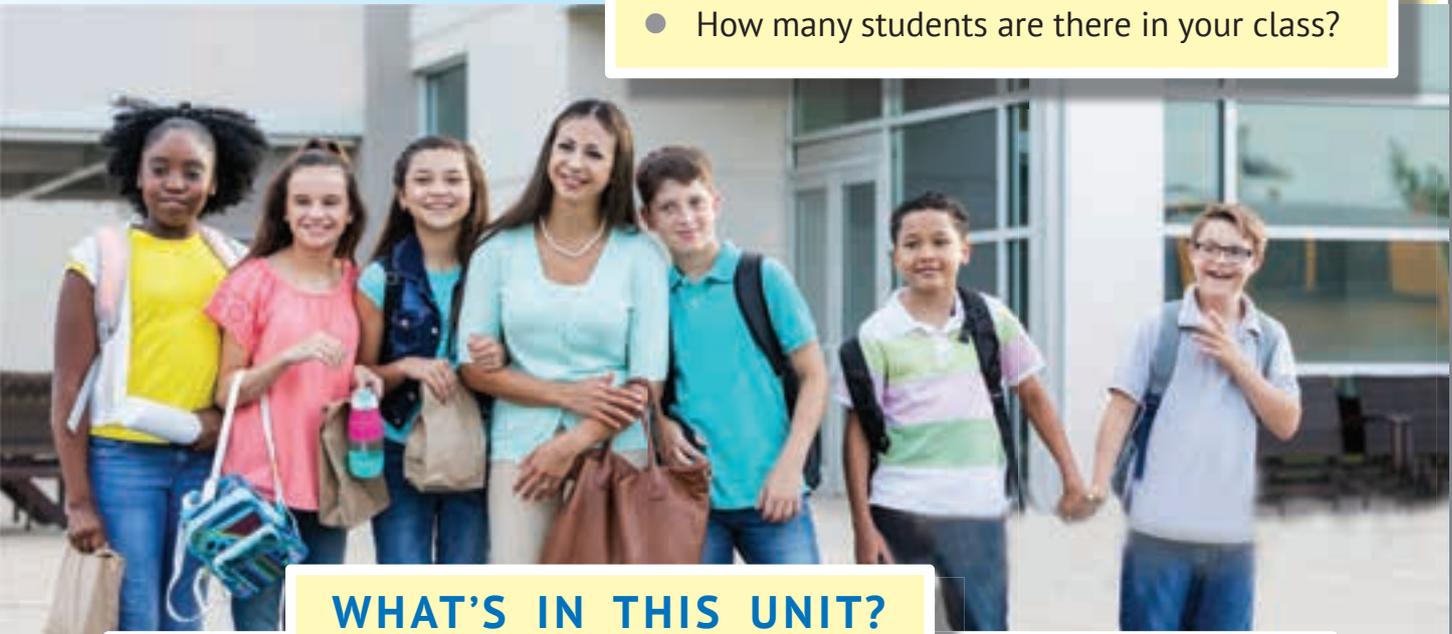
**WORDS FOR YOU**

# BACK TO SCHOOL

## UNIT 1

### Lead-in:

- What subjects have you got?
- What is your third lesson on Wednesday?
- How many students are there in your class?



### WHAT'S IN THIS UNIT?

#### LANGUAGE

- subjects
- activities
- modals:  
must/mustn't,  
have to/don't have to,  
should/shouldn't
- Present Simple vs.  
Present Continuous

#### SKILLS

- asking and answering about  
school subjects
- describing activities
- presenting your school's website
- expressing your opinion about  
school life
- writing an e-mail about your school
- writing a paragraph about your  
dream school

You have to do this,  
You have to do that.  
This is my desperate  
'Have to' rap.

# HAVE TO RAP

HOMework

PLAY



The full ...  
You have to wear,  
You mustn't use  
Bad language,  
Shout and ....

TEST

Your homework, of course,  
You mustn't ... ,  
You have to be the best,  
Get an 'A' in a ... .

FORGET

SWEAR

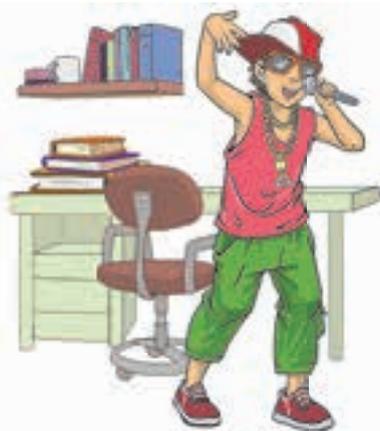


CLASS

You mustn't do this,  
You mustn't do that.  
This is my desperate  
'Mustn't' ...

THAT

UNIFORM



In a boring ... ,  
You mustn't yawn.  
About too much ... ,  
You mustn't moan.  
I don't have to be ...  
That's what I say,  
Can't my teachers see it,  
That I still want to ... ?

PERFECT



**1** Listen to the rap and fill in the missing words.



**2** Listen and sing along to the rap.

**3** Read the comments and say if the statements below are true or false.

- 1  You have to be rude to your teachers and classmates at school.
- 2  Students must wear a uniform at many schools, but there are some schools where you can wear anything you want.
- 3  You have to switch off your smartphone at school.





**TED, 12, USA**

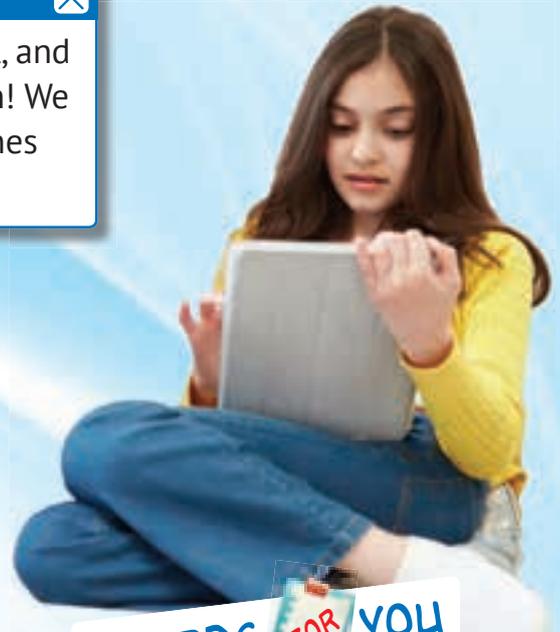

This rap is so cool! By the way, we also mustn't shout, yum or moan at our school. We have to be polite to our teachers and to each other.


**SITA, 13, India**


There are so many rules at our school, and this rap reminds me about all of them! We also have to switch off our smartphones and be in time for our lessons.


**BELLA, 12, England**


We have to be kind, do our homework and wear a school uniform at our school. All of our school rules are in one rap! Plus, we must lock our bikes on the bike rack next to the school.


**WORDS FOR YOU**
**bike rack** ['baɪk ræk]

**uniform** ['ju:nɪfɔ:m]

**desperate** ['despəɾət]

**to lock** [lɒk]

**to moan** [məʊn]

**to remind** [rɪ'maɪnd]

**to shout** [ʃaʊt]

**to swear** [swɛə(r)]

**to yawn** [jɔ:n]

**● in time (for)**

- 4  You can bring your pets to school.  
 5  It is OK to be late for your lessons.  
 6  You must lock your bike on a bike rack near your school.

**4** Work in pairs and say what you have to do in class and what you mustn't do at school.



**5** Write your comment about your school rules.

# 🔍 VOCABULARY search



**1 Listen and repeat.**

CHOIR

LATIN

PHYSICS

BIOLOGY

ORCHESTRA

1st AID

CHEMISTRY

LITERATURE

**2 Say if you have any of the subjects/activities above and what you do in the lessons.**

**3 a) Write down as many subjects/activities as you can.**

**b) Guess the subjects/activities and say, as in the example.**

*Example: In IT you learn everything about computers.*

In ... you play different sports.

In ... you work with numbers.

In ... you learn about the things and people from the past.

In ... you learn about plants and animals.

In ... you read poems and stories.

In ... you learn how to help sick people.

In ... you sing with other students.

In ... you study heat, light, energy and other things and how they work.

In ... you play music with other students.

In ... you learn the old language of the Roman Empire.

In ... you learn about chemical elements and do experiments.



**4 a) Listen and read. Guess the meaning of the word in bold.**

**a skill** [skɪl] – I can cook well. Cooking is a good life skill. My sister has got many friends and contacts on her smartphone – she has got good communication skills. I practise listening skills in English when I listen to English songs and watch films in English. My teacher says I should practise my reading skills in English more by reading books in English for pleasure.

**b) In pairs, share the ideas about how to practise speaking and writing skills in English.**

1 Have a look at a page on Emma's school's website.

- a What's her school called?
- b Where is it?
- c How many students are there?
- d How many students are there in each class?
- e What kinds of activities can you do there?
- f How many subjects are there altogether?
- g What subjects and activities can you see in the pictures?

**WORDS FOR YOU**

**headmaster** [hed'mɑ:stə(r)]

**size** [saɪz]

**staff** [stɑ:f]

**fair** [feə(r)]



2 Listen to Emma who is showing Stella her school's website.





### 3 a) Listen again and read the dialogue.

*Stella:* What's this?

*Emma:* My school's website.

*Stella:* Let me see. It looks nice. There are a lot of photos. The school seems big.

*Emma:* There are about 300 students and 15 teachers. We have different teachers for different subjects. There is a list of subjects.

*Stella:* Do you have all of them?

*Emma:* Not really. I don't have Chemistry, Physics or Latin.

*Stella:* English Language and English Liter...

*Emma:* Literature, that's more about reading, and Language is more about writing. "Writing is very important. Spelling is very important. You are lousy at spelling." That's what Mr Beard keeps saying.

*Stella:* Well, I still have problems with spelling. Is Mr Beard nice?

*Emma:* He's OK but a bit strict. 3 mistakes in a test and you get a 'B'.

*Stella:* 'B'?

*Emma:* There are marks from 'A' to 'E'. 'A', 'B' or 'C' means a pass, 'A' is best, of course.

*Stella:* And what's your favourite subject?

*Emma:* IT and Art.

*Stella:* IT. What's IT?

*Emma:* Information Technology. Mr Jones teaches IT. He's great.

*Stella:* Is he young?

*Emma:* Well, youngish, I'd say. But he is nice and fair. He always makes us laugh. And there is a new IT room. It's great. There are 20 computers and a big screen.

### b) Practise reading the dialogue in pairs.

#### 4 Say if the sentences below are true or false.

- 1 There are over 250 students in Emma's school.
- 2 Emma learns Latin and French.
- 3 Mr Beard teaches English.
- 4 He thinks that reading is very important.
- 5 Emma likes IT and Geography best.
- 6 Mr Jones always makes them cry.
- 7 Emma likes acting.



#### 5 Look at your school's website and role-play the situation in pairs. Your friend asks about your school. Answer his/her questions.

MODAL VERBS **must, have to, should**

- We use 'MUST' and 'HAVE TO' to:
  - describe obligation or necessity: *You **must** listen to your teacher.* (obligation)  
*He **has to** go to hospital.* (necessity)
  - express prohibition: *You **mustn't** drive fast.* (prohibition)

'HAVE TO' means that someone else decides:  
*Students **have to** wear a uniform.*

'MUST' means that I decide:  
*I **must** work.*

- We use 'SHOULD' for advice:  
*It's raining. You **should** take your umbrella with you.*

**1** Look at the table and say what Kate has to do or doesn't have to do on Saturday.

- |                        |                                   |
|------------------------|-----------------------------------|
| get up early..... X    | clean her room ..... ✓            |
| go to school..... X    | help her mum in the kitchen.... ✓ |
| do her homework..... ✓ | write a letter..... X             |
| learn a poem ..... X   | visit her grandparents..... ✓     |

**2 a)** Fill in *must (not), (don't) have to*.

- 1 You ... wear a clean uniform at school.
- 2 Students ... be late for their lessons.
- 3 You ... bring your lunch to school – there is a school café.
- 4 Students ... read this book for tomorrow's lesson.

**b)** Write your own 4 school rules. Use *must, mustn't, have to, don't have to*.

**3 a)** Match the sentences.

- |  |  |
|--|--|
| 1 I don't know how to do this task. <input type="checkbox"/> | a He shouldn't ride it very fast.      |
| 2 Sam has got a headache. <input type="checkbox"/>           | b You should ask the teacher for help. |
| 3 Bill and Jack sing very well. <input type="checkbox"/>     | c She shouldn't go to school today.    |
| 4 Adam rides his bike to school. <input type="checkbox"/>    | d They should join the school choir.   |

**b)** Write your own 4 'should'-sentences for the statements below.

- 1 I feel tired after school. – ...
- 2 Ann can't do her homework. – ...
- 3 Ken and Pete like to play music. – ...
- 4 John is hungry after lessons. – ...

## LISTENING search

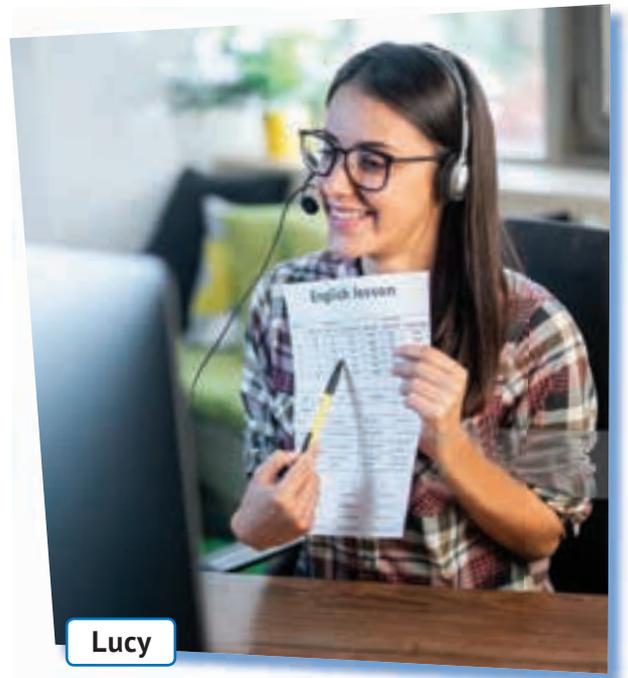
### 1 Ask and answer in pairs.

- 1 What do you usually do in History?
- 2 Do you like working with numbers?
- 3 What activities do you like doing in English?
- 4 What is your least favourite school subject? Why?

**WORDS FOR YOU**

**discovery** [di'skʌvəri]  
**event** [i'vent]  
**war** [wɔ:(r)]  
**to explain** [ɪk'spleɪn]

### 2 Listen to the children and say if the statements below are true or false.



- a Jake's History teacher is very strict.
- b Jake learns about wars and discoveries.
- c He doesn't have to learn about any people or dates.
- d He hates Maths because he can't solve Maths problems well.
- e Lucy only learns grammar and vocabulary in her English lessons.
- f Lucy's English teacher can't explain anything well.
- g She doesn't like Latin because nobody speaks it.

### 3 Listen again and check your answers.

### 4 Work in pairs. Ask your partner what his/her favourite subject is and why and what subjects he/she doesn't like and why. Make notes and then tell the class about your partner's likes and dislikes.



**1 Listen and repeat. Then read and guess the meaning of the words in bold.**

**to improve** [ɪm'pru:v] You should improve your spelling. Teacher says I should improve my English. Bill has improved his marks in Geography.

**to develop** [dɪ'veləp] People usually develop their English pronunciation skills by listening to songs in English and singing along. How can I develop my speaking skills in English?

**to understand** [ˌʌndə'stænd] Lilly doesn't know German – she doesn't understand Herbert at all. Melinda is a very good teacher – she explains Maths well to her students, and they understand how to solve the problems.

**2 Choose the word from the box to complete the text.**

listen to, understand, learn, have to, improve, study, know

I want to ... my English. That's why I ... work hard at it. I have to ... how to read. I have to learn many words to ... English better. I have to do many exercises to ... English. And, of course, I have to ... spoken English to understand it better. I am sure, it can all help me to ... English.

**3 a) Read and match both of the columns.**

- |   |   |
|---|---|
| <p>1 I have some difficulty<sup>1</sup> when I speak English. Sometimes I don't know the correct word to use.</p> <p>2 I speak very slowly because I don't think in English. I have to translate<sup>2</sup> every word.</p> <p>3 When I see a new word, I don't know how to pronounce it.</p> <p>4 I feel uncomfortable when I speak English with my classmates.</p> | <p>a You can find the pronunciation of new words in your dictionary. Use phonetic symbols.</p> <p>b Remember that your English lessons are often the only time you can practise your English. You have to practise it.</p> <p>c You don't have to translate thoughts. You have to use the English words you know.</p> <p>d You don't know a word in English? You don't have to stop speaking! Think of a word that means nearly the same (for example, 'a small dog' instead of<sup>3</sup> 'a puppy').</p> |
|---|---|

**b) Work in pairs. Tell each other about your problems with English and try to find the way out. Use the statements in a) as examples.**

<sup>1</sup>difficulty ['dɪfɪkəlti] – складнощі    <sup>2</sup>to translate [træns'leɪt] – перекладати    <sup>3</sup>instead of [ɪn'sted əv] – замість



**1 Listen and repeat.**

- What do you think about Geography?
- **Well, I think** it's very interesting.
- Do children hate school?
- **If you ask me, I believe** they don't.

**2 a) Listen and read to find out what two students think about some of their teachers.**

*Harry:* Angela, who's your favourite teacher?

*Angela:* Miss Davis. Absolutely.

*Harry:* What does she teach? History?

*Angela:* Geography.

*Harry:* Are you her pet student?

*Angela:* Of course not. She has no pet students. I hate that. She is friendly and kind with all students.

*Harry:* Does she give surprise tests?

*Angela:* Never. She is firm with us but fair and honest.

*Harry:* What do you like best about her?

*Angela:* She has a very good sense of humour. Her classes are very interesting.

*Harry:* That's exactly why I don't like Mr Novak. He never laughs or tells jokes. He even punishes us if we don't do homework.

*Angela:* Come on! I don't believe it.

**b) Act out the dialogue in pairs.**

**3 In groups, speak about what makes a school subject interesting or boring. Use the phrases in task 1 and the ideas below.**



It is ... if

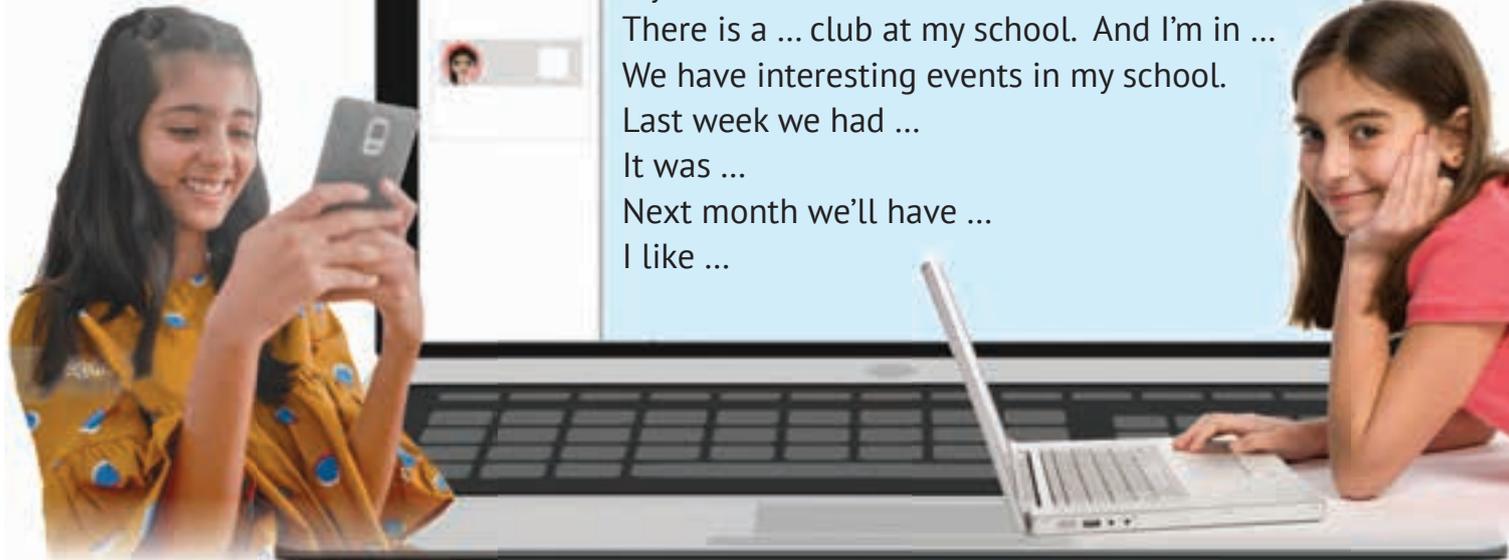
- it's useful for my future profession.
- the textbook is nice.
- the teacher is good.
- there are a lot of experiments.
- we read (learn) about ...
- it helps me with ...
- we work with computers.
- homework isn't large.
- there is a lot of reading and writing.
- there is a lot to learn by heart.



**WORDS FOR YOU**

**pet student** ['pet stju:dnt]  
**sense of humour** [ˌsens əv 'hju:mə(r)]  
**firm** [fɜ:m]  
**honest** ['ɒnɪst]  
**to punish** ['pʌnɪʃ]

**1** Write your e-mail friend about your school.



**2** a) Read the message and compare your opinion with what Jenny says.



**JENNY, 12, UK**



If you ask me, school is OK. It would probably be boring without it. I would miss my friends. Maybe holidays are too short. And teachers? Some are good and others are not. Just like us, students. I like Miss Polly best. She teaches History. Her lessons are always interesting and fun.

**b) Answer the questions.**

- 1 What does Jenny think about school?
- 2 What does she say about holidays?
- 3 Who is her favourite teacher?
- 4 Why does she like Miss Polly best?
- 5 What does she think about teachers?

When you give your opinion about something or somebody, say why you think so. To do this, use **because**:  
*I like school **because** I have a lot of friends there.*



**3** Write what you think about your school.

# Look Back

1 Look at the rules in Emma's school and fill in the sentences below.

## SCHOOL UNIFORMS

Wear the full uniform (a white shirt, a green pullover, black shoes but no trainers)

- Girls – black skirts (no mini-skirts, make-up or jewellery)
- Boys – black trousers, a tie

## BIKES and IN-LINE SKATES

- Leave your bike locked on the bike rack
- Wear a helmet
- You must have working front and back brakes
- No kinds of wheels are allowed inside the building

## GADGETS

- Switch off your mobile phones
- Do not bring tablets to school

## PETS

- Do not bring your pets to school

## NOTICE TO STUDENTS

- Come to school on time
- Don't make a noise in the corridors
- Stay in the playground during breaks



- 1 Students have to come to school on ...
- 2 They have to stay in the ... during breaks.
- 3 Girls have to wear ..., ..., ... and ...
- 4 Boys have to put on ..., ..., ..., ... and ...
- 5 Girls mustn't wear ..., ... or ...
- 6 Students mustn't bring ... or ... to school.
- 7 They mustn't make a ... in the corridors.
- 8 Students mustn't use their mobile ...

# LOOK Back

## 2 Look back at task 1 (page 13) and task 3a (page 14). Fill in the missing words.

Emma's school is called ...

There ... 300 students in her school.

Emma's favourite subjects are ... and ...

Some of the teachers are ..., like Mr Beard.

He always says that ... and ... are very important.

Students like fair ..., like Mr ...

He ... IT and he often makes students ...

## 3 a) Before listening, talk about your school.

Use the questions below.

- 1 What new subjects do you study in the 6th form?
- 2 Have you got any new teachers? Who are they?
- 3 What subjects are your favourite?
- 4 What days do you have English lessons?



## b) Listen about one of the favourite school subjects and answer the questions.

- 1 In what way does the English teacher train her students?
- 2 What does she teach them in English lessons?
- 3 What is the most difficult point in learning foreign languages?
- 4 What new steps have the students started this year?
- 5 What is the student interested in? Why?
- 6 What is he fond of?

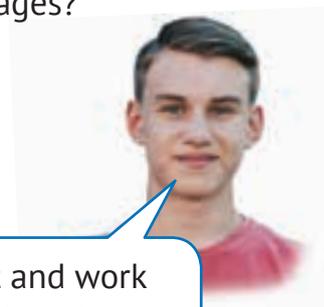
## 4 a) Read some children's opinions about their school subjects.

Alison

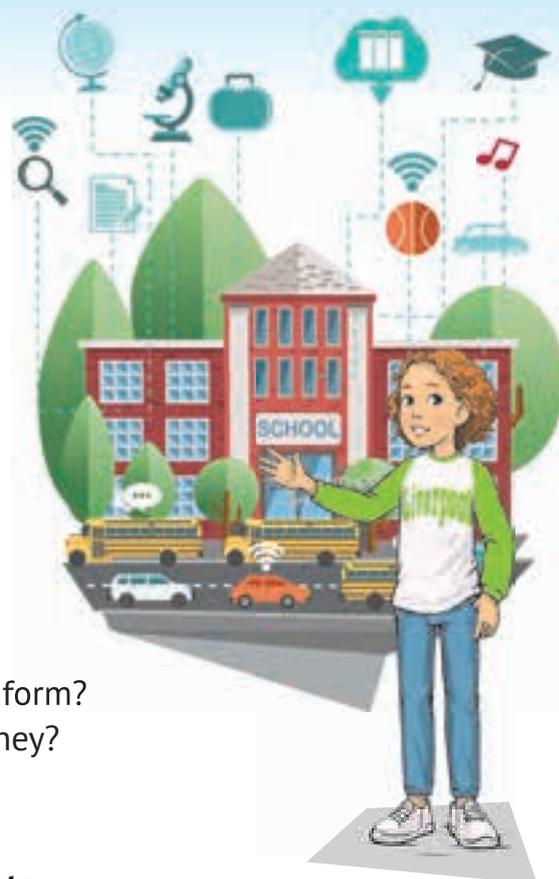


The last lessons of the day are History and Maths. History is really boring, lots of reading and writing, of course. Besides, I think that everything was discovered<sup>1</sup> before us. It's no use studying History, but Maths is really great!

Ted



I'd like to be a pilot and work for an air-taxi firm. I study very hard. I study Geography, History and Maths hard because of my future profession. I don't use only textbooks. I read a lot of magazines and history books, too.



<sup>1</sup>was discovered [di'skʌvəd] – було відкрито, винайдено

George



Everything is boring at school. I think there's no use in it at all. I can get any information I need from books and the Net. Usually I spend my time doing experiments at my father's lab. I can perform lots of fantastic experiments there. It's really interesting!



Andrew

Today, in the middle of the boring Mathematics lesson, I started yawning. Miss Walsh looked at me just at that moment. What did she do? She told me to learn one page from our Maths book by heart! And I wasted<sup>1</sup> three hours on that nonsense<sup>2</sup>!

**b) Read the children's opinions again and complete the sentences.**

... loves all of the subjects.

... likes only ...

... doesn't care about ...

... hates ...

... thinks that ... is great/dull/awful/  
boring/interesting, etc.

**c) Complete the sentences to say why they prefer some subjects to others.**

... is more interested in ...

... prefers ...

... likes ... most

... likes ... better than ...

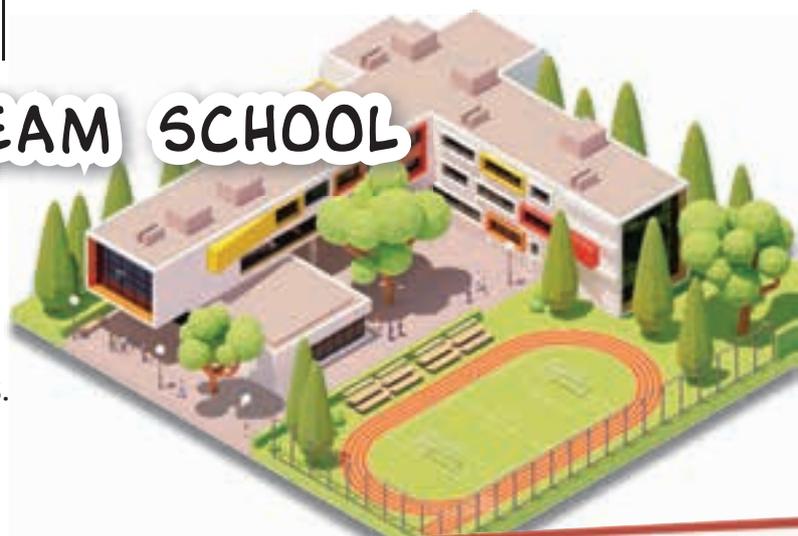
because ...



**5 Do your project.**

# MY DREAM SCHOOL

- 1 Work in groups of three-four. Think of what sort of school you want to go to.
  - a Draw it.
  - b Make a timetable.
  - c Advertise<sup>3</sup> various clubs and activities.
  - d Write the school rules for students.
  - e Write the school rules for teachers.
- 2 Present your project in class.



**6 Write a list of 'Rules for English Lessons'.**

<sup>1</sup>to waste [weɪst] – марнувати, гаяти

<sup>2</sup>nonsense ['nɒnsɪns] – нісенітниця, дурниця

<sup>3</sup>to advertise [ˈædvətaɪz] – рекламувати

- speak English only
- always do your homework
- consult your teacher

## Vocabulary

1 Complete the sentences with the words from the box.

Score:  / 6

desperate, yawned, sense of humour, headmaster, orchestra, develops

- 1 I love chatting with my friends from England – it ... my English skills.
- 2 Sam thinks Emma should join the ... – she plays the piano very well.
- 3 My teacher was so mad when I ... in our Chemistry lesson.
- 4 Bob feels very ... – he doesn't understand Physics at all.
- 5 Mr Jones is so funny! He has a great ...
- 6 Their .... is very strict – many students are afraid of him.

## Grammar

2 Fill in *should/shouldn't, must/mustn't, have to/don't have to*.

Score:  / 6

- 1 You ... be in time for all your lessons!
- 2 We ... take our sports clothes – there's no PE today.
- 3 Bill can't do this task – you ... help him.
- 4 Molly ... go to school by bike – it's raining.
- 5 I ... do my homework before I meet with my friends.
- 6 The students ... be dirty and untidy at school.

## Communication

3 Match. Score:  / 6

- |   |                    |
|---|--------------------|
| 1 Are you doing the project with William?       | a Yes, he does.    |
| 2 Does Mrs Jones have a pet student?            | b No, they aren't. |
| 3 Do Ted and Pam wear a school uniform?         | c Yes, I am.       |
| 4 Is Kate reading a book right now?             | d No, she doesn't. |
| 5 Are Kim and Ned learning the new Latin words? | e Yes, they do.    |
| 6 Does James like History?                      | f No, she isn't.   |

TOTAL SCORE:  / 18

## NOW I CAN

- |   |  |
|---|--|
| <input type="checkbox"/> present my school                    | <input type="checkbox"/> talk about different subjects and activities in lessons                         |
| <input type="checkbox"/> discuss the school rules             | <input type="checkbox"/> use the modal verbs 'should', 'must', 'have to'                                 |
| <input type="checkbox"/> give advice on learning English      | <input type="checkbox"/> understand the difference between the Present Simple and the Present Continuous |
| <input type="checkbox"/> express my opinion about school life | <input type="checkbox"/> write a paragraph about my dream school   |

# UNIT 2

# MY AMAZING FAMILY!

## Lead-in:

- Are you an only child in the family?
- Do you often call your cousins?
- What is your mother's job?



## WHAT'S IN THIS UNIT?

### LANGUAGE

- family members and relatives
- appearance
- qualities and character
- relative pronouns 'who', 'which', 'that'
- adverbs of manner
- 'Who's' vs. 'Whose'

### SKILLS

- introducing family members
- identifying relatives in family photos
- describing someone's appearance
- describing someone's character
- discussing the role of family
- talking about family traditions
- writing an e-mail about your family

# THE ROLE OF FAMILY



MARIA, 12, Poland

My mum says life is so different these days – new technologies, new ways of communication, new standards and traditions. However, family still plays an important role in our modern world. Just like in the past, family means a married couple, with or without children. There are also relatives – people that are related to us, like grandparents, uncles and aunts, cousins and so on. However, a family is more than just a group of

people connected by roots. This is a place where we get help and support in life. Plus, different nationalities have different family standards. For example, in many countries both parents work while in others a man is the only person with a job. There are families where parents live apart from their children and those who are always together. Some children grow up in a full family, whereas others only have a mum or a dad. The number of kids in a family is not the same, too, and there are cultures where a pet can be a family member. Thanks to today's globalisation, we can all share and discover different views and habits in every country. However, there are some things that all nations have in common – a family is a place of love and support.



## 1 Listen, then read the blog. Choose the true sentences.

- 1 A family is still very important in our world today.
- 2 A family is just a group of people who live together.
- 3 All nationalities have the same family norms and traditions.
- 4 Not in all families both parents work.
- 5 Families never live apart.
- 6 Not all children have both parents.
- 7 The number of kids in every family is different.
- 8 A family is a place of business.

## 2 Read the text again and tell the class what other roles a family can have.

**couple** ['kʌpl]

**member** ['membə(r)]

**root** [ru:t]

**stepfather** ['stepfɑ:ðə(r)]

**stepmother** ['stepmʌðə(r)]

**support** [sə'pɔ:t]

**connected** [kə'nektɪd]

**related** [rɪ'reɪtɪd]

**apart** [ə'pɑ:t]

**whereas** [,weər'æz]

● to have in common

● to look after





**HAKIM, 12, Mali**

I have a very big family – three brothers and four sisters. I also have five uncles and two aunts. This family size is normal in my country. My dad has a job, but my mum stays at home – she looks after us and my older sister helps her. We always have dinner together where we talk a lot. At weekends we do some things together and some things apart. I mean, there has to be some time when you can have fun with your friends, too!


**LINDA, 13 USA**

I love my small family very much. Both of my parents work a lot and I miss them, but we have great weekends together – we play some games or read some books. We can also visit some other cities or towns, and we go there by car. I am an only child, but I have a dog, Toby, and he is part of our family, too. He gets so happy when I get back home from school!


**PETRO, 12, Ukraine**

My family is not very big or small – there is my mum, my stepdad and my younger sister, Ira (she can be a pain in the neck sometimes, but I love her anyway). I also have two grandfathers. We are all quite busy with our work and studies, but we spend some time together in the evening, and Saturday is our family day – we have long walks in the park, do sport or watch films together.

### 3 Read the comments above. Then say who these sentences below are about:

**Linda, Petro or Hakim.**

- |   |  |
|---|--|
| 1 This person has a very big family.      | 4 This person has a family day – Saturday. |
| 2 This person has a stepdad.              | 5 This person has no brothers or sisters.  |
| 3 This person has parents that both work. | 6 This person always has family dinners.   |

### 4 a) Work in pairs. Interview your partner. Ask him/her:

- how big his/her family is and what members there are;
- what family traditions they have.

**b) Make notes and then tell the class about your partner's family.**

# 🔍 VOCABULARY search

**1** Find out the words that are not connected with family members.

cousin, granddaughter, friend, pilot, son, wife, classmate, niece, prince, grandmother, aunt, teacher, father, brother, stepfather

**2** Copy and complete the table.  
Use the family words from task 1.

**3** a) Read and compare.

– What does she look like?  
– She is tall and beautiful.

– What is she like?  
– She is kind and helpful.

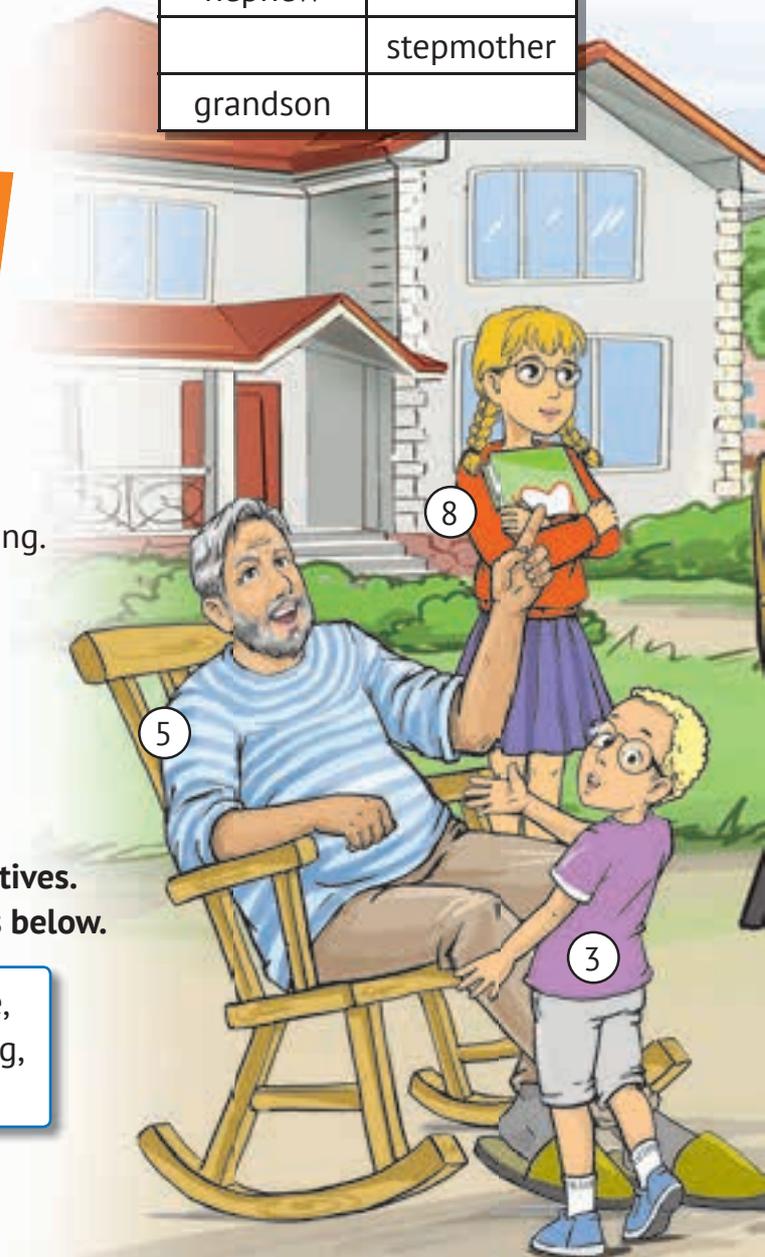
b) Put the questions to the answers.

- 1 ...? She is pretty.
- 2 ...? It is fat.
- 3 ...? Her father is tall.
- 4 ...? Her mother is very hard-working.
- 5 ...? My uncle is short.
- 6 ...? His cousin is lazy.
- 7 ...? His dog is small.
- 8 ...? My grandpa is strict.
- 9 ...? Her granny is always helpful.
- 10 ...? My aunt is very clever.

**4** In pairs, ask and answer about your relatives.  
Use the questions in 3(a) and the words below.

thin, serious, tall, friendly, nice, polite, short, careful, intelligent, neat, tidy, big, boring, beautiful, annoying

He	She
	mother
grandfather	
	daughter
uncle	
	sister
husband	
	cousin
nephew	
	stepmother
grandson	



## READING search

- 1 Look at the picture below and guess what the text is going to be about.
- 2 Look at the picture again and read the text. Point to each person and say their names and who they are.

My mum, who is quite tall, has got beautiful blue eyes and short light-brown hair. She is kind and helpful. My dad, who is plump, is a bit bald. My parents' names are Melissa and George.

Ted, who is my little six-year-old brother, always runs around me with lots of questions,

## WORDS FOR YOU

beard [biəd]  
braid [breɪd]  
earring ['iəriŋ]  
make-up ['meɪk ʌp]  
moustache [mə'stɑːʃ]  
ponytail ['pɒnɪteɪl]  
bald [bɔːld]  
bossy ['bɒsi]  
plump [plʌmp]  
selfish ['selfɪʃ]  
shy [ʃaɪ]  
slim [slɪm]  
strong [strɒŋ]



“Why are frogs green? What is that big ball in the sky at night?” But even when I don’t have answers to all of his questions, he is so curious and annoying!

The girl who has long blonde hair is my older sister Sue. She is seventeen years old, and she always wears a lot of make-up and big earrings. Sue can be a bit selfish and bossy sometimes, “I’m the oldest, Mike, so you should listen to me!”

The man who has a grey beard is my grandpa. We call him ‘Pirate Ed’ because he travelled around the world a lot on a big ship. But that is only his nickname. His real name is Edward, and he speaks ten languages! Our grandpa knows a lot and tells us many amazing stories, which make him very interesting!

You can also see a man with a ponytail. This is my uncle Harry. Harry, who is my father’s brother, is very funny and makes us laugh a lot. However, his wife Linda, who is slim, is always serious. The girl who wears her hair in braids is my cousin Amy. She is eleven and she is very shy. Jim, who is her brother, is very thin, so my granny Liz often says, “Jimmy, you must eat more if you want to be big and strong.” The boy who is untidy is my other cousin Robert.

This is not my whole family. I have got many other relatives, but they are not in this picture.

### **3 Read the text again and complete the sentences.**

Melissa is Mike’s ...	Amy is Mike’s ...
Harry is Mike’s ...	Sue is Mike’s ...
George is Mike’s ...	Liz is Mike’s ...
Linda is Mike’s ...	Edward is Mike’s ...
Ted is Mike’s ...	Robert is Mike’s ...

### **4 Correct the sentences.**

- |  |                                    |
|--|------------------------------------|
| 1 Mike’s mother is very helpful but worried. | 5 Grandpa Ed is boring.            |
| 2 Mike’s father is very thin.                | 6 Mike’s uncle is often serious.   |
| 3 Ted is always curious and funny.           | 7 Aunt Linda makes everyone laugh. |
| 4 Sue wears big glasses.                     | 8 Amy has a ponytail.              |
|  | 9 Jim is very fat.                 |
|  | 10 Robert is nice and clean.       |

### **5 Think about your family members. Tell the class who in your family is helpful / funny / interesting / annoying / boring.**



- We use **who/that** for people.
- We use **which/that** for things and animals.

That's the girl **who/that** I saw at school.

This is the friend **who/that** loves me a lot.

These are the toys **which/that** we bought for kids.

That's the dog **which/that** scared me yesterday.

**1 Complete the sentences, using 'who', 'which' or 'that'.**

- 1 My uncle Harry is the man ... has a ponytail.
- 2 The dog ... is the member of our family is Toby.
- 3 That's the school ... cares about its every student.
- 4 My little sister, ... is sometimes a pain in the neck, asks a lot of questions.

**2 Match.**

- |                           |  |
|---------------------------|--|
| 1 We met his sister       | a which I bought a year ago, is very clever. |
| 2 My dog,                 | b that was high and light.                   |
| 3 The man                 | c who had long braids.                       |
| 4 They built a house      | d who is tall is my son Terry.               |
| 5 I've got some relatives | e which my little brother likes to watch.    |
| 6 This is the cartoon     | f who live in the USA.                       |

**3 Combine three parts to form one sentence, as in the example.**

**Example:** Victor's sister – a beautiful girl with blonde hair – works as a teacher

*Victor's sister who is a beautiful girl with blonde hair works as a teacher.*

- 1 My cousin – lives in London – is very tall.
- 2 The house – you see – is my aunt's home.
- 3 The woman – has got blue eyes – is my stepmother Jessica.
- 4 The bag – is big and red – is a birthday present for my brother.

**4 Play a game. Describe one person/thing in your class and let the others guess who/what it is, as in the example.**

*You:* The boy who has brown hair and wears glasses ...

*The others:* ... is Petro!

*You:* Yes/No!

**1 Choose one member of your family and tell the class about him/her:**

- 1 what his/her name and age are
- 2 who he/she is to you
- 3 what he/she does (job, school, etc.)
- 4 what he/she likes (hobbies, interests)

**2 Look at the pictures and listen to Emma. Then say who is who, as in the example:**

*Stella is Emma's ...*

**3 Listen again and choose a, b or c.**

- 1 Emma is from ...  
a) London b) Liverpool c) York
- 2 Emma's short films are about ...  
a) her friends b) her city c) her family
- 3 Stella is ...  
a) an au-pair b) a teacher c) a cousin
- 4 Emma's mum designs ...  
a) houses b) clothes c) cars
- 5 Emma's dad has got a small ...  
a) car b) camera c) van
- 6 Emma's brother is ...  
a) 16 years old b) 17 years old c) 15 years old
- 7 Patrick's girlfriend's name is ...  
a) Pam b) Polly c) Patty
- 8 Emma's sister goes to ...  
a) kindergarten b) school c) university

**4 a) Ask and answer in pairs.**

- 1 What is Emma's dream job?
- 2 Where is Stella from?
- 3 What relatives has Stella got?
- 4 What are Emma's parents' jobs?
- 5 What has Emma's dad got in his van?
- 6 Where is Patrick?

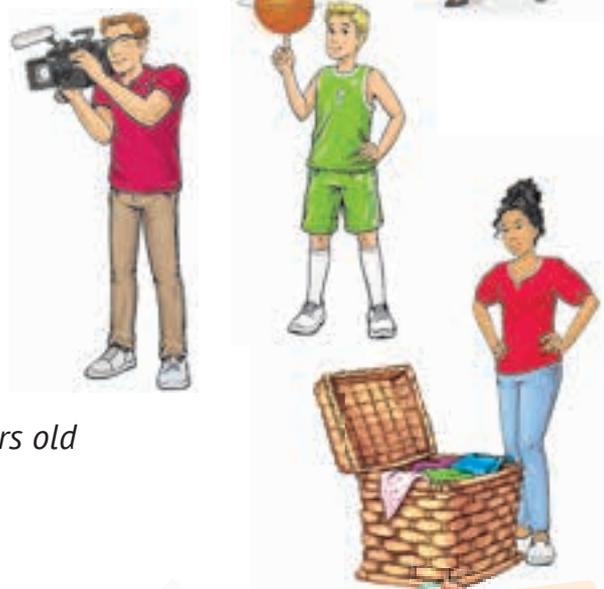
**b) Check your answers by listening to the audio.**

You use **a / an** to talk about a person's job.

He is **a cameraman**.

She is **an architect**.

**NOT** She is architect.



WORDS FOR YOU

**architect** ['ɑ:kɪtekt]

**au-pair** [ˌɔː 'peə(r)]

**cameraman** ['kæmərəmæn]

**equipment** [ɪ'kwɪpmənt]

**kindergarten** ['kɪndəgɑ:tɪn]

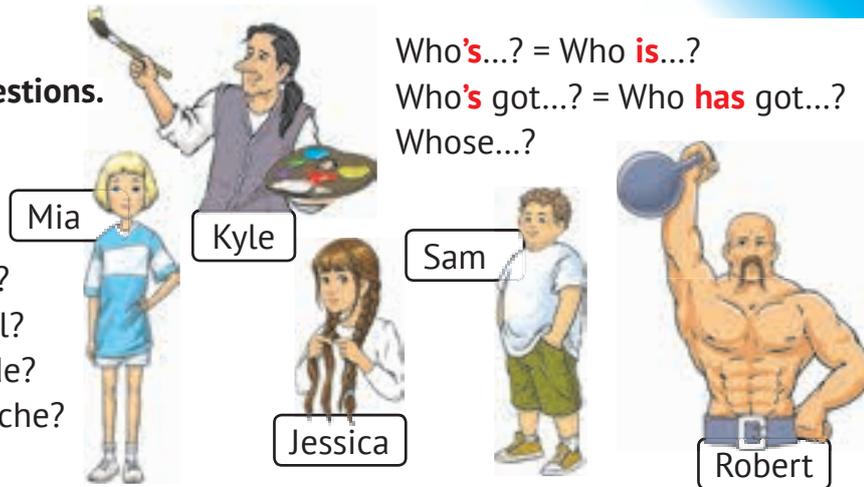
**studio** ['stju:diəʊ]

**van** [væn]

**1** Look at the pictures.

Ask and answer the questions.

- 1 Who's bald?
- 2 Who's plump?
- 3 Who's got braids?
- 4 Who's got long hair?
- 5 Who's got a ponytail?
- 6 Whose hair is blonde?
- 7 Who's got a moustache?
- 8 Whose nose is big?



Who's...? = Who **is**...?  
 Who's got...? = Who **has** got...?  
 Whose...?

**2** Work in pairs. Ask and answer questions about the people in the picture on pages 28-29. One of you must close the book and answer the questions.

Start like this: *Who's...? Who's got...? Whose...?*

Use: *tall, skinny, brown hair, short, weak, blue eyes...*

**3** Copy the table and sort out the adjectives. Explain your choice.

worried, kind, selfish, boring, helpful, curious, patient, friendly, clumsy, shy, romantic, lazy, serious, hard-working, calm, brave, rude, polite, (not) clever, naughty, interesting

Positive	Negative	Positive and negative
kind	rude	

**4** Complete the sentences. Use the words from task 3.

Superman is ...  
 Santa Claus is ...  
 Harry Potter is ...  
 Mickey Mouse is ...  
 Cinderella is ...  
 Shrek is ...

**5** In groups, speak of the following:

- What are you like?
- What are your classmates like?

ADVERBS OF MANNER (прислівники способу дії)

Adjective	Adverb	
happy	→ happily	Leo sang and jumped <b>happily</b> .
slow	→ slowly	He walks very <b>slowly</b> .
serious	→ seriously	She moves very <b>beautifully</b> .
polite	→ politely	But: <b>good</b> – <b>well</b> , <b>fast</b> – <b>fast</b>
		He is a <b>good</b> student. He studies <b>well</b> .
		They are <b>fast</b> swimmers. They swim <b>fast</b> .

1 Make adverbs from the adjectives in the box to complete the sentences.

loud, bright, slow, quick, sweet, happy, joyful

- I am speaking very ... because John is standing far from me.
- The squirrels climbed the tree so ...
- There were no clouds, and the moon shone ...
- The birds sang ...
- Sam and Angela danced ... round the room.
- Some animals are very fast, but others move very ...
- The children are having a wonderful time at the party, and they are laughing ...

2 Use 'good' or 'well' to complete the sentences.

- |                           |                                   |
|---------------------------|-----------------------------------|
| 1 She speaks ... English. | 5 Has he done ... in his lessons? |
| 2 Ann did her work ...    | 6 He did not see ...              |
| 3 She looks ... today.    | 7 It is ... to be with friends.   |
| 4 They speak very ...     | 8 Tom did ... work.               |

3 Group up the sentences into two columns: Adverbs and Adjectives.

- |  |                            |
|--|----------------------------|
| 1 The teacher spoke in a friendly way. | 6 Don't stay in too long.  |
| 2 The teacher spoke friendly.          | 7 Jack works hard all day. |
| 3 This car is too fast for me.         | 8 John is a hard worker.   |
| 4 Don't speak so fast.                 | 9 You are so little.       |
| 5 Why have you got such long hair?     | 10 He studies very little. |

4 Choose an adjective or an adverb in brackets to complete each sentence correctly.

- |   |  |
|---|--|
| 1 She speaks Italian ... ( <i>good, well</i> ).   | 4 He is smiling ... ( <i>happy, happily</i> ).         |
| 2 They behave ... ( <i>polite, politely</i> ).    | 5 My nephew is a ... boy ( <i>nice, nicely</i> ).      |
| 3 Robert is a ... person ( <i>kind, kindly</i> ). | 6 The teacher spoke to me ... ( <i>loud, loudly</i> ). |

## SEARCH SPEAKING search



**1 a) Listen to Emma and find out about her cousins. Answer the questions.**

- Where do they live?
- What do they do?
- What do they like/don't like?

**b) Tell your partner about your cousins (uncles, aunts or grandparents).**



**2 Listen and read the dialogue. Then act it out.**

*Tom:* Hi, Edna! Where were you this weekend?

*Edna:* Hey, Tom! I visited my uncle John in York. I have a picture. Look! He's the man that has a beard.

*Tom:* He looks very tall. Who is that woman next to him?

*Edna:* That is his wife Jane. She is short, but her hair is very long and beautiful.

*Tom:* I have a cousin, Molly. Her hair is also long, so she often has it in a ponytail.

*Edna:* Does she wear make-up?

*Tom:* No, she's only five years old. She is often funny, but she can be a bit annoying sometimes.

*Edna:* Oh, my older brother Ned is often a pain in the neck, too.

*Tom:* Is Ned the boy who has got blue eyes?

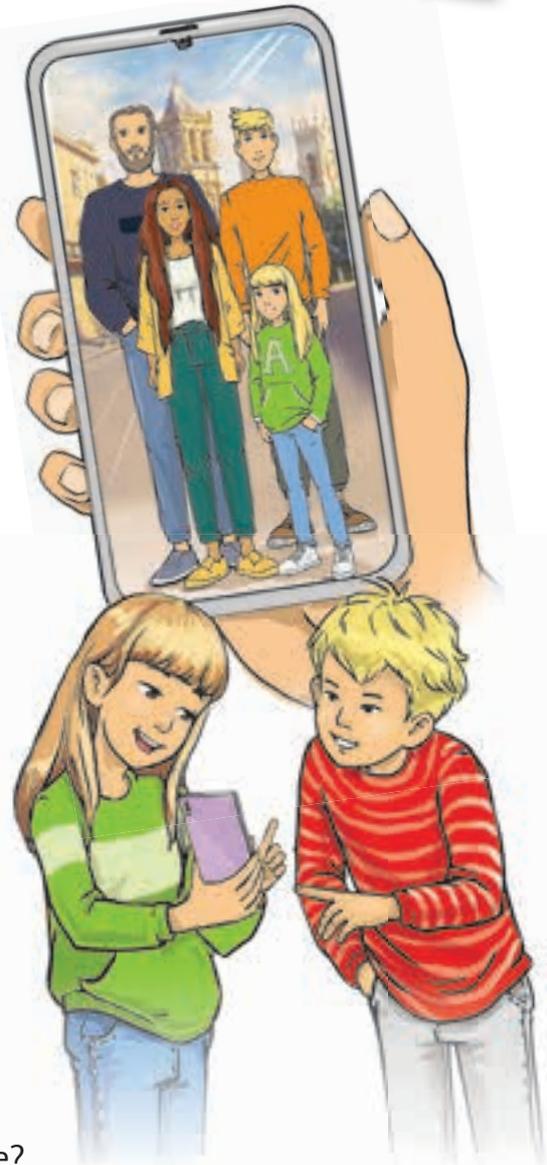
*Edna:* Yes. He has got a car already, but he drives it very slowly. Hey, would you like to go to a cafe with me?

*Tom:* Sorry, I can't. Saturday is our family day, and we always have dinner together.

*Edna:* Oh, I have dinners with my family almost every evening.

**3 Work in pairs. Interview your partner about his/her family. Make some notes and then tell the class about them. Use the questions below.**

- How big is his/her family?
- What are they like?
- What do they look like?
- What family traditions do they have?



**1** Look at the picture and help Nell to finish her e-mail.  
Use the scheme to describe Nell's family members.

Hi! I'm Nell. I'm twelve and I'm in the sixth form. I live in Cambridge, a famous university city. It's in the east of England. My family is quite big. I have got a brother and a sister. Our grandma lives with us, too. We live in a house. It's a bit crowded but, believe me, never boring.

Look at the picture. The woman who ... is my mum. She is very ... and ...

The lady who ... is my granny. She is ... The young lady who ... is my ...

She always ... I think she is ...

As you can guess, the man who ... is my ...

My father is ...

The boy who ... is ... He is ...

I am a girl who ...

I think I am ...

Tell me about your family.

Your new friend Nell



**2** Write about your family.

My family is ... . There are ... people in my family.

My ... is ... . She has got ... hair and ... eyes.

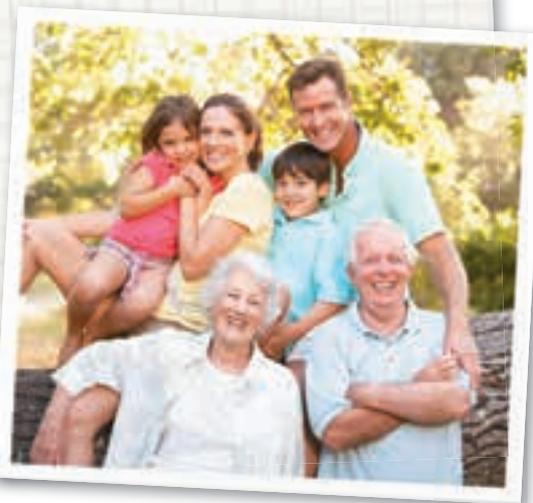
She is ... years old.

She is very ... .

She can ... .

Her name is ... .

My ... .



# Look Back

1 Copy the table and put the words into the correct column.

Eyes	Skin	Hair	Look

straight, green, dark, brown, blue, black, long, wavy, young, a ponytail, pretty, slim, skinny, old, curly, blond, beautiful, plump, short, tall, fat

2 a) Match the opposites.

- |               |            |
|---------------|------------|
| 1 good        | a boring   |
| 2 polite      | b serious  |
| 3 friendly    | c unclever |
| 4 interesting | d bad      |
| 5 clever      | e selfish  |
| 6 funny       | f rude     |

b) Work in pairs. Tell your partner who in your family is boring, serious, clever, etc. Use the words above.

3 Complete the sentences with the words from the box.

whereas, roots, strong, look after, support, apart, members, rude

- My older brother is ... – he goes to the gym every day.
- Jim is so ... sometimes. He needs to learn some manners.
- Eddy celebrates Christmas with all of his family ...
- I have a little baby sister, and I often have to ... her.
- Victoria's mother and father live ... from each other.
- Joseph is a bit fat, ... his younger brother Jack is thin.
- We get a lot of love and ... from our grandparents.
- Diana is connected to Inna by family ... – they are sisters.

4 Choose a or b.

- |  |          |          |
|--|----------|----------|
| 1 His moustache, ... is very long, makes him look a bit old. | a) which | b) who   |
| 2 Fred, ... is my stepfather, is very friendly.              | a) who   | b) which |
| 3 Tania, ... is from Ukraine, is my cousin.                  | a) which | b) who   |
| 4 The parrot ... is flying in the room is his pet.           | a) that  | b) who   |
| 5 Luke's dad, ... works as a businessman, is very bossy.     | a) which | b) who   |
| 6 The boy ... is in front of you is my mum's nephew.         | a) that  | b) which |

# Look Back

## 5 Turn these adjectives into adverbs.

- |               |                |              |
|---------------|----------------|--------------|
| 1 Happy – ... | 3 Slow – ...   | 5 Easy – ... |
| 2 Mad – ...   | 4 Polite – ... | 6 Sad – ...  |

## 6 Choose the correct word.

- 1 My sisters Pam and Sam dance very *good/well*.
- 2 Ivan's grandma cooks *delicious/deliciously* food.
- 3 Our son Peter is a *fast/quickly* learner.
- 4 Sophie always dresses *beautiful/beautifully*.
- 5 Aunt Casey is a very *kind/kindly* lady.
- 6 Ben and his cousins never talk *serious/seriously*.

## 7 Read the e-mail and use the picture to say who is who.

cousin, grandparents, uncle, aunt, parents, pet

**New Message** — ↗ ✕

**To** Steve  
**From** Dan  
**Subject** My family

Dear Steve,  
Here is the photo of my family.  
The man with blond hair is my mother's brother. The woman with black curly hair is his wife. Her name is Betty. Guess where I am. I've got straight blond hair like my mother. The other boy is Betty's son. My dad is with our dog. My mum is near them. My grandmother and grandfather are inside the house. We like gathering together at weekends.  
Write and tell me about your family.  
Bye, Dan

**Send** | 📎 | 🗑️ | 💰 | 📷 | 🔊 | 😊 | 🗑️

- a This is .... He is my ....
- b This is .... She is my ....
- c This is .....
- d This is .....
- e This is .....
- f This is .....



**8 a) Draw Robert's family tree. Use the clues<sup>1</sup> below.**

The names of Robert's relatives are Antonio, Steve, Danny, Barbara, Laura, Silvia, Debora and Lisa.

Robert hasn't got a brother. Antonio and Barbara have got four children. Robert's father's name is Steve. Danny is Steve's brother. Laura and Silvia are sisters. Danny has got two sisters. Debora's children's names are Lisa and Robert.

**b) Describe each member of the family, using the relative pronoun 'who'.**

**9 Do your project. Make a poster about your family.**

*Example:*

- 1 Write about your family and relatives:
  - find some photos of your family or relatives;
  - write some information about these people in the photos (their names, their relationship<sup>2</sup> to you, their jobs).
- 2 Draw a Family Tree and mark the people whose photos are on your poster.
- 3 Display your poster in class.

**MEET MY FAMILY**

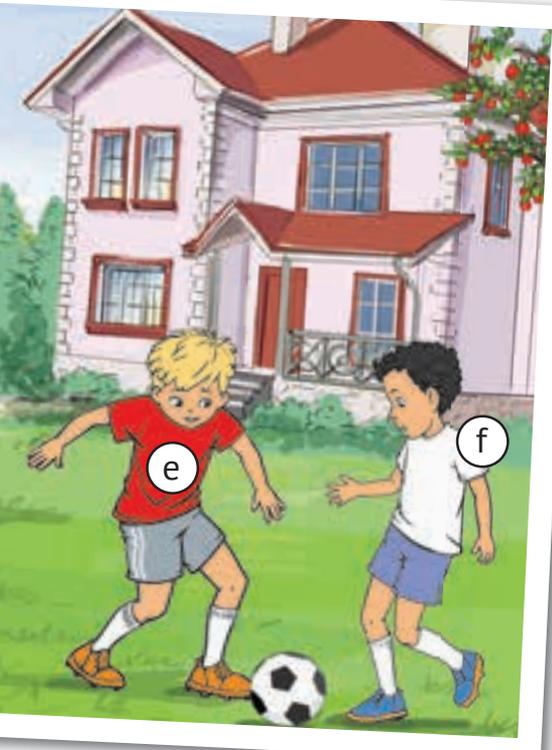
*This is my dear granny.  
She is very kind and wise.  
She lives in a village.*

*This is my uncle  
George. He hasn't got  
a wife or children.  
He is young, strong  
and handsome.*

*This is my niece. Her name is Victoria  
or Vicky for short. She is three.  
Vicky is a pretty little girl with short  
curly hair and blue eyes.*

---

<sup>1</sup>a clue [klu:] – підказка  
<sup>2</sup>relationship [rɪ'leɪʃnʃɪp] – родинні зв'язки, спорідненість



## Vocabulary

1 Complete the sentences with the words from the box. Score:  / 6

couple, have in common, connect, niece, plump, clumsy

- |  |   |
|--|---|
| 1 The Internet helps me to ... with my relatives that are in Greece. | 4 Mike and Cathy are a young ... , who just got married this month.         |
| 2 My ... is a very beautiful girl with blonde hair and brown eyes.   | 5 Her younger nephew is so ... – he broke two cups and a plate yesterday!   |
| 3 My brother is short and ... , whereas my sister is tall and slim.  | 6 Rick and Roxy are twins, who ... some interests ... They both like sport. |

Grammar Score:  / 12

2 Choose the correct relative pronoun.

- Wendy, *which/who* is my cousin, works as a supermodel.
- The cat *that/who* is sitting on the chair is very fat.
- The house *who/which* is next to the shop is very big.
- Robert and Paul, *which/who* are in this photo, are my uncles.
- The man *that/which* is standing there is their father.
- The book *which/who* is on the table is very interesting.

3 Make adverbs from the adjectives in brackets.

- He asked me about my hobbies (*polite*) ... .
- My sister speaks (*quiet*) ... because she is shy.
- Our grandfather is old, so he walks (*slow*) ... .
- Mia's stepmother can run very (*fast*) ... .
- John always smiles (*happy*) ... when he sees his wife.
- Georgia doesn't speak Chinese very (*good*) ... yet.

## Communication

4 Put the sentences into the correct order to make a dialogue. Score:  / 6

- \_\_\_ Yes.
- \_\_\_ Hi, Stella! That's my aunt Mary. She's from Oxford.
- \_\_\_ She's very friendly, polite and clever – she speaks six languages!
- \_\_\_ She looks very beautiful – long black hair, brown eyes...
- \_\_\_ What is she like?
- \_\_\_ Hello, Jay! Who is that woman with you in the photo?

TOTAL SCORE:  / 24

### NOW I CAN

- |   |   |
|---|---|
| <input type="checkbox"/> introduce relatives            | <input type="checkbox"/> use the relative pronouns 'who', 'which', 'that' |
| <input type="checkbox"/> describe someone's appearance  | <input type="checkbox"/> make and use adverbs of manner                   |
| <input type="checkbox"/> talk about someone's character | <input type="checkbox"/> write an e-mail about my family                  |

# UNIT 3

# WHAT ABOUT YOUR FREE TIME?

## Lead-in:

- Do you often have free time?
- Do you like spending time with your friends?
- What's your idea of having a good time?
- Where do you like to go on your days off and why?



## WHAT'S IN THIS UNIT?

### LANGUAGE

- appearance and personality
- free-time activities
- indefinite pronouns
- 'ing' form of verbs to speak about interests and hobbies
- Past Simple

### SKILLS

- describing people
- saying what people like and don't like doing
- interviewing people about their free time
- presenting friends and their hobbies
- talking about friendship
- making suggestions
- writing invitations

TALK SHOW

THE INTERNET: IS IT



Mrs Goldring, the psychologist

A lot of parents come to me with that problem. Being online can be dangerous. I believe the most important thing is to talk about it.

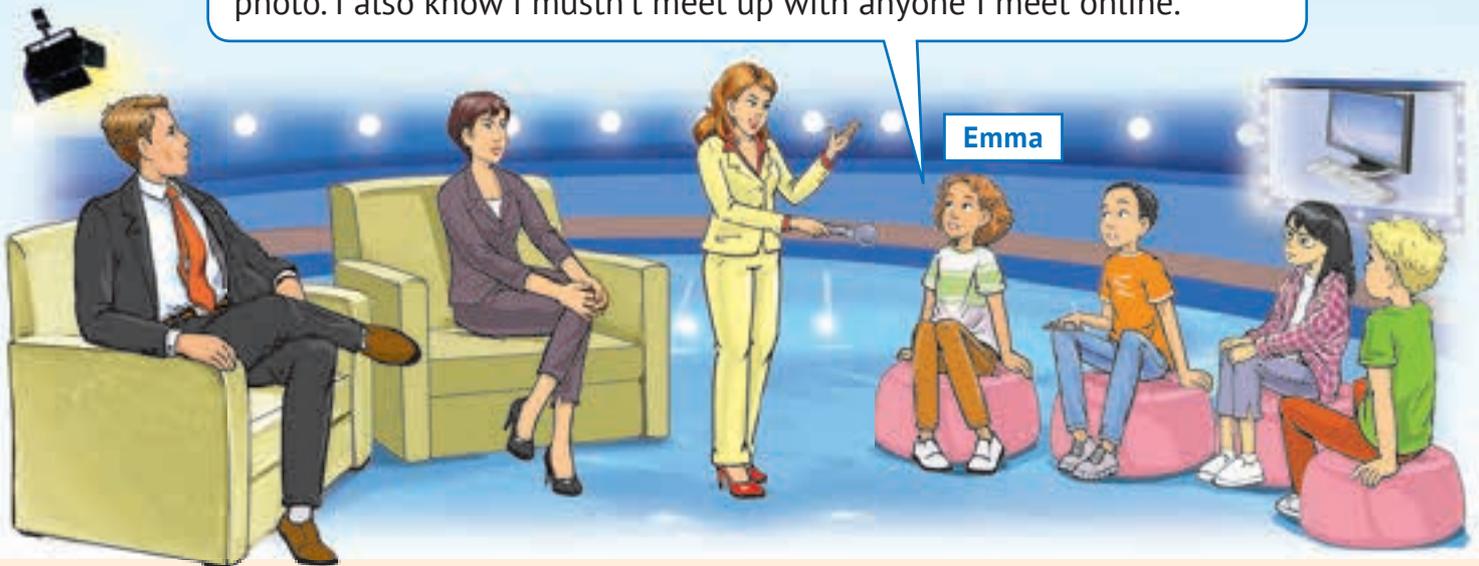


The Host

What do you think, Emma? You spend at least 2 hours on the computer every day.

Yes, it's a lot of fun. The Internet helps me with learning and doing my homework. I also use it for downloading music and watching video clips. I know I mustn't give out any personal information or post a photo. I also know I mustn't meet up with anyone I meet online.

Emma



**1** Listen to the talk show on 'Kids Online'. Then read the text above on pages 42-43 and say what the people are talking about.



**2** Listen and repeat the words from the box on page 43. Guess their meaning from the text or look them up in your Vocabulary at the end of the book.



**3** Read the sentences below. Listen to the talk show again and say what they didn't mention.

- Spending a lot of time on the Internet is not good for your body and eyes.
- Doing things online can sometimes be dangerous.
- Using social networks helps you contact people from other countries.



SEARCH

search

# GOOD OR BAD?



The Host

How do you know these things?

Do you play games?

We talk about it with our teachers at school. My parents also keep repeating it. At school we mustn't join any of the chat rooms, anyway.



Emma

Yes, I do, but not online.



The Host

What do you say, Mr Boyd?

However, there are some very good games that make you think faster or that teach you new skills. Some teachers use them in their History, Science or Maths classes.



Mr Boyd, the video games seller

I think the problem is that children spend too much time gaming, and they don't hang out with other children. In that way they don't know how to talk about their feelings, or they don't know how to solve problems they have with other children. Sitting alone in a room isolates you from the real world, from your friends and family. That's a bit worrying.



Mrs Goldring, the psychologist



The Host

Thank you very much. Now, let's have a look at the comments viewers are sending in.

- Some games can make you very aggressive.
- Sitting alone in front of your computer isolates you from your friends and family.

## 4 Ask and answer the questions below.

- 1 What does Emma use a computer for?
- 2 What does Mr Boyd say?
- 3 Does Mrs Goldring agree with him?



## 5 Write a comment about your attitude to the problem.

## WORDS FOR YOU

hour ['aʊə(r)]

social network [ˌsəʊʃl 'netwɜ:k]

viewer ['vjʊə(r)]

dangerous ['deɪndʒərəs]

to download [ˌdaʊn'ləʊd]

to hang out ['hæŋ aʊt]

to isolate ['aɪsəleɪt]

to spend [spend]

**1 a) Find the right ending.**

A person who is ...

- |                   |                          |   |
|-------------------|--------------------------|---|
| 1 helpful         | <input type="checkbox"/> | likes talking to people.  |
| 2 trustworthy     | <input type="checkbox"/> | doesn't show any worry or anger.  |
| 3 shy             | <input type="checkbox"/> | doesn't like meeting new people.  |
| 4 outgoing        | <input type="checkbox"/> | always gives his / her opinion.   |
| 5 chatty          | <input type="checkbox"/> | does not think about what he / she is doing, so he / she makes mistakes, hurts people or breaks things. |
| 6 honest          | <input type="checkbox"/> | is ready to help.   |
| 7 responsible     | <input type="checkbox"/> | is very active and does not feel tired at all.  |
| 8 caring          | <input type="checkbox"/> | doesn't forget to do things.  |
| 9 calm            | <input type="checkbox"/> | is naturally tidy and punctual.   |
| 10 energetic      | <input type="checkbox"/> | is friendly and likes parties.  |
| 11 careless       | <input type="checkbox"/> | doesn't tell other people your secrets.   |
| 12 well-organised | <input type="checkbox"/> | thinks about what others need.  |

**b) Make up 6 sentences with the adjectives above.**

**2 a) Look, listen and repeat.**



**b) Say who in your classroom has freckles / long curly hair / short straight hair / shoulder-length hair.**

**3 Tell your classmates about one of your friends. Use the scheme below.**

- His / Her name is ...*
- He is ... / She is ... (age, height, build)*
- He / She has got ... (hair)*
- His / Her eyes are ... (colour)*
- He / She is ... (character) because ...*
- He / She likes ... (interests, hobbies)*
- We usually go ... We play ... (things you do together)*

**WORDS FOR YOU**

**height** [haɪt]:  
short-medium-tall

**build** [bɪld]:  
fat-plump-thin/slim

**1 Listen and read. Find out how different people can be.**

All people are different – some are tall, some are short. Some of us have blond straight hair and blue eyes, while others have red curly hair and green eyes. There are those who wear glasses and those who have freckles. We are all different in character as well. There are people who are funny or with a great sense of humour, but they can be a bit careless. On the other hand, there are individuals that are serious and well-organised, but they can be a bit bossy or even selfish sometimes. However, is that it? Are appearance and behaviour the only two things that make us different? Definitely not.

Everyone has various hobbies – things which they like to do in their free time. A lot of people are energetic, so they enjoy doing sports, playing games or travelling around the world. There are also those who are more calm, and they can't stand being on the move all the time. Instead, they are crazy about reading, collecting things or painting. Some people are curious, and they are keen on visiting museums, art galleries and theatres rather than going to the cinema or the skating rink.

Although we have so many differences, there are always people who share our interests and hobbies with us. These people are our friends. The role of friendship is very important because we are often sociable. Hanging out in the park, cycling, playing table games or computer games, dancing, watching films and doing all other free-time activities with someone is often more fun than being alone.



**2 Read the text again and say if the sentences below are true or false.**

- 1 People usually differ only in appearance and character.
- 2 Everyone is selfish and bossy.
- 3 All of us have different hobbies and interests.
- 4 Nobody is full of energy and likes sport.
- 5 There are some things we have in common with others.
- 6 It is more interesting to spend time with someone than being alone.

**some** +...

**somebody**  
**someone**  
**something**

**any** +...

**anybody**  
**anyone**  
**anything**

**no** +...

**nobody**  
**no one**  
**nothing**

**every** +...

**everybody**  
**everyone**  
**everything**

**3 Ask and answer the questions in pairs.**

- 1 What appearances can people have?
- 2 What people can be like in character?
- 3 What hobbies can we have?
- 4 Who are friends?

**4 Work in pairs. Ask your partner about his/her hobbies. Make notes and then tell the class about him/her.**

**5 a) Read and say what the song is about.**

### SHOW ME YOUR FACE

I am going to send an e-mail,  
Although I can't see your face.

I am going to meet you some day  
Out in time and space.

*Refrain:* Show me your face.

Am I asking much?

Out in time and space

All I need is the human touch.

I am going to search for night and day,  
I am going to contact you.

Can you help me to find the way  
To make all my dreams come true?

*Refrain.*

**b) Listen and sing along.**



**behaviour** [bɪ'heɪvjə(r)]

**difference** ['dɪfrəns]

**friendship** ['frɛndʃɪp]

**individual** [ˌɪndɪ'vɪdʒʊəl]

**skating rink** ['skeɪtɪŋ rɪŋk]

**various** ['vɛəriəs]

**to differ** ['dɪfə(r)]

**definitely** ['defɪnətli]

**instead** [ɪn'sted]



PAST SIMPLE TENSE

Affirmative	Negative
I/You/He/She/It/We/They <b>watched</b> a film yesterday.	I/You/He/She/It/We/They <b>didn't watch</b> a film yesterday.
<p>We use the <b>Past Simple</b> for actions which happened in the past.  <i>I <b>didn't go</b> to school last Monday. I <b>was</b> ill.</i>  <i>Ron <b>visited</b> his granny last weekend.</i>                      Time words: <b>yesterday, ago, in 2005, last Friday (week, month, autumn, year)</b></p>	

1 Read and pronounce correctly.

[ɪd]	[t]	[d]
visited	watched	played
waited	cooked	studied
collected	practised	listened
acted	talked	cleaned
created	finished	enjoyed

2 a) Match and read the pairs aloud.

- |          |                          |        |
|----------|--------------------------|--------|
| 1 went   | <input type="checkbox"/> | can    |
| 2 saw    | <input type="checkbox"/> | see    |
| 3 could  | <input type="checkbox"/> | get    |
| 4 said   | <input type="checkbox"/> | go     |
| 5 got    | <input type="checkbox"/> | say    |
| 6 had    | <input type="checkbox"/> | read   |
| 7 read   | <input type="checkbox"/> | have   |
| 8 came   | <input type="checkbox"/> | become |
| 9 became | <input type="checkbox"/> | come   |

b) Look at the list of other irregular verbs at the back of the book.

3 Listen to the rap and sing along.

GREAT Past Simple Tense RAP

Evona **read** legends,  
 Evona **read** tales,  
 When she **read** her stories,  
 Children **said**, "Great!"

Charlie **came** from England,  
 Charlie **went** to the USA,  
 His films **got** the Oscar,  
 And people **said**, "Great!"

When people **saw** Leo's paintings,  
 They **said**, "Great!"  
 When Leo **saw** Lisa,  
 He **said**, "Great!"

Mozart **could** write music,  
 He **could** sing and play.  
 When he **became** famous,  
 People **said**, "Great!"

They all **had** good times,  
 They all **had** bad times,  
 They all **became** famous,  
 And people **said**, "Great!"



#### 4 Rewrite the sentences in the Past Simple form, as in the example.

**Example:** Sam usually plays football on Sundays.

*He didn't play football last Sunday. He played football last Monday.*

- 1 Willy writes stories on Fridays.
- 2 Helen usually takes photos at weekends.
- 3 Bob sings in the school choir on Wednesdays.
- 4 Jack usually does sport on Tuesdays.
- 5 Mary watches TV in the evenings.
- 6 They usually travel in summer.

Questions	Short Answers	
<b>Did</b> I/you/he/she/it/we/they <b>watch</b> this film?	<b>Yes</b> , I/you/he/she/it/we/they <b>did</b> .	<b>No</b> , I/you/he/she/it/we/they <b>didn't</b> .

#### 5 Ask and answer in pairs.

- Where were you...  
...five minutes ago? / yesterday at 3 pm? / yesterday at 9 pm? /  
last weekend? / last July?
- Who were you with?

#### 6 Speak about the daily programme you had last summer holidays. Use the words below.

Get up, have breakfast, swim, go to a cafe, ride a bike, spend evenings outdoors,  
make new friends, play games, go to bed.

#### 7 In pairs, ask and answer about yesterday.

- #### 8 Interview your partner about their last birthday. Ask if they had a birthday party/birthday cake, what they did, where they went, what games they played, what presents their family members gave them, if they liked their birthday and why.



# Q LISTENING search

## EMMA'S FRIENDS



**1** Read the sentences below.  
Then listen to Emma and choose the correct answer.

- 1 Lee is *twelve* / *thirteen*.
- 2 He was born in *Liverpool* / *Hong Kong*.
- 3 His hobby is *sport* / *music*.
- 4 He plays the *guitar* / *violin*.
- 5 His mum is a *pianist* / *music teacher*.
- 6 They have got hundreds of *books* / *CDs*.

**2** Look at the pictures and complete the sentences.  
Listen and check.

- 1 Her name is ...
- 2 She is in the same class as ...
- 3 She likes ... and ...
- 4 She was born in ..., but her ... are from the Caribbean.
- 5 She has got a budgie called ...

I'm Tara.



*I'm from here* (arrow pointing to the London stamp)

*I like* (arrow pointing to the comedy and tragedy masks)

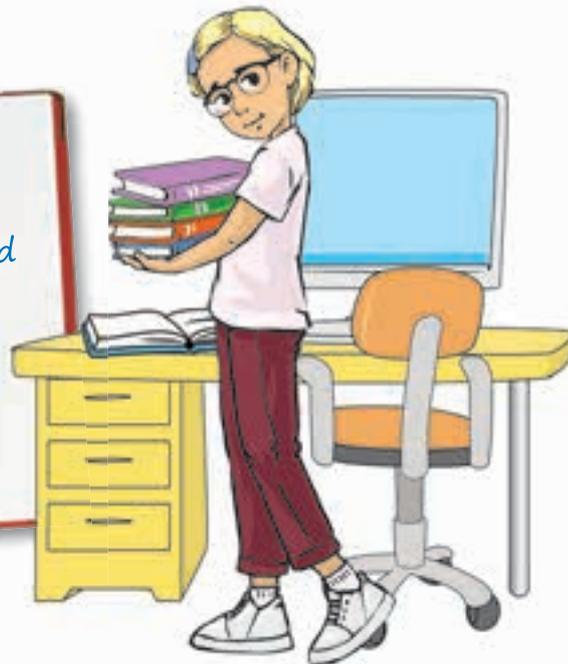
*Marley* (arrow pointing to the budgie in the cage)

*Greetings from the Caribbean* (text on the postcard)

*My mum & dad were born here* (arrow pointing to the Caribbean postcard)

*My friend & classmate Emma* (arrow pointing to the children at the desk)

-  **3** Look and talk about Eve. Then listen and check.  
Is there anything else Emma says about Eve?



-  **4** a) Listen to Emma's interview and say what Mike would like to be.  
b) Read the questions and put them in order.

- What do you do in the evenings?
- What films do you like?
- Do you do any sport?
- What do you do on weekdays?
- Where do you usually go?
- Do you often go to the cinema?
- What school do you go to?
- Do you want to be a film star when you grow up?
- What do you do in your free time?

- c) Listen again and check the order.  
d) Answer the questions.

- 5** Do the same interview with your partner.

What?

Where?

Whose?

When?

Why?

Who?

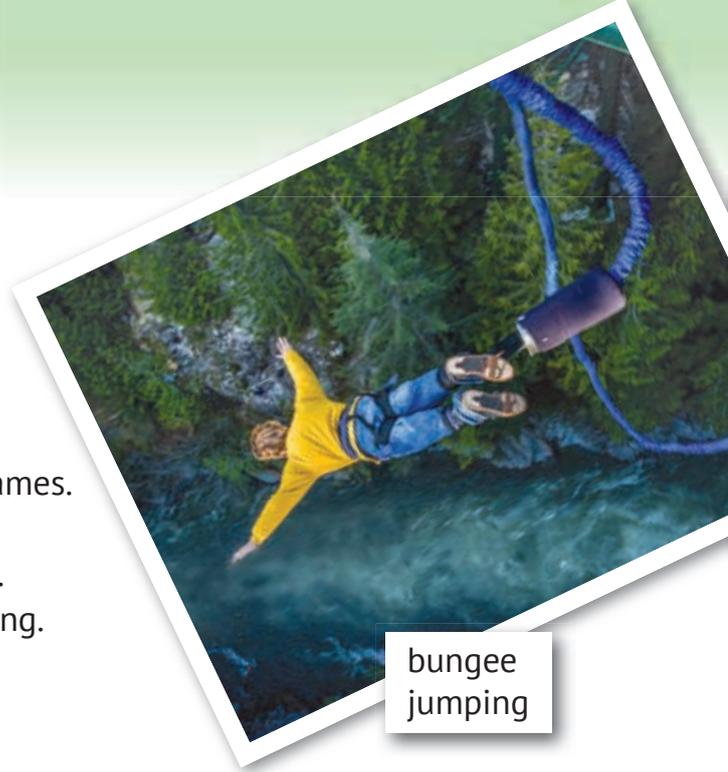


# VOYABULARY search

## 1 Make true sentences about yourself.

I can  
I can't  
I would like to learn how to

- swim.
- rollerblade.
- ice-skate.
- ride a horse.
- play computer games.
- speak English.
- climb mountains.
- go bungee jumping.
- ski.
- cook.
- dance well.
- play a musical instrument.



bungee jumping

## 2 Match the pictures to the activities.


















- a playing computer games
- b mountain climbing
- c horse riding
- d cooking
- e skiing
- f playing the guitar
- g rollerblading
- h dancing

## 3 Use the phrases to talk about different activities.

### LIKES

- I like
- I love
- I enjoy
- I am interested in
- I am crazy about
- I have a passion for

### DISLIKES

- I dislike
- I don't like / enjoy
- I am not crazy about
- I am not interested in
- I hate
- I can't stand

We use the **'ing' form of the verb** to speak about our **likes** and **dislikes, interests** or **hobbies**.

*Olha enjoys **travelling**. Peter can't stand **fishing**. My hobby is **collecting** stamps.*

**1 Read about hobbies and write about your / your mum's / friend's / cousin's hobbies, as in the example.**

Nearly everyone has a hobby of some kind: blogging, collecting funny memes, toy cars or stickers, reading, painting, solving puzzles, listening to music, playing chess or billiards, horse riding or growing roses, playing the guitar or gardening.

***Example:** My hobby is picking up mushrooms. My mum's hobbies are cooking and dancing. My father's hobby is collecting coins.*

**2 Read and write a few true sentences about what you like and don't like doing.**

My favourite sport is ice-skating. I enjoy dancing to pop music. Skating is also a very good way of keeping fit. What about you? What is your favourite sport? Say what you think about these leisure activities: watching films on TV, dancing, swimming in the river, going out with friends, fishing, cycling, climbing, picking up mushrooms, jogging, boating, skiing, camping, etc. I often go swimming, fishing, sailing and riding. How often do you go skating?

***Example:** My favourite leisure activity is ...*

*I don't enjoy ...*

*I (really) like/enjoy/love ... (very much)*

*I (don't) like ...*



**3 Ask and answer in pairs.**

- |  |   |
|--|---|
| 1 Do you have a passion for dancing?   | 6 Who enjoys going to the theatre in your family? |
| 2 What don't you like doing?           | 7 Is your friend interested in studying English?  |
| 3 Are you crazy about reading?         | 8 Can you stand climbing mountains?               |
| 4 What do you enjoy doing?             |   |
| 5 Does your mother like taking photos? |   |

# SEARCH SPEAKING



## 1 a) Read and listen to the phone talk.

*Eve:* Hi, it's Eve here! Have you got any plans for the weekend?  
*Luke:* No, why?  
*Eve:* We're going to the Activity Centre. Would you like to come with us?  
*Luke:* Us?  
*Eve:* Yes, my friends Tara and Lee.  
*Luke:* I don't know. You know I don't like meeting new people.  
*Eve:* But you know them, I'm sure. They are in my class. Tara is tall and thin with long curly hair, often in a ponytail.  
*Luke:* Oh, Tara from the acting group. I know her. She seems very nice.  
*Eve:* Yes, she is. And Lee is short and thin, easy to talk to, he plays the violin. He likes music.  
*Luke:* All right then.  
*Eve:* Let's meet in front of the Activity Centre at 10.



## b) Unscramble the questions and answer them.

- 1 at first doesn't Why Luke to want go the Centre Activity to?
- 2 like look What Tara does?
- 3 is like What she?
- 4 Lee What like does?

### MAKING INVITATIONS

		
<b>Do you want to</b> come over to my place?	Yes, sure. Yes, great.	No, I can't. I'm busy. No, I can't. I have a test tomorrow.
<b>Would you like to</b> go to the Activity Centre with us?	Yes, I'd love to.	I'm not sure about that.

### MAKING SUGGESTIONS

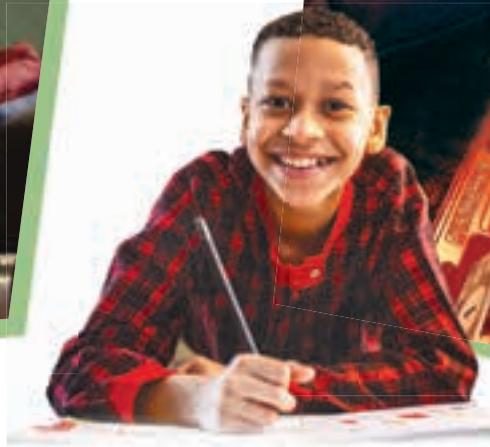
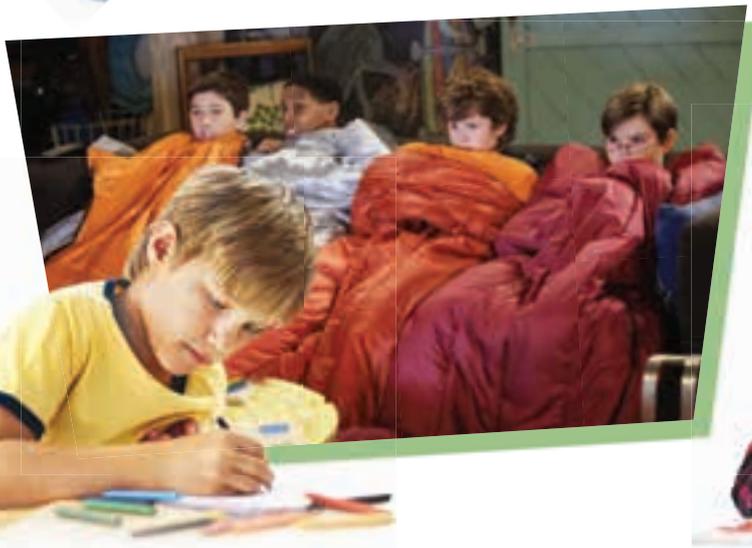
**Let's** meet in front of the Activity Centre.    **OK.** See you there.

## 2 Work in pairs. Use the sentences from the box. Call your friend and invite him / her to a birthday party / your place / an acting class / the cinema / a bowling club / the swimming pool.

**More help:** Hi, it's ... (*your name*) here. Where is it? When does it start? What's on?

# 🔍 LISTENING & WRITING search

**1** a) Listen to the children who are talking about their parties.



**b**) Copy the invitations. Listen to the dialogues again and complete the party invitations.

## PARTY INVITATION

To \_\_\_\_\_  
Please come to my \_\_\_\_\_  
party!  
Date \_\_\_\_\_  
Time \_\_\_\_\_  
Place \_\_\_\_\_  
Don't forget to bring \_\_\_\_\_



Dear \_\_\_\_\_  
You're invited to a \_\_\_\_\_  
party at my house.  
Please bring \_\_\_\_\_.  
Let me know if you can come.  
Please call me on 6733468



*You're Invited*

**2** Design your own party invitation.

# Look Back

## 1 a) Read about George and say that he did the same last weekend.

At the weekend George usually goes out with his friends. They sometimes go to the cinema or for a pizza. They meet with other kids and talk about sport, girls or music. He has to be back home before ten. His dad says he's too young to stay out late.

## b) Ask and answer in pairs.

- 1 What do you do at the weekend?
- 2 Do your parents let you stay out late?
- 3 What did you do last weekend?



## 2 a) Listen and repeat. Say what all the irregular verbs below have in common.

Bought, thought, caught, brought, fought.

## b) Name the infinitives of the verbs above. Then write down the verbs in both forms into your notebooks.

## c) Use the verbs below to make true sentences about what you did yesterday.

Met, spent, went, bought, told, sang, asked, got, wrote, had, talked.

## 3 Talk to your partner. After you find out your partner's favourite activities, ask them one or two of the groups of questions below. Note down their answers and report back to the class on them.

### 1 Do you take part in any after-school activities?

- What do you do?
- How often do you do it?
- Why do you like doing it?

### 2 Do you do any sport?

- What sport do you do?
- How often do you train?
- How long does a training session last?

### 3 Do you like going to the cinema?

- Who do you go with?
- How do you buy the tickets?
- What kinds of films do you watch?

### 4 Do you play any instrument?

- What instrument do you play?
- How much time do you practise?
- Do you ever have concerts?

### 5 Do you play computer games?

- What games do you play?
- Where do you buy them?
- Who do you play them with?
- What else do you use a computer for?

### 6 Do you watch TV?

- What channels do you watch?
- How much time do you spend watching it?
- What kinds of programmes do you like?

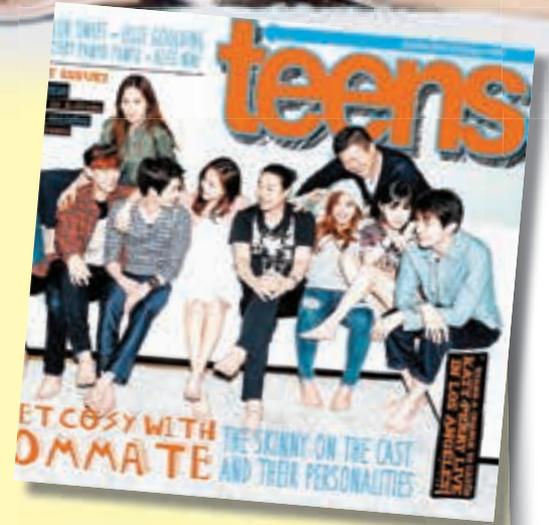
### 7 Do you hang out with your friends?

- Where do you go?
- What do you do?
- Do you ride a bike or skate?
- Do you wear a helmet or pads?

# LOOK Back

**4** Do the quiz from a teen magazine.  
Think of your best friend.

- 1 Does your friend tell you his/her secrets?**  
a) *always*   b) *rarely*   c) *never*
- 2 Why does your friend like spending time with you? Because...**  
a) *it's fun.*  
b) *you have a lot in common.*  
c) *you are a nice person to know.*
- 3 You have to pick up your friend to go out together, but you are late. What does your friend think?**  
a) *He/She is often late.*   b) *I hope everything is OK.*  
c) *I'll never wait for him/her again.*
- 4 Your friend is jealous of one of your new friends. What does he/she do?**  
a) *asks you to stop seeing that friend*  
b) *gets to know your new friend better*  
c) *stops seeing you*
- 5 You've got a new hairstyle/haircut. Your friend doesn't like it. What does he/she say?**  
a) *You look awful!*   b) *It's OK, but I prefer your old hairstyle.*   c) *It's great!*
- 6 You are cheating in a test. Does your friend...**  
a) *tell you it's not a good idea because you can get into trouble?*  
b) *ask you for your cheat sheet to copy it?*   c) *report you to the teacher?*
- 7 Does your friend know about...**  
a) *your happy moments?*   b) *your sad moments?*  
c) *your happy and sad moments?*
- 8 You have a difficult test in Maths and you have to work hard. Your friend, who is good at Maths, phones you to go out. Does he/she...**  
a) *come over to your place and help you with studying?*  
b) *talk you into going out?*   c) *go out without you?*



**5** Ask your friend if you are right about the answers.

 **6** Listen to Emma's answers to the quiz in task 4. Do the circling for her. There are two questions she didn't answer. Which ones?

 **7** Listen to Emma and Tara's talk. Then match the questions to the answers.



- 1 What does Emma suggest?
- 2 Why does Tara get angry?
- 3 What does Luke look like?
- 4 What does he like?
- 5 What is he like?

- Music and acting.
- Caring and understanding.
- Because Emma is teasing her.
- Coming over to her place to play *The Sims*.
- Tall and plump, with long straight hair.



**8** Do your project. Work in groups.

**1** Together choose a person, maybe your favourite film star, singer or athlete. Do some search on the Internet and find out as much information about him/her as you can. Write a blog. Mention:

- his / her personal life (where and when he/she was born, family, home, likes, dislikes, etc.)
- his / her work (names of films, songs, records, etc.)
- an interesting day in his / her life. What did he / she do? What happened? Use your imagination here.

**You can write an interview and include it, too.**

### OLHA KHARLAN

This is Olha Kharlan. She is a Ukrainian fencer from Mykolaiv. Her team won a gold medal at the Olympic Games in 2008. There is a Barbie doll that looks like Olha. You can see a mask and a sword in her hands.



### TARAS TOPOLIA

Meet Taras Topolia who is a famous Ukrainian singer. He is from Kyiv. Taras sings in a band called 'Antytila'. They play pop music, and we love dancing to it. Their most popular video clip is 'TDME'. Taras also speaks for us, Ukrainian young people, at UNICEF.



**2** Think of a good title and write it in block letters.

**3** Look for some pictures to illustrate your blog.

## Vocabulary

1 Complete the sentences with the words from the box. Score:  / 6

hanging out, isolate, caring, outgoing, rollerblading, can't stand

- 1 Sam is definitely an ... person – he hates spending time at home.
- 2 Wendy is crazy about ... in summer and skating in winter.
- 3 Spending too much time with gadgets can ... people from the real world.
- 4 I really enjoy ... with my friends in the park – it's so fun and cool!
- 5 Dave ... dancing. Instead, he likes going bungee jumping.
- 6 Billy's friends are so ... ! They always help him when he is in trouble.

## Grammar

2 Put the verbs in brackets into the correct form. Score:  / 8

- 1 Ed and Fred are very interested in (*read*) ... books.
- 2 I would like to (*go*) ... to the skating rink today.
- 3 Daniel (*spend*) ... all his free time with Mia yesterday.
- 4 Ricky can't (*play*) ... any instruments, but she sings well.
- 5 I (*swim*) ... in the pool with my friends last weekend.
- 6 We are very energetic, so we enjoy (*do*) ... sport.
- 7 Helen loves horse (*ride*) ... and mountain (*climb*) ...
- 8 Mike enjoys (*ski*) ... , and he (*go*) ... to the mountains two days ago.

## Communication

3 Match. Score:  / 6

- |   |                                     |
|---|-------------------------------------|
| 1 Hello. Can I speak to Jane, please?                 | a Sure!                             |
| 2 Hi, Jane! How are you?                              | b Definitely! When and where?       |
| 3 Fine, thanks. Are you busy on Sunday?               | c Yes, this is Jane. Hi, Nick!      |
| 4 Well, I'd like to invite you to my Halloween party. | d I'm well, thank you. How are you? |
| 5 It will be at 6 pm at my place.                     | e Sounds awesome!                   |
| 6 I'm happy that you can come!                        | f No, why?                          |

TOTAL SCORE:  / 20

## NOW I CAN

- |  |  |
|--|--|
| <input type="checkbox"/> name free-time activities                         | <input type="checkbox"/> tell someone about events in the past |
| <input type="checkbox"/> speak about likes / dislikes                      | <input type="checkbox"/> talk about friendship                 |
| <input type="checkbox"/> say how often I / my friend do / does an activity | <input type="checkbox"/> make suggestions                      |
| <input type="checkbox"/> present friends and their hobbies                 | <input type="checkbox"/> write invitations                     |
| <input type="checkbox"/> describe people's appearance and personality      |  |
| <input type="checkbox"/> interview people about their free time            |  |

# UNIT 4

## LET'S GO SHOPPING!

### Lead-in:

- Do you like shopping?
- What can you buy at the baker's?
- Have you ever been to a shopping centre?
- How do you choose clothes in a shop?



### WHAT'S IN THIS UNIT?

#### LANGUAGE

- shops & malls
- goods & accessories
- money
- Present Simple Passive
- too/enough
- one/ones
- time expressions with 'every', 'once', 'twice', 'three times'...
- comparatives

#### SKILLS

- describing a mall
- comparing ways of shopping
- giving impressions about shops
- comparing goods
- talking to a shop assistant/cashier
- writing a blog about a shopping centre

# All In One Place

Today shopping is not only a necessity, but also a great pleasure. It usually takes so much time to get from one shop to another. So, how about visiting a mall? A shopping centre where everything is in one place – various fashion shops, food shops, toy shops, gift shops, pet shops, bookshops, etc.

Visit *Westfield* – a huge shopping centre in West London. It is also the biggest mall in Europe with over 200 shops! Instead of buying food at the grocer's, butcher's, bakery or sweet shop, you can get all of those products in the *Ichiba* supermarket there. There are lots of brand shops where you can get clothes and accessories of the latest fashion, like *Gucci*, *Adidas*, *Boss*, *H&M*, *Guess* and many others. Get your books and gadgets at *Waterstones* and at *Covered* shops! Buy some



great products for your children at *Kids Around* and *Smiggle*!

Apart from all the shopping, *Westfield* offers you entertainment – the *VUE Cinema*, *All Star Lanes* with bowling fun and *City Bouldering* with climbing practice! There are also around 100 places to eat in *Westfield* – from snack bars like *Burger King* and *Costa Coffee* to European and Asian cafes like *Barino* or *You Me Sushi*!

To find more about this great mall, visit the main *Westfield* website – *Westfield.com*.

## 1 Listen and read the article above. Then choose a, b or c.

- 1 Shopping is ... a) a necessity b) a pleasure c) a necessity and a pleasure
- 2 *Westfield* is in ... a) Southampton b) London c) Cambridge
- 3 In *Westfield*, there are over ... a) 100 shops b) 500 shops c) 200 shops
- 4 At the *VUE Cinema* you can ... a) watch films b) play games c) do sport
- 5 In *All Star Lanes* people play ... a) cards b) chess c) bowling
- 6 There are also almost ...  
a) 300 places to eat b) 200 places to eat c) 100 places to eat

## 2 Match.

- |                 |  |
|-----------------|--|
| 1 shops         | a <i>Adidas</i> , <i>Boss</i> , <i>Gucci</i>                         |
| 2 brands        | b <i>Barino</i> , <i>Burger King</i> , <i>Costa Coffee</i>           |
| 3 entertainment | c <i>Covered</i> , <i>Kids Around</i> , <i>Waterstones</i>           |
| 4 cafes         | d <i>All Star Lanes</i> , <i>City Bouldering</i> , <i>VUE Cinema</i> |



SEARCH

search



ALINA, 12, Poltava



Wow! I really want to visit this mall! We have a shopping centre in my town, too. But this one is much bigger!



GREG, 13, Boston



I'm not crazy about shopping, but I like entertainment. So, I'd like to visit *Westfield* to go to the cinema or play bowling.



ANNETTE, 13, Marseille



I love shopping, and I'm into different famous brands, so going to *Westfield* would be magic for me!



ASAHI, 12, Tokyo



This mall looks awesome, and I'm also happy to know that there is a cafe with my national cuisine – *You Me Sushi!*

WORDS FOR YOU

**accessories** [ək'sesəriz]

**brand** [brænd]

**butcher's** ['bʊtʃəz]

**entertainment**

[,entə'teɪnmənt]

**mall** [mɔ:l]

**necessity** [nə'sesəti]

**huge** [hju:dʒ]

**to offer** ['ɒfə(r)]

● **to be into smth**

3 Read the article again and answer the questions.

- 1 What is a mall?
- 2 What is *Westfield*?
- 3 What shops are there in *Westfield*?
- 4 What other things can you do in *Westfield*?

4 a) Read the comments on the article and say who:

- 1 ... is happy to know there is a sushi restaurant in *Westfield*.
- 2 ... has a passion for shopping.
- 3 ... likes having fun more than buying things.
- 4 ... has a smaller mall in their town.

b) Work in pairs. Tell your partner if you want to go to *Westfield* and explain why/why not.



5 Work in groups. Choose a mall in your country or abroad and make a PowerPoint presentation about it. Use the article on Kids Online as an example.



**1 Listen and repeat.**

cashier, customer, cheap, expensive, to pay, price, trolley, fishmonger's, dairy

**2 Look at the pictures and guess the meaning of the words.**



**3 Complete the sentences with the words from task 1.**

- 1 I can't buy this laptop – it is very ...
- 2 Greg went to the ... to get some cream.
- 3 We always use a ... at the supermarket.
- 4 Ann ... twenty pounds for that dress yesterday!
- 5 ... have to be polite to the people in the shop.
- 6 Look at the ... of those boots – they're only 14 pounds!
- 7 ... are people who buy different products in a shop or online.
- 8 That hat is only 5 pounds – it is very ...
- 9 Mum asked me to go to the ... to buy some fish.

**4 Choose any 6 words from task 1 and make your own 6 sentences with them.**

1 Tell the class if you like going shopping and why.

2 Listen and read the text. Then guess the meaning of the words in the Words For You box.

## WAYS OF SHOPPING

In the past, people went to markets to buy some food, clothes and other things. Today, there is a huge variety of shops where all of this is done. If you need some meat, go to the butcher's. If you want some fish, then a fishmonger's is the place for you. Bread products and sweets are offered by bakeries and sweet shops. A greengrocer's is where you can get fresh fruit and vegetables, whereas milk and cream are sold at a dairy.

However, a lot of people prefer supermarkets because all of the products listed above are there. In other words, instead of visiting different separate shops, you can get everything you need at a supermarket. To make it easier for customers, there are trolleys where you can put all of the goods you are going to buy. At the exit everything is paid to the cashier. One of the most famous supermarkets in Great Britain is *Sainsbury's*. The prices there are a bit high, so it is usually visited by rich people who go shopping once a week or even once a month. There is also *Tesco* – a chain of cheaper supermarkets around the world where you can get anything you want and pay less.

### WORDS FOR YOU

- chain [tʃeɪn]
- fitting room ['fɪtɪŋ ru:m]
- goods [gʊdz]
- item ['aɪtəm]
- variety [və'raɪəti]
- separate ['seprət]
- to prefer [prɪ'fɜ:(r)]
- to sell [sel]
- to be full of smth
- to make sure
- to try on smth



**TIME EXPRESSIONS:**

**every** | day  
 Sunday  
 week  
 month  
 summer

**once** | a day  
**twice** | a week  
**three times** | a month  
**four times** | a year

Apart from food, we need clothes, accessories, technology items, books, toys, cleaning products and so on. Not all of this is present at the supermarket. That is why streets are full of clothes shops, technology shops, bookshops, etc. Some people enjoy walking and visiting all of them separately, whereas others like it when everything is in one place. So, they go to huge shopping centres – malls.

Finally, thanks to today’s progress in technology, we can order a lot of things online, by using various shopping websites. On the one hand, some people like this because they do not want to spend their time going anywhere, especially if they are very busy or just

lazy. On the other hand, there are those who like communicating with real people and checking if the things which they are buying are okay. Plus, if we need to buy some clothes or shoes for ourselves or for someone else, we need to make sure if the size is good. In a real shop there are some fitting rooms where you can try everything on, whereas online there is no such place.

All in all, it is your choice – modern shopping or traditional shopping.

**3 Read the text again and answer the yes/no-questions.**

- 1 Is a market the only place to go shopping these days?
- 2 Is *Tesco* only a British chain of supermarkets?
- 3 Can people buy all food products at a supermarket?
- 4 Do people shop online only because they are lazy?
- 5 Do people use websites to shop online?
- 6 Is it sometimes bad to buy everything online?

**4 Answer the questions.**

- |   |   |
|---|---|
| 1 What kinds of food shops are there?                         | 5 What are the good sides of shopping online? |
| 2 Why do people need trolleys?                                | 6 What are the bad sides of shopping online?  |
| 3 What is special about <i>Sainsbury’s</i> and <i>Tesco</i> ? |   |
| 4 What other shops are there in the streets?                  |   |

**5 Work in pairs. Interview your partner, make notes and tell the class about him/her.**

- Ask:** a) what way of shopping he/she prefers and why  
 b) how often he/she shops  
 c) where he/she shops

**NOTE:**

**to go shopping** – to go out to buy different things

PRESENT SIMPLE PASSIVE

be + 3rd form of the verb

We use the **Present Simple Passive** when:

- the action is more important than the person who does it.  
*My new earrings **are made** of gold. (no matter who made them)*
- the person who does the action is unknown or obvious.  
*The goods **are presented** on this website. (obviously by the company)*

**Active:** Models **wear** make-up.

**Passive:** Make-up **is worn** by models.

**1 Put the verbs in brackets into the passive, as in the example.**

**Example:** Honey (*keep*) ... in jars.

*Honey is kept in jars.*

- 1 Malls (*visit*) ... by many people.
- 2 Books (*sell*) ... at *Waterstones*.
- 3 Big sizes (*offer*) ... in this boutique.
- 4 These suits (*use*) ... by rich men.
- 5 Great music (*play*) ... in this cafe.

**2 Change these sentences from the active into the passive.**

**Example:** Some people prefer shops to markets.

*Shops are preferred to markets by some people.*

- 1 People use trolleys in supermarkets.
- 2 Many girls wear high-heeled shoes.
- 3 People pay high prices in this shop.
- 4 Customers buy different products in malls.
- 5 People try on clothes in fitting rooms.

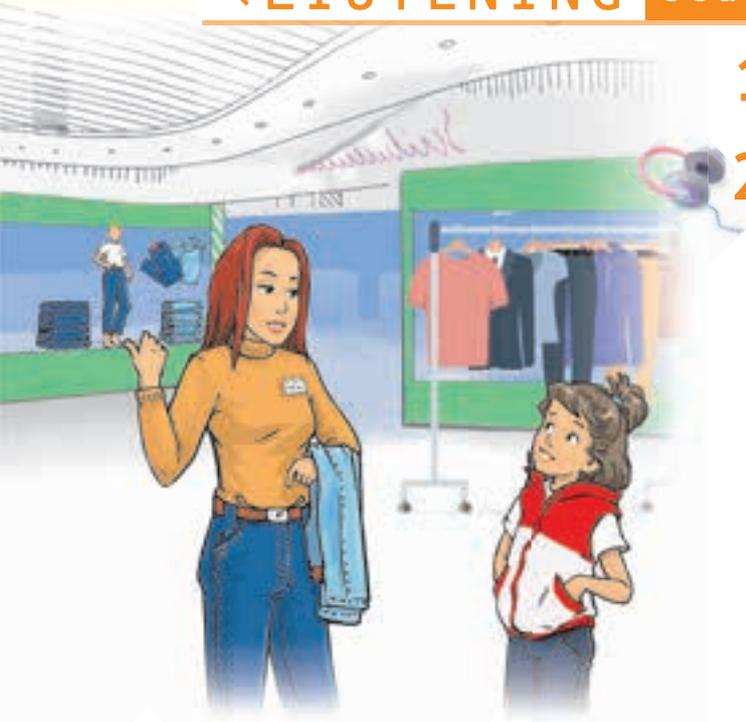
**3 Correct the mistakes.**

- 1 Fish is sell at a fishmonger's.
- 2 This cake are made of chocolate.
- 3 Great films are show at the cinema in our mall.
- 4 New *Chanel* perfumes is presented in this video.
- 5 Bags are use by customers to carry products.
- 6 No entertainment are offered in this shopping centre.

**4 Write your own six sentences in the passive.**



# Q LISTENING search



**1** Look at the picture. Guess what the dialogue is going to be about.

**2** Listen to the dialogue and say if the statements below are true or false.

- 1 The girl is looking for a pair of shoes.
- 2 There is a jeans section in the shop.
- 3 The cashier has found a pair of jeans.
- 4 The girl has a large size.
- 5 There are no fitting rooms in the shop.
- 6 The first pair of jeans is too big for the girl.
- 7 There isn't a smaller size of the jeans.
- 8 The jeans cost 20 pounds without a discount.
- 9 The girl wants to pay for the jeans in cash.
- 10 The cashier gives the girl a receipt and some change.



**3** Listen again and say if the phrases below belong to the cashier or the customer.

- |                                    |  |
|------------------------------------|--|
| 1 How can I help you?              | 5 What size are you?                       |
| 2 Here is our jeans section.       | 6 They fit perfectly.                      |
| 3 I'm looking for a pair of jeans. | 7 They cost 20 pounds with a 10% discount. |
| 4 Can I try them on?               | 8 Good. I'll take them.                    |

**4** Make a similar dialogue in pairs.  
Use the scheme below.

A: Good afternoon. Can I help you?

B: Yes. I'm looking for ...

A: Certainly. Here is our ... section.

B: Can I try this/these ... on?

A: Of course. What size are you?

B: I'm a/an ...

A: Here you go. The fitting rooms are over there.

B: It/They fit(s) perfectly! How much is/are it/they?

A: It/They is/are ...

B: Good. I'll take it/them.

A: It/They cost(s) ... Would you like to pay in cash or by credit card?

B: ...



**cash** [kæʃ]

**change** [tʃeɪndʒ]

**credit card**

[ˈkredɪt kɑ:d]

**discount** [ˈdɪskaʊnt]

**medium** [ˈmi:diəm]

**receipt** [rɪˈsi:t]

**section** [ˈsekʃn]

**to cost** [kɒst]

**to fit** [fɪt]

● **to pay in cash**

● **to pay by credit card**

# Q VOCABULARY search

## 1 Look, listen and repeat.



## 2 Listen and read.

Prices	£5.70	– five pounds and seventy pence
	€20.95	– twenty euros and ninety-five cents
	\$65.40	– sixty-five dollars and forty cents
	₺100.39	– one hundred hryvnias and thirty-nine kopiikas

## 3 Look at the clothes and say what size and how much they are, as in the example.

*This is a large-size coat. It costs 2000 hryvnias.*



## 4 Match.

- |                     |  |
|---------------------|--|
| 1 A boutique is ... | ... something you enjoy.                               |
| 2 A receipt is ...  | ... the money you have to pay for goods.               |
| 3 A dairy is ...    | ... a shop where you buy clothes.                      |
| 4 A pleasure is ... | ... a list of things that you have bought with prices. |
| 5 A price is ...    | ... a place where they sell milk products.             |

## 5 Complete the sentences with the words from the box.

customers,  
necessity,  
chain,  
full of, fit,  
separate,  
expensive,  
discount

- This jumper doesn't ... me well.
- There are many ... in this bakery.
- Jane got a 50% ... on that dress!
- That TV set is great, but it is too ...
- Brushing up my wardrobe is a ... for me.
- This mall is ... shops and cafes!
- Silpo* is a huge ... of supermarkets in Ukraine.
- Sarah prefers shopping centres to ... shops.

**1 Complete the sentences, as in the example.**

**Example:** Malls are *(big)* ...  
than shops.  
*Malls are bigger than shops.*

- 1 My size is *(small)* ...  
than Andy's.
- 2 Ann looks *(good)* ...  
than Nina in that dress.
- 3 This is *(pretty)* ... dress in this boutique!
- 4 That smartphone is *(expensive)* ... than mine.
- 5 This is *(beautiful)* ... costume I've ever seen!

Base Form	Comparative	Superlative
old	older	<b>the oldest</b>
new	newer	<b>the newest</b>
beautiful	<b>more</b> beautiful	<b>the most</b> beautiful
horrible	<b>less</b> horrible	<b>the least</b> horrible
<b>BUT</b>		
good	<b>better</b>	<b>the best</b>
bad	<b>worse</b>	<b>the worst</b>
little	<b>less</b>	<b>the least</b>

**One/Ones**

This jumper is warmer than that **one**.  
There are many trousers here,  
but these **ones** are the best.

**Too/Enough**

This jacket is **too** big for me.  
I need a smaller size.  
This shirt is not big **enough**  
for me. I need a bigger size.

**2 Match.**

- |   |                                 |
|---|---------------------------------|
| 1 This jacket is too expensive. I ...       | a ... the one I have.           |
| 2 That hat is not big enough. I ...         | b ... need a cheaper one.       |
| 3 That computer is newer than ...           | c ... the ones my dad's bought. |
| 4 These books are more interesting than ... | d ... need a bigger one.        |

**3 Look at the pictures and say, as in the example.**

*That bag is too old.  
He needs a newer one.*



## SEARCH SPEAKING



### 1 a) Listen and read the dialogue.

*Ashley:* Hey, Dad! Look at this blouse!

*Mr Holland:* Oh dear! It's so short!

*Ashley:* Oh, come on! It's of the latest fashion!

*Mr Holland:* How about this one?

*Ashley:* Well, okay. Excuse me?

*Shop Assistant:* Yes?

*Ashley:* Where are the fitting rooms, please?

*Shop Assistant:* Over there.

*Ashley:* Thank you. Oh no. Dad! It's too long!

*Mr Holland:* Sir, can we have this blouse in a smaller size?

*Shop Assistant:* Certainly. Here you are.

*Ashley:* Thank you. This one fits me perfectly!

*Mr Holland:* And you look great in it! How much is it, sir?

*Shop Assistant:* 12 pounds, sir.

*Mr Holland:* We'll take it.

*Shop Assistant:* How would you like to pay?

*Mr Holland:* By credit card, please.

*Shop Assistant:* Okay. Here is your receipt. Have a nice day!

*Mr Holland:* Thank you. Bye!

*Ashley:* Goodbye!



### b) Act out the dialogue.

## 2 Role-play the situation in pairs.

One of you is a shop assistant.

Another one is a customer.

Choose one item from the list

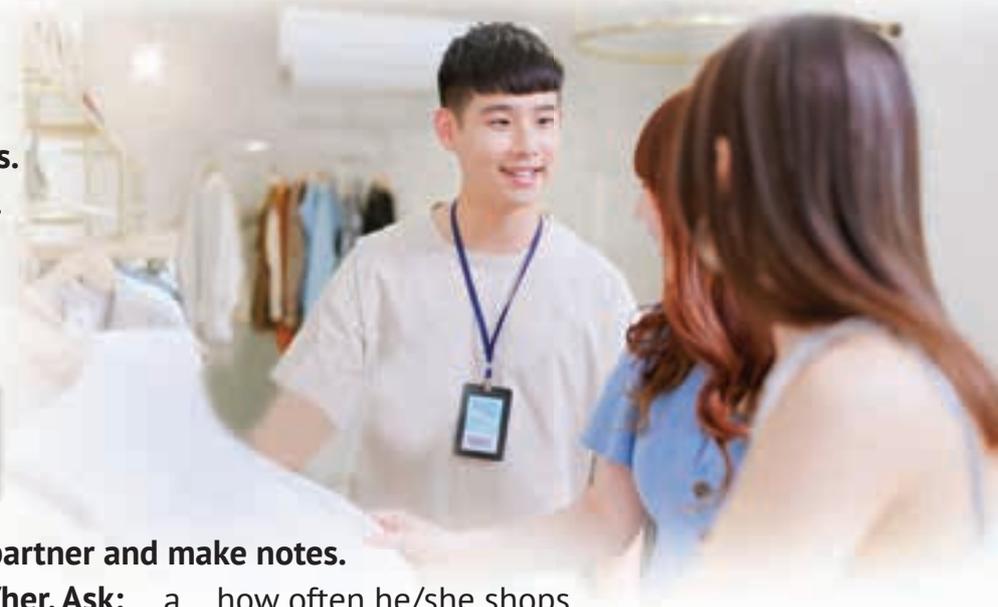
below to make a dialogue.

jeans, dress, T-shirt, hat,  
high-heeled shoes, boots

## 3 Work in pairs. Interview your partner and make notes.

Then tell the class about him/her. Ask:

- how often he/she shops
- what shop is his/her favourite
- why he/she likes it so much



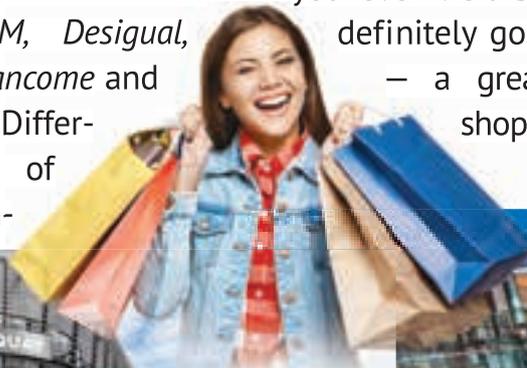


Sue's BLOG

**1** Read the blog written by Sue. Then answer the questions.

Southampton is a beautiful city in southern England. There is a big park and a lot of shops in the city centre as well as a great mall, *Westquay*. I think malls are very comfortable because there is everything you need in one place. Our mall is not huge, like the ones in London, but it is big enough for the people who live in Southampton. *Westquay* is full of various shops. You can buy clothes, shoes, accessories and jewellery of the best brands. For example, *H&M*, *Desigual*, *Lego*, *Chanel*, *Lancome* and many others. Different products of the latest fashion

are brought every 3-4 weeks. There are also places where you can have some fun with your relatives and friends – play bowling at *Hollywood Bowl*, skate at the *Westquay On Ice* skating rink or watch some awesome new films at the *Showcase* cinema. Apart from the entertainment, this mall offers some great cafes where you can have a meal or a snack – *Carluccio's*, *Yo! Sushi*, *Nando's*, *Pizza Hut* and many others. If you ever visit Southampton, definitely go to *Westquay* – a great place for shopping and fun!



- 1** Do you prefer malls or separate shops? Why?
- 2** What is *Westquay* and where is it?
- 3** What shops are there?
- 4** What entertainment is there?

Westquay, a great mall ✕



**2** Write a similar blog about one of the malls in Ukraine. Add some photos of it.



# Look Back

## 1 Match.

- |  |  |
|--|--|
| 1 I need to buy some vegetables.       | a There's a bakery not far from here.        |
| 2 We have to get some fresh meat.      | b I saw a big bookshop in Oxford Street.     |
| 3 There is no fish left in the fridge. | c Go to the greengrocer's in Carnaby Street. |
| 4 I'd like to get some new books.      | d Let's go to the butcher's then.            |
| 5 Bob wants to buy some biscuits.      | e There is a fishmonger's across the street. |

## 2 Complete the sentences with the words from the box.

- I enjoy shopping in ... shops more than in malls.
- Those trousers don't ... Jay well. He needs a bigger size.
- There is a 10% ... on all gadgets at this shop today!
- I am not sure how much these earrings ...
- Clare's forgotten to take the ... after buying that dress.
- Peter is a ... size, so that shirt is perfect for him.

discount,  
receipt,  
cost,  
fit,  
medium,  
separate

## 3 Complete the dialogue with the words from the list. Then act it out in pairs.

A: Hey! Look at this ... !

B: Wow! It is so big! Let's check it out!

A: Oh, there are so many ... clothes here!

B: Something tells me they are ...

A: Well, these ... are very famous, so it's no surprise.

B: Yeah, and these clothes are ...

A: I'd like to ... this red jumper.

B: Look! The ... are on the left.

A: Great. Oh, it's too small.

I need a bigger ...

B: Let me see. Here you go.

A: Thanks! Wow!

It ... me, and I look awesome!

B: Yes, you do. Oh dear.

Look at the ... !

A: 250 ... !?

B: You have to be the king's  
child to ... this!

A: Look! The ... is getting angry.

Let's get out of here!

B: ... !

boutique, shop  
assistant, pounds,  
brands, price, fitting  
rooms, size, buy, try  
on, fits, expensive,  
various, certainly,  
of the latest fashion



# Look Back

## 4 a) Change these sentences from the active into the passive.

- 1 Many women wear beautiful dresses.
- 2 They keep fresh water in bottles.
- 3 People buy technoitems in computer shops.
- 4 They sell milk and cream at a dairy.
- 5 Cashiers give receipts to customers.
- 6 You can pay in cash for these products.

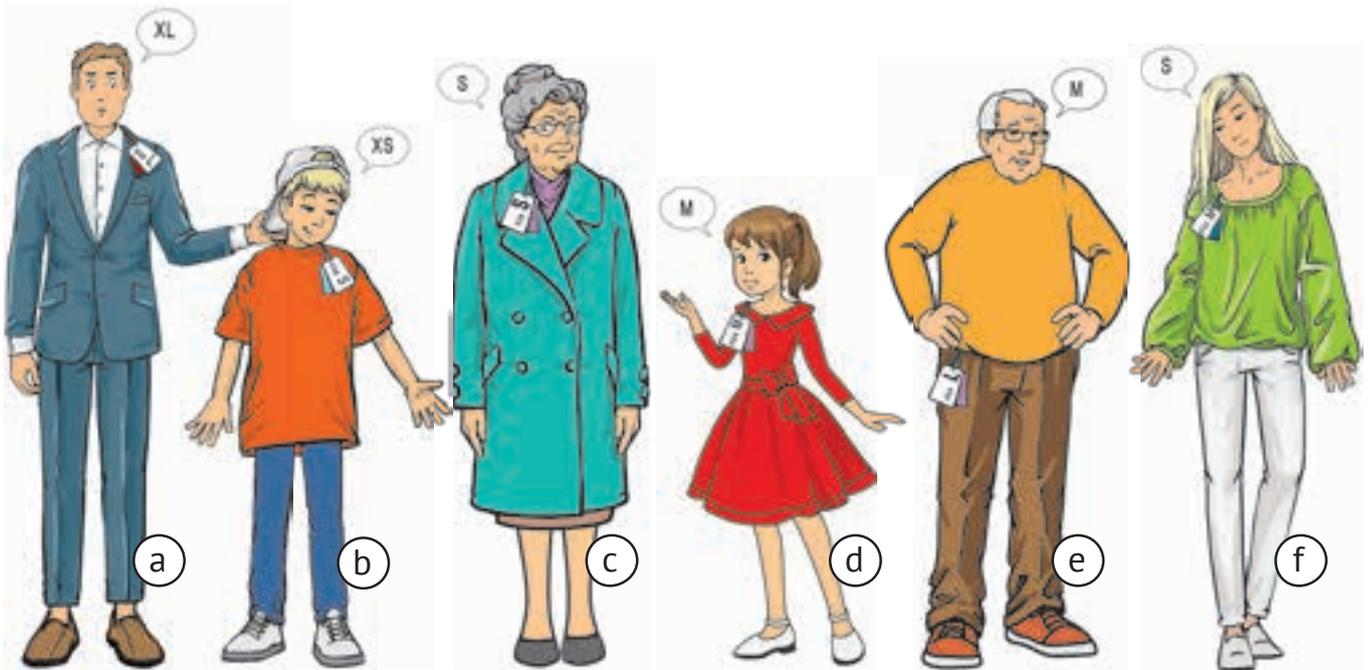
## b) Make your own 6 sentences in the passive.

## 5 a) Fill in *too/enough* and *one/ones*.

- 1 This shirt isn't big ... for me. I need a larger size.
- 2 These jeans look cooler than those ...
- 3 This hat is smaller than that ...
- 4 That cap is ... small. I need a bigger size.
- 5 This scarf is ... long. You need a shorter ...
- 6 Those trainers aren't good ... for him. He needs better ...

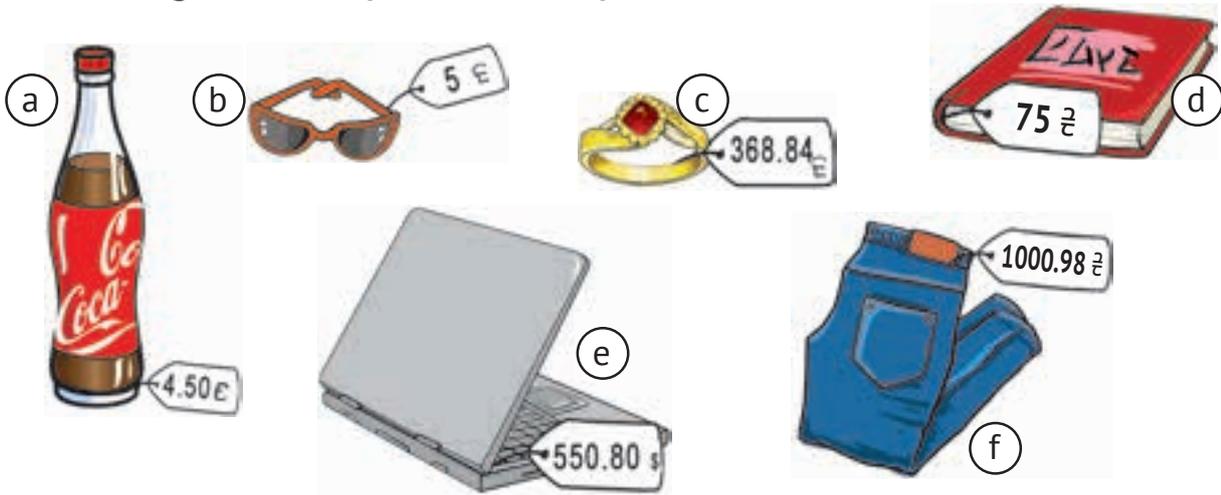
## b) Make your own 4 sentences with *too/enough* and another 4 with *one/ones*.

## 6 Look at the pictures and say, as in the example.



*That suit is too small for that man. It's an L, and he needs an XL.*

**7** Look at the goods and say how much they cost.



**8** Do your project. Think of a mall of your dreams. Work in groups of 3-4. Design a poster of the mall and present it in class. Mention:

- a its name and place
- b what it looks like
- c what shops you can visit there
- d cafes and entertainment you can find in it



## Vocabulary

1 Complete the sentences with the words from the box. Score:  / 6

cashiers,  
trolleys,  
change,  
to shop,  
pay,  
medium

- 1 I always go to the mall ... for new clothes.
- 2 This isn't Ed's size. He needs a ...
- 3 Here is your ... and receipt, sir.
- 4 I prefer to ... by card, not in cash.
- 5 ... should be polite to customers.
- 6 My mum uses ... in supermarkets.

## Grammar

2 Rewrite the sentences in the passive. Score:  / 6

- 1 People use bags to carry different things.
- 2 They sell milk and cream at a dairy.
- 3 People buy books at *Waterstones*.
- 4 Cashiers give discounts to customers.
- 5 They play bowling in *All Star Lanes*.
- 6 Different people wear different accessories.

3 Fill in *too/enough* and *one/ones*. Score:  / 6

- 1 These trousers are longer than those ...
- 2 This cap isn't big ... for me.
- 3 That dress is cheaper than this ...
- 4 Those shoes are ... small for Tim.
- 5 This laptop is the best ... here!
- 6 That ring is ... expensive for Sue.

## Communication

4 Put these sentences into the correct order to make a dialogue. Score:  / 9

- \_\_\_ A: Well, how about those? They are smaller and cheaper.
- \_\_\_ A: How would you like to pay?
- \_\_\_ B: Hi! I'm looking for a pair of golden earrings.
- \_\_\_ A: How about these?
- \_\_\_ B: They look great! I'll take them.
- \_\_\_ B: By card, please.
- \_\_\_ A: Good. Here is your receipt. Have a nice day!
- \_\_\_ B: They are wonderful but a bit expensive.
- \_\_\_ A: Hello! How can I help you?

TOTAL SCORE:  / 27

## NOW I CAN

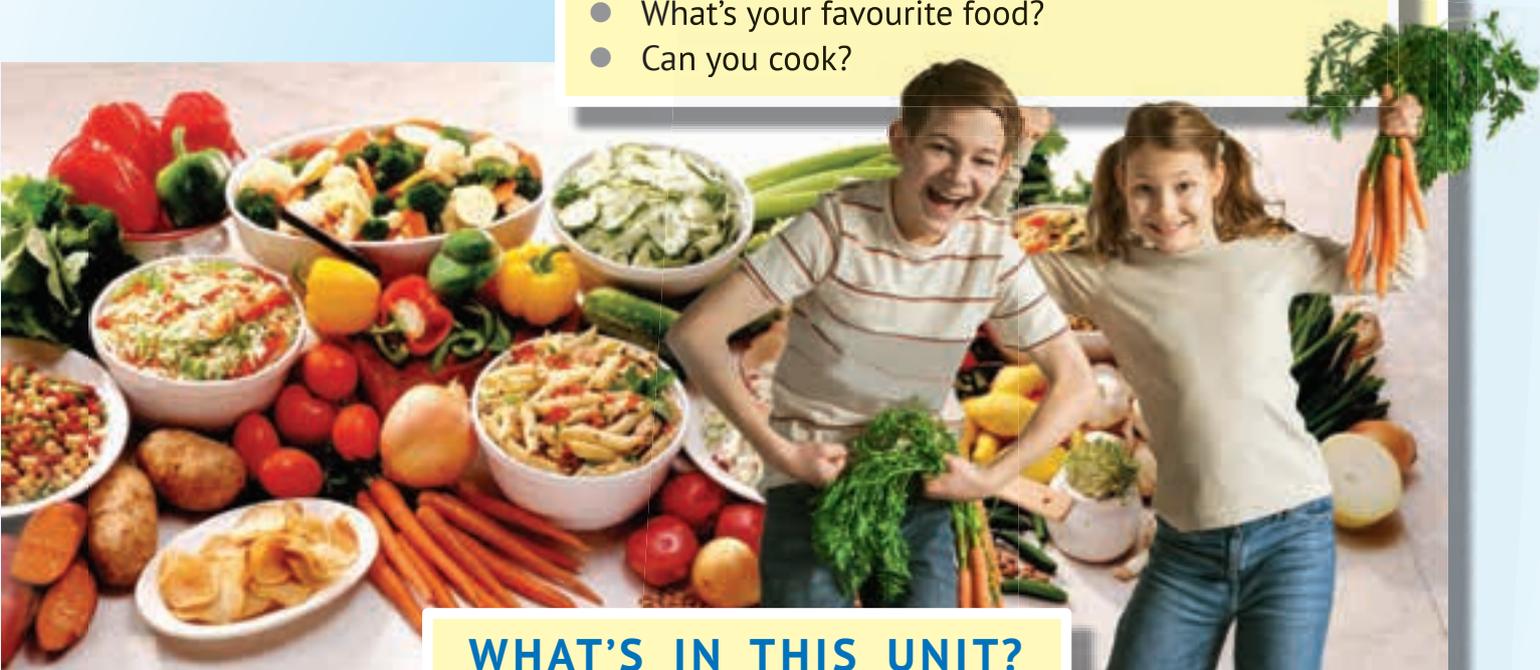
- |   |   |
|---|---|
| <input type="checkbox"/> name shops/departments           | <input type="checkbox"/> write a blog to present a shopping centre                |
| <input type="checkbox"/> compare goods and prices         | <input type="checkbox"/> use the Present Simple Passive                           |
| <input type="checkbox"/> describe ways of shopping        | <input type="checkbox"/> use <i>too/enough</i> and <i>one/ones</i>                |
| <input type="checkbox"/> talk to a cashier/shop assistant | <input type="checkbox"/> use time expressions with 'every', 'once', 'twice', etc. |

# ARE YOU A VEGETARIAN?

## UNIT 5

### Lead-in:

- Why vitamins and minerals are important for us?
- What foreign dishes do you know?
- What's your favourite food?
- Can you cook?



### WHAT'S IN THIS UNIT?

#### LANGUAGE

- food groups
- kitchen utensils
- cooking
- manners
- 'all', 'both', 'a few', 'a lot of', 'lots of'
- Future Simple
- Be going to
- Present Continuous for future

#### SKILLS

- identifying food groups
- discussing healthy and unhealthy food
- asking and answering about cooking
- talking about good manners
- writing a blog about the eating habits in Ukraine

# EATING HABITS



Our world is very different and not just only in culture, language, appearance and opinion. There are also many various cuisines. The first thing that we think of here is the dishes. However, any cuisine also includes various eating habits – ways of how and when people eat.



bowl



chopsticks

knife



fork



spoon



tissue



GERALD, 12, England

England has always been famous for its good manners and not just only in streets. The English have some norms and traditions for having meals, too. First of all, it is important to sit straight at the table – that is how you show that you are polite. Next, you should always use a fork and a knife when you eat meat, fish or vegetables. Finally, do not forget to wear a napkin on your neck – it will keep you clean.

## 1 Listen and read the words from the box.

bowl, chopsticks, fork, knife, specialty, spoon, taste, tissue, vegetarian, eating habit, light food

## 2 Read the blogs about different eating habits and guess the meaning of the words from the box. Then check yourself in the Vocabulary at the end of the book.

## WORDS FOR YOU

**habit** ['hæbɪt]

**vegetarian**

[ˌvedʒə'teəriən]

**light** [laɪt]

● to someone's taste

**JIYA, 13, India**

People in my country usually eat with hands – that’s why we always wash them before having a meal. Some Indians say it is more delicious that way because you can mix the food yourself to your own taste. It is also important to eat only with your right hand. If you use your left hand, it means you don’t respect others around you. By the way, there are many vegetarians in India – people who don’t eat any meat because it isn’t allowed by religion.

**MARIA, 13, Poland**

The three traditional meals in Poland are breakfast, dinner and supper. The first meal includes coffee or tea with sandwiches, eggs or different dairy products early in the morning (around 6-7 am). For dinner, which is eaten around 3-5 pm, we often have soup and some meat with vegetables. Finally, at 8-9 pm, there is supper when we have some warm light food, like fish. There is no lunch because Polish people are often busy with their work and studies. So, we usually have some snacks at noon instead.

**YIHAN, 12, China**

Eating food with chopsticks is traditional in China. Certainly, we use spoons when we have soup and rice, but we don’t use any forks or knives when we eat meat or fish. It is a bit hard for some people to eat food with chopsticks – that’s why our parents teach us this habit since childhood. With enough practice, using chopsticks can be not as hard as some of us think. Another interesting fact is that Chinese people always have rice with everything, but we keep it separately from other food in big bowls.

### 3 Read the blogs again and answer the questions.

- |  |   |
|--|---|
| 1 What is England famous for?                          | 3 What traditional meals are there in Poland? |
| 2 What is so special about the eating habits in India? | 4 What eating habits are there in China?      |



### 4 Choose a country from the list. Use the Internet and look for some special eating habits in there. Report what you have found out to the class.

Australia, France, Egypt, Germany, Italy, Japan, Saudi Arabia, the USA

# 🔍 VOCABULARY search



**1 a) Listen and read. Then find out the meaning of the new words in the Vocabulary.**

nuts, turkey, to bake, yoghurt, pork, to boil, salmon, prawns, to cut, to fry

**b) Complete the sentences with the words from the box.**

- 1 I need to ... the carrots and onions for the salad.
- 2 My favourite fish is ... – it is delicious!
- 3 ... are a great healthy snack.
- 4 Megan's favourite dairy food is ...
- 5 Ben and Bill want to ... some biscuits for Ann.
- 6 You have to ... the water before putting the potatoes in it.
- 7 Kim doesn't like ... She prefers chicken.
- 8 Many Arabic people don't eat ...
- 9 ... are delicious sea creatures.
- 10 Let's ... some eggs in the pan for breakfast.

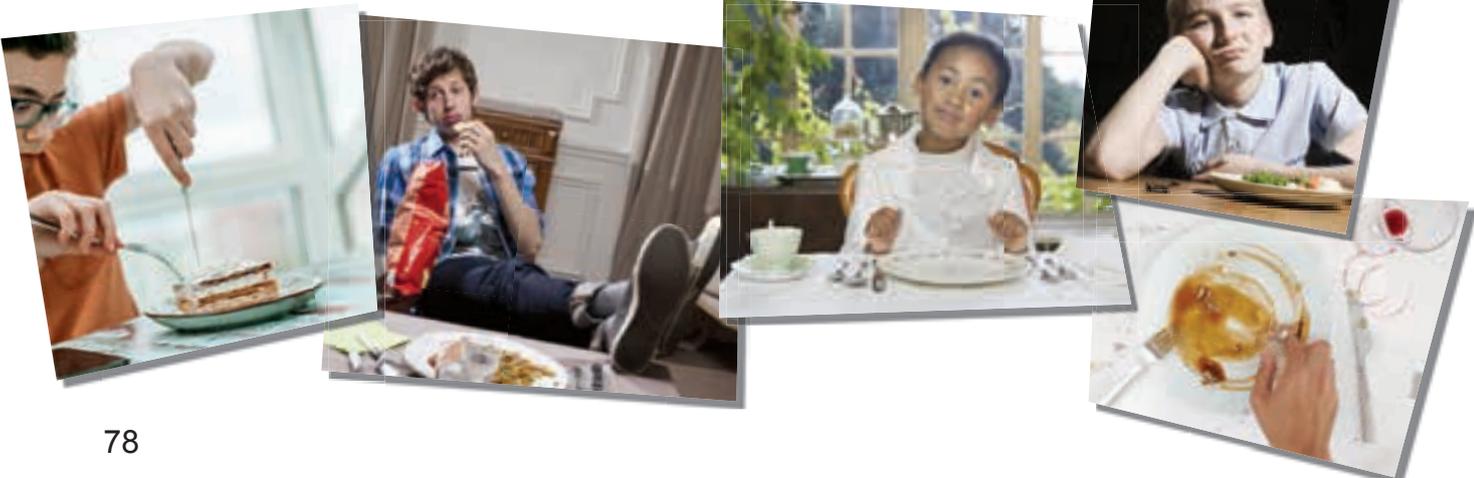
**2 Work in pairs. Tell your partner what food you like for breakfast, lunch and dinner. Tell him/her what snacks you have, too.**

**3 a) Sort out the phrases below. Add any other good and bad manners that you know.**

to chew with your mouth open, to put your elbows on the table, to sit straight at the table, to wash your hands before a meal, to use a napkin, to have your smartphone on

Good Manners	Bad Manners

**b) Discuss in groups why good manners are important.**



- 1 Work in pairs. Tell your partner why it is important to eat healthy food.
- 2 Read the text below and match the headings to the paragraphs.

## Food for Health

- Different food helps your body in different ways. Some food helps your body grow. Other food gives you energy. There are four food groups. The fruit and vegetable group is the first. The meat group is the second. The milk group is the third. The bread and cereal group is the fourth. You need food from each group every day.
- Eat fruit and vegetables four or more times every day. This food helps keep you healthy. It helps your eyes and skin. It is good for your teeth, too.
- There is more to the meat group than just meat. Fish and eggs are in this food group. Chicken and turkey are, too. So are nuts and beans. All this food helps you grow and be strong. You need to eat it twice a day.
- Food in the milk group helps your teeth and bones stay healthy. You need two to three cups of milk each day. You can drink milk or you can eat food made with milk. People call it 'dairy products'.



### WORDS FOR YOU

- bean** [bi:n]  
**diet** ['daɪət]  
**energy** ['enədʒi]  
**food group** ['fu:d gru:p]  
**grain** [greɪn]  
**necessary** ['nesəsəri]  
**to digest** [daɪ'dʒest]

- Food in the bread and cereal group is made from plants called 'grains'. Grains give you energy. You can choose any grain food you like.
- Your diet is what you eat and drink. Good diet helps you stay healthy. Drink water. Eat healthy food at mealtimes. Eat different food. Choose food from the four food groups.
- Sometimes you are hungry between meals. You may ask for a snack. Food from the four food groups makes good snacks.
- All in all, healthy food is your good friend when it comes to staying healthy. Do not forget about your behaviour at the table, too. It is necessary to sit straight and eat slowly with a closed mouth. That way you will not only show your good manners, but your body will also digest your food better.

### HEADINGS:

- a Your Diet
- b The Milk Group
- c Good Snacks
- d The Fruit and Vegetables Group
- e Different Kinds of Food
- f The Meat Group
- g The Bread and Cereal Group
- h Good Manners Are Important



### 3 Ask and answer the questions in pairs.

- What food groups are there?
- Why should you eat different food?
- Why fruit and vegetables are important for your health?
- How does meat help your body?
- How do they call the food in the milk group?
- What food comes from grains?
- Can snacks be part of your diet?
- Are apples and eggs in the same food group?
- Why are good manners necessary?

### 4 a) Work in groups. Find out:

- what food and drinks your groupmates have
- what food and drinks they like the most / the least

### b) Report on the tastes in your group to the class.

1 a) Put the words below into two groups: 'Countables' and 'Uncountables':

milk, apples, sugar, salt, tomatoes, biscuits, juice, eggs

b) Make up sentences, as in the example.

*There is some ice cream on the plate. There are some sweets in the box.*

2 Fill in *some* or *any*.

- |  |   |
|--|---|
| 1 There is ... water in the bottle.    | 4 There are ... bananas on the table.   |
| 2 There aren't ... chips in the bag.   | 5 There are ... nuts in the box.        |
| 3 Are there ... oranges in the fridge? | 6 There isn't ... butter in the fridge. |

ALL, BOTH, A FEW, A LOT OF/LOTS OF

- **All, a lot of/lots of** are used with **countables** and **uncountables**.

*There are **a lot of** potatoes. There is **lots of** meat in the freezer.*

***All** apples are in the bag. **All** sugar is in the box.*

You can also say: ***All of the** apples are here. NOT: ~~All of~~ sugar is there.*

- **Both** and **a few** are only used with **countables**.

*There are **a few** carrots on the table. **Both** apples are on the plate.*

You can also say: ***A few of the** carrots are on the table. **Both of the** apples are on the plate. NOT: There is ~~a few~~ salt. ~~Both~~ rice is in the box.*

However, you can count boxes, bags, bottles and other things where food and drinks are kept.

*There are **a few** boxes of chocolate. **Both** bottles of milk are in the fridge.*

3 Fill in *all*, *both*, *a few*, *a lot of/lots of*.

- 1 Greg has eaten ... the sweets!
- 2 Look! There are ... cucumbers on the shelf!
- 3 ... jars of honey are kept on the table.
- 4 There are only ... biscuits left.
- 5 ... fruit is grown in Africa.
- 6 ... the salt is gone!

4 Look at the picture and say what food and drinks there are in the fridge. Use:

all, both, a few, a lot of/lots of, some, any



# LISTENING search

**1** a) Look, listen and read the words. Guess what the dialogue is going to be about.



lamb



oven



shortbread



to peel



to boil



to lay  
the table



**b)** Listen to the dialogue between Emma and Erica and guess the meaning of the words in the Words for You box. Then check the words in the Vocabulary.

**2** Listen to the dialogue again and choose *a*, *b* or *c*.

- 1 The girls are going to start with...  
a) *pasta*   b) *salad*   c) *home-made cheese*
- 2 Emma will ...  
a) *lay the table*   b) *wash the dishes*   c) *clean the kitchen*
- 3 First, the girls are going to have some...  
a) *vegetable soup*   b) *vegetable soup with lamb*   c) *vegetable soup with salmon*
- 4 The potatoes are going to be...  
a) *fried*   b) *baked*   c) *boiled*
- 5 Emma wants to...  
a) *cut the potatoes*   b) *peel the potatoes*   c) *wash the potatoes*
- 6 For dessert, they are going to have...  
a) *shortbread*   b) *biscuits*   c) *ice cream*

**3** Ask and answer the questions in pairs.

- 1 Who made the cheese?
- 2 What soup are the girls going to eat?
- 3 Is Stella going to eat the soup? Why/Why not?
- 4 What is Erica going to put in the oven?
- 5 Why does Erica need the potatoes' skins?
- 6 Who is going to make the dessert?

**WORDS FOR YOU**

**compost** ['kɒmpɒst]

**home-made**  
[,həʊm 'meɪd]

# VO CABULARY search

**1** a) Look at the pictures. Listen and read the words.



fork



knife



tablespoon



dessertspoon



plate



bowl



glass



cup



frying pan



saucepan



grater



apron



oven glove



whisk



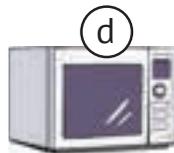
chopping board

**b)** Say when each item is used, as in the example.

*Forks are used when we eat meat, fish and vegetables.*

**2** a) Match the pictures to the words.

- 1 fridge
- 2 cooker
- 3 oven
- 4 blender
- 5 microwave
- 6 kettle



**b)** Say what other items of technology that are used in the kitchen you know.



FUTURE SIMPLE, BE GOING TO, PRESENT CONTINUOUS FOR FUTURE

- The **Future Simple** is used to talk about on-the-spot decisions and predictions that are based on what we think or believe.  
*Don't worry, I **will cut** the cucumbers. But I **won't peel** the potatoes.*
- **Be going to** is used to talk about intentions and predictions that are based on facts.  
*Look! The fish **is going to** burn in that frying pan!*  
*Sam **isn't going to** make any lunch because she's tired.*
- The **Present Continuous** is used to talk about fixed arrangements in the future.  
*Nell **isn't having** dinner at home tonight. She **is meeting** Jake at a restaurant at 6 pm.*

1 a) Put the verbs in brackets into the correct future forms.

- 1 Hey, be careful! Those eggs (*fall down*) ...!
- 2 Maybe we (*have*) ... some chicken and salad for lunch.
- 3 Kim (*go*) ... to the park for a picnic with us at 2 pm.
- 4 Rick (*not be*) ... happy about the mess you've made here.
- 5 Ann and Eddy (*not have*) ... any cooking lessons today at noon.
- 6 Stop it! I (*not eat*) ... any of that meat!

b) Write your own two sentences in the Future Simple, two 'be going to'-sentences and two sentences in the Present Continuous for future.

2 a) Match.

- |   |  |
|---|--|
| 1 Are you meeting Don at the cafe this evening? | a Yes, he is. He's meeting me at 1 pm.           |
| 2 Is Helen going to make a cake?                | b Yes, we are. There aren't any vegetables left. |
| 3 Will Bob and Tim learn any new recipes?       | c No, I'm not. I'm meeting Pam tonight.          |
| 4 Will Mike eat this cheesecake?                | d No, she isn't. She's going to make a pie.      |
| 5 Are we going to go to the grocery shop?       | e Yes, they will. I think they'll be interested. |
| 6 Is Nick having lunch with you tomorrow?       | f No, he won't. He'll probably throw it out.     |

b) Work in pairs. Ask your classmate three questions about his/her on-the-spot decision, intention and arrangement for tomorrow. Write down his/her answers and report on them to the class.

1 a) Listen and read the talk. Guess the meaning of the phrases in bold.



*Susan:* We need some **wheat flour**.

*Emma:* How much flour?

*Susan:* 1 cup of flour. We also need half a cup of rice flour.

*Emma:* Rice flour? Never heard of it. Do we need any sugar?

*Susan:* Yes, half a cup of brown sugar.

*Emma:* Eggs?

*Susan:* No, we don't need any eggs, but we need some butter. Can you pass me some butter, please?

*Emma:* How much butter? Oops! I'm sorry. I've dropped it.

*Susan:* Don't worry. There's some more in the fridge. Bella, Bella! Come here! There's some butter on the floor.

*Emma:* **That's very handy!** You don't have to **mop the floor**. She'd like some more.

*Susan:* We need **the rest** – we need half a cup. Next, we are going to **roll the pastry out onto the board**. Jenny, you are going to cut out the biscuits with a **pastry cutter**. That's normally Martin's task.

*Jenny:* Okay!

*Emma:* How long do we bake them?

*Susan:* For about 15-20 minutes... **That's it!**

b) Act out the talk.

2 Work in pairs. Remember what recipes you know, for example boiled potatoes, fried eggs, baked meat, etc. Choose one and tell your partner about it. You can also name the kitchen items that you use.

## WRITING search

### 1 a) Read the kids' messages about their eating habits.

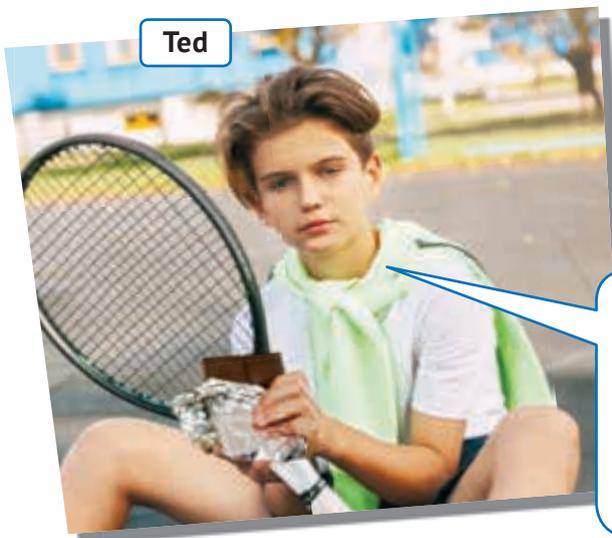
Linda

I'm vegetarian. I don't eat any meat or fish. I usually have two or three apples every day and lots of green vegetables and potatoes, too. I eat lots of cheese, and once a week I have two or three eggs.



Ted

I play tennis, and good food is important for athletes. I have two or three sandwiches and a bar of chocolate before I play. I eat a lot of pasta, bread and fresh vegetables. I don't eat cakes.



Sandra

I try not to eat unhealthy food. I have a glass of milk for breakfast. For lunch, I eat an apple and some soup or a sandwich. In the evening, I usually have some meat or some fish and vegetables. I never eat sweets or cakes, and I don't eat a lot of bread.



### b) Write a short paragraph about what, how and when you eat and drink. Use the paragraphs above as examples.



### 2 Read the blogs on Kids Online on pages 76-77. Write your own blog about the eating habits in Ukraine.

# Look Back

## 1 Choose a or b.

- 1 There are ... apples in the basket.  
a) *much* b) *some*
- 2 There is ... bread on the table.  
a) *many* b) *a lot of*
- 3 We need ... flour to cook this.  
a) *lots of* b) *a few*
- 4 ... of the biscuits are chocolate ones.  
a) *Much* b) *Both*
- 5 I had only ... nuts for a snack.  
a) *a few* b) *all*
- 6 ... the sugar is needed.  
a) *All* b) *A few*
- 7 Tim has given me ... oranges.  
a) *much* b) *many*
- 8 How ... butter is there?  
a) *a lot of* b) *much*

## 2 a) Put the verbs in brackets into the correct future forms.

- 1 I (*go*) ... to the supermarket at noon.
- 2 Ann thinks the dinner (*be*) ... ready in ten minutes.
- 3 Watch out! The plates (*fall down*) ...!
- 4 They're busy, so they (*not have*) ... lunch.
- 5 We (*not cook*) ... anything today!
- 6 Bill (*not meet*) ... Pam at the bar tonight at 6.

## b) Make your own six sentences for future, like the ones above.

## 3 a) Match.

- |                            |                |
|----------------------------|----------------|
| 1 We boil food in a ...    | a ... cooker.  |
| 2 Food is fried in a ...   | b ... bottles. |
| 3 We cut food with a ...   | c ... pot.     |
| 4 Water is boiled in a ... | d ... pan.     |
| 5 Food is put on a ...     | e ... knife.   |
| 6 We cook food in a ...    | f ... plate.   |
| 7 Drinks are kept in ...   | g ... kettle.  |

## b) Say what we do with the kitchen items and gadgets below.

microwave, oven, fork, spoon, jar, cup, fridge, blender

## 4 Work in pairs. Tell your partner what food you usually have for a starter, a main dish and dessert.



## Look Back

### 5 Complete the sentences with the words from the box.

- 1 ... is in the fish food group.
- 2 I much prefer ... food to the one in the restaurant.
- 3 Let's ... a huge cake for Clare's birthday!
- 4 Our body ... food better when we eat slowly.
- 5 We need to ... the potatoes before we cook them.
- 6 Helen uses oranges' skins to make ...
- 7 Tim turned on the oven, then he put the .... inside.
- 8 It is so difficult to eat food with ...!

lamb,  
salmon,  
compost,  
chopsticks,  
peel, bake,  
digests,  
home-made

### 6 Make your own 8 sentences with the words below.

diet, energy, grains, yoghurt, pork, to peel, to fry, necessary

### 7 Match.

- |   |   |
|---|---|
| 1 Do you have the rest of the beans?    | a Okay. I will lay the table then.        |
| 2 My mum uses a whisk to mix food.      | b Let's mop the floor.                    |
| 3 What should I do with this pastry?    | c Certainly! We need to cut the biscuits. |
| 4 Oh no! The dog has spilled the juice! | d No, I've used them for the salad.       |
| 5 Do we need a pastry cutter?           | e Roll it out onto the board.             |
| 6 Mike is making chicken for dinner.    | f I think a blender is handier.           |

### 8 Discuss the questions in pairs.

- 1 Do you like cooking? Why/Why not?
- 2 Which do you like more: foreign dishes or your national cuisine? Why?
- 3 Do you prefer to eat at home or out? Why?
- 4 Who cooks in your family? What do they usually make?

### 9 Write the recipe for your favourite dish. Include:

- its name
- ingredients
- kitchen items
- instructions on how to cook it

### 10 a) Some people don't like milk. Others don't eat meat.

What about you? Work in groups.

- 1 Find out what people in your group eat and drink and what they don't.
- 2 What is the favourite food in your group?
- 3 What does your group hate the most?

b) Report the food likes and dislikes of your group to the class.

**11** a) Work with a partner. Answer the questions and then check them with him/her.  
**How well do you know your friend?**

- 1 Does he/she eat meat?
- 2 Is he/she a vegan?
- 3 Does he/she like vegetables?
- 4 Does he/she drink a glass of milk before going to bed?
- 5 Does he/she skip meals?
- 6 Does he/she eat many snacks?
- 7 Is he/she on a diet?
- 8 Does he/she know how to prepare a hamburger?

**b) Write a report on the eating habits of your friend in your notebook.**



**Keep  
in Mind!**

We **don't use 'a'**  
with **uncountables**:  
*I've got some milk.*  
**NOT:** *I've got ~~a~~ milk.*

**12** Do your project. Work in groups. Get ready for your class picnic.

**1 Decide in groups:**

- a a good place for a picnic
- b a good day to go
- c the food to take
- d the things to take (plates, cups, knives, spoons, forks, etc.)

**2 Begin like this:**

- Let's go to...  
Good idea.  
When can we go?  
How about...?  
What do we need?  
Let's take some... / How about some...?  
OK. / No, we don't need any...

**3 Compare your ideas with the other groups.**

**4 Can you make one plan for all the class discussions?**



## Grammar

Score:  / 12

### 1 Fill in *all, both, a few, a lot of/lots of*.

- 1 Only ... people in my family can use chopsticks.
- 2 There are two cafes here, and ... of them are Italian.
- 3 We need ... flour to make this huge cake for Ben.
- 4 My friends are vegetarian – ... of them hate meat.

### 2 Choose the correct form of the verb.

- 1 Nick *will meet/is meeting* Tara at this cafe at 6 pm.
- 2 Ed believes that Mary *will cook/is going to cook* for him.
- 3 I think Ben *isn't going to like/won't like* this vegetable soup.
- 4 Sam and Ed *are cooking/are going to cook* rice for lunch.
- 5 Jane *isn't having/won't have* dinner with us.
- 6 I *am not going to eat/am not eating* this chicken because I'm a vegetarian.

## Vocabulary

### 3 Complete the sentences with the words from the box. Score: / 6

- 1 ... potatoes taste great with sour cream.
- 2 Helen told Adam to wash and ... the carrots for the soup.
- 3 You can wash the dishes, and Vicky can ... the table.
- 4 Mike loves ... food, so he cooks everything himself.
- 5 ... and salmon are our favourite sea products.
- 6 Let's ... this pork and then add some vegetables to it.

prawns,  
fry,  
peel,  
lay,  
boiled,  
home-made

## Communication

### 4 Match.

Score:  / 6

- |  |                                     |
|--|-------------------------------------|
| 1 How can I cut this meat?             | a Calm down. I'll get some tissues. |
| 2 We need to boil the water.           | b I'll bring the dessertspoons.     |
| 3 Has Annie used the blender?          | c No, but I need a pot.             |
| 4 Oh no! Her face is all in chocolate! | d Use a knife, of course!           |
| 5 Do you need a frying pan?            | e Okay, I'll turn on the kettle.    |
| 6 Jim made some great ice cream.       | f Yes, but she hasn't cleaned it.   |

## NOW I CAN

TOTAL SCORE:  / 24

- |   |   |
|---|---|
| <input type="checkbox"/> talk about eating habits           | <input type="checkbox"/> use 'all', 'both', 'a few', 'a lot of', 'lots of' with countables and uncountables |
| <input type="checkbox"/> present different food groups      | <input type="checkbox"/> use the Future Simple, 'be going to' and the Present Continuous for future         |
| <input type="checkbox"/> discuss healthy and unhealthy food |   |
| <input type="checkbox"/> ask and answer about cooking       |   |
| <input type="checkbox"/> talk about good manners            |   |

# UNIT 6

# BIGGER! STRONGER! FASTER!

## Lead-in:

- What sports do you know?
- Is football popular in Ukraine?
- Is there any sports team at your school?
- Do you like doing sport?



## WHAT'S IN THIS UNIT?

### LANGUAGE

- names of sports
- sports events
- sports equipment
- Past Continuous
- Past Simple vs. Past Continuous

### SKILLS

- describing a sports game
- expressing opinions about doing sport
- interviewing about favourite sport
- asking and answering about sports equipment
- discussing attitudes to sport
- writing a blog about sport in someone's life



curling



rugby



ice hockey



# SPORT

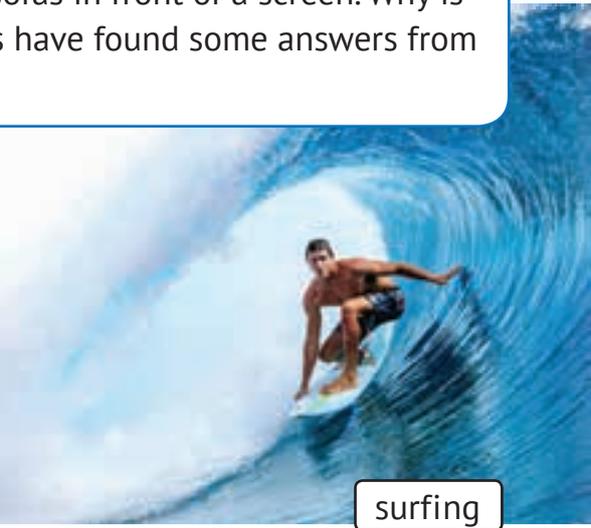
Sport has always played an important role in our world. It is one of the ways to have fun with friends as well as to

keep yourself fit and healthy. There is a huge variety of different kinds of sports – from tennis and football to swimming and hiking. In many countries sport is also a part of culture, like golf and cricket in Great Britain or ice hockey and curling in Canada.

However, less and less people today actually do sports. Instead, they sit on chairs and sofas in front of a screen. Why is this happening? Our journalists have found some answers from the younger generation.



cricket



surfing

## WORDS FOR YOU

- coach [kəʊtʃ]
- competition [ˌkɒmpə'tɪʃn]
- equipment [ɪ'kwɪpmənt]
- failure ['feɪljə(r)]
- generation [ˌdʒenə'reɪʃn]
- lifestyle ['laɪstɑɪl]
- competitive [kəm'petətɪv]
- to afford [ə'fɔ:d]
- to handle ['hændl]
- to gain weight
- to get hurt/injured

- 1 Look, then listen and read the names of the sports.
- 2 Listen to the reporter and say what problem she talks about.
- 3 Read the messages on page 93. Then say which idea belongs to Amy, Louis, Oleh or Junta.
  - 1 ... says that not everyone can afford sports equipment.



TODAY

I SEARCH

search



AMY, 12, New Zealand

I think the problem is in technology. People prefer watching sport on TV or playing 'sports games' online. As a result, their bodies stay passive, and they become too lazy to move.



LOUIS, 13, France

Many kinds of sports include competition, and not everyone is competitive. In fact, many individuals are scared of failure. That is why they don't want to try.



OLEH, 12, Ukraine

In my opinion, many people don't do any sport because they are worried about getting injured. It's true that when you are not careful, you can easily break your leg while skiing, hit your head while playing rugby or drown while surfing.

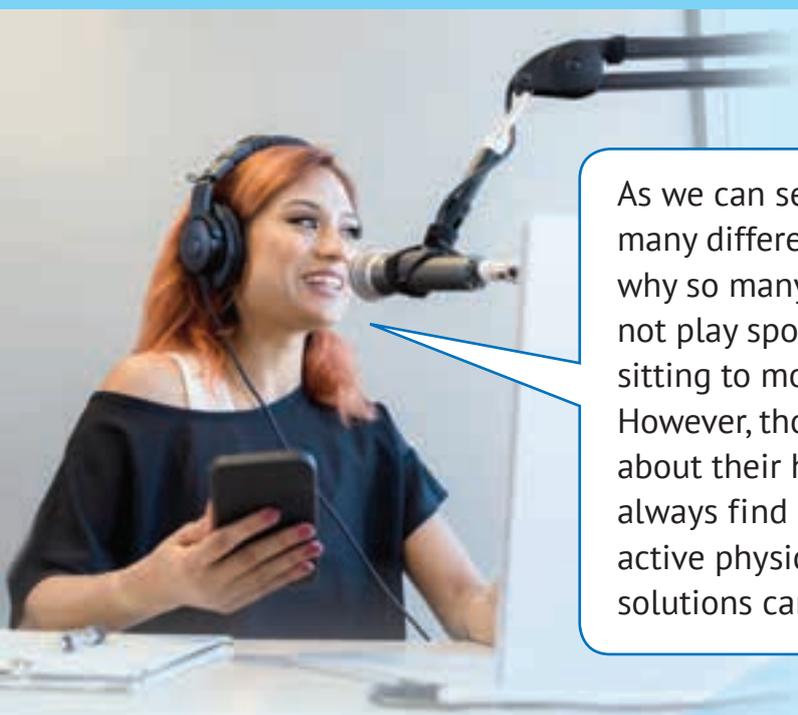


JUNTA, 13, Thailand

Playing sports has always been part of an active lifestyle, but not everybody has money for all of the necessary equipment. There are also those who do not have enough time to do sport because they have to work or study a lot.

- 2 ... says the main problem is technology.
- 3 ... says that some people can't handle failure.
- 4 ... says that not all people are competitive enough to play sports.
- 5 ... says that people are scared of getting hurt while doing sport.
- 6 ... says that a lot of people have just become very lazy.
- 7 ... says that you have to be careful while playing sports.
- 8 ... says that many people are very busy and have no time for sport.

**4** Make a list of other reasons why many people don't do sport. Present it to the class.



As we can see, there are many different reasons why so many people do not play sports and prefer sitting to moving. However, those who care about their health will always find a way to be active physically. So, what solutions can we suggest?



- Think about your health and future: if you have a passive lifestyle, you will probably get different illnesses or at least gain weight. Is that what you really want?
- Play sports for fun, not for winning. In fact, there are some kinds of sports that are not competitive at all – yoga, aerobics, going to the gym or cycling in the park.
- Be brave and get good equipment, like gloves or a helmet. Plus, you can get a coach who will watch you and give you clear instructions.
- Organise your time well and travel on foot more. Besides, there is always the weekend – go for a walk with your friends instead of watching TV.
- Sure, gyms, pools and sports clubs can be expensive, but no one says you have to pay money for doing some good exercises at your own home in the morning.



**5 Listen, then read the solutions above and match them to the problems below.**

- |                    |                   |
|--------------------|-------------------|
| a Not enough money | d Not enough time |
| b Laziness         | e Competition     |
| c Fear and worries |                   |

**6 Work in pairs. Make a list of more solutions to the problems in task 5. Present it to the class.**

**7 Discuss in groups if you like sport and why/why not.**



**1 a) Listen and read the names of the sports.**

Sailing, hockey, skating, horse riding, long jump, gymnastics, tennis, aerobics, skiing, football, swimming, fencing, skateboarding, karate, high jump, running, volleyball, climbing.

**b) Copy the table below and sort out the kinds of sports from a).**

Add some other sports that you know.

SPORTS				
INDIVIDUAL SPORTS	WATER SPORTS	GAMES	FIELD EVENTS	TRACK EVENTS

**2 a) Make up nouns from the words in the box, as in the example.**

**Example:** swim – swimmer.

swim, skate, box, jump, train, win, play

**b) Add the ‘-ing’ endings to the verbs below to make up names of sports, as in the example.**

**Example:** cycle – cycling.

cycle, jump, ski, swim, skate, dive, surf

**3 Fill in go, play and do in the correct form.**

- I ... gymnastics every day.
- Jade ... tennis with Tom.
- We ... hiking on Sunday.
- Bob ... cycling in the park.
- Peter ... horse riding on Friday.
- Tim and Kim ... football together.

**Keep in Mind!**

Use the verbs:

**GO** – when you talk about sports that end in ‘-ing’.

*I go swimming. You go climbing.*

**PLAY** – when you talk about ball games.

*I play basketball. He plays volleyball.*

**DO** – when you talk about individual sports.

*I do athletics. We do aerobics.*



- 1 Name as many ball games as you can.
- 2 Read the text and guess the name of each sport.

## IT ALL INCLUDES A BALL



This game is played by two teams of five players. The aim is to shoot the ball into the opposing team's basket. When one team tries to score, the other one tries to stop them from scoring. What is special here is that the players have to dribble all the time. This is an action when a person jumps and bounces the ball up and down off the court. In general, the game includes four parts. Each part lasts for twelve minutes. In the end, the team with the most points wins.

This kind of sport is a game played inside or outside for sixty or ninety minutes. It is for two teams of six players, and it has three parts with two timeouts. You need a ball and a high net. The players hit the ball with their hands or arms over the net, but they cannot catch or hold it. Each team gets points when they hit the opposing ground with the ball. The winner is the first team that gets fifteen points.

This sport is an outdoor game for two teams of eleven players. The goalkeeper is the only person who can touch the ball with their hands, hold it and throw it.

Their job is not to let the ball from the opposing team get into the gates of their team. The other players can only kick or roll the ball. A team gets points when they kick the ball, and it hits the goal of the opposing team. The game has two parts and one timeout and lasts for ninety minutes. The team with the most points wins.



**aim** [eɪm]  
**court** [kɔ:t]  
**goal** [gəʊl]  
**point** [pɔɪnt]  
**timeout** ['taɪmaʊt]  
**opposing** [ə'pəʊzɪŋ]  
**to bounce** [baʊns]  
**to dribble** ['drɪbl]  
**to kick** [kɪk]  
**to roll** [rɒl]  
**to shoot** [ʃu:t]



**3 Read the text again and say if the statements below are true or false.**

- 1 In basketball, the ball is shot into the basket of the opposing team.
- 2 Basketball players have to run and kick the ball during the game.
- 3 In volleyball, the equipment used by players is a ball and a high net.
- 4 Volleyball players can hit, catch and hold the ball with their hands.
- 5 In football, the ball can be touched, held and thrown by any player.
- 6 Football teams get points when they hit the ball into the opposing goal.

**4 Complete the sentences.**

- 1 In basketball, there are ... teams.
- 2 Each part of a basketball game lasts for ... minutes.
- 3 A volleyball game is played for ... minutes.
- 4 There are ... timeouts in a volleyball game.
- 5 A football game lasts for ... minutes.
- 6 There are ... players in each football team.

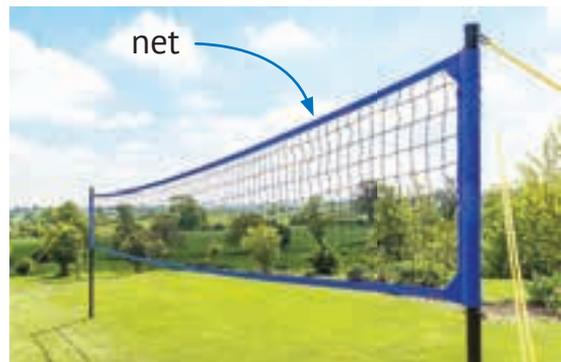


**5 Ask and answer in pairs.**

- What do basketball / volleyball / football players do? How can they win?

**6 Read, choose and make as many true sentences as you can.**

If you want to do certain sports, you need certain traits of character and skills. Look at the table and add any others to the list.



A football player  
A basketball player  
A tennis player  
A rugby player  
A volleyball player  
A baseball player

needs to  
doesn't need to  
must  
has to  
doesn't have to

run fast.  
be patient.  
be strong.  
be clever.  
think clearly.  
be fit.  
have a lot of energy.  
have a great wish to win.  
be brave.  
...



**7 Choose one kind of sport with a ball and make a short PowerPoint presentation about it. You can use the text in task 2 as an example.**

Affirmative		Negative	
I <b>was</b>	<b>playing</b> football.	I <b>wasn't</b>	<b>doing</b> aerobics.
You <b>were</b>		You <b>weren't</b>	
He/She/It <b>was</b>		He/She/It <b>wasn't</b>	
We/You/They <b>were</b>		We/You/They <b>weren't</b>	

We use the **Past Continuous** for actions that were **in progress at a certain time in the past**.

*I **was playing** tennis **from 2 to 4 pm**.*

*Jim **was exercising** at the gym **for an hour**.*

*We **were swimming** in the pool **for 45 minutes**.*

*Ed and Sue **were cycling** at **10 am yesterday**.*

**1 a) Put the verbs in brackets into the Past Continuous.**

- 1 You (*surf*) ... in the sea for 30 minutes.
- 2 Paul (*not ride a horse*) ... for three hours.
- 3 I (*not do*) ... gymnastics from 5 to 6 pm.
- 4 Ann and Sam (*skate*) ... for 30 minutes.
- 5 We (*not play*) ... hockey for an hour.
- 6 Ben (*run*) ... in the park at 9 o'clock yesterday morning.

**b) Make your own 3 affirmative and 3 negative sentences in the Past Continuous with the words below.**

ski, jump, dive, box, play volleyball, do athletics

Questions		Short Answers			
<b>Was</b> I	<b>skating?</b>	<b>Yes,</b>	I <b>was</b> .	<b>No,</b>	I <b>wasn't</b> .
<b>Were</b> you			you <b>were</b> .		you <b>weren't</b> .
<b>Was</b> he/she/it			he/she/it <b>was</b> .		he/she/it <b>wasn't</b> .
<b>Were</b> we/you/they			we/you/they <b>were</b> .		we/you/they <b>weren't</b> .

**2 Make the questions to the answers, as in the example.**

**Example:** – *Were you playing rugby for an hour?*

– Yes, I was. I was playing rugby for an hour.

- 1 ... – Yes, I was. I was swimming in the sea for half an hour.
- 2 ... – No, he wasn't. Rick wasn't playing golf for 45 minutes.
- 3 ... – Yes, they were. Will and Wendy were skiing at 3 pm.
- 4 ... – No, we weren't. We weren't jogging from 9 to 10 am.
- 5 ... – Yes, she was. Annie was exercising at the gym at 11 o'clock.
- 6 ... – No, I wasn't. I wasn't studying karate from 5 to 6:30 pm.

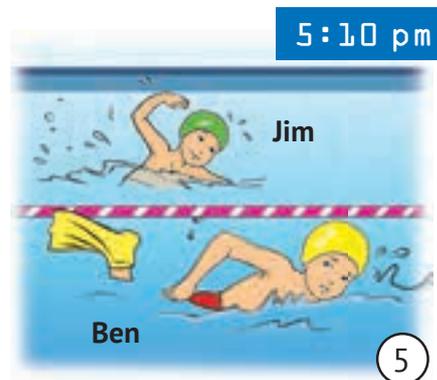
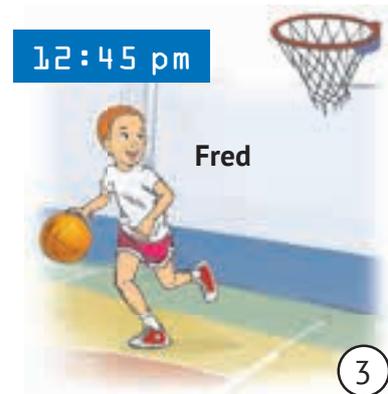
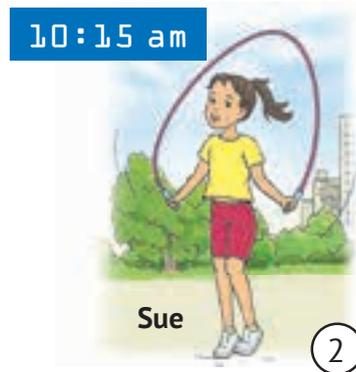
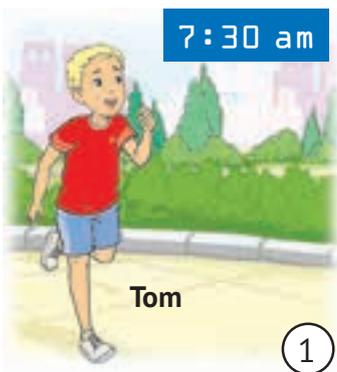
**3 Think about yesterday and give short answers to the questions below.**

- 1 Were you swimming in the pool at 6 pm?
- 2 Was your mother running in the park for 30 minutes?
- 3 Were your grandparents sailing at 8 pm?
- 4 Was your best friend playing tennis for one hour?
- 5 Were your classmates skiing for 45 minutes?
- 6 Was your teacher doing aerobics from 8 to 9 am?

**4 In pairs, ask and answer questions about what everyone was doing yesterday at the times below.**

**Example:** A: What was Tom doing at 7:30 am yesterday?

B: He was jogging in the park.



## Q LISTENING search

### 1 a) Before listening, speak of the following.

- 1 Do you know anything about the Olympic Games?
- 2 How often are they held?
- 3 What sports do athletes compete in?

### b) Listen and choose the correct answer.

- 1 Where were the first Olympics held?  
a) in Rome b) in Greece c) in Egypt
- 2 How many events were there?  
a) one b) three c) two
- 3 What was the prize for the winner at the first games?  
a) a plum b) an orange c) an apple
- 4 How often are the Olympics held?  
a) every five years b) every three years c) every four years
- 5 How many prizes are there for each event?  
a) one b) three c) two
- 6 Are there winter sports at the Olympic Games?  
a) Yes, there are. b) No, there aren't.
- 7 How many rings does the Olympic flag have?  
a) four b) six c) five
- 8 The Olympic flag shows the colours of ...  
a) the Greek flag b) the flags of all countries c) nature



### 2 Listen again and answer the questions.

- 1 When were the first Olympic Games held?
- 2 Who didn't take part in the Olympics in the past?
- 3 What races were there at the old Olympics?
- 4 What kinds of sports are included in the Olympics today?
- 5 What does the Olympic flag mean?

### 3 Work in two groups.

- Group 1, find out information about the last Olympic Games.
- Group 2, find out information about the Olympic Games which are going to be in the nearest future.
- Both groups include: a) dates; b) kinds of sports; c) countries; d) famous athletes; e) the emblem.

### WORDS FOR YOU

**athletics** [æθ'letiks]

**event** [i'vent]

**prize** [praɪz]

**race** [reɪs]

**ring** [rɪŋ]

**bronze** [brɒnz]

**gold** [gəʊld]

**silver** ['sɪlvə(r)]

● **to be held**

# VOCABULARY & LISTENING search

**1** a) Look at the pictures of the sports equipment. Listen and read the words.



b) Say what sports equipment we use in each sport below.  
Use the words above and add any other sports items that you know.

tennis, volleyball, swimming, baseball, cycling, skiing, ice hockey

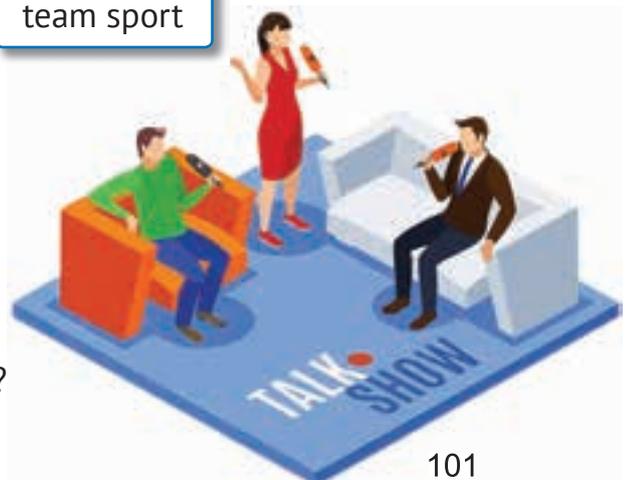
*Example: We use oars and a boat in sailing.*

**2** a) Listen to the talk show where people are trying to guess the name of the sport. Choose the correct boxes.

individual sport	indoor sport	outdoor sport	dangerous sport
water sport	winter sport	fast sport	team sport

b) Listen again and put the questions in the order you hear them.

- Is it a dangerous sport?
- Does he need a racket?
- Does he need any other equipment?
- Does your guest play an indoor sport?
- Does your guest play an individual sport?



## PAST SIMPLE VS. PAST CONTINUOUS

- We use the **Past Simple** to talk about completed actions that happened in the past.  
*I **played** hockey **yesterday**.*  
*George **learnt** to play table tennis **a week ago**.*
- We use the **Past Continuous** to talk about actions that were in progress at a certain time in the past.  
*I **was playing** golf **at 8 pm last Sunday**.*  
*Tim and Tina **were swimming** **from 5 to 7 pm yesterday**.*

### 1 Put the verbs in brackets into the Past Simple or the Past Continuous.

- 1 Jim (*play*) ... football with his friends last weekend.
- 2 Sara (*ski*) ... in the mountains for an hour yesterday.
- 3 We (*swim*) ... in the sea for 30 minutes last Sunday.
- 4 Tina and Tom (*have*) ... aerobics lessons two days ago.
- 5 Cathy (*go*) ... jogging in the park with Ann last Friday.
- 6 Mike and Pete (*do*) ... karate at 10 o'clock yesterday.

The **Past Continuous** shows a longer past action, whereas the **Past Simple** shows a shorter past action that interrupted it.

*Helen **was jogging** **when** Ben **called**.*

*We **were dancing** **when** the lights **went off**.*

### 2 Put the verbs in brackets into the Past Simple and the Past Continuous.

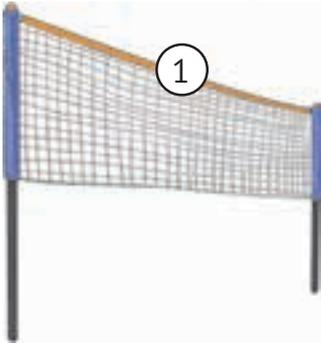
- 1 I (*skate*) ... when you (*come*) ... to me.
- 2 Lilly (*run*) ... when Bob (*catch*) ... her.
- 3 They (*play*) ... baseball when we (*stop*) ... them.
- 4 Jack (*cycle*) ... when it (*start*) ... to rain.
- 5 You (*sail*) ... when the weather (*get*) ... bad.
- 6 We (*snowboard*) ... when Tim (*fall down*) ...

### 3 Think about your last weekend. Write your own six sentences in the Past Simple and the Past Continuous like the ones in task 2.

## SEARCH SPEAKING search

1 Look at the pictures and say where each item is used, as in the example.

*Example: A high net is used in volleyball.*



2 Work in pairs. Interview your partner about sport, make notes and then tell the class about him/her. Ask:

- 1 what kind of sport is his/her favourite
- 2 why he/she likes it
- 3 if he/she does it
- 4 where he/she does it
- 5 how often he/she does it



3 Listen and say the poem.

## DOING SPORTS

I like riding my bicycle,  
I'm fond of playing chess.  
My friend is good at judo –  
We are keen on sport as you can guess.

On every kind of sport for sure  
As it can even illness cure  
And can for every girl and boy  
Bring many moments of joy.

The proverb reads for everybody:  
"A sound mind in a sound body."



**1** Read Emma's blog and answer the questions in pairs.



- 1 Why does sport play an important role in Emma's life?
- 2 What does Emma do at the gym?
- 3 What is special about Emma's volleyball coach?
- 4 What does Emma do in the evening?

**SPORT IN MY LIFE**

Sport plays a big role in my life because it helps me keep fit and healthy. I do not have enough time to exercise in the morning, but I do some sports activities in the evening.

First of all, I go to the gym twice a week. I train with my friend Tara. She is not a coach, but she has been into sport since childhood, so she knows a lot. Tara watches me and helps me do everything right.

Second of all, I have some volleyball lessons at the weekend. Our coach is strict, and we show great results in different competitions.



Finally, I walk at least 30-40 minutes every day. I often go to the park with my family. That is how we all spend some time together and get some fresh air, too.

All in all, sport is important not just only for my health, but also for my social life.

**2** Write a similar blog about sport in your life. Say:

- 1 if sport is important to you and why
- 2 what kinds of sports you do and how often
- 3 who you train with

SPORT BLOG



# Look Back

## 1 Complete the sentences with the words from the box.

- 1 You have to ... the ball in football.
- 2 I've got a ... medal in this competition!
- 3 ... is Lesley's favourite kind of sport.
- 4 We can't ... this equipment for baseball.
- 5 Tim is so ...! He'll do anything to win!
- 6 Our ... is very well-organised and strict, too.

cricket, coach, afford,  
kick, gold, competitive

## 2 Make your own 10 sentences with the words from the list.

cycling, generation, goal, timeout, to train, silver,  
to bounce, to get hurt, to gain weight, bronze

## 3 Do the test to find out if sport is important to you.

### ARE YOU A GOOD ATHLETE?

- 1 Which games do you like more?  
a) *hopscotch, tag, football*    b) *cards, Monopoly, computer games*
- 2 Do you like PE at school?    a) *Yes, I do.*    b) *No, I don't.*
- 3 Do you work out every day?    a) *No, I don't.*    b) *Yes, I do.*
- 4 Which do you prefer?  
a) *playing football*    b) *watching a football match on TV*
- 5 What do you do when you come home from school?  
a) *I go out and ride my bike or roller skate.*    b) *I sit down at my computer.*
- 6 There are two interesting programmes on TV at the same time. Which do you watch?  
a) *the tennis match*    b) *the film*
- 7 What is your favourite holiday activity?  
a) *eating ice cream*    b) *swimming and diving*
- 8 Your class is playing a basketball match against the other class.  
Do you give your best to win?  
a) *Yes, I do.*    b) *No, I don't.*

### CHECK YOUR POINTS:

	A	B
1	1	0
2	1	0
3	0	1
4	1	0
5	1	0
6	1	0
7	0	1
8	1	0

### SCORE: 0-4 POINTS

You are not very interested in sports. You prefer other activities.  
But remember, doing sport is very good for your health.  
So why don't you try some sport? Now is the right time to start.

### 5-8 POINTS

Sport is very important to you. It is clear that you really enjoy doing and watching sport. Who knows, maybe one day you will win an Olympic medal!

## Look Back

### 4 Put the verbs in brackets into the Past Simple or the Past Continuous.

- 1 Jane (*ski*) ... for two hours last weekend.
- 2 I (*jog*) ... from 8 am to 10 am two days ago.
- 3 We (*play*) ... ice hockey together last Sunday.
- 4 Bill and Ricky (*run*) ... when it (*start*) ... to snow yesterday.
- 5 Nick (*skate*) ... in the park yesterday when his phone (*ring*) ...
- 6 I (*get*) ... injured when I (*surf*) ... in the sea three days ago.

### 5 Match.

- |  |                   |
|--|-------------------|
| 1 Was Jake playing football at 3 pm yesterday?           | a Yes, they were. |
| 2 Was Gina playing curling for 30 minutes last Saturday? | b Yes, he was.    |
| 3 Was your dog jumping with you for 15 minutes?          | c No, we weren't. |
| 4 Were you playing golf at 1 pm a day ago?               | d No, she wasn't. |
| 5 Were Joe and Sam boxing from 5 pm to 7 pm?             | e Yes, I was.     |
| 6 Were you and Nigel hiking for a week last summer?      | f No, it wasn't.  |

### 6 Make the questions to the answers.

- 1 ... – Yes, I was. I was playing rugby for half an hour yesterday.
- 2 ... – No, she wasn't. Dana wasn't swimming at 3 pm two days ago.
- 3 ... – Yes, we were. We were playing volleyball from 2 pm to 5 pm last Sunday.
- 4 ... – No, he wasn't. Luke wasn't surfing from 9 am to 10:30 am last Monday.
- 5 ... – Yes, it was. My cat was running with me for 35 minutes yesterday.
- 6 ... – No, they weren't. Ed and Emma weren't doing athletics from 8 am to 2 pm a day ago.

### 7 Make nouns from the words in the box.

play, win, lose, swim, train, box, skate, dive

### 8 a) Fill in *play, do or go*.

- |              |                |                    |
|--------------|----------------|--------------------|
| 1 ... rugby  | 3 ... running  | 5 ... table tennis |
| 2 ... hiking | 4 ... aerobics | 6 ... gymnastics   |

b) Make your own six sentences in the Past Continuous with the phrases above.

### 9 Say what equipment is used for each kind of sport, as in the example.

volleyball, basketball, tennis, ice hockey, skiing, sailing, swimming

**Example:** A ball and a high net are used in volleyball.

## 10 a) Answer the questions quickly.

## BLITZ INTERVIEW

- 1 Are you a good swimmer?
- 2 Can you swim underwater?
- 3 Does walking make you tired?
- 4 Are you a sports fan?
- 5 Who is your favourite team?
- 6 What is the task of the goalkeeper?
- 7 Can football players kick the ball with their heads?
- 8 Can football players touch the ball with their hands?
- 9 How many football players are there in a team?
- 10 Do you follow any athlete online?
- 11 What is the best football field in Ukraine?
- 12 Do you know the names of any famous football players?
- 13 What sports do you do in winter?
- 14 How long does a football game last?
- 15 How often do you go to a stadium or a sports ground?

### b) Interview your classmate.



- 11** Work in three groups. Surf the Net and find out what kinds of sports are popular in Ukraine (group 1), the USA (group 2) and China (group 3). Tell the class what equipment is needed and how to play those sports.

### 12 Do your project. Make a poster about sport in Ukraine.

- 1 Work in groups. Collect photos of popular sports activities in Ukraine.
- 2 Write about the sports in the photos. Find out information about the best athletes who do these sports.
- 3 Use the photos and the writing to design a poster.
- 4 Display your poster in class.



**Grammar** Score:  / 12

**1 Put the verbs in brackets into the Past Simple and the Past Continuous.**

- 1 Matt (*do*) ... some gymnastics yesterday morning.
- 2 I (*play*) ... tennis on the court yesterday at 5 o'clock.
- 3 George and Jane (*cycle*) ... in the park from 5 pm to 7 pm.
- 4 Kim (*dribble*) ... quickly when Ted (*get*) ... the ball yesterday.
- 5 I (*roll*) ... the ball when David (*fall down*) ... at the last game.
- 6 Fred and Sam (*hike*) ... for an hour when it (*start*) ... to rain a day ago.

**2 Write the questions to the answers.**

- 1 ... – No, I wasn't. I wasn't skiing for two hours last weekend.
- 2 ... – Yes, he was. Ted was riding a horse at 5 pm last Sunday.
- 3 ... – No, we weren't. We weren't playing rugby for 40 minutes two days ago.
- 4 ... – Yes, they were. Tina and Leila were playing curling from 8 am to 2 pm a day ago.
- 5 ... – No, she wasn't. Katie wasn't doing athletics for an hour last Monday.
- 6 ... – Yes, we were. We were having a timeout for 10 minutes.

**Vocabulary**

**3 Complete the sentences with the words from the box.** Score:  / 6

- 1 The Olympic Games are going to ... in Austria this year.
- 2 The ... of every football game is to win.
- 3 We've got more ... than the opposing team.
- 4 You can ... in skating if you're not careful.
- 5 I love playing tennis just as much as ...
- 6 Tim has a very active ... – he jogs every day.

aim, cricket,  
lifestyle, points,  
get hurt, be held

**Communication**

**4 Put the sentences into the correct order to form a dialogue.** Score:  / 6

- \_\_\_ *Tim*: Well, I fell down when I was rolling the ball.
- \_\_\_ *Vic*: Did you get injured?
- \_\_\_ *Vic*: Hi, Tim! How was the game?
- \_\_\_ *Tim*: No, but the player from the opposing team caught the ball and shot a goal.
- \_\_\_ *Tim*: Hi, Vic. It was awful – we lost.
- \_\_\_ *Vic*: What happened?

TOTAL SCORE:  / 24

**NOW I CAN**

- |   |  |
|---|--|
| <input type="checkbox"/> identify sports                          | <input type="checkbox"/> describe a sports game              |
| <input type="checkbox"/> talk about my favourite sport            | <input type="checkbox"/> express my opinion about sport      |
| <input type="checkbox"/> name different items of sports equipment | <input type="checkbox"/> use the Past Continuous             |
|   | <input type="checkbox"/> write a blog about sport in my life |

# UNIT 7

## HAVE YOU BEEN TO THE CAPITAL?



### Lead-in:

- How many capitals can you name?
- What capitals have you been to?
- What famous places of interest in London do you know?
- What capital would you like to visit?

### WHAT'S IN THIS UNIT?

#### LANGUAGE

- countries
- capitals
- landmarks
- Past Simple
- Passive
- Present Perfect

#### SKILLS

- identifying landmarks
- interviewing about a capital
- asking and answering for directions
- talking about sightseeing
- telling about the history of a place of interest
- creating a blog about a capital
- writing an advertisement

## SAID, 12, Egypt



I live in Cairo. It is the capital of Egypt. Egypt is in North Africa. The Red Sea is to the east. The Mediterranean Sea is to the north. Cairo is the largest and busiest city in Egypt. The capital lies on the Nile, which is the longest river in the world. There are many places to see. The *Egyptian Museum*, the *Sphinx* and the monumental *Pyramids* are some of the places of interest in my country.



## GITA, 13, India



The capital of my country is New Delhi. It is in northern India. It is the busiest city in my country. The Delhi Metro is one of the world's largest metro systems. Much of New Delhi was planned by British architect Edwin Lutyens. The *National Museum* has 200,000 works of art, both of Indian and foreign origins. *India Gate*, which was built in 1931, was inspired by the *Arc de Triomphe* in Paris. New Delhi is famous for its beautifully landscaped gardens that look fantastic in spring.



**1** Listen and read the new words in the 'Words for You' box.

**2** Listen and read the blogs. Guess the meaning of the new words.

**3** Choose *a*, *b* or *c* to complete the sentences.

- 1 Cairo is the capital of ... a) *India* b) *Mexico* c) *Egypt*
- 2 One of the largest cities in the world is ... a) *Cairo* b) *Mexico City* c) *New Delhi*
- 3 There is ... to the east of Egypt.  
a) *the Mediterranean Sea* b) *the Red Sea* c) *the Black Sea*
- 4 Edinburgh is the capital of ... a) *Wales* b) *Scotland* c) *Northern Ireland*
- 5 Tourists come to Edinburgh to see ...  
a) *the 'City of the Gods'* b) *the Palace of Holyroodhouse* c) *the Sphinx*
- 6 New Delhi is in ... a) *southern India* b) *eastern India* c) *northern India*



SEARCH

search



TOM, 12, Scotland

I live in Edinburgh. It is the capital of Scotland. *Edinburgh Castle* is Edinburgh's principal building dominating the city. It's located on a rock over a hundred metres above sea level. Another important building is the *Palace of Holyroodhouse* built by James IV around 1500. In between the castle and the palace there is the *Royal Mile*, a fascinating place to visit.



CHITA, 12 Mexico



I am from Mexico City, the capital of Mexico. It is one of the largest cities in the world. Over 20 million people live there. Mexico is in the south of North America. We've got lots of tourists in Mexico City every year. They come to see the *City of the Gods* nearby. It is one of the most important and interesting places of ancient Mexico.



WORDS FOR YOU

- Cairo ['kaɪəərəʊ]
- Egypt ['iːdʒɪpt]
- Mexico ['meksɪkəʊ]
- origin ['ɒrɪdʒɪn]
- sight [saɪt]
- eastern ['iːstən]
- Egyptian [iˈdʒɪpɪn]
- fascinating ['fæsɪneɪtɪŋ]
- northern ['nɔːðən]
- royal ['rɔɪəl]
- southern ['sʌðən]
- western ['westən]
- to inspire [ɪn'spaɪə(r)]
- to landscape ['lændskeɪp]
- to locate [ləʊ'keɪt]

4 Read the texts again. Then ask and answer in pairs.

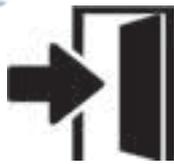
- 1 Where is Egypt situated?
- 2 What are the places of interest to see in Egypt?
- 3 How many people live in Mexico City?
- 4 What place of ancient Mexico is important?
- 5 What places of interest can you visit in Edinburgh?
- 6 Who planned much of the capital of India?
- 7 What monument was India Gate inspired by?
- 8 What is New Delhi famous for?



5 Work in groups. Choose a capital and find out some information about it. Exchange the facts about the capitals with other groups.

## 🔍 VOCABULARY search

### 1 Listen and read.



entrance



sculpture



amphitheatre



frescoes



column



landmarks

### 2 a) Listen and read the sentences. Guess the meaning of the words in bold.

**a government** – ‘To govern’ means ‘to control’, so ‘a government’ means ‘a system to control a state’. We can say the Ukrainian government or the government of Ukraine. The leader of the government is called a Prime Minister.

**a parliament** – The parliament of our country is called the *Verkhovna Rada*. The parliament of the USA is called *Congress*.

**a place of interest** – A place of interest is a location where there is something interesting to see or to do. For example, landmarks, such as castles, churches, old buildings or museums, galleries, etc.

### b) Check yourself in the Vocabulary at the back of the book.

### 3 Complete the sentences with the words from the box.

monument, landmarks, sculptures, column, amphitheatre, entrance, parliament

- 1 There are many ... in Sofiiivka Park in Uman.
- 2 The capital of Greece is famous for the ancient ... where actors performed plays in old times.
- 3 There is the ... to Princess Olha in Mykhailivska Square in Kyiv.
- 4 The British ... has its meetings in the Houses of Parliament in London.
- 5 St Paul's Cathedral is one of the ... of London.
- 6 The ... to the department store was designed with New Year's decorations.
- 7 In the middle of Trafalgar Square there is a big ... with the monument to Admiral Nelson.

### 4 Make up your own sentences with the words from the box.

government, place of interest, entrance, landmarks, frescoes

## READING search

1 Look at the photos below and say what you know about these places.

- 2 a) Listen and read about the sights of London to find out more about them.  
b) In groups, discuss the questions in bold.



### THE GHERKIN

The Gherkin is one of the most famous high-rise buildings in London. It was designed by the famous British architect Norman Foster. You can see its top from far away. Some people say it looks like a rocket, but most people simply call it *the Gherkin*. It was built in such a way as to save energy, so the heating and cooling costs are not too high.

**Do you know any other famous skyscrapers in the world?**

### THE MILLENNIUM BRIDGE

The Millennium Bridge is a bridge over the River Thames. People like walking over it because there is no traffic on it. It's 145 m long. The bridge has got the nickname 'Wobbly Bridge'. When it first opened in 2000, thousands of people who walked across felt a gentle movement underfoot. The bridge was closed, the problem fixed and it was reopened on 22nd February, 2002. In the film *Harry Potter and the Half-Blood Prince*, Lord Voldemort's Death Eaters try to destroy the bridge and after some twisting, it collapses into the Thames. Luckily, that was just a film!

**Have you seen the film 'Harry Potter and the Half-Blood Prince'?**



### THE HOUSES OF PARLIAMENT

This huge building is the home of the British parliament. Members of Parliament are also called MPs. People choose them in elections which take place every 4-5 years. The task of Parliament is to make laws. Big Ben is the name of the bell (13,7 tonnes) inside the clock tower which forms part of the Houses of Parliament.

**Who is the British Prime Minister now?**



elections [i'lekʃnz]

law [lɔ:]

skyscraper ['skaɪskreɪpə(r)]

wobbly ['wɒbli]

to collapse [kə'læps]

to destroy [dɪ'strɔɪ]

to fix [fiks]

to twist [twɪst]

**3** Choose *a, b* or *c*.

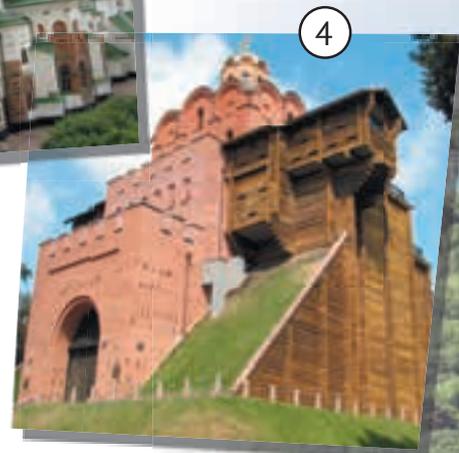
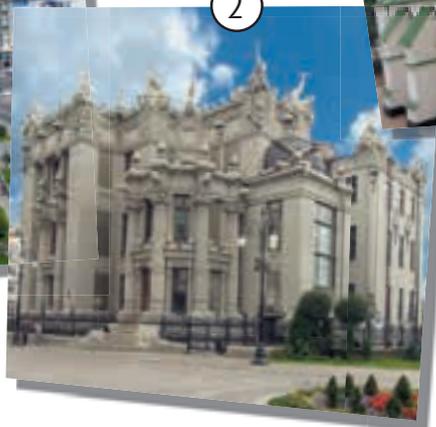
- 1 This tall building is called ... *a) the Rocket b) the Gherkin c) the Skyscraper*
- 2 It was built to make energy costs ...  
*a) very expensive b) not very expensive c) cheap*
- 3 The task of Parliament is to ... *a) govern the country b) elect MPs c) make laws*
- 4 Big Ben is the name of the ... *a) clock b) bell c) clock tower*
- 5 There ... on the bridge. *a) is heavy traffic b) isn't heavy traffic c) is no traffic*
- 6 The Millennium Bridge ...  
*a) was destroyed b) collapsed into the river c) was not really destroyed*

**4** Ask and answer in pairs.

- 1 What does the Gherkin look like?
- 2 Who is the architect of the building?
- 3 In what way was it built?
- 4 How often do people choose Members of Parliament in the UK?
- 5 What is Big Ben's weight?
- 6 What is the task of Parliament?
- 7 Why do people like walking over the Millennium Bridge?
- 8 When was the bridge opened?
- 9 Why was the bridge closed?
- 10 What is the title of the film where the Millennium Bridge is destroyed?

**5** Say which of these three places you would like to visit and why.

**6** Look at the photos and say where these places are located.

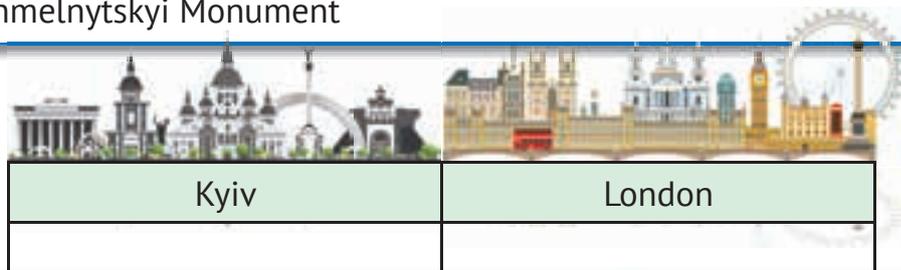


**7** Read the texts below and match them to the photos in task 6.

- You can come upon the *Golden Gate* that was built in the 11th century. The Golden Gate was the main entrance to the capital, which was designed on Yaroslav the Wise's orders. The *monument to Prince Yaroslav the Wise* is nearby.
- St Sophia Cathedral* is famous for its golden domes. They shine in the bright sun. The wonderful frescoes in the Cathedral will amaze you.
- One of the best-known works of art is the *House with Chimeras*. Its architect, Vladyslav Horodetskyi, had an assistant Elio Sala, the author of animal sculptures, real and fantastic. There are six stories you can see on the unusual building.
- In *Maidan Nezalezhnosti* (Independence Square) you can see the glass amphitheatre of the underground constructions and the shopping centre 'Globe', the *Monument to Independent Ukraine* on a high column as well as many other buildings. Maidan is one of the most favourite places for meetings in Kyiv.

**8** Put the landmarks below into two columns.

St Paul's Cathedral, the Kyiv-Pechersk Lavra, the Mariinskyi Palace, Shakespeare's Globe, Buckingham Palace, the Prince Volodymyr Monument, the British Museum, the Bohdan Khmelnytskyi Monument



**9** In groups, surf the Net for more landmarks in Kyiv. Choose one and tell the class about it.



The **Past Simple Passive** is formed with **was/were + 3rd form of the verb**.

*The bridge **was opened** in 2000.*

*The place **was visited** by 2000 tourists last week.*

*These buildings **were designed** by a famous architect.*

*The Members of Parliament **were elected** four years ago.*

Questions	Short Answers
<b>Was</b> the Globe Theatre <b>made</b> of wood?	<b>Yes</b> , it <b>was</b> .
<b>Were</b> London's skyscrapers <b>designed</b> by Norman Foster?	<b>No</b> , they <b>weren't</b> . (Only the Gherkin was designed by him.)

**1 Put the verbs in brackets into the Past Simple Passive form.**

- a) The London Eye is in London, of course, and it (*design*) ... by British architects. However, it (*not make*) ... in Great Britain at all! The main parts of the Eye (*build*) ... in Holland. The other parts (*make*) ... in the Czech Republic, France, Germany and Italy. The parts (*carry*) ... to Great Britain by ship. Then they (*put*) ... together in London. It (*open*) ... to the public on 1st February, 2000.
- b) The Millennium Bridge is a bridge across the River Thames in London. It (*open*) ... in 2000 by the Queen. However, it (*close*) ... again two days later because it wobbled too much! Two years later, on 22nd February, it (*open*) ... again. Now it is used by thousands of people every day.

**2 Put the wh-questions to the sentences in the task above.**

**Example:** *Who was the London Eye built by?*

**3 Express the idea in one sentence, using the Present or Past passive.**

**Example:** Lots of tourists visit London every day.

*London is visited by lots of tourists every day.*

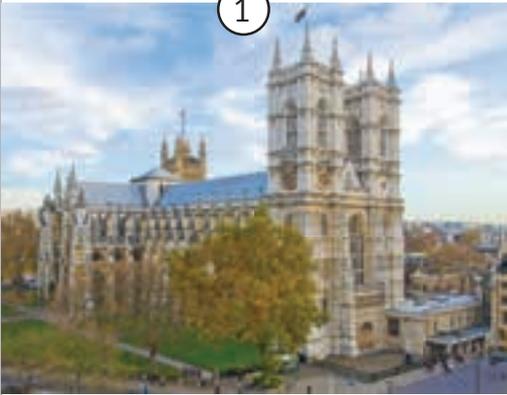
- 1 Writers write books.
- 2 In Great Britain they drive cars on the left.
- 3 In other countries they drive cars on the right.
- 4 People speak English in many countries.
- 5 Shakespeare wrote the play *Hamlet*.
- 6 Leonardo da Vinci painted the *Mona Lisa*.
- 7 The Romans built the *Colosseum*.
- 8 They staged *Othello* in the local theatre.

# Q LISTENING search



- 1 a) Listen and name all the places of interest which you have heard.  
b) Look at the photos and guess the names of the places.

1



2



3



4



5



6



- 2 Listen again. Then ask and answer in pairs.

- 1 What's the oldest royal residence, home of kings and queens?
- 2 What's the most famous bridge?
- 3 What's the largest square?
- 4 What's the most popular park?
- 5 What's the biggest museum called?
- 6 What's the name of the most famous bell?
- 7 What's the largest church called?
- 8 What can you see in the Tower of London?



- 3 Search for more information about London's landmarks. Make a presentation and tell the class about them.



## WORDS FOR YOU

### Crown Jewels

[,kraʊn 'dʒu:əlz]

**fountain** ['faʊntən]

**Hyde Park** [ˌhaɪd 'pɑ:k]

**masterpiece** ['mɑ:stəpi:s]

**prison** ['prɪzn]

### Speakers' Corner

[,spi:kəz 'kɔ:nə(r)]

**tomb** [tu:m]

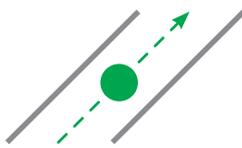
**to bury** ['beri]

**to crown** [kraʊn]

● **at the bottom**



**1 Look, listen and read.**



along



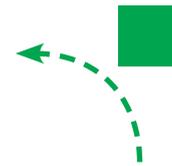
straight ahead



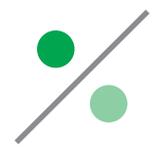
towards



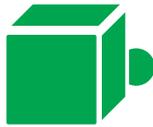
over



away from



opposite



behind



near here



next to



in front of



on the corner of



**2 Listen and repeat.**

- 1 – Is there St Sophia Cathedral near here?  
– Yes, there is. Go straight ahead and you will see it soon.
- 2 – Excuse me, where is the post office?  
– It's on the corner of Vernadskyi and Hohol streets. Turn to the right here.
- 3 If you turn left, you'll see a telephone box in front of you.
- 4 The hospital is next to the monument to Ivan Franko.
- 5 There is a circus on the opposite side of the road.
- 6 We are going along Khreshchatyk, the central street of Kyiv.
- 7 We are going towards Independence Square.
- 8 The train takes us over Paton Bridge away from the centre of the city.
- 9 The Dnipro River is behind us now.

**3 Make sentences from the words, as in the example.**

**Example:** here / left / along / and / turn / go

*Go along here and turn left.*

- 1 turn / and / go / right / here / along
- 2 way / the / excuse / to / know / me / do / gallery / the / you / ?
- 3 excuse / I / get / do / museum / the / me / how / to / ?
- 4 castle / me / near / there / is / a / excuse / here / ?
- 5 left / Road / into / Foster / turn
- 6 the / turning / it's / right / on / the / third

**4 Complete the phrases below, as in the example.**

**Example:** Go straight ahead.

- |                       |              |                   |
|-----------------------|--------------|-------------------|
| 1 Go along ...        | 3 Excuse ... | 5 On the ...      |
| 2 Do you know the ... | 4 Turn ...   | 6 Thanks very ... |

**1 Complete the sentences with the words from the box.**

- 1 Have you had a holiday ...?
- 2 I haven't heard from my uncle ...
- 3 Have they called you ...? No, they haven't called me ...  
He has ... been to the National Museum.
- 4 Have they ... eaten at the new cafe?

yet, already, never, ever, recently, lately

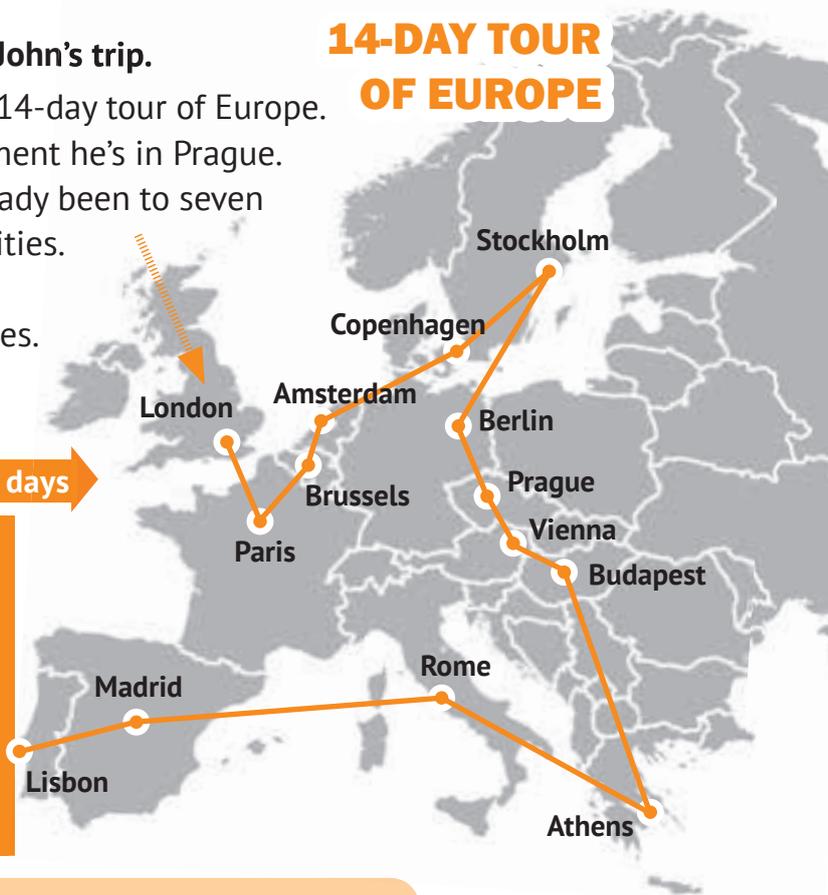
**2 a) Look and read to find out the route of John's trip.**

John Gillmer is from Kansas. He's on a 14-day tour of Europe. The tour started in London. At the moment he's in Prague. It's the eighth day of the tour. He's already been to seven countries and stayed in the principal cities. He's never been to Europe before, and he's already seen a lot of new places. He's done a lot of interesting things, and the tour hasn't finished yet.

**14-DAY TOUR OF EUROPE**

see 14 countries of Europe in 14 days

PLAN	
Day 1 – London	Day 8 – Prague
Day 2 – Paris	Day 9 – Vienna
Day 3 – Brussels	Day 10 – Budapest
Day 4 – Amsterdam	Day 11 – Athens
Day 5 – Copenhagen	Day 12 – Rome
Day 6 – Stockholm	Day 13 – Madrid
Day 7 – Berlin	Day 14 – Lisbon



**b) Listen to his talk with Mum and say, as in the example.**

John has already been to London, but he hasn't been to Vienna yet.

**c) Listen again. Then ask and answer, using the word combinations and the example below.**

Has he sent any postcards?

Yes, he has. He has sent a postcard from every city.

send postcards, see cities, buy souvenirs, be to London, spend money, take photographs

**3 Tell the class where you have been to / what you have seen there / if you have taken photos / if you have bought some souvenirs / if you have made new friends, etc.**

## 🔍 SPEAKING search

### 1 Read to find out if Emma's family could visit the Air and Space Museum.

Emma, Jenny and their father are in Washington. They are standing in front of the White House.

Andy (father): Excuse me... Could you tell me the way to the Air and Space Museum?

Man: Sure. Take the first road on the left. Go along the mall. Go straight ahead. The museum will be on your right. Just opposite the National Art Gallery.

Andy: How far is it?

Man: It's a 5-minute walk.

Andy: OK. Thanks a lot. Let's go, folks!

After 15 minutes.

Jenny: Dad, I'm tired of walking.

Andy: We're almost there. Come on!

Emma: Dad, I'm hungry.

Look, there's a hot dog stand.

Andy: Can I have two hot dogs, please?

Street Vendor: Mustard?

Emma: Yes, please, just a bit.

Jenny: No, thanks.

Andy: Here you go. Happy now?

Here we are. The Air and Space Museum.

Jenny: Daddy, it's closed!



### 2 Read and say if the statements below are true or false.

- 1 The man told them that it would take them 5 minutes to get to the museum.
- 2 The museum is next to the National Art Gallery.
- 3 The walk took them much longer.
- 4 They didn't find the museum, so they gave up.

### 3 Read the dialogue from task 1 in groups. Then act it out.

### 4 Work in groups of four. Find out the information about London. Role-play your quiz game.

**Student A**, you are the London Quizmaster.

**Students B, C, D**, you are the members of the game.

**Use questions like these:**

How old is the Tower of London?

How long is the River Thames?

What's this? (Show a photo of a London's sight.)

How high is Big Ben?



## WRITING search

### 1 Match each text with its leaflet.

- The **Tower of London** is on the River Thames next to Tower Bridge. You can visit the place, see the Crown Jewels and a real Yeoman Warder! Open every day.
- London Zoo**, Regent's Park, London. Open every day. Opening Hours: Monday to Sunday 10 am – 6 pm.
- Sightseeing Tours by London Taxi**: Tower Bridge, Trafalgar Square, Buckingham Palace, St Paul's Cathedral, Big Ben, the Houses of Parliament and others. See all the main sights with stops to take a photo. Black Taxi Tours telephone: 01712894371.
- Madame Tussauds**. Marylebone Road, London, NW15LR. Come and find out who's in and who's out. Life-size wax figures of famous people. Madame Tussauds is open from 10 am to 5:30 pm every day.



### 2 a) Look at the advertisements above and say which place you would like to visit and why.

- b) Choose three places of interest in Kyiv. Write the advertisements for them.



# LOOK Back

## 1 Ask and answer in pairs.

- Who can give you some information about places of interest?
- Have you ever been on a sightseeing tour?
- Have you ever looked at leaflets with information for tourists?
- What kind of information can you find in a leaflet?



## 2 Listen to the dialogue and answer the questions.

- 1 Who is talking? Where are they?
- 2 What has the man already seen in London?
- 3 What is he looking at?
- 4 What place of interest does he choose?
- 5 Has he ever travelled on a double-decker?
- 6 Are there any double-deckers in London's streets nowadays?
- 7 What will the man start with? Why?

## 3 Write down the names of some cities and the monuments (places of interest) that make them famous. Work with a partner.

### 4 a) Complete the dialogue with the Present Perfect of the verbs in brackets.

*Bob is visiting London. Ann is asking him about the visit.*

*Ann:* ... you ... (*be*) to a football match since you arrived?

*Bob:* No, I ... I never go to football matches. I hate football.

*Ann:* ... you ... (*send*) any postcards yet?

*Bob:* Yes, I ...

*Ann:* ... you ... (*see*) the British Museum yet?

*Bob:* No, I ...

*Ann:* ... you ... (*eat*) in any good restaurants?

*Bob:* I' ... (*eat*) out twice.

*Ann:* ... you ... (*visit*) Madame Tussauds?

*Bob:* No, I ... I visited it last year when I was in London.

*Ann:* ... you ... (*have*) time to go to our beautiful parks?

*Bob:* Yes, I' ... (*be*) to three parks!

*Ann:* ... your mother ... (*phone*) you?

*Bob:* No, she ...

*Ann:* ... you ... (*enjoy*) your visit so far?

*Bob:* Yes. I' ... (*do*) so many interesting things!

**b) Use the information in a) to write sentences, using the Present Perfect.**

- |                    |                      |                        |
|--------------------|----------------------|------------------------|
| 1 Bob / never ...  | 4 He / twice ...     | 7 His mother / yet ... |
| 2 He / already ... | 5 He / this time ... | 8 He / so far ...      |
| 3 He / yet ...     | 6 He / already ...   |                        |



**5 Listen and read. Then act out the dialogue in pairs.**

*Miss Babbage comes from England. She'd like to know more about Kyiv, the capital of Ukraine. She asks a travel agent to give her some information about a tour around this beautiful city.*

*Miss Babbage:* What historic places are we going to see in Kyiv?

*Agent:* I can show you the most important places of interest.

There are the *Kyiv-Pechersk Lavra*, the *Golden Gate*, *St Sophia Cathedral*, the monuments to *Prince Volodymyr*, *Bohdan Khmelnytskyi* and *Taras Shevchenko*.

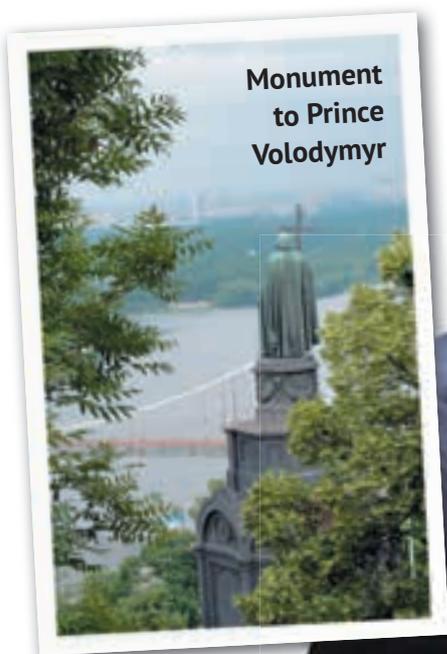
*Miss Babbage:* There are many museums in Britain. As a result, we can learn more about the history of our country. Are there any museums in Kyiv?

*Agent:* Yes, there are. The most popular museums to visit in Kyiv are: the *National History Museum*, the *National Museum of Taras Shevchenko* and the *Museum of Ukrainian Folk Decorative Arts*.

*Miss Babbage:* Thank you. Oh, I nearly forgot – I am going to visit some of the theatres with my friends tomorrow evening. What would you recommend?



Museum of Ukrainian Folk Decorative Arts



Monument to Prince Volodymyr

**6 Choose a city and role-play in pairs.**

**Student A**, you are the Tour Information Officer.

**Student B**, you've just come to the city. You want some information about tours or places of interest.



# Look Back

7 a) Work in pairs. Make your own sightseeing tour and choose two of the places below.

- **Westminster Abbey** [ˌwestmɪnstər 'æbi] is a historic building in London. It was founded in the 11th century. Many of Great Britain's famous people are buried in the abbey.
- **Piccadilly Circus** [ˌpɪkədɪli 'sɜ:kəs] is a square in the central part of London. London's well-known theatres and cinemas are on Piccadilly Circus. This is the square that is round, not square like many other places.
- **Trafalgar Square** [trəˌfælgə 'skweə(r)] is in the centre of the West End. On the north side there is the **National Gallery**, in the north-east corner there is the **National Portrait Gallery**, and in the centre there is **Nelson's Column** with a figure of the great seaman.
- **Buckingham Palace** [ˌbʌkɪŋəm 'pæləs] is a place where the British King and his family live. In front of the palace there is the **Monument to Queen Victoria**, who was one of the most favourite British queens. She ruled over 60 years and helped make England strong.

b) Write about two famous places that you have seen, but don't name them.

Give your information to another pair. They must say where you have been to.



## 8 Make a quiz about London. Work in groups of four.

- 1 Write ten questions about London's places of interest.
- 2 Exchange your quiz with another group. Answer their quiz.



## 9 Write about some places of interest in Kyiv.

- 1 Find out some information about 2-3 famous ruins or buildings.
- 2 Write 4-5 sentences about each place of interest. Use the plan below.
  - What kind of building is it?
  - Where is it?
  - Who built it?
  - How did they build it?
  - Why is it famous?



## 10 Search for any capital city you've been to / would like to visit. Create a blog with photos.

- 1 Choose some photos (from your album) with some sights on the trip.
- 2 Write a few sentences about each photo, as in the example below.
- 3 Present your blog to the class.

When I was in ..., my parents took me to ...

We visited ...

It was like a great dream.

This is me on a trip to ...

It was cool!

I love ...

This is ...



## Grammar

Score:  / 10

### 1 Change the sentences from the active into the passive.

- 1 They designed this skyscraper in 2020.
- 2 They opened this theatre last year.
- 3 She painted this picture in the 20th century.
- 4 They turned this palace into a museum.
- 5 They used this building as a prison.
- 6 This sculpture inspired many architects.

### 2 Put the verbs in brackets into the Present Perfect.

- 1 Michael (*visit*) ... the amphitheatre already.
- 2 The parliament (*announce*) ... some new laws recently.
- 3 Our tourists (*not see*) ... the Eiffel Tower yet.
- 4 Our guide (*not show*) ... us the frescoes yet.

## Vocabulary

Score:  / 6

### 3 Complete the sentences with the words from the box. Use the correct verb forms where necessary.

- 1 This old monument ... two years ago.
- 2 The ... to the theatre is between the columns.
- 3 I cannot cross this bridge – it looks so ...!
- 4 Many famous Egyptian rulers ... in pyramids.
- 5 The Tower of London is ... the River Thames.
- 6 Look at these ...! Aren't they fascinating?

entrance,  
masterpieces,  
to bury, to fix,  
opposite,  
wobbly

## Communication

Score:  / 6

### 4 Match.

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1 Where is Speakers' Corner?</li> <li>2 What did you see in Washington?</li> <li>3 How can we get to the local gallery?</li> <li>4 What is the origin of these sculptures?</li> <li>5 Do you know any places of interest here?</li> <li>6 Is there a fountain in Trafalgar Square?</li> </ol> | <ol style="list-style-type: none"> <li>a Yes, and it is very big and beautiful.</li> <li>b No, sorry. Surf the Net to find out.</li> <li>c It's in Hyde Park. Go straight ahead.</li> <li>d The White House and the National Mall.</li> <li>e Turn left here. It's on the corner of this street.</li> <li>f Mostly English, but there are some Irish, too.</li> </ol> |
|--|---|

TOTAL SCORE:  / 22

## NOW I CAN

- |  |   |
|--|---|
| <input type="checkbox"/> identify different landmarks                  | <input type="checkbox"/> ask and answer for directions                  |
| <input type="checkbox"/> talk about sightseeing                        | <input type="checkbox"/> use the Past Simple Passive                    |
| <input type="checkbox"/> interview about a capital                     | <input type="checkbox"/> use the Present Perfect                        |
| <input type="checkbox"/> tell about the history of a place of interest | <input type="checkbox"/> write an advertisement for a place of interest |
|  | <input type="checkbox"/> create a blog about a capital                  |

# UNIT 8

# WHERE TO GO?

## Lead-in:

- Do you like travelling?
- What is your favourite means of transport?
- Where did you travel last time?



## WHAT'S IN THIS UNIT?

### LANGUAGE

- countries & cities
- ways of travelling
- impressions
- instructions on the board
- using can/could for requests
- mixed tenses

### SKILLS

- discussing holiday destinations
- expressing an opinion on different ways of travelling
- talking about getting ready for a trip
- describing a tour
- asking and answering questions at the airport
- presenting a country or a place
- writing about plans for summer

Hi, everyone! My name's Rosie. I'm from Rabat, Morocco. I'm going on summer holidays soon, and I'd like to visit a new country. But I can't decide where to go. Any suggestions?

Hey! I'm Taras. What about my country, Ukraine? The climate is continental. So, the weather in summer is hot, and in winter it's cold. However, it's not as hot as in tropical countries or as freezing as in the Arctic ones.

Hmmm... Sounds interesting. Is there anything to see?

Of course! There is the Black Sea in the south, or you can go camping in the Carpathian Mountains in the west. You can also visit some of our towns and cities. Each one is special because Ukraine is rich in history and culture. There's so much to see and to do!

How do I get there?

Well, probably by plane. The territory of Ukraine is rather big, so we usually take trains, buses or cars to go to different places.

ROSIE, Morocco

CHAT WITH ROSIE

Okay. I'll check it out. Thanks.

You're welcome.



**1 Tell the class what countries you would like to visit.**

**2 Read the chat above and match.**

- |                |                            |
|----------------|----------------------------|
| 1 as freezing  | a camping there.           |
| 2 to sound     | b as in tropical countries |
| 3 You can go   | c to see and to do.        |
| 4 It's so much | d as in the Arctic         |
| 5 as hot       | e in history and culture.  |
| 6 It's rich    | f interesting              |

**3 Read the chat again and answer the questions.**

- 1 Why is Rosie worried?
- 2 What country does Taras suggest?
- 3 What is the climate like in the country?
- 4 What places does Taras mention?
- 5 What makes Ukraine special?

**advice** [əd'vaɪs]

**document** ['dɒkjumənt]

**excursion** [ɪk'skɜːʃn]

**reception desk**

[rɪ'sepʃn desk]

**sandals** ['sændlz]

**suggestion** [sə'dʒestʃən]

**visa** ['viːzə]

**Arctic** ['ɑːktɪk]

**continental** [,kɒntɪ'nentl]

**tropical** ['trɒpɪkl]

**plenty (of)** ['plenti əv]

**to pack** [pæk]

● **to get a visa**



SEARCH

search

Hey, Taras! I've read some articles about Ukraine, and this country looks awesome! My parents like it, too! However, we need some advice about getting ready for the trip.

TARAS, Ukraine

Sure. First of all, you need to get a visa and then buy the tickets for the plane. Our main airport is Boryspil. It's near our capital, Kyiv. Second of all, book a room in a hotel. I can send you some good suggestions if you'd like. Finally, you can check out some excursions at the hotel's reception desk.

What if we want to pick a tourist programme? Are there any in Ukraine?

Certainly. Just type in 'tours of Ukraine' and you'll see plenty of choices.

Okay. What should we pack?

Your documents – passports. You want to visit Ukraine in summer, right? Then take your T-shirts, shorts, hats, sandals and other summer clothes and accessories with you. Don't forget your sun cream and sunglasses, too.

Sounds nice. Thank you!

No problem.

CHAT WITH TARAS

**4 a) Read the chat. Say if the statements below are true or false.**

- 1 Rosie and her parents want to go to Ukraine.
- 2 She writes to Taras to ask him to meet her there.
- 3 There is no need to get a visa for Ukraine.
- 4 Rosie would like to go on a tour of Ukraine.
- 5 There are many programmes for tourists in Ukraine.
- 6 Taras suggests packing winter clothes and accessories.



**b) Discuss the questions below in pairs.**

- 1 What does Taras suggest doing to get ready for the trip to Ukraine?
- 2 What things should Rosie and her family pack for their trip?

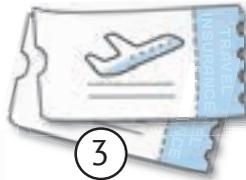


**5 Choose one country below. Find out on the Internet what the weather is like there. Write a list of things that you would pack with you. Share your list with one of your classmates.**

Canada, Egypt, France, Japan, Germany, Mexico, Norway, Australia.

**1 Match the words to the pictures.**

- train station
- bus station
- airport
- timetable board
- travel insurance
- ticket
- luggage



**2 Match.**

- |              |              |
|--------------|--------------|
| 1 to arrange | a a suitcase |
| 2 to book    | b a souvenir |
| 3 to buy     | c a flight   |
| 4 to get     | d a car      |
| 5 to hire    | e a trip     |
| 6 to pack    | f a visa     |

**3 a) Complete the sentences with the words from the box.**

souvenirs, hire, holiday, tickets, packed, flight

- 1 We are going on ... to Italy this summer.
- 2 Robert has not ... his suitcases yet.
- 3 Our ... to Washington is at 8 am.
- 4 We need to ... a car to travel in France.
- 5 Ann went to the ticket office to buy the ...
- 6 I have some ... for you from my trip to the USA.

**b) Make your own sentences with the words from the box.**

airport, luggage, travel insurance, to arrange, to book, to pack



1 Look at the pictures and guess where everyone is going for their summer holidays.

2 Read the text and finish the sentences.

- 1 Emma is travelling to ...
- 2 Lee is travelling to ...
- 3 Tara is travelling to ...
- 4 Eve is travelling to ...

## Terrific Trips

I have always loved travelling! I've been to many countries already, but this summer I'm going to Spain with my family! The weather there is quite hot, so I'm taking my shirts, shorts and dresses with me. I'm also packing my sun cream and swimming suit because we are going to go to the beach, swim in the sea and lie in the sun. Apart from that, we will also visit Madrid – the capital and the biggest city in Spain. There are many things to see and to do there. Personally, I want to go to *Buen Retiro* – it's a beautiful huge park with a palace, pond and lots of gardens. I can make an awesome short film with my camera there!



Emma

I enjoy visiting new countries and exploring new cultures. I haven't been to so many countries as Emma, but I spent more time in those that I have. For example, Emma went to Ireland for a week last summer, whereas I went to China for three weeks. This year I'm visiting Austria with my mum, and we're going to Salzburg – the birthplace of Mozart! He was a great Austrian composer of classical music. We will visit his house, which is a museum now. We will also go to the *Salzburg Theatre* for a musical! I definitely want to pack my best suit and shoes! I want to take my violin, too, but my mum says it will be too much luggage.



Lee

Travelling around the world is very interesting for me, but this summer I'm not going to any new countries. Instead, I'm going to Cuba to visit some of my relatives. It is the biggest Caribbean island, and the nature there is very beautiful! I will go there by plane because it is far from the UK. The first place that I will visit is Santiago de Cuba – a big city famous for its music festivals. My uncle Dim lives there, and we will certainly go to a few concerts. Then I'll go to the capital, Havana, where my cousins Mac and Zac are. They want to take me to *Playas del Este*. They know how much I love swimming, so going to that beach will be fantastic! It is very sunny in Cuba, so I will definitely need my sunglasses.



Tara

The main reason why I'm fond of travelling is museums. I like learning new things, and science museums are my favourite place. So, I always surf the Net for them before visiting other countries. My parents and I are going to Ireland for one week in July. It is not far, so we are planning to go by bus. My dream is to visit their *Science Gallery* in Dublin. It is a big group of different science centres. My dad is into history, so he wants to go to the *National Museum of Ireland*. My mum loves culture, so she wants to have a walk in *Merrion Square*. Oh, there are so many places that we want to see! Luckily, I have GPS on my smartphone, so we won't get lost.



Eve

### 3 Read the texts again and choose *a, b* or *c*.

- Emma has been to a lot of ...  
a) towns   b) cities   c) countries
- Buen Retiro is a ...  
a) park   b) palace   c) pond
- Mozart was born in ...  
a) Havana   b) Dublin   c) Salzburg
- Lee will go to the theatre to watch a ...  
a) play   b) musical   c) film
- Tara is going to Cuba by ...  
a) bus   b) plane   c) ship
- In Santiago de Cuba there are many ...  
a) festivals   b) galleries   c) museums
- Eve wants to visit ...  
a) the National Museum   b) Merrion Square   c) the Science Gallery
- Eve's smartphone has ...  
a) music   b) GPS   c) videos

### 4 Say the names of the kids who these statements are about.

- ... always surfs the Net for museums before trips.
- ... has been on a few long trips abroad.
- ... is packing some shirts, shorts and dresses.
- ... isn't visiting any new countries this summer.
- ... has some relatives in the Caribbean.
- ... is going by bus to Ireland because it isn't far.
- ... wants to pack a violin for the trip.
- ... plans to make a short film in Buen Retiro.

### 5 Work in pairs. Interview your partner and then tell the class about him/her.

#### Ask:

- where he/she would like to go this summer
- what places he/she wants to visit
- what things he/she needs to pack for the trip



**birthplace** ['bɜːθpleɪs]

**composer** [kəm'pəʊzə(r)]

**concert** ['kɒnsət]

**festival** ['festɪvl]

**musical** ['mjuzɪkl]

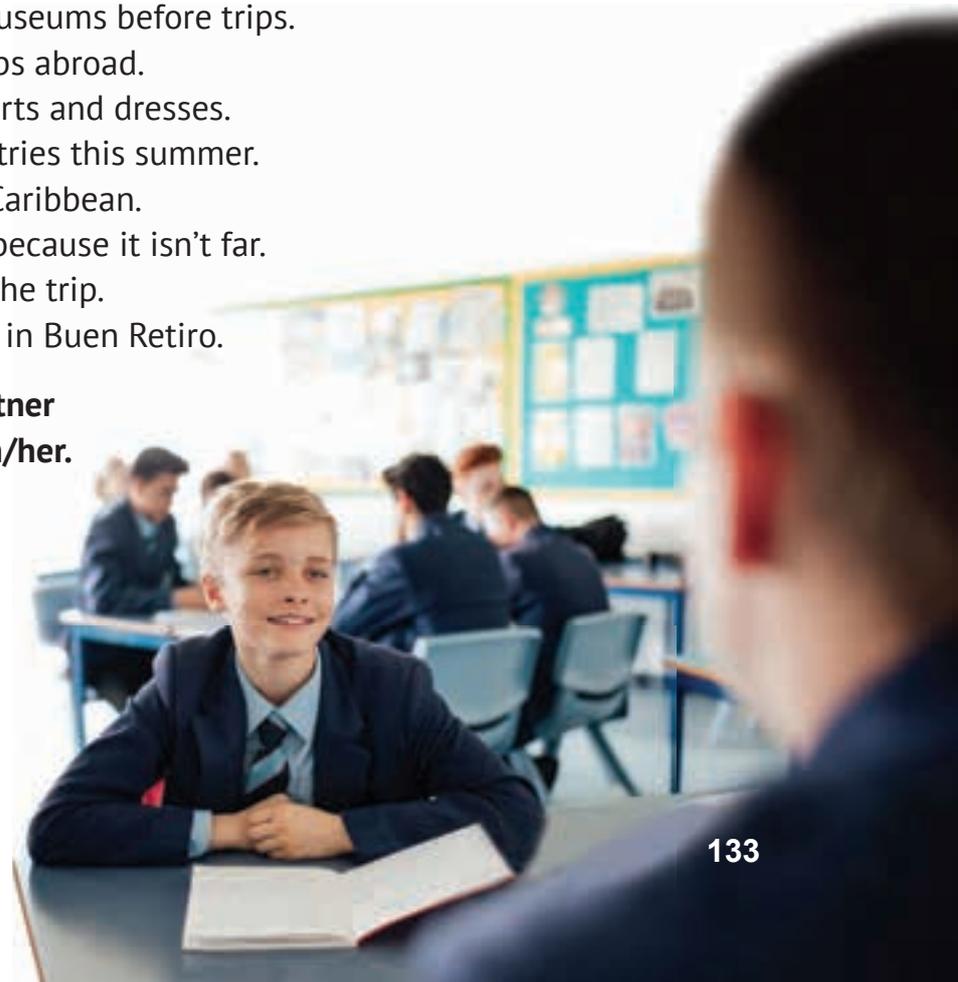
**pond** [pɒnd]

**terrific** [tə'rifɪk]

**apart from** [ə'pɑːt frəm]

**personally** ['pɜːsənəli]

● **to get lost**



MIXED TENSES

1 Remember and say when each tense below is used.

**Example:** *The Present Simple is used when we talk about ...*

Present Simple, Present Continuous, Present Perfect, Past Simple, Past Continuous, Future Simple, be going to

2 Choose the correct tense form.

- 1 Anna always *has kept/keeps* her documents with her.
- 2 Tommy *doesn't pack/isn't packing* his suitcase at the moment.
- 3 We *travelled/will travel* to San Diego last summer.
- 4 I *swam/was swimming* in the sea for forty minutes.
- 5 We *are going/go* on holiday to Odesa next week.
- 6 I think Rick *won't buy/isn't going to buy* the tickets.
- 7 My dad *is getting/is going to get* a visa for the UK.
- 8 Our parents *have booked/book* the flight already.

3 Put the verbs in brackets into the correct form.

- 1 We (*have*) ... an excursion this afternoon.
- 2 You (*be*) ... never ready for your trips!
- 3 I (*arrange*) ... a trip for us two days ago.
- 4 Helen (*not buy*) ... any souvenirs yet.
- 5 Tim and Sue (*not surf*) ... at the moment.
- 6 I promise we (*visit*) ... a museum next time.
- 7 Look at the sky. It (*not rain*) ... today.
- 8 Ed (*not wait*) ... from 3 pm to 4:30 pm.

4 Turn the sentences into questions, as in the example.

**Example:** Eddy likes going abroad.

*Does Eddy like going abroad?*

- 1 Duke travels to Israel every winter.
- 2 Roberta has got the visa.
- 3 We went to the train station.
- 4 You are taking the luggage.
- 5 Sam was dancing for two hours.
- 6 I will check the time of the flight.
- 7 John is looking for the tickets now.
- 8 They are going to arrange the trip.



1 Work in pairs. Ask your partner if he/she has ever been to the airport and what he/she knows about it.

2 Read the statements and say who says them: a check-in clerk (C) or a passenger (P).

- How many pieces of luggage have you got?
- These two bags.
- Have a nice flight.
- Here's your boarding pass.
- Could you help me, please?
- Can you tell me where gate 4 is, please?
- The plane's departure is at 8 am, ma'am.
- Oh no! The flight is delayed. We're stuck here. Wait... It is cancelled!

3 Listen to the talk and answer the questions.

- 1 Who are the speakers?
- 2 How much luggage is there?
- 3 What does the check-in clerk give the passenger?

4 Listen to the talk between Patrick and Tony. Say if the statements below are true or false.

- 1 Tony has got 40 kg of luggage.
- 2 The maximum weight of luggage is 24 kg.
- 3 The extra price for too much luggage is 100\$.
- 4 Tony hopes the check-in clerk won't notice his luggage.

5 Listen to both conversations again and say what the difference between them is.

**Can** is used for requests:

*Can you help me, Tom?*

**Could** is used for more polite or formal requests:

*Could you help me, sir?*

WORDS FOR YOU

**boarding pass**

*['bɔ:diŋ pɑ:s]*

**check-in clerk**

*['tʃek ɪn ,kɪɑ:k]*

**departure** *[dɪ'pɑ:tʃə(r)]*

**gate** *[geɪt]*

**passenger**

*['pæsɪndʒə(r)]*

**to cancel** *['kænsəl]*

**to delay** *[dɪ'leɪ]*

**to notice** *['nəʊtɪs]*

● **to be stuck**



1 Look at the pictures. Listen and read the phrases.



to get on a plane  
(train, bus, etc.)



to get off a plane  
(train, bus, etc.)



The plane lands.



to fasten your seat belt



to go through passport  
control



to order a snack

2 Read the phrases and think when to use them. Put the phrases into the correct order.

- get off the plane
- get on the plane
- collect your luggage from baggage reclaim
- go through passport control
- fasten your seat belt
- leave the airport
- get into the airport
- check in your luggage

3 Make a list of actions that you do at the train station.



The plane takes off.



The train arrives.



The train leaves.



to check in your luggage



to collect your luggage  
from baggage reclaim



to leave the airport (train  
station, bus station, etc.)

**4 Complete the sentences with the words from the box. Use the correct verb forms.**

collect, fasten, get on, go through, get off, land, leave (×2), order

- 1 It's time to ... the plane. Let's go!
- 2 Hurry up, Robert! The bus ... at 3 pm.
- 3 Our plane ... already. Let's go, everybody!
- 4 They ... the train station and went to hire a taxi.
- 5 Wendy ... some sandwiches a few minutes ago.
- 6 I ... my luggage from the baggage reclaim yet.
- 7 Ladies and gentlemen, please ... your seat belts now.
- 8 We need to ... the passport control before we ... the plane.



**1 a) Listen and read the dialogue. Name the speakers.**

A: Good afternoon.

B: Good afternoon. Here is my passport.

A: Good, thank you. How many pieces of luggage have you got?

B: Only this bag.

A: It's one then. Oh dear. It's 24 kg, and the maximum is 23 kg.

B: Oh no. What should I do?

A: I'm afraid you have to take some things out or pay an extra 50\$.

B: 50\$? I'll take some things out. I'll take out these sandwiches and this bottle of water.

A: Good, it's 23 kg now. There will be a snack bar on the plane, so you don't need any food or drinks with you, anyway. Here is your boarding pass. Have a nice flight.

B: Thank you. Goodbye!

**b) Work in pairs. Act out the dialogue.**

**2 a) Complete the dialogue with your own answers.**

A: Hi! Have you packed your suitcase for the trip?

B: ...

A: Why do you need a map? I have GPS on my phone.

B: ...

A: Okay. I think you should take your goggles with you, too.

B: ...

A: Because there will be a swimming pool next to our hotel.

B: ...

A: What documents do you have with you?

B: ...

A: Good. I have the tickets. Let's go!

B: ...

**b) Work in pairs. Act out the dialogue.**

**3 Work in pairs. Interview your partner about his/her summer holidays and make notes. Then tell the class about him/her. Ask:**

- 1 where and when he/she will go
- 2 how he/she will get there
- 3 what things he/she will need to pack
- 4 what he/she will do there

## WRITING search

1 Read the e-mail from Jack and answer the questions below.

**New Message**

**To** Cathy  
**From** Jack  
**Subject** Paradise in Italy

Hi there! How are you?  
This summer is going to be so awesome! I love travelling, and I am going on a trip to Italy with my parents in July! We are going by plane. I am really looking forward to this holiday!  
We will stay at a nice hotel in Positano. It is by the sea, so we will be able to get to the beach on foot in 10 minutes. My mum and dad are fond of history and culture, so we are going to visit Rome. This large city is the perfect place to learn and have fun at the same time!  
Apart from my swimming suit, I am also taking my goggles. I enjoy swimming and diving very much! My mum told me not to forget my sunglasses and sun cream. The climate in Italy is subtropical, so I believe the weather will be wonderful in July.  
What about you? Do you have any plans for this summer? Write me back!

Yours,  
Jack

**Send**      



- 1 Where is Jack going in July?
- 2 Who is he going with?
- 3 What means of transport are they going to use?
- 4 Where will they stay?
- 5 What do his parents like?
- 6 What are they going to do in Rome?
- 7 Why does Jack need his swimming equipment?
- 8 What else does Jack need to pack and why?

2 Write an e-mail back to Jack and tell him about your plans for this summer.

# Look Back



**1 a) Listen to the talk between Emma and her mum.**

**b) Choose a or b.**

- 1 Emma has made a ... a) *map* b) *list*
- 2 Emma wants to take her ... a) *hat* b) *swimming suit*
- 3 Emma's mum suggests taking ... a) *a coat* b) *wellies*
- 4 They need to set off at ... a) *nine* b) *ten*



wellies



**c) Listen again and discuss the questions in pairs.**

- 1 Why doesn't Emma need her swimming suit?
- 2 What will they do if the weather is bad?
- 3 How long will it take them to get to the location?



bikini

**2 Choose the correct word.**

- 1 Sara would like to buy some *documents/souvenirs* in this shop.
- 2 We need to book a *flight/car* to Egypt because it is far away.
- 3 My parents have arranged a *trip/meeting* to Barcelona, Spain.
- 4 Don't worry – Rick has already packed his *visa/suitcase*.
- 5 John has hired a *car/tour*, so we can travel around the UK.
- 6 You have to get a *bag/visa* before you go to the USA.

**3 a) Complete the sentences with the words from the box.**

- 1 This great musical was made by very famous ...
- 2 Lisa has a map, so we won't ... in this huge city.
- 3 ..., I prefer swimming to surfing because it is safer.
- 4 John has to ... where to go this summer.
- 5 I need some ... on what I should pack for this trip.
- 6 Santiago de Cuba is a city of dancing, so there are many ... there.
- 7 Their flight to Paris is delayed, whereas our flight is ...
- 8 Helen has packed too much ... – her suitcase is so heavy!
- 9 The check-in clerk will ... the food that you have in your bag.
- 10 Passengers for Kyiv should go to ... No. 22. Turn right and you'll see it.

advice, composers, festivals, gate, luggage, cancelled, choose, get lost, notice, personally

**b) Make your own sentences with the words from the list.**

birthplace, documents, concert, pond, reception desk, to be stuck, Arctic, terrific

**4** Label the pictures, as in the example.

*Example: The plane lands.*



## Look Back

### 5 Name the sentences where the Present Simple is used for future and where it is used for habits.

- 1 Hurry up! Our train leaves in ten minutes.
- 2 Jack's party is on Saturday at 6 pm.
- 3 Helen visits new countries every summer.
- 4 Our flight to Lviv is on 10th May.
- 5 Tim always books a hotel room before going on his trips.
- 6 Bus No. 12 to London arrives at 10 o'clock.
- 7 Pam and Sam never arrange their trips without me.
- 8 The plane to Krakow takes off at 3:30 today.
- 9 Charlie buys a lot of souvenirs when he goes abroad.
- 10 Ed and I travel to New Zealand every winter to visit his father.

### 6 Put the verbs in brackets into the correct tense. Explain your choices.

- 1 The climate in Canada (*be*) ... Arctic.
- 2 Look at the sky! It (*rain*) ... any minute.
- 3 Peter (*get*) ... his visa for China last month.
- 4 We (*make*) ... a list of things for the trip already.
- 5 I think you (*get*) ... lost without a map or GPS.
- 6 The plane to London (*land*) ... at 5 pm today.
- 7 George and Mia (*surf*) ... the Net for a hotel now.
- 8 Eddy (*pack*) ... his suitcase for two hours yesterday.
- 9 Ann (*go*) ... on an excursion to Lviv with us tomorrow.
- 10 You always have to (*check*) ... your documents before travelling.

### 7 Make your own 10 sentences in the:

- |                                 |                      |
|---------------------------------|----------------------|
| 1 Present Simple for a habit    | 6 Present Perfect    |
| 2 Present Simple for a fact     | 7 Future Simple      |
| 3 Present Simple for future     | 8 'be going to' form |
| 4 Present Continuous            | 9 Past Simple        |
| 5 Present Continuous for future | 10 Past Continuous   |

Use the sentences in task 6 as examples.

### 8 Make the questions to the answers.

- 1 ... – Yes, it does. It often snows in Poland in winter.
- 2 ... – No, we don't. We don't use maps any more.
- 3 ... – The train arrives at 10 o'clock this morning.

- 4 ... – Leila will take her sunglasses with her.
- 5 ... – Ted is going to hire a car for us.
- 6 ... – Jane and Jim are flying to Venice this month.
- 7 ... – I've lost my hat at the airport.
- 8 ... – Duke was waiting at the train station for an hour.
- 9 ... – Ricky went to Japan last summer.
- 10 ... – We have fastened our seat belts already.

## 9 Match.

- |  |                             |
|--|-----------------------------|
| 1 Will you go on a trip with me?           | a He's swimming in the sea. |
| 2 When does the plane take off?            | b We are going to Germany.  |
| 3 Have you packed your suitcase?           | c No, they aren't.          |
| 4 What did the check-in clerk ask?         | d Yes, I do.                |
| 5 Does it often rain in Hawaii?            | e At 9 am this morning.     |
| 6 What was Vic doing for 30 minutes?       | f He asked for my passport. |
| 7 Do you always make a list before a trip? | g Yes, we have.             |
| 8 What is Ben doing at the moment?         | h No, it doesn't.           |
| 9 Are Nick and Kelly going to get a visa?  | i She was lying in the sun. |
| 10 Where are you going this summer?        | j Of course, I will.        |



## 10 Work in groups. Choose a country and make a presentation about it:

- a what the climate is like there
- b what you should pack
- c how you can get there
- d what places you should visit
- e what things there are to see and to do

Best Wishes  
for the Summer!



## Grammar

### 1 Choose the correct form. Score: / 6

- 1 Sandra *was/has been* to many countries already.
- 2 This summer Bill *will go/is going* to Italy with his family.
- 3 They *visited/visit* a country by the Mediterranean Sea every summer.
- 4 We *will go/were going* to Hawaii next summer.
- 5 My dad *loved/loves* history, so he prefers to visit ancient cities.
- 6 Visiting that museum *has been/was* fantastic!

### Vocabulary Score: / 12

### 2 Match.

- |                |   |
|----------------|---|
| 1 to fasten    | <input type="checkbox"/> a taxi         |
| 2 travel       | <input type="checkbox"/> the plane      |
| 3 to get off   | <input type="checkbox"/> for a trip     |
| 4 to get ready | <input type="checkbox"/> insurance      |
| 5 to hire      | <input type="checkbox"/> your luggage   |
| 6 to collect   | <input type="checkbox"/> your seat belt |

### 3 Complete the sentences with the words from the box.

- 1 You have to take some things out or pay ... money.
- 2 How many pieces of ... have you got?
- 3 We need some ... before travelling to a new country.
- 4 They need to get a ... to go to Australia.
- 5 The check-in clerk gave me my ... back.
- 6 It's not her first trip by plane. She knows how to ... passport control.

visa, luggage,  
advice, extra,  
go through,  
boarding pass

### Communication Score: / 6

### 4 Put the sentences into the correct order to make a dialogue.

- |   |                                     |
|---|-------------------------------------|
| ___ You must be joking. You can have just | ___ I hope they won't notice.       |
| 23. You'll have to pay an extra \$50.     | ___ 40 kg.                          |
| ___ Oh yes, they will!                    | ___ Well, OK. I will pay \$50 then. |
| ___ How much luggage have you got?        |                                     |

TOTAL SCORE:  / 24

### NOW I CAN

- |  |   |
|--|---|
| <input type="checkbox"/> describe different ways of travelling   | <input type="checkbox"/> write an e-mail about my holiday         |
| <input type="checkbox"/> present holiday destinations            | <input type="checkbox"/> understand instructions on board a plane |
| <input type="checkbox"/> ask and answer questions at the airport | <input type="checkbox"/> use different tense forms                |

# VOCABULARY

## A

**abroad** [ə'brɔ:d] за кордоном  
**accessories** [ək'sesəriz] аксесуари  
**active** ['æktɪv] активний, енергійний  
**activity** [æk'tɪvəti] діяльність  
**actually** ['æktʃuəli] насправді  
**advice** [əd'vaɪs] порада  
**aerobics** [eə'rɒbɪks] аеробіка  
**afford** [ə'fɔ:d] мати змогу придбати  
**aggressive** [ə'ɡresɪv] агресивний  
**aim** [eɪm] мета, ціль  
**airport** ['eəpɔ:t] аеропорт  
**almost** ['ɔ:lməʊst] майже  
**alone** [ə'ləʊn] самотній; на самоті  
**along** [ə'lɒŋ] уздовж  
**am** [eɪ 'em] години від півночі до полудня  
**amaze** [ə'meɪz] вражати, дивувати  
**America** [ə'merɪkə] Америка  
**American** [ə'merɪkən] американець, американка; американський  
**amphitheatre** ['æmfɪθiətə(r)] амфітеатр  
**ancient** ['eɪnʃənt] древній, стародавній  
**announce** [ə'naʊns] повідомляти, оголошувати  
**annoying** [ə'nɔɪɪŋ] набридливий  
**anybody** ['eni'bɒdi] хто-небудь; ніхто  
**any more** [eni 'mɔ:(r)] більше не (для заперечень)  
**anyone** ['eniwʌn] хто-небудь; ніхто  
**anything** ['eniθɪŋ] що-небудь; ніщо  
**apart** [ə'pɑ:t] окремо, нарізно  
**apart from** [ə'pɑ:t frəm] крім  
**apron** ['eɪprən] фартух  
**Arabic** ['ærəbɪk] арабський

**architect** ['ɑ:kɪtekt] архітектор (-ка)  
**Arctic** ['ɑ:ktɪk] Арктика; арктичний, північний; дуже холодний  
**arrive** [ə'raɪv] прибувати, приїжджати  
**Asian** ['eɪʃn] азійський  
**athlete** ['æθli:t] спортсмен (-ка)  
**athletics** [æθ'letɪks] легка атлетика  
**au-pair** [,əʊ 'peə(r)] учасник (-ця) однойменної програми  
**Australia** [ɒ'streɪliə] Австралія  
**Australian** [ɒ'streɪliən] австралієць, австралійка; австралійський  
**away from** [ə'weɪ frəm] далеко від  
**awesome** ['ɔ:səm] прекрасний

## B

**back** [bæk] зворот; задній; назад  
**baggage** ['bæɡɪdʒ] багаж  
**baggage reclaim** ['bæɡɪdʒ rɪkleɪm] багажна стрічка в аеропорту  
**bake** [beɪk] пекти  
**bald** [bɔ:ld] лисий  
**ball game** ['bɔ:l geɪm] гра з м'ячем  
**bat** [bæt] битка  
**be** [bi:] бути, перебувати  
**to be full of smth** бути заповненим чим-небудь  
**to be into smth** захоплюватися чим-небудь  
**to be used to** бути при звичаєнім до чого-небудь  
**bean** [bi:n] біб, квасоля  
**beard** [bɪəd] борода  
**behaviour** [bi'heɪvjə(r)] поведінка  
**behind** [bi'hɑɪnd] позаду  
**besides** [bi'saɪdz] до того ж, крім того

# VOCABULARY

**bike rack** ['baɪk ræk] місце для паркування велосипеда

**billiards** ['bɪliədz] більярд

**Biology** [baɪ'blɒdʒi] біологія

**birthplace** ['bɜːθpleɪs] місце народження, батьківщина

**blender** ['blendə(r)] блендер

**blitz** [blɪts] швидкий, як блискавка

**blog** [blɒg] блог

**blogging** ['blɒɡɪŋ] блогерство

**blond(e)** [blɒnd] білявий

**boarding pass** ['bɔːdɪŋ paːs] посадковий талон

**boil** [bɔɪl] варити

**boiled** [bɔɪld] варений

**bold** [bɔʊld] жирний (про шрифт)

**book** [bʊk] книга; бронювати

**bossy** ['bɒsi] той, що любить керувати

**both** [bəʊθ] обоє

**bottom** ['bɒtəm] низ, дно

**bounce** [baʊns] підстрибувати

**boutique** [bu:'ti:k] бутик

**bowl** [bəʊl] миска

**box** [bɒks] боксувати

**bowling** ['bəʊlɪŋ] боулінг

**braid** [breɪd] коса (волосся)

**brake** [breɪk] гальмо

**brand** [brænd] бренд

**Brazil** [brə'zɪl] Бразилія

**Brazilian** [brə'zɪliən] бразилець, бразилійка; бразильський

**bridge** [brɪdʒ] міст

**Britain** ['brɪtɪn] Британія

**British** ['brɪtɪʃ] британець, британка; британський

**brush up** ['brʌʃ ʌp] оновлювати

**budgie** ['bʌdʒi] хвилястий папужка

**build** [bɪld] будова тіла

**bungee jumping** ['bʌndʒi dʒʌmpɪŋ] банджи-джампінг (екстремальна розвага)

**bury** ['beri] ховати (здійснювати обряд похорону)

**bus station** ['bʌs steɪʃn] автовокзал

**butcher's** ['bʊtʃəz] м'ясний магазин

## C

**Cairo** ['kaɪəreɪʊ] Каїр

**calm** [kɑ:m] тихий, спокійний

**cameraman** ['kæmərəmæn] оператор

**Canada** ['kænədə] Канада

**Canadian** [kə'neɪdiən] канадець, канадка; канадський

**cancel** ['kænsəl] скасовувати

**capital** ['kæpɪtl] столиця

**careless** ['keələs] легковажний, недбалий

**Caribbean** [ˌkæri'biːən] країни

Карибського регіону

**caring** ['keərɪŋ] уважний, турботливий

**cash** [kæʃ] готівка

**cashier** [kæ'ʃɪə(r)] касир (-ка)

**cent** [sent] цент; євроцент

**century** ['sentʃəri] століття

**cereal** ['sɪəriəl] злаки

**certainly** ['sɜːtnli] звичайно

**chain** [tʃeɪn] мережа

**change** [tʃeɪndʒ] зміна; решта (лишок грошей при розрахунку); змінювати

**chatty** ['tʃæti] балакучий, говіркий

**check** [tʃek] перевірка; перевіряти

# VOCABULARY

- to check smth out** оцінювати, звіряти
- check-in clerk** [ˈtʃek ɪn ˌkɪɑ:k] особа, яка реєструє прибуття
- chemical element** [ˌkemɪkl ˈelɪmənt] хімічний елемент
- Chemistry** [ˈkemɪstri] хімія
- chew** [tʃu:] жувати
- chicken** [ˈtʃɪkɪn] курятина
- childhood** [ˈtʃaɪldhʊd] дитинство
- chimera** [kaɪˈmɪərə] химера
- China** [ˈtʃaɪnə] Китай
- Chinese** [ˌtʃaɪˈni:z] китаєць, китаянка; китайський
- choir** [ˈkwaɪə(r)] хор
- chopping board** [ˈtʃɒpɪŋ bɔ:d] дошка для нарізання
- chopsticks** [ˈtʃɒpstɪks] палички для їжі
- class** [klɑ:s] шкільний клас; урок
- climbing** [ˈklaɪmɪŋ] скелелазіння
- clothes** [kləʊðz] одяг
- clumsy** [ˈklʌmzi] незграбний
- coach** [kəʊtʃ] тренер (-ка)
- coin** [kɔɪn] монета
- collapse** [kəˈlæps] обвалюватися
- collect** [kəˈlekt] збирати, колекціонувати; забирати
- column** [ˈkɒləm] колона
- come** [kʌm] приходити
- to come upon** випадково натрапляти
- common** [ˈkɒmən] спільний
- to have in common** мати щось спільне
- competition** [ˌkɒmpəˈtɪʃn] змагання
- competitive** [kəmˈpetətɪv] який прагне перевершити когось у чомусь
- composer** [kəmˈpəʊzə(r)] композитор
- compost** [ˈkɒmpɒst] компост
- concert** [ˈkɒnsət] концерт
- connect** [kəˈnekt] зв'язуватися
- connected** [kəˈnektɪd] який має родинні зв'язки
- contact** [ˈkɒntækt] зв'язок, контакт; зв'язуватися
- continental** [ˌkɒntɪˈnentl] континентальний
- cooling** [ˈku:lɪŋ] охолодження
- corner** [ˈkɔ:nə(r)] кут, ріг (перетин двох вулиць)
- on the corner of** на розі, на перетині
- cost** [kɒst] ціна; коштувати
- countable** [ˈkaʊntəbl] злічуваний
- country** [ˈkʌntri] країна
- couple** [ˈkʌpl] пара
- court** [kɔ:t] тенісний корт
- credit card** [ˈkredɪt kɑ:d] кредитна картка
- cricket** [ˈkrɪkɪt] крикет
- crowded** [ˈkraʊdɪd] людний
- crown** [kraʊn] корона; коронувати
- Crown Jewels** [ˌkraʊn ˈdʒu:əlz] королівські коштовності
- cuisine** [kwiˈzi:n] кухня (набір страв)
- cup** [kʌp] чашка
- curling** [ˈkɜ:lɪŋ] керлінг
- curly** [ˈkɜ:li] кучерявий
- customer** [ˈkʌstəmə(r)] покупець (-чиня), клієнт (-ка)
- cutter** [ˈkʌtə(r)] форма для вирізання

## D

**dairy** [ˈdeəri] молочний; магазин молочних продуктів

# VOCABULARY

**dangerous** ['deɪndʒərəs] небезпечний

**decide** [dɪ'saɪd] вирішувати

**definitely** ['defɪnətli] безсумнівно

**delay** [dɪ'leɪ] затримувати

**department** [dɪ'pɑ:tmənt] відділ

**department store** [dɪ'pɑ:tmənt stɔ:(r)]  
універмаг

**departure** [dɪ'pɑ:tʃə(r)] від'їзд, відліт

**design** [dɪ'zaɪn] планувати, проектувати

**desperate** ['despərət] сповнений відчаю

**dessert** [dɪ'zɜ:t] десерт

**dessertspoon** [dɪ'zɜ:tspu:n] десертна  
ложка

**destination** [,destɪ'neɪʃn] місце  
призначення

**destroy** [dɪ'strɔɪ] руйнувати

**develop** [dɪ'veləp] розвивати,  
удосконалювати

**diet** ['daɪət] раціон, дієта

**differ** ['dɪfə(r)] відрізнятися

**difference** ['dɪfrəns] різниця, відмінність

**digest** [daɪ'dʒest] перетравлювати

**discount** ['dɪskaʊnt] знижка

**discovery** [dɪ'skʌvəri] відкриття

**document** ['dɒkjumənt] документ

**dollar** ['dɒlə(r)] долар

**dome** [dəʊm] купол

**double-decker** [,dʌbl 'dekə(r)]  
двоповерховий автобус

**download** [,daʊn'ləʊd] завантажувати

**dribble** ['drɪbl] вести м'яч

**dull** [dʌl] нудний, одноманітний

## E

**earring** ['ɪərɪŋ] сережка

**eastern** ['i:stən] східний

**eat out** ['i:t aʊt] їсти в ресторані (а не  
вдома)

**eating habit** ['i:tɪŋ hæbɪt] харчова звичка

**Egypt** ['i:dʒɪpt] Єгипет

**Egyptian** [i'dʒɪpʃn] єгипетський

**elect** [ɪ'lekt] обирати голосуванням

**elections** [ɪ'lekʃnz] вибори

**energetic** [ˌenə'dʒetɪk] рухливий

**energy** ['enədʒi] енергія, сила

**England** ['ɪŋɡlənd] Англія

**English** ['ɪŋɡlɪʃ] англієць, англійка;  
англійський

**enough** [ɪ'nʌf] достатній; досить, доволі

**entertainment** [ˌentə'teɪnmənt] розваги

**entrance** ['entrəns] вхід

**equipment** [ɪ'kwɪpmənt] обладнання,  
спорядження

**euro** ['jʊərəʊ] євро

**Europe** ['jʊərəp] Європа

**European** [ˌjʊərə'pi:ən] європейський

**event** [ɪ'vent] подія, захід

**excursion** [ɪk'skɜ:ʃn] екскурсія, поїздка

**exercise** ['eksəsaɪz] тренуватися, робити  
фізичну зарядку

**explain** [ɪk'spleɪn] пояснювати

**extra** ['ekstrə] додатковий, більший за  
звичайний

## F

**failure** ['feɪljə(r)] невдача, провал

**fair** [feə(r)] справедливий

**fascinating** ['fæsɪneɪtɪŋ] захопливий

**fashion** ['fæʃn] мода

**fasten** ['fɑ:sn] застібати

**fast-food restaurant** [ˌfɑ:st 'fu:d 'restɒrnt]  
ресторан швидкого харчування

# VOCABULARY

**fat** [fæt] товстий  
**fencing** ['fensɪŋ] фехтування  
**festival** ['festɪvl] фестиваль  
**field** [fi:ld] поле, майданчик  
**firm** [fɜ:m] фірма; непохитний, рішучий  
**first aid** [,fɜ:st 'eɪd] перша допомога  
**fishmonger's** ['fɪʃmɒŋgəz] рибний магазин  
**fit** [fɪt] здоровий; личити, пасувати  
**fitting room** ['fɪtɪŋ ru:m] приміряльня  
**fix** [fɪks] закріплювати; лагодити  
**flight** [flaɪt] авіарейс, переліт; політ  
**flour** ['flaʊə(r)] борошно  
**food group** ['fu:d gru:p] група харчових продуктів  
**football** ['fʊtbɔ:l] футбол  
**foreign** ['fɔ:rən] іноземний  
**fork** [fɔ:k] виделка  
**formal** ['fɔ:ml] офіційний  
**fountain** ['faʊntən] фонтан  
**France** [frɑ:ns] Франція  
**freezing** ['fri:zɪŋ] крижаний  
**French** [frentʃ] француз, французенка; французький  
**fresco** ['freskəʊ] фреска  
**friendship** ['frendʃɪp] дружба  
**front** [frʌnt] передній  
**in front of smth** перед чим-небудь  
**fried** [fraɪd] смажений  
**fry** [fraɪ] смажити  
**frying pan** ['fraɪŋ pæn] сковорода  
**full** [fʊl] повний, наповнений

## G

**gadget** ['gædʒɪt] пристрій, гаджет  
**gain** [geɪn] набирати

**gate** [geɪt] вихід з аеропорту до літака  
**generation** [,dʒenə'reɪʃn] покоління  
**German** ['dʒɜ:mən] німець, німкеня; німецький  
**Germany** ['dʒɜ:məni] Німеччина  
**get** [get] отримувати  
**to get hurt** травмуватися  
**to get injured** поранитися  
**to get lost** заблукати  
**to get off** виходити з транспорту  
**to get on** заходити в транспорт  
**to go through** успішно проходити  
**Gherkin** ['gɜ:kɪn] хмарочос-“корнішон” у Лондоні  
**glass** [glɑ:s] склянка, келих  
**glasses** ['glɑ:sɪz] окуляри  
**Globe** [glɔʊb] театр “Глобус” у Лондоні  
**goal** [gəʊl] сітка, гол  
**goalkeeper** ['gəʊlki:pə(r)] воротар  
**goggles** ['gɒglz] захисні окуляри  
**ski goggles** окуляри для катання на лижах  
**swimming goggles** окуляри для плавання  
**goods** [gʊdz] товар  
**govern** ['gʌvən] керувати  
**government** ['gʌvənmənt] уряд  
**GPS** [,dʒi: pi: 'es] глобальна система позиціювання  
**grain** [greɪn] зерно  
**grater** ['greɪtə(r)] тертка  
**Great Britain** [,greɪt 'brɪtn] Велика Британія  
**Greece** [gri:s] Греція  
**Greek** [gri:k] грек, гречанка; грецький

# VOCABULARY

**grocer's** ['grəʊsəz] продуктовий магазин

**grocery** ['grəʊsəri] продуктова крамниця

**gymnastics** [dʒɪm'næstɪks] гімнастика

## H

**habit** ['hæbɪt] звичка

**hairstylist** ['heədresəz] перукарня

**handle** ['hændl] впоратися з чимось

**handsome** ['hænsəm] привабливий (про чоловіків)

**handy** ['hændi] зручний

**hang out** ['hæŋ aʊt] збиратися для відпочинку з друзями

**happen** ['hæpən] траплятися, відбуватися

**hard-working** [ˌhɑːd 'wɜːkɪŋ] старанний, працьовитий

**headmaster** [ˌhed'mɑːstə(r)] директор школи

**health** [helθ] здоров'я

**healthy** ['helθi] здоровий, корисний

**heating** ['hiːtɪŋ] опалення

**height** [haɪt] зріст

**helmet** ['helmt] шолом

**helpful** ['helpfl] готовий допомогти

**high jump** ['haɪ dʒʌmp] стрибки у висоту

**hiking** ['haɪkɪŋ] пішохідний туризм

**hockey** ['hɒki] хокей на траві

**holiday** ['hɒlədeɪ] відпустка, канікули; свято

**home-made** [ˌhəʊm 'meɪd] домашнього приготування

**honest** ['ɒnɪst] чесний

**hopscotch** ['hɒpskɒtʃ] гра "класики"

**horse riding** ['hɔːs raɪdɪŋ] їзда верхи

**host** [həʊst] ведучий, ведуча

**hour** ['aʊə(r)] година

**Houses of Parliament** [ˌhaʊzɪz əv 'pɑːləmənt] Будинок парламенту в Лондоні

**however** [haʊ'evə(r)] проте

**huge** [hjuːdʒ] величезний

**hurt** [hɜːt] травмований

**Hyde Park** [ˌhaɪd 'pɑːk] Гайд-парк у Лондоні

## I

**ice hockey** ['aɪs hɒki] хокей на льоду

**important** [ɪm'pɔːtnt] важливий

**improve** [ɪm'pruːv] поліпшувати, удосконалювати

**include** [ɪn'kluːd] містити

**India** ['ɪndiə] Індія

**Indian** ['ɪndiən] індієць, індійка; індійський

**individual** [ˌɪndɪ'vɪdʒuəl] людина, особистість; індивідуальний

**ingredient** [ɪn'ɡriːdiənt] інгредієнт

**injured** ['ɪndʒəd] поранений

**in-line skates** [ˌɪn laɪn 'skeɪts] ролики з коліщатами, розташованими в ряд

**inspire** [ɪn'spaɪə(r)] надихати

**instead** [ɪn'sted] замість

**intention** [ɪn'tenʃn] намір

**interrupt** [ˌɪntə'rʌpt] переривати

**into** ['ɪntuː] у, в

**introduce** [ˌɪntrə'djuːs] ознайомлювати

**invitation** [ˌɪnvɪ'teɪʃn] запрошення

**Ireland** ['aɪələnd] Ірландія

**Irish** ['aɪrɪʃ] ірландець, ірландка; ірландський

# VOCABULARY

**isolate** ['aɪsəleɪt] відокремлювати, ізолювати

**Italian** ['ɪtæliən] італієць, італійка; італійський

**Italy** ['ɪtəli] Італія

**item** ['aɪtəm] позиція у списку; предмет

**its** [ɪts] його, її (про предмет, тварину)

## J

**Japan** [dʒə'pæn] Японія

**Japanese** [ˌdʒæpə'niːz] японець, японка; японський

**jar** [dʒɑ:(r)] банка

**jealous** ['dʒeləs] ревнивий

**jewellery** ['dʒu:əlri] ювелірні вироби

**jog** [dʒɒg] бігти підтюпцем

**joke** [dʒəʊk] жарт; жартувати

**jug** [dʒʌg] глек

**just** [dʒʌst] щойно; тільки, лише; точно

## K

**karate** [kə'ra:ti] карате

**kettle** ['ketl] чайник

**kick** [kɪk] бити по м'ячу

**kindergarten** ['kɪndəɡɑ:tn] дитсадок

**knife** [naɪf] ніж

**knives** [naɪvz] ножі

## L

**lamb** [læm] молода баранина

**land** [lænd] приземлятися

**landmark** ['lændmɑ:k] історична пам'ятка

**landscape** ['lændskeɪp] упорядковувати ділянку

**laptop** ['læptɒp] ноутбук

**large** [lɑ:dʒ] великий

**Latin** ['lætɪn] латинська мова

**law** [lɔ:] закон

**lay** [leɪ] застеляти скатертиною

**lead-in** ['li:d ɪn] вступ

**learn** [lɜ:n] вивчати

**to learn by heart** учити напам'ять

**leave** [li:v] іти, залишати, від'їжджати

**leisure** ['leɪʒə(r)] дозвілля

**lifestyle** ['laɪfstɑɪl] спосіб життя

**light** [laɪt] світло; легкий

**loads** [ləʊdz] безліч

**locate** [ləʊ'keɪt] розташовувати

**lock** [lɒk] замикати на замок

**locked** [lɒkt] замкнений

**London Eye** [ˌlʌndən 'aɪ] оглядове колесо "Лондонське Око"

**long jump** ['lɒŋ dʒʌmp] стрибки у довжину

**look** [lʊk] дивитися

**to look after sb/smth** піклуватися про когось/щось

**to look forward to** очікувати з нетерпінням

**lousy** ['laʊzi] нікчемний

**luggage** ['lʌɡɪdʒ] багаж

## M

**main dish** [ˌmeɪn 'dɪʃ] основна страва

**make** [meɪk] робити, виготовляти

**to make laws** ухвалювати закони

**to make sure** переконуватися

**make-up** ['meɪk ʌp] макіяж

**mall** [mɔ:l] торговельний центр

**manner** ['mænə(r)] манера, поведінка

**masterpiece** ['mɑ:stəpi:s] шедевр

**meal** [mi:l] прийом їжі

**mealtime** ['mi:ltaɪm] час прийому їжі

**means** [mi:nz] засіб

# VOCABULARY

**medium** ['mi:diəm] середній  
**member** ['membə(r)] член  
**meme** [mi:m] мем (гумористичне зображення з інтернету)  
**message** ['mesɪdʒ] повідомлення  
**Mexico** ['meksɪkəʊ] Мексика  
**microwave** ['maɪkrəweɪv] мікрохвильовка  
**Millennium Bridge** [mɪˌleniəm 'brɪdʒ] міст “Міленіум” у Лондоні  
**mine** [maɪn] мій, моя, моє, мої  
**Miss** [mɪs] міс (молода дівчина або незаміжня жінка)  
**moan** [məʊn] стогнати, скаржитися  
**modern** ['mɒdn] сучасний  
**mor** [mɒp] мити шваброю  
**moustache** [mə'sta:ʃ] вуса  
**MP** [em 'pi:] член парламенту  
**Mr** ['mɪstə] містер (чоловік)  
**Mrs** ['mɪsɪz] місис (заміжня жінка)  
**Ms** [mɪz] міс (жінка, чий сімейний стан є невідомий)  
**musical** ['mju:zɪkl] мюзикл  
**must** [mʌst] повинен (щось робити)

## N

**napkin** ['næpkɪn] серветка  
**national** ['næʃnəl] національний  
**nationality** [ˌnæʃə'næləti] національність  
**native** ['neɪtɪv] рідний  
**naughty** ['nɔ:ti] неслухняний  
**nearby** [ˌnɪə'baɪ] поблизу  
**near here** [ˌnɪə 'hɪə] недалеко звідси  
**necessary** ['nesəsəri] потрібний  
**necessity** [nə'sesəti] потреба

**need** [ni:d] мати потребу у чомусь  
**nervous** ['nɜ:vəs] нервовий  
**net** [net] сітка, ворота  
**never** ['nevə(r)] ніколи  
**New Year's Day** [ˌnju: jɪəz 'deɪ] Новий рік  
**New Zealand** [ˌnju: 'zi:lənd] Нова Зеландія  
**next to** ['nekst tə] поруч  
**nobody** ['nəʊbɒdi] ніхто  
**no one** ['nəʊ wʌn] ніхто  
**northern** ['nɔ:ðən] північний  
**nothing** ['nʌθɪŋ] ніщо  
**notice** ['nəʊtɪs] зауважувати

## O

**oar** [ɔ:(r)] весло  
**obligation** [ˌɒblɪ'geɪʃn] обов'язок  
**offer** ['ɒfə(r)] пропозиція; пропонувати  
**Olympic** [ə'lɪmpɪk] олімпійський  
**Olympic Games** [ə'lɪmpɪk 'geɪmz] Олімпійські ігри  
**Olympics** [ə'lɪmpɪks] Олімпійські ігри  
**once** [wʌns] колись; одного разу  
**only child** [ˌɒnli 'tʃaɪld] одна дитина в сім'ї  
**on-the-spot** [ɒn ðə spɒt] раптовий  
**opinion** [ə'pɪnjən] думка, погляд  
**opposing** [ə'pəʊzɪŋ] протилежний, супротивний  
**orchestra** ['ɔ:kɪstrə] оркестр  
**order** ['ɔ:də(r)] наказ  
**opposite** ['ɒpəzɪt] навпроти  
**origin** ['ɒrɪdʒɪn] походження  
**outgoing** [ˌaʊt'gəʊɪŋ] товариський  
**over** ['əʊvə(r)] над; через

# VOCABULARY

**oven glove** ['ʌvən glʌv] рукавиця для гарячого

**own** [əʊn] свій, власний

**on your own** самотужки

## P

**pack** [pæk] пакувати речі

**pad** [pæd] захисний налокітник або наколінник

**pain** [peɪn] біль

**to be a pain in the neck** дратувати

**pan** [pæn] каструля, сковорода

**paradise** ['pærədəɪs] рай

**parliament** ['pɑ:ləmənt] парламент

**part** [pɑ:t] частина

**passenger** ['pæsɪndʒə(r)] пасажир (-ка)

**passive** ['pæsɪv] пасивний, малорухливий

**passport** ['pɑ:spɔ:t] паспорт

**passport control** ['pɑ:spɔ:t kənt'rəʊl] паспортний контроль

**pastry** ['peɪstri] кондитерські вироби

**patient** ['peɪʃnt] терпеливий

**pay** [peɪ] платити, оплачувати

**to pay by credit card** платити кредитною картою

**to pay in cash** платити готівкою

**peel** [pi:l] чистити фрукти, овочі

**pence** [pens] пенси (британські монети)

**perfect** ['pɜ:fɪkt] ідеальний, прекрасний

**personal** ['pɜ:sənəl] особистий

**personally** ['pɜ:sənəli] особисто

**pet student** ['pet stju:dnt] улюблений учень, улюблена учениця

**phonetic** [fə'netɪk] фонетичний

**physical** ['fɪzɪkl] фізичний

**Physics** ['fɪzɪks] фізика

**picnic** ['pɪknɪk] пікнік

**place of interest** [ˌpleɪs əv 'ɪntrəst] визначне місце

**plate** [pleɪt] тарілка

**play** [pleɪ] п'єса; грати

**pleasure** ['pleʒə(r)] насолода, задоволення

**plenty** ['plenti] багато

**plump** [plʌmp] повний, пухкий

**pm** [ˌpi: 'em] години від полудня до півночі

**poem** ['reɪm] вірш

**point** [pɔɪnt] очко, момент; показувати

**Poland** ['rəʊlənd] Польща

**Polish** ['rɒlɪʃ] поляк, полячка; польський

**pond** [pɒnd] став

**ponytail** ['rəʊnɪteɪl] хвіст (зачіска)

**popular** ['pɒpjələ(r)] популярний

**pork** [pɔ:k] свинина

**Portugal** ['pɔ:tʃʊɡl] Португалія

**Portuguese** [ˌpɔ:tʃʊ'gi:z] португалець, португалка; португальський

**pot** [pɒt] каструля, горщик

**pound** [paʊnd] фунт стерлінгів

**prawn** [prɔ:n] креветка

**prefer** [prɪ'fɜ:(r)] віддавати перевагу

**prepare** [prɪ'peə(r)] готувати

**Prime Minister** [ˌpraɪm 'mɪnɪstə(r)] прем'єр-міністр (-ка)

**prince** [prɪns] принц, князь

**princess** ['prɪnses] принцеса, княгиня

**principal** ['prɪnsəpəl] головний

**prison** ['prɪzn] в'язниця

# VOCABULARY

**prize** [praɪz] приз

**probably** ['prɒbəbli] імовірно

**profession** [prə'feʃn] професія

**prohibition** [ˌprəʊ'biʃn] заборона

**pronunciation** [prəˌnʌnsi'eɪʃn] вимова

**proud** [praʊd] який пишається чимось

**psychologist** [saɪ'kɒlədʒɪst] психолог  
(-иня)

**public** ['pʌblɪk] громадськість

**puck** [pʌk] шайба

**punish** ['pʌnɪʃ] карати

## Q

**quality** ['kwɒləti] риса характеру

**quite** [kwaɪt] досить, більш-менш

**quiz** [kwɪz] вікторина

## R

**racket** ['rækɪt] ракетка

**rather than** ['rɑːðə ðæn] охочіше

**reason** ['riːzn] причина, виправдання

**receipt** [ri'siːt] чек про оплату

**reception desk** [ri'sepʃn desk] стійка, за  
якою приймають гостей

**recipe** ['resəpi] рецепт

**related** [ri'reɪtɪd] споріднений

**relative** ['relətɪv] родич

**relax** [ri'læks] розслаблятися

**religious** [ri'lɪdʒəs] релігійний

**remind** [ri'maɪnd] нагадувати

**repair** [ri'reə(r)] ремонтувати,  
лагодити

**responsible** [ri'spɒnsəbl] відповідальний,  
надійний

**rest** [rest] відпочинок, решта, інші

**rock** [rɒk] скеля

**rocket** ['rɒkɪt] ракета

**roll** [rɒl] котити

**roll out** [rɒl aʊt] розкачувати

**rollerblade** ['rɒləbleɪd] кататися на  
роликах

**roots** [ruːts] родинне коріння

**route** [ruːt] шлях, маршрут

**royal** ['rɔɪəl] королівський

**rugby** ['rʌɡbi] регбі

**running** ['rʌnɪŋ] біг

## S

**sailing** ['seɪlɪŋ] вітрильний спорт

**salmon** ['sæmən] лосось

**sandals** ['sændlz] сандалі, босоніжки

**sauceman** ['sɔːspən] каструля

**score** [skɔː(r)] рахунок; набирати очки

**screen** [skriːn] екран

**sculpture** ['skʌlptʃə(r)] скульптура

**sea** [siː] море

**sea level** ['siː levl] рівень моря

**seat belt** ['siːt belt] ремінь безпеки

**section** ['sekʃn] секція, відділ, частина

**self-check** [ˌself 'tʃek] самоперевірка

**selfish** ['selfɪʃ] егоїстичний

**sell** [sel] продавати

**sense of humour** [ˌsens əv 'hjuːmə(r)]  
почуття гумору

**separate** ['seprət] окремий, відділений

**separately** ['seprətli] окремо

**set off** ['set ɒf] вирушати

**shoot** [ʃuːt] посилати м'яч із силою

**shop assistant** ['ʃɒp əsɪstənt] продавець,  
продавчиня

**shopping centre** ['ʃɒpɪŋ sentə(r)]  
торговельний центр

**short** [ʃɔːt] короткий, низький

## VOCABULARY

**shortbread** [ˈʃɔːtbred] пісочне печиво  
**shout** [ʃaʊt] кричати  
**shy** [ʃaɪ] тихий, сором'язливий  
**side** [saɪd] бік, сторона  
**sight** [saɪt] визначне місце  
**since** [sɪns] з (певного часу)  
**situated** [ˈsɪtʃueɪtɪd] розташований  
**size** [saɪz] розмір  
**skateboarding** [ˈskeɪtbɔːdɪŋ] катання на скейтборді  
**skating** [ˈskeɪtɪŋ] катання на ковзанах  
**skating rink** [ˈskeɪtɪŋ rɪŋk] ковзанка  
**skiing** [ˈskiːɪŋ] катання на лижах  
**skill** [skɪl] уміння  
**skinny** [ˈskɪni] худорлявий  
**skis** [skiːz] лижі  
**skyscraper** [ˈskaɪskreɪpə(r)] хмарочос  
**slim** [slɪm] стрункий  
**small** [smɔːl] малий  
**snack** [snæk] легка закуска  
**snack bar** [ˈsnæk bɑː(r)] бар із легкими закусками  
**snowball** [ˈsnəʊbɔːl] сніжка  
**social network** [ˌsəʊʃl ˈnetwɜːk] соцмережа  
**solution** [səˈluːʃn] розв'язання проблеми  
**somebody** [ˈsʌmbədi] хтось, хто-небудь  
**someone** [ˈsʌmwʌn] хтось, хто-небудь  
**something** [ˈsʌmθɪŋ] щось, дещо  
**sour cream** [ˌsaʊə ˈkriːm] сметана  
**southern** [ˈsʌðən] південний  
**souvenir** [ˌsuːvəˈnɪə(r)] сувенір  
**Spain** [speɪn] Іспанія  
**Spanish** [ˈspæniʃ] іспанець, іспанка; іспанський

**Speakers' Corner** [ˌspiːkəz ˈkɔːnə(r)] куток Ораторів у Гайд-парку  
**specialty** [ˈspeʃəlti] страва, якою славиться заклад  
**spelling** [ˈspelɪŋ] правопис, орфографія  
**spend** [spend] витратити; проводити час  
**spill** [spɪl] розливати  
**spoon** [spuːn] ложка  
**sport** [spɔːt] спорт, вид спорту  
**to do sport / to play sports** займатися спортом  
**sports** [spɔːts] спортивний  
**staff** [stɑːf] персонал  
**standard** [ˈstændəd] стандарт  
**starter** [ˈstɑːtə(r)] перша страва  
**state** [steɪt] держава; штат у США  
**stay out** [steɪ aʊt] не бути вдома  
**stepfather** [ˈstepfɑːðə(r)] вітчим  
**stepmother** [ˈstepmʌðə(r)] мачуха  
**stick** [stɪk] ключка  
**sticker** [ˈstɪkə(r)] наліпка; стикер (тематичне зображення у застосунку)  
**stopwatch** [ˈstɒpwɒtʃ] секундомір  
**straight** [streɪt] прямий; прямо  
**straight ahead** [ˌstreɪt əˈhed] прямо, уперед  
**strong** [strɒŋ] сильний, дужий  
**stuck** [stʌk] який застряг  
**studio** [ˈstjuːdiəʊ] студія  
**subject** [ˈsʌbdʒɪkt] предмет, тема  
**subtropical** [ˌsʌbˈtrɒpɪkl] субтропічний  
**suggestion** [səˈdʒestʃən] пропозиція, порада

# VOCABULARY

**suit** [su:t] костюм  
**suitcase** ['su:tkeis] валіза  
**sun cream** ['sʌn kri:m] сонцезахисний крем  
**support** [sə'pɔ:t] підтримка, опора  
**sure** [ʃʊə(r)] упевнений; звісно  
**surfing** ['sɜ:fiŋ] серфінг  
**sushi** ['su:ʃi] суші  
**swear** [sweə(r)] лягтися  
**swimming** ['swɪmɪŋ] плавання

## T

**tablespoon** ['teɪblspu:n] столова ложка  
**tablet** ['tæblət] планшет  
**tag** [tæg] гра у квача  
**take** [teɪk] брати  
    **to take off** злітати  
    **to take part in smth** брати участь у чому-небудь  
    **to take place** відбуватися  
**tall** [tɔ:l] високий  
**taste** [teɪst] смак; вдало поєднуватися (про їжу)  
**tease** [ti:z] дражнити  
**teaspoon** ['ti:spu:n] чайна ложка  
**telephone box** ['telɪfəʊn bɒks] телефонна будка  
**tennis** ['tenɪs] теніс  
**terrific** [tə'rifɪk] приголомшливий  
**Thames** [temz] річка Темза  
**their** [ðeə(r)] їхній, свій; його, її  
**thin** [θɪn] худий  
**thought** [θɔ:t] думка, ідея  
**through** [θru:] через, крізь  
**ticket** ['tɪkɪt] квиток  
**ticket office** ['tɪkɪt ɒfɪs] квиткова каса

**time** [taɪm] час  
    **in time (for)** вчасно (встигнути, не запізнитися)  
    **on time** вчасно (у визначений час)  
**timeout** ['taɪmaʊt] перерва (у спорті)  
**timetable board** ['taɪmteɪbl bɔ:d] розклад руху  
**tissue** ['tɪʃu:] паперова серветка  
**together** [tə'geðə(r)] разом  
**tomb** [tu:m] могила, гробниця  
**too** [tu:] надто, дуже; також, теж  
**tour** [tʊə(r)] подорож, поїздка, тур  
**tourist** ['tʊərɪst] турист, мандрівник  
**towards** [tə'wɔ:dz] у напрямку до чогось  
**tower** ['taʊə(r)] вежа  
**Tower Bridge** [ˌtaʊə 'brɪdʒ] Тауерський міст  
**track** [træk] легкоатлетична доріжка  
**traditional** [trə'dɪʃənəl] традиційний  
**traffic** ['træfɪk] дорожній рух  
**training session** ['treɪnɪŋ seʃn] тренування  
**train station** ['treɪn steɪʃn] залізничний вокзал  
**travel insurance** ['trævl ɪnʃʊərəns] страхування для виїзду за кордон  
**trip** [trɪp] подорож, мандрівка  
**trolley** ['trɒli] візок для покупок  
**tropical** ['trɒpɪkl] тропічний, спекотний  
**trouble** ['trʌbl] біда  
**trustworthy** ['trʌstwɜ:ði] надійний  
**try** [traɪ] намагатися  
    **to try on smth** приміряти що-небудь  
**turkey** ['tɜ:ki] індичина  
**turn** [tɜ:n] черга; повертати

# VOCABULARY

**turning** ['tɜːnɪŋ] поворот  
**twist** [twɪst] обертати, крутити

## U

**Ukraine** [ju:'kreɪn] Україна  
**Ukrainian** [ju:'kreɪniən] українець,  
українка; український  
**uncountable** [ʌn'kaʊntəbl] незлічуваний  
**understand** [ˌʌndə'stænd] розуміти  
**unhealthy** [ʌn'helθi] шкідливий  
**uniform** ['ju:nɪfɔ:m] уніформа  
**unique** [ju:'ni:k] унікальний  
**United Kingdom** [ju,naɪtɪd 'kɪŋdəm]  
Сполучене Королівство  
**United States of America** [ju,naɪtɪd ,steɪts  
əv ə'merɪkə] США  
**unusual** [ʌn'ju:zʊəl] незвичний  
**utensils** [ju:'tenslz] начиння, приладдя

## V

**van** [væn] фургон  
**variety** [və'raɪəti] розмаїття, безліч  
**various** ['veəriəs] різноманітний  
**vegan** ['vi:gən] веган (-ка)  
**vegetarian** [ˌvedʒə'teəriən] вегетаріанець  
(-ка); вегетаріанський  
**vendor** ['vendə(r)] продавець,  
продавчиня  
**viewer** ['vjʊə(r)] глядач (-ка)  
**violin** [ˌvaɪə'li:n] скрипка  
**visa** ['vi:zə] віза  
**volleyball** ['vɒlibɔ:l] волейбол

## W

**war** [wɔ:(r)] війна  
**watch** [wɒtʃ] дивитися, спостерігати  
**wavy** ['weɪvi] хвилястий  
**way** [weɪ] шлях; спосіб

**website** ['websaɪt] сайт  
**weight** [weɪt] вага  
**welcome** ['welkəm] бажаний; ласкаво  
просимо  
**wellies** ['welɪz] гумові чоботи  
**well-organised** [ˌwel 'ɔ:gənɪzɪd]  
дисциплінований  
**western** ['westən] західний  
**wheat** [wi:t] пшеничний  
**whereas** [ˌweə'ræz] тоді як  
**while** [waɪl] коли, тоді як  
**whisk** [wɪsk] віничок для збивання  
**wobbly** ['wɒbli] хиткий  
**world** [wɜ:ld] світ  
**worried** ['wʌrɪd] стурбований  
**wrong** [rɒŋ] неправильний

## Y

**yawn** [jɔ:n] позіхати  
**yet** [jet] досі; ще  
**yoga** ['jəʊgə] йога  
**yoghurt** ['jɒgət] йогурт  
**yourself** [jɔ:'self] себе  
**yum** [jʌm] вигук на позначення чогось  
смачненького

# IRREGULAR VERBS

I	II	III	
<b>be</b> [bi:]	<b>was</b> [wɒz] / <b>were</b> [wɜ:(r)]	<b>been</b> [bi:n]	бути
<b>become</b> [bi'kʌm]	<b>became</b> [bi'keɪm]	<b>become</b> [bi'kʌm]	ставати
<b>begin</b> [bi'gɪn]	<b>began</b> [bi'gæn]	<b>begun</b> [bi'gʌn]	починати(ся)
<b>blow</b> [bləʊ]	<b>blew</b> [blu:]	<b>blown</b> [bləʊn]	дути
<b>break</b> [breɪk]	<b>broke</b> [brəʊk]	<b>broken</b> ['brəʊkən]	розбивати(ся)
<b>bring</b> [brɪŋ]	<b>brought</b> [brɔ:t]	<b>brought</b> [brɔ:t]	приносити
<b>build</b> [bɪld]	<b>built</b> [bɪlt]	<b>built</b> [bɪlt]	будувати
<b>buy</b> [baɪ]	<b>bought</b> [bɔ:t]	<b>bought</b> [bɔ:t]	купувати
<b>catch</b> [kæʃ]	<b>caught</b> [kɔ:t]	<b>caught</b> [kɔ:t]	ловити
<b>come</b> [kʌm]	<b>came</b> [keɪm]	<b>come</b> [kʌm]	приходити
<b>cost</b> [kɒst]	<b>cost</b> [kɒst]	<b>cost</b> [kɒst]	коштувати
<b>cut</b> [kʌt]	<b>cut</b> [kʌt]	<b>cut</b> [kʌt]	різати
<b>do</b> [du:]	<b>did</b> [dɪd]	<b>done</b> [dʌn]	робити, виконувати
<b>dream</b> [dri:m]	<b>dreamt</b> [dremt]	<b>dreamt</b> [dremt]	мріяти
<b>drink</b> [drɪŋk]	<b>drank</b> [dræŋk]	<b>drunk</b> [drʌŋk]	пити
<b>eat</b> [i:t]	<b>ate</b> [eɪt]	<b>eaten</b> ['i:tɪn]	їсти
<b>fall</b> [fɔ:l]	<b>fell</b> [fel]	<b>fallen</b> ['fɔ:lən]	падати
<b>feel</b> [fi:l]	<b>felt</b> [felt]	<b>felt</b> [felt]	відчувати
<b>find</b> [faɪnd]	<b>found</b> [faʊnd]	<b>found</b> [faʊnd]	знаходити
<b>fly</b> [flaɪ]	<b>flew</b> [flu:]	<b>flown</b> [fləʊn]	літати
<b>forget</b> [fə'get]	<b>forgot</b> [fə'gɒt]	<b>forgotten</b> [fə'gɒtɪn]	забувати
<b>get</b> [get]	<b>got</b> [gɒt]	<b>got</b> [gɒt]	отримувати
<b>give</b> [gɪv]	<b>gave</b> [geɪv]	<b>given</b> ['gɪvɪn]	давати
<b>go</b> [gəʊ]	<b>went</b> [went]	<b>gone</b> [gɒn]	іти, ходити
<b>grow</b> [grəʊ]	<b>grew</b> [gru:]	<b>grown</b> [grəʊn]	рости
<b>hang</b> [hæŋ]	<b>hung</b> [hʌŋ]	<b>hung</b> [hʌŋ]	вішати, висіти
<b>have</b> [hæv]	<b>had</b> [hæd]	<b>had</b> [hæd]	мати
<b>hear</b> [hɪə(r)]	<b>heard</b> [hɜ:d]	<b>heard</b> [hɜ:d]	чути
<b>hide</b> [haɪd]	<b>hid</b> [hɪd]	<b>hidden</b> ['hɪdn]	ховати(ся)
<b>hurt</b> [hɜ:t]	<b>hurt</b> [hɜ:t]	<b>hurt</b> [hɜ:t]	вдаряти, боліти
<b>keep</b> [ki:p]	<b>kept</b> [kept]	<b>kept</b> [kept]	тримати, зберігати

# IRREGULAR VERBS

I	II	III	
<b>lead</b> [li:d]	<b>led</b> [led]	<b>led</b> [led]	вести, прямувати
<b>learn</b> [lɜ:n]	<b>learnt</b> [lɜ:nt]	<b>learnt</b> [lɜ:nt]	вивчати
<b>leave</b> [li:v]	<b>left</b> [left]	<b>left</b> [left]	залишати, виїжджати
<b>make</b> [meɪk]	<b>made</b> [meɪd]	<b>made</b> [meɪd]	робити, виготовляти
<b>meet</b> [mi:t]	<b>met</b> [met]	<b>met</b> [met]	зустрічати(ся)
<b>put</b> [pʊt]	<b>put</b> [pʊt]	<b>put</b> [pʊt]	класти, ставити
<b>read</b> [ri:d]	<b>read</b> [red]	<b>read</b> [red]	читати
<b>rise</b> [raɪz]	<b>rose</b> [rəʊz]	<b>risen</b> ['rɪzn]	підніматися
<b>run</b> [rʌn]	<b>ran</b> [ræn]	<b>run</b> [rʌn]	бігати
<b>see</b> [si:]	<b>saw</b> [sɔ:]	<b>seen</b> [si:n]	бачити
<b>sell</b> [sel]	<b>sold</b> [səʊld]	<b>sold</b> [səʊld]	продавати
<b>send</b> [send]	<b>sent</b> [sent]	<b>sent</b> [sent]	надсилати
<b>shine</b> [ʃaɪn]	<b>shone</b> [ʃɒn]	<b>shone</b> [ʃɒn]	світити, сяяти
<b>shut</b> [ʃʌt]	<b>shut</b> [ʃʌt]	<b>shut</b> [ʃʌt]	закривати
<b>sing</b> [sɪŋ]	<b>sang</b> [sæŋ]	<b>sung</b> [sʌŋ]	співати
<b>sit</b> [sɪt]	<b>sat</b> [sæt]	<b>sat</b> [sæt]	сидіти
<b>sleep</b> [sli:p]	<b>slept</b> [slept]	<b>slept</b> [slept]	спати
<b>speak</b> [spi:k]	<b>spoke</b> [spəʊk]	<b>spoken</b> ['spəʊkən]	розмовляти
<b>spend</b> [spend]	<b>spent</b> [spent]	<b>spent</b> [spent]	витрачати
<b>stand</b> [stænd]	<b>stood</b> [stʊd]	<b>stood</b> [stʊd]	стояти
<b>swim</b> [swɪm]	<b>swam</b> [swæm]	<b>swum</b> [swʌm]	плавати
<b>take</b> [teɪk]	<b>took</b> [tʊk]	<b>taken</b> ['teɪkən]	брати, взяти
<b>tell</b> [tel]	<b>told</b> [təʊld]	<b>told</b> [təʊld]	розповідати
<b>think</b> [θɪŋk]	<b>thought</b> [θɔ:t]	<b>thought</b> [θɔ:t]	думати
<b>throw</b> [θrəʊ]	<b>threw</b> [θru:]	<b>thrown</b> [θrəʊn]	кидати
<b>understand</b> [ˌʌndə'stænd]	<b>understood</b> [ˌʌndə'stʊd]	<b>understood</b> [ˌʌndə'stʊd]	розуміти
<b>wake up</b> [weɪk ʌp]	<b>woke up</b> [wəʊk ʌp]	<b>woken up</b> ['wəʊkən ʌp]	прокидатися
<b>wear</b> [weə(r)]	<b>wore</b> [wɔ:(r)]	<b>worn</b> [wɔ:n]	одягати, носити
<b>win</b> [wɪn]	<b>won</b> [wʌn]	<b>won</b> [wʌn]	перемагати
<b>write</b> [raɪt]	<b>wrote</b> [rəʊt]	<b>written</b> ['rɪtn]	писати



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*Карпюк Оксана Дмитрівна  
Карпюк Крістіна Теофілівна*

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

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