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АНГЛІЙСЬКА МОВА

ENGLISH

8



M
МЕТОДИКА

Тетяна Пахомова, Тамара Бондар

АНГЛІЙСЬКА МОВА

(4-й рік навчання)

Підручник для 8 класу
закладів загальної середньої освіти

2-ге видання, перероблене

Tatiana Pakhomova, Tamara Bondar

ENGLISH

Year 4

A textbook for the eighth form of secondary schools

Київ

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Умовні позначення

- Let's talk** Давайте поспілкуємося
Let's listen Давайте послухаємо
For my folder Для мого учнівського досьє
-  CD містить цей матеріал
 Вправи підвищеної складності
 Робота в парах
 Робота в групах

ЗВЕРНИ УВАГУ!

Завдання практичної частини
виконуй у робочому зошиті

Пахомова Тетяна, Бондар Тамара

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Любий друже!

Вітаємо тебе в новому навчальному році! Бажаємо продовжувати наполегливо вивчати англійську мову. Сподіваємось, що четвертий рік з підручником "Joy of English" буде надзвичайно цікавим. Ми пропонуємо захоплюючі теми, після вивчення яких ви зможете характеризувати якості особистості, розповідати про повсякденні події, ділитися враженнями, описувати та порівнювати предмети, розповідати про захоплення у вільний час та протягом канікул, аргументувати свою точку зору, надавати загальну інформацію про Сполучене Королівство Великобританії і Північної Ірландії, Україну та місто де ви проживаєте, ділитися враженнями, вирішувати конфліктні ситуації, давати поради, розпитувати товариша з метою роз'яснення та уточнення.

Тематика ситуативного спілкування досить широка: сім'я, щоденні справи, спілкування з друзями по Інтернету та телефону, предмети одягу, організація свята, покупки, приготування їжі, відвідування закладів харчування, національні страви, засоби масової інформації, улюблені передачі, створення реклами, спортивні змагання, відомі спортсмени, інтерв'ю з відомими спортсменами, школи України та Сполученого Королівства Великобританії і Північної Ірландії. Ви також поринете у світ географії вивчаючи та порівнюючи географічне положення, клімат та населення України й Сполученого Королівства Великобританії і Північної Ірландії.

Для найкращого розуміння особливостей роботи з підручником пояснимо складники уроків, що розмішені в колонтитулах.

Check-in	нові слова та краєзнавча інформація
Language	мовний і мовленнєвий (граматичний) матеріал
Everyday English	необхідні фрази для повсякденного спілкування
Get fit!	тренувальні вправи
Overheard	вправи для слухання
Facts and fiction	тексти для читання
Words in action	лексичні вправи
Try it out!	проектна робота, тестові завдання
Revision	вправи для повторення

У розділі **Grammar** подано необхідний граматичний матеріал у таблицях. Поняття, важливі для розуміння правил, виділені курсивом або жирним шрифтом. Кожне правило проілюстроване прикладом. Правила супроводжуються схемами та малюнками. Розділ Grammar доповнено граматичним матеріалом з підручника за 7 клас, який постійно вживається у підручнику 8 класу. Таким чином, ви маєте можливість повторити раніше засвоєний матеріал про simple present and past, present progressive, present perfect active, degrees of comparison of adjectives та уникнути неправильного вживання граматичних форм.

Розділ **Extras** містить різножанрові історії: детективні, пригодницькі, історичні. Ми віримо, що саме читання для розваги допомагає ефективно засвоювати мову. Якщо вас зацікавили історії, ви зможете прочитати їх в оригіналі або подивитися фільм англійською мовою. Пам'ятайте, чим більше ви читаєте, тим більший стає ваш словниковий запас, покращується відчуття мови, зростає інтерес до культури народу мови, яку ви вивчаєте.

У кінці підручника запропоновано розділ **Vocabulary** (поурочний словник), що допоможе швидко знайти слова. До окремих слів подано мікротекст (короткі пояснювальні слова), що допомагають запобігти неправильному тлумаченню слів. Слова поурочного словника та загального словника подано з транскрипцією, що допомагає працювати з підручником самостійно. Поурочний словник містить слова в порядку вживання в текстах та завданнях уроку.

Розділ **Dictionary** (English-Ukrainian) подає слова в алфавітному порядку.

Щиро бажаємо подальших успіхів у вивченні англійської мови!

Автори і видавництво

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Unit 1 Living together



1



2



3



4

DID YOU KNOW,

that there were 27.8 million households in the UK in 2019; the average size of a household was 2.4?

- There are around two million single parents – they make up a quarter of families with dependent children.
- Less than two per cent of single parents are teenagers.
- 64.4 percent of single parents are in work.
- Women account for 91% of all lone parents with dependent children.
- 12.3 million of UK households consisted of a married couple with or without children.
- 4.7 million married couple families have dependent children.
- The percentage of families that have just one dependent child has increased from 42 per cent in 1996 to 48 per cent in 2019.



1 The modern British family

- What do you know about the modern British family? Start a mind map for your folder. Continue it as you go through the unit.
- Look at the photos on this page. What can you see? Describe these photos in two or three sentences. Perhaps your mind map can help you.

WORDS

to get close to nature
to camp in a national park
to have a family reunion
to have family picnics
to take a bike ride
to learn drawing as a skill



5



6



7



8

1 2 Let's listen: Different families different lives

- a) Look at photos 5–8 and listen. Which photo is not described?
- b) Talk about all the pictures. Use the words in the box.

▶ a traditional nuclear family
a single parent family
a single mother/father
a son/a daughter
grandparents



3 Let's talk: Traditional vs single parent families

- a) Read the fact box and write questions for your partner.

▶ How many people are there in your family?
Do you live with two parents?
Do you live with your grandparents?
What is your male/female role in the family?

- b) Close your books and ask and answer more questions about families.

are less likely to use drugs or alcohol

happier

emotionally healthier

physically healthier

receive more support

4 For my folder

- a) Find more about the modern British and Ukrainian families.
1. What is it like living with two parents?
 2. What is it like living with a single parent?
- b) Make a fact file with pictures and present it to your class.

Sunday lunch

Dad: Well, this is nice. When was the last time we had Sunday lunch together?

Mum: I can't remember. Oh – is Jake still in bed? He came home very late last night.

Amy: I know, but he didn't enjoy himself at all. He and Miriam have just split up.

Mum: Oh no, really? And I liked Miriam. Oh dear. Well, I'll call Jake on my mobile. Jake? Are you OK? What? ... You feel tired? ... Well, lunch is ready.

Dad: I'll put the meat on the plates, and everyone can help themselves to vegetables.

Amy: No meat for me, please. I've decided to become a vegetarian, remember?

Dad: Then help yourself to extra sprouts.

Amy: I can't stand Brussels sprouts! I'll make myself a sandwich and take it to my room.

Mum: No, you won't! We're having a meal together as a family. We never see each other these days.

Mel: I see too much of Amy. And what do you mean *your* room, Amy? It's mine, too.

Mum: Behave yourselves, you two! Why can't you be nice to each other?

Dad: Oh, and here's Jake. You're half asleep, boy!

Mum: And you haven't even got dressed, Jake! Sit down first. Your dad cooked lunch himself!

Jake: Did you really, Dad? So who taught you how to cook?



Dad: Nobody taught me. I taught myself! – Ouch! I've just hurt myself with this knife! – Come on, have some lunch before it gets cold.

Jake: Could you put it in the microwave for me, please? I'm meeting my friends in ten minutes.

Mum: Do it yourself, Jake! This isn't a hotel, you know. Next weekend you kids will have to cook for yourselves. We're visiting Grandpa because he can't look after himself now.

Jake: So is he going to live with us?

Mum: We don't know yet. But you'll be OK on your own while we're away, won't you?

Mel: Relax, Mum. Why do you always imagine the worst? We can look after ourselves.



1 Funny or not?

- Do you know this kind of family situation? Talk about any examples you know.
- What do you think of the Pattersons?



2 What do the Pattersons say?

Example: Mrs Patterson thinks the twins are very polite at the table. – That's wrong. She says: "Behave **yourselves**, you two!"

- Mr Patterson gives everyone vegetables. – That's wrong. He says: "Everyone ..."
- Mr Patterson says that Amy should take some bacon. – That's wrong. He says: "..."
- Amy wants to get some chips. – That's ...
- Mr Patterson hurt Mrs Patterson with a knife.
- Mrs Patterson will put Jake's lunch in the microwave.

GRAMMAR

'the' is omitted before the words *home, father/mother* when we talk about our own home/parents.

GRAMMAR

We use 'the' with the names of the families (*the Pattersons*).

3 Myself or me?

a) Find the rule for reflexive pronouns:

Nobody **taught me** how to cook. Grandpa's cleaning lady can't **look after him**.
I **taught myself** how to cook. Grandpa Patterson can't **look after himself**.

b) Mel is describing herself and her family. Put in **me/you/us** etc. or **a reflexive form**.

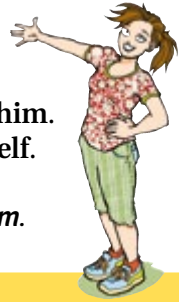
Example: "Amy and I fight over clothes, but at parties we enjoy **ourselves**."

- "I'm a bit shy. I don't like it when people look at ..."
- "Amy can be a bit selfish. **She** only thinks about ..."
- "Amy often makes ... a sandwich and takes it to our room."
- "**Jake** often falls off his skateboard and hurts ..."
- "When Mum is alone, **she** often talks to ..."
- "I know lots of card tricks because my dad taught ..."

GRAMMAR

Reflexive pronouns

I've hurt **myself**.
You'll enjoy **yourself**.
He taught **himself** to swim.
She has hurt **herself**.
It (the computer) turns **itself** off.
We can look after **ourselves**.
You can all help **yourselves**.
They behaved **themselves**. → G1



4 Details

a) Look at the dialogue on page 10 and answer the questions. Choose from these verbs.

- What happened to Jake and Miriam last night?
- Why doesn't Amy want any meat?
- What hasn't Jake done yet?
- What should Jake do first at lunch?
- Why is Jake in a hurry to finish his lunch?

relax feel meet remember
sit down split up decide get lost
hurry up get dressed imagine

b) Make sentences with the verbs you did not use in a).



5 Themselves or each other?

Use *each other* or *themselves*.

Start like this: The twins are taking a photo of ...

TIP

The twins are looking at themselves...
The twins are looking at each other. ...



6 Stress the subject in a sentence

If you want to stress the subject of a sentence, you can sometimes use a reflexive pronoun:

- Mel, could you get me a drink of water? – No, Amy, get it **yourself!**
- Amy, I'm going to call Charlie. – Wait, Mel. I'll call him ...
- Who told you about Miriam's new boyfriend? – Miriam ...
- Maybe Dad can build a wall in our bedroom! – No, let's ...!

Meet halfway



1 Before you listen

Some conversations become fights while others stay friendly.

a) Sort these tips into two lists: 'I agree' and 'I disagree'.

I agree	I disagree
Ask what the other person thinks.	Get angry.

- ✓ Get angry. • ✓ Ask what the other person thinks. • Shout.
- Show you understand what the other person feels. • Always agree with the other person. • Cry – then the other person will feel sorry for you. • Explain your feelings or ideas. • Stay cool.
- Show you are listening. • Be polite. • Say "You always ..."
- or "You never ..." a lot. • Be positive before you say what you really think. • Walk away if someone gets aggressive.



b) Compare your lists with a partner. Talk about any differences.



2 Listening: Right way / wrong way

a) You are going to hear two conversations. The first is between Kim and her parents, the second is between Jill and her parents. For each conversation, write down:

- what the girls want to do;
- how their parents feel about the idea;
- why the girls think their parents should say 'yes';
- what the parents decide in the end.

b) Why do you think one girl gets what she wants and the other girl doesn't?



3 How to resolve conflicts without fighting

a) Before you listen: What should you do first, second, and finally? Arrange the following steps in order. Discuss your list with your friend.

Example: I think that step A should be number

Steps:

- A. THINK of positive options. How could you meet each other's needs and be fair?
- B. STOP. Don't let the conflict get worse. The less angry you are the easier it will be to solve the problem.
- C. SAY what the conflict is about. What is causing the disagreement? What does each of you want or not want?
- D. If you still can't agree, ask someone else (an outsider) to help resolve the conflict.
- E. CHOOSE a positive option each of you can agree on.

STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
What should I do?				

Read the messages and think about the relationships in the family. What problems do they have? What are they interested in? How do they talk to each other?

Grandpa Patterson's wise words

- 👉 Brush your teeth three times a day or they'll all fall out.
- 👉 Don't eat apple pips or a tree will grow in your stomach.
- 👉 Eat up your crusts so that your hair will go curly.
- 👉 Don't sing at the table or you'll marry a crazy person.
- 👉 It's bad luck to put a hat on a bed.
- 👉 Don't tell a lie or your nose will grow.

microwave chips
frozen Brussels sprouts
crisps
pizzas

Mum, please don't put meat in my sandwiches any more. I've become a vegetarian — remember?
Amy

Sorry Jake, I want to split up. We'll never get on. You're already 16 but you behave like a 6-year-old. Miriam.

I have to share a room with my twin sister and it's driving me crazy. She's selfish and she never tidies up, and she 'borrows' my make-up.
Mel, Essex

No, Mel, U can't go to Katie's party. It's 2 L8 and UR only 13! I don't care what your friends say. Mum

Have gone to DIY shop to get wood for shelves. Back soon. Dad.

4 Why do I fight with my parents so much?

a) Read Amy's letter. Think of other reasons teenagers and their parents can fight over. Make a list. Think which reason is the most serious. Why?



How dare you tell me what to do?

Nobody asks me what I want.

I'm busy. I'll do it later.

I want these posters on my walls! You don't understand me!

It's stupid. I'm not doing it!

That's my favorite !

I don't like that cereal anymore!

NO! I'm not grounded! I'm going!

Hi Jill,
I need your help! It's getting worse with every day. I am so angry. It looks like my parents want to control everything:
the clothes I wear,
the food I eat,
the color of my bedroom walls,
where I go and how I get there,
the people I hang with,
the party I go to,
what time I go to bed.
Where is respect?
You are so lucky that your parents understand you.
☹️ ☹️ ☹️
Bye, Amy

Hi Amy,
Sorry to hear that. I feel sorry for you and for your parents. I think I understand your problem. You don't like being told to, do you? Rules are not always good, are they? Limits hurt, don't they? I know... I have been through it, too. I would like you to stop blaming your parents. You are upset and your parents are upset too. Think how you and NOT your parents can change the situation. Learn how to talk to your parents. Teach yourself to ask them "WHY" if your parents don't allow you to do something... Don't be in a hurry to throw a fit.

I hope it will help you 😊 😊 😊
Bye, Jill

b) What should Amy do if she wants to follow Jill's advice? What shouldn't she do?

Example: Amy should stop blaming her parents. – Amy shouldn't ...

5 How can I start talking to my parents?

- a) Read Amy's letter to Jill.
Has she made a good decision to start talking to her parents?

Dear Jill,

Thank you for your advice. I would like to start talking to my parents but I don't know how. Every time I want to say something I feel my parents won't understand me. I am nervous that I'll make them upset or disappointed.

Look forward to hearing from you soon.

Bye, Amy



Dear Amy,

Thank you for asking me. You made my day. This time I feel extremely happy that you're ready to start talking to your parents.

I have several tips that you might find helpful. Here they are ...

Keep in touch.

Bye, Jill

- b) What did Jill advise Amy?
Make a list of possible suggestions.
Work with your partner.



6 How right were you?

- a) Before reading Jill's e-mail, think what you could advise Amy. Talk with your partner.
Read Jill's tips how to start talking to the parents.

Dear Amy,

- Explain to your mum why you want to talk to her, for example,
"Mum, I need to tell you about a problem I'm having, but I need you to just listen, OK? Don't give me advice – I just want you to know what's bothering me."
"Dad, I need to get your permission to go on a class trip next week. Can I tell you about it?"
"Granddad, I need your advice about something. Can we talk?"
- If you feel that telling parents about a problem will disappoint them, you can start like this:
"Mum, I need to talk to you — but I'm afraid I'll disappoint you."
"Dad, I need to talk to you about something — but it's kind of embarrassing."
- If you understand that you've made a mistake, admit it to your parents:
"Mum, I have something to tell you. I'm not proud of what I've done, and you might be mad. But I know I need to tell you. Can you hear me out?"

Bye, Jill

- b) Which tip do you like the most? Why?



7 Why do you get so angry at your school?

a) What conflicts commonly occur at your school?



You're ruining our project.



You're a jerk.



You never do anything right.

b) Discuss how the steps of conflict resolution could be used.

c) Read the rules of conflict resolution. Write them on the separate sheets of paper and put them up on the walls.

RULES:

- ✓ Agree to resolve the conflict.
- ✓ No name calling.
- ✓ Take turns talking. Don't interrupt.
- ✓ Be clear and truthful about what is bothering you and what you really need.
- ✓ Listen to the other person. Be sure you understand how he or she sees the problem.
- ✓ Use your brains, not your hands.
- ✓ Be willing to compromise (if that's appropriate).

d) How can the rules help to resolve conflicts?



8 Mediation and communication

a) Make two lists from the Useful phrases box: the phrases that A can use to start the conversation, and the phrases that A **and** B can use.

b) Choose one of the situations below, or find your own situation. Do the role play this way:

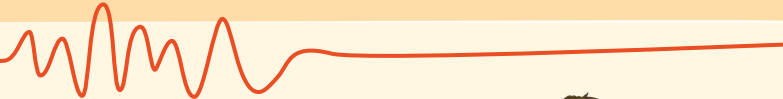
1. A starts and makes a suggestion.
2. B answers and does not like the idea.
3. A and B talk about the idea: What is good? What is not so good? What else is there?
4. A and B meet halfway.

Situation 1: Your class has earned some money at school event. Now you want to spend it. A wants to give the money to a very poor family in your town, B wants to spend it on your class, e. g. for a class party or for the cinema.

Situation 2: A good friend of A wants a birthday present, but it costs 20 euros. That is a lot, but A wants to buy the present anyway. B thinks that this is too much and thinks a cheaper surprise present is a better idea.

USEFUL PHRASES

Can we talk about ... ?
 What do you think ... ?
 How do you feel about ... ?
 I see ...
 I don't mind that, but ...
 You've got a point, but ...
 That's true, but ...
 I know, but ...
 I guess you're right.
 I've got an idea./ Maybe ...
 Can we meet halfway?
 OK, fine!



4 **1 Let's listen: Understanding a message**



Listen to three phone messages and write down:

- ... who the caller is;
- ... who the message is for;
- ... what the caller wants from this person;
- ... how this person can contact the caller.

5 **2 Let's listen: Teens talk about family.**

a) Listen to the teenagers sharing their problems. Tick (✓) if the statement has been mentioned by children.

- 1. I don't feel like letting my parents into my life.
- 2. I don't really talk to my parents if something is on my mind.
- 3. My parents don't have time to listen to me.
- 4. They put a lot of pressure on me.
- 5. My mum and I always argue because I don't have time to watch my little brother.
- 6. We argue over what movie we are going to watch.
- 7. I get lonely.
- 8. They don't like my friends.

b) Act out the dialogue with your partner about teenagers' problems. Give advice.

6 **3 Let's listen and sing: Shiny happy people**



Shiny happy people laughing
 Meet me in the crowd
 People people
 Throw your love around
 Love me love me
 Take it into town
 Happy happy, put it in the ground
 Where the flowers grow
 Gold and silver shine

Shiny happy people holding hands
 Shiny happy people laughing
 Everyone around love them, love them
 Put it in your hands
 Take it take it
 There's no time to cry
 Happy happy, put it in your heart
 Where tomorrow shines
 Gold and silver shine



a) Like a poem, a song can have words that sound the same at the end, words that begin with the same sound and words that are repeated. Find examples in the text.

b) A song can also have words that express a special kind of feeling. What kind of feeling does this song express? Which words in the song show this? If you want to know more about poems, read page 34.

Words with the same sound at the end	Words that begin with the same sound	Words that are repeated	Words that express feelings	What feelings do they express?

A historical story

There are different ways to read a story. Here is one way. Before you read, it's important to **get ready**. When you start, read for **gist** first, then for **detail**.



Pre-reading

1 Getting ready to read

How can you get “into” a story even before you start to read? You must find out as much as you can about the text first.

- a) Look at the title and the pictures on p. 18–20. Can you guess what the story is about?
- b) What stories or films do you know that are about the past? Tell the class about them.

First reading

2 Reading for gist

The first reading – or reading for gist – gives you more information: Now you find out what the story is about and what characters are in the story. But you do not try to understand every word yet.

- a) Read the whole story quickly. Don't stop if you find words that you don't know.
- b) Now you know better what the story is about. Did you guess right in exercise 1a)?

Second reading

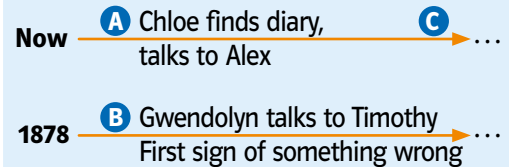
3 Reading for detail

Now you have got the most important ideas, but many things are not clear yet. So you read for detail.

- a) Read the story slowly – first one part, then the next.
- b) If you find words which you don't understand, think before you look them up: Can I understand enough without them? If the answer is “yes”, don't look them up.
- c) There are really two stories in this text. Draw two action lines and put in the parts of the text and the most important events. How are the two stories connected? Draw connecting lines between the two action lines.

TIP

Write down interesting words for your ‘personal vocabulary’ and put them in your folder.



A closer look

4 Thinking about the story

Do a) or b).

- a) Look at the text again and make a list: How was life in 1878 different from now? What other things do you know about the 19th century? Put them in your list, too. Compare Gwendolyn's life to Chloe's, and Timothy's to Alex's.
- b) Look for adjectives or phrases in the text that describe the characters well. Make a list and use it to write a few sentences about the four most important characters.

7  The diary

A “So where did you find it?” Alex asked his girlfriend, Chloe, while they were on the phone.

“In an old box. I was looking for some jewellery in my mum’s wardrobe,” she explained. “And then I found this Victorian diary. Someone in our family wrote it.”

“It must be funny to read.”

“Yes, the first few pages are so ... different from today! I mean, 1878 wasn’t that long ago, but everything is so old. They’ve all got these funny, old-fashioned names – Gwendolyn, Reginald, Henrietta, Timothy, and then Lord this and Lady that.”

“Hey, I’ve got an old-fashioned name, too, so be careful what you say!” Alex said and laughed.

“Oh please, ‘Alex’ isn’t old.”

“But ‘Clarence’ is. That’s my first name – terrible, isn’t it?” Alex smiled. “I never use my first name, I hate it. Alexander is my middle name.”

“You’re joking! My mum has never liked the name Clarence – don’t ask me why. Anyway, I’ve only read the first few pages, but I guess our family was very poor in the 19th century. Gwendolyn’s parents have sent her to work as a servant girl for some rich people in a big house near Regent’s Park. Listen to this: ‘I can’t let dear Mother know how much I miss her. It might break her heart. But she and Father are right: I must help to feed my dear little brothers and sisters, it is my duty. I love them so. I’m very lonely, but Lady Cumberland is good to me.’”

“Hm, that’s a bit sad,” replied Alex. He looked out at the sun which was shining on the cars in the street outside.

“Well, that was the second page; she had only been with this Cumberland family a few days. On the fourth page she’s already got a friend in the house. His name is Timothy.”

B “Oh, what a long day it’s been. It’s nice to be up here in the servants’ rooms again,” Gwendolyn said tiredly. She put a candle on the table.

“Yes, life downstairs with Lord and Lady Cumberland is just too perfect. And boring!” Timothy laughed.

“Well, Timothy, you aren’t boring – it’s so nice to talk to someone of my own age. Everyone else in the house is so much older.”

“Yes, but Gwendolyn, it may not be good for you if the others see that you and I talk a lot.”

C “Chloe, please. I think I’ve heard enough about these Victorian people,” Alex said into the phone the next day. “Let’s talk about something less boring – like our flight to Spain this summer! Hey, I think that language school in Majorca sounds better than the one in Malaga. What do you think?”

D “I don’t understand,” Gwendolyn said. “You’re so kind and gentle. There’s nothing wrong with you.”

“I’m afraid there is. Do you really want to know?” Timothy asked. He wasn’t smiling.

“Yes, yes, what is it?” Gwendolyn asked.

“Well, I – I can see things.”

“And so can I, Timothy.”



“No, Gwendolyn, you don’t understand. I can see things that haven’t happened yet.”

“What things?” Gwendolyn was curious now.

“Oh, usually it’s just silly things, really. Like last week. I was cleaning the fountain in the garden when suddenly, in my head, I saw Mrs Lacy – she had fallen into the fountain. The next day I walked into the garden: There was Mrs Lacy in the water and she was shouting. The two young Cumberland children had just pushed her in!”

“That is funny!” Gwendolyn laughed. “She really isn’t a very nice tutor, you know. But Timothy – why is your face suddenly so sad?”

E “I’ll have to ask Mum,” Chloe said. “Every time I talk about our flight to Spain she looks funny and doesn’t say a word.”

“How strange,” Alex said. Suddenly, he had an odd feeling in his stomach, a feeling he had never had before. But he didn’t say a thing. He looked up as the room became dark; a cloud had moved in front of the sun.

F “Well,” Timothy went on, “I don’t always see funny things like tutors in fountains. The things I see are sometimes terrible.”

“Terrible?”

“I once had a vision about Her Ladyship’s son, who was in India at the time. I saw him on a ship. It was sinking. I could see his white face in the water. Three days later, a telegram arrived with the news: He had drowned. That’s when I started to become scared.”

“Oh no!” Gwendolyn gasped. “I’m so sorry you have to see such things. You’ve – you’ve got what they call the sixth sense.”

“Yes, that’s it. But there’s more. Are you sure you want to hear it?” he asked.

“Yes – yes, I am. Go on.”

“Now that you are here at Cumberland Hall,” Timothy continued, “I have the same scary vision every day.”

Now Gwendolyn was scared, too.

G Alex couldn’t get Chloe on his mobile any more. She had not been at school that day. He walked to her house through the rain, but nobody was there – the house was empty. A neighbour called to him, “Looking for the Robinsons? They’re on holiday, I think – away from this rainy weather!” At that moment, Alex got that strange feeling in his stomach again. He was scared now. Where was Chloe?



H “Did you get it again today?” Gwendolyn asked Timothy the next evening. He nodded.

“The same people? The same situation?”

“It’s always the same,” he answered.

“But who are they?” wondered Gwendolyn. “And why did this vision start when I came to work here?”

“I don’t know. I’ve never met them. They look like you and me, but they’re different. I don’t know – they must be from a different time and place. Sometimes I can see their names, but then the vision ends and I forget them. But it doesn’t matter: We can’t help them anyway. There’s nothing we can do for them,” Timothy said sadly. He put his face in his hands. Gwendolyn just looked at her friend, and then at the candle. She felt terrible.

I “What’s wrong, Mum?” Alex wanted to know when he got home. His mother looked as white as a ghost.

“Chloe’s mother phoned while you were at school. They’re staying with her aunt in Manchester. Alex ... I don’t think Chloe is coming back to London. You aren’t going to believe what I have to tell you.”

J “Our names are where?!” Alex couldn’t believe what he was hearing.

“In Chloe’s great-great-grandmother’s diary. Listen: ‘Poor Chloe and Clarence, whoever they are, wherever they are. If they stay together, that accident will happen: The metal flying machine will fall from the air. Clarence will live. Chloe won’t. Can’t Timothy and I do anything to help? But maybe it’s already too late ...’ ”

“And Chloe’s mum believes what someone says he could ‘see’ back in 1878?” Alex shouted. He was angry.

“Yes, Alex. She believes it. A lot of the things that Timothy saw actually happened. Chloe’s mum found some information about it in the town library years ago. That’s why she’s scared for her daughter. When she found out that your real name was Clarence, she got a big shock. She really feels that something bad will happen to Chloe if you two stay together. And your trip to Spain this summer – ‘the metal flying machine will fall from the air’ – don’t you see? Chloe’s mum feels terrible. But she says Chloe mustn’t see you any longer.”

K “Are you sure, Chloe? Really?” Alex asked that night. Chloe had phoned him, but hadn’t told her mum.

“Do you see any other way?” Chloe replied. “Maybe we can still be friends. Later. But I don’t know. I’ve read the whole diary now and I really believe that something bad could happen. Maybe I’m just silly, and I’m sure you don’t understand. But please, try.”

“What else can I do?” Alex said. Before he could say more, there was a ‘click’, and the line was dead.

Quietly, slowly, Alex put the phone down. He was shocked. He watched the rain against the window and thought about Chloe. When might he see her next? In a month? A year? Never again? He had no idea.



1 Believe it or not?

- What do you think about the story? Can you believe it? Why or why not?
- What do you know about the “sixth sense”? Do you know any examples? Tell the class.



2 Things they said

Think of the text and decide who said these things. Recollect the situation when it was said.

I was looking for some jewelry.
I’ve got an old-fashioned name too.
Clarence is my first name.
I hate my first name.
I must help to feed my little brothers and sisters.
Life downstairs with Lord and Lady is just too perfect.

You aren’t boring!
Let’s talk about something less boring!
Well, I can see things.
She really isn’t a very nice tutor.
The things I see are sometimes terrible.
You’ve got what they call the sixth sense.

3 If

Find *if*-sentences in the story. Change the sentences to have an opposite idea.

Example: If they stay together, that accident will happen.

If they don't stay together, that accident won't happen.



4 Characters

Think of four characters. Write down action words to describe what they did. Fill in the table. Use the simple past where possible.

Gwendolyn	Timothy	Chloe	Alex (Clarence)
missed her mother		found the diary was looking for	hated his old-fashioned name

5 Retell Chloe and Alex's story (→ G10)



6 Improve your style

When you write a story or a dialogue, it is boring always to repeat 'said'.

Find other verbs in *The diary*.

1. "I was looking for some jewellery," Chloe **said** to Alex.
2. "That *is* funny," Gwendolyn **said**.
3. "It's always the same," Timothy **said**.
4. "Well," said Timothy.
5. "It's always the same," he said.
6. "What's wrong, Mum? ...

GRAMMAR

More introductory verbs

explain	order
remark	advise
apologize	warn

7 Writing texts: Write an ending to the story

1. **First think and then make notes:** What happens to the characters? You might need two paragraphs – one for Gwendolyn and Timothy, one for Alex and Chloe.
2. Don't forget the four 'W'-questions: **Who ...? • What ...? • When ...? • Where ...?**
3. To **improve your style**, use adjectives and adverbs, and connecting words like "because", ... Look at exercise 3 on page 22, too.
4. **Use the new words from the story**, for example "vision", "sixth sense", "strange", etc.

1 Telephone messaging

Jake has left his skateboard helmet at a friend's house. When he calls, he hears this message:

Hi, this is Don Newman's mobile. Sorry, but I can't take your call at the moment. If you leave your name and number after the tone, I'll phone you as soon as I can.

What message does Jake leave?

USEFUL PHRASES

Hello, this is ...
 I've got a message for ...
 I'm just calling to say that ...
 I'd like ... / I'm afraid / Sorry, ...
 Could you call me back, please?
 You can phone me at ... (*phone number*).
 Hope to hear from you soon.
 Thanks, and bye.



2 Role play: A phone message

Sometimes you give your message to a person, not a machine.

Work with a partner.

- Decide who plays which role.** A calls and wants to speak to C, but B answers the phone because C is not at home. B writes down A's message.
- Use the Useful phrases.** Which of the Useful phrases on the right can A use, and which phrases can B use? Make lists. If you are A, you must think of a message, too.
- Act the phone call.**



USEFUL PHRASES

Hello, how can I help you?
 Hi, this is ... I'd like to speak to ...
 I'm afraid / Sorry, she / he isn't in at the moment.
 Can I take a message?
 Yes, please. Could you tell him / her that ... ?
 Could he / she call me back, please?
 I'll give you my name and address.
 Just a moment, I'll get a pen.
 I'm sorry, I didn't understand your name.
 Could you spell it for me, please?
 Thanks a lot.
 You're welcome. Bye!



3 Describing people

- Find words with opposite meanings.

tall	grumpy	slow	silly	loud	normal	poor	
healthy	boring	cool	excited	aggressive	selfish		
wise	calm	bad	kind	happy	good	interesting	weak
crazy	shy	rich	strong	nervous	ill	fast	short

- Which words describe what people are like? Which ones describe what they look like? Make a 'personal vocabulary' list with adjectives for your folder.
- "When you are smiling, the whole world smiles with you." However, if you're talking on the phone you can only hear a person you are talking to. How can you say that a person sounds happy?

4 Sounds: Word stress

Put the words in groups to show where the stress is.

departure	official	message	rehearsal	antique	relax
government	themselves	commercial	colony	decision	swimsuit
x X	X x	x X x	X x x	laptop	audience
mistake	feeling	politeness	telephone	answerphone	assistant
...	compare	



5 The odd one out

a) Find the word or phrase that doesn't fit in the group.

- | | |
|--|---|
| 1. father – mother – son – sun | 5. cook – bake – buy – mix |
| 2. parents – children – flowers – grandparents | 6. chips – knife – bacon – cereals |
| 3. lunch – love – dinner – sandwich | 7. microwave – microphone – mixer – toaster |
| 4. sprouts – Sprite – cabbage – beans | 8. twins – Internet – computer – website |

b) Say why it's the odd one.



6 Words that go together well.

Find the words that match.

Example: book – page, listen – headphones

- | | | | | | |
|----------|-------------|---------|-------------------|---------|--------------|
| money | conflict | gist | halfway | present | conversation |
| sense | cool | option | suggestion | name | water |
| 1. drink | 4. resolve | 7. stay | 10. birthday | | |
| 2. story | 5. positive | 8. make | 11. sixth | | |
| 3. meet | 6. hear | 9. earn | 12. old-fashioned | | |

YOU CAN ALREADY

- ✓ Describe the modern British family.
- ✓ Compare and contrast traditional and single parent families.
- ✓ Describe your family.
- ✓ Describe people's characters.
- ✓ Understand family problems.
- ✓ Resolve conflicts with your parents and peers.
- ✓ Use reflexive pronouns.
- ✓ Meet people halfway.
- ✓ Give advice.
- ✓ Take and leave phone messages.

8  **Authentic Britain**Let's listen. Before you listen 

- Talk in class about problems teenagers have. Write a reply to those people with some advice.
- Listen to people sharing their problems. Think of your advice. Discuss it with your friend.
- Listen to the advice given. Do you agree? Disagree? Why?



The
Only
Mag To
Write
Back!

a problem shared

High School Blues

When I started high school, I thought it would be great. I was so wrong! Ever since I started I've been really stressed and I have completely taken it out on my parents. I've heard my mum crying about it and I hate that, because I don't mean to be so nasty. It's making me really sick and down.

Whatever it is about high school that's making you so stressed and unhappy, you need to tell someone. Right now you're taking your misery out on your family, which isn't fair, so it's time to come clean and tell them exactly why you're so moody and sad. Once things are out in the open, they can help you. Good luck.

My Parents Are Divorcing

My mum and my dad are getting divorced. Now I live with my mum and grandparents. I've had to leave my school and I hate my new one. I really miss all the mates I've left behind. I spoke to my mum about how I feel but all she says is, "This is the worst six months of our lives." What can I do, Cathy? I feel so down.

Your mum is feeling lost herself just now, but you did the right thing to talk to her. Tell your guidance tutor at school how you're feeling, but

try to make new friendships, too. It takes time, but it will happen. Your mum's right, this is a very tough time for you all, but things will get better, I promise.



I Don't Get On With My Mum

I need some advice on how to get on with my mum. I argue with her nearly every day but I love her and she loves me. My best mates don't have this problem with their mums, so why do I? I need your help, Cathy.

These fights may be down to a personality clash, or even just the fact that you're growing up, but they won't go on forever. Tell your mum how much you love her and make a big effort not to get angry. Take time to do fun stuff together, like clothes shopping or watching a funny DVD. Gradually, you'll work out ways to avoid the fights. What you're going through happens to lots of mums and daughters, so you're not alone, and you can get through it.

Project 'My class newsletter'

Think of starting a newsletter for your class where you will share your problems and discuss them with your friends.

1) Write an entry about your problems and put them on the board to share. 2) Interview your friends about their problems. 3) Write a story about your friend's problems and include your advice.

PROBLEMS



She Hangs Around

My sister is 16 and has no social life. She hangs around with me and my mates and it drives me crazy. She ruins everything we like doing. We're only 11. I feel like telling her to get a life. What should I do?

Make sure you see your mates in town or away from your house once in a while, so you get some time together alone. When you're at your house, make an effort to make your sister feel included — ask her to give you make-overs or tell you about high school. Don't make her feel unwelcome. She's clearly shy, but she'll make her own friends and build her own social life when she's ready. Until then be friendly and understanding and spend some time with her.

I Miss My Dog

My dog died a few weeks ago. I'd had him all my life. I can't stop thinking about him and the whole family is very upset. I can't believe he's gone. Can you give me some advice, Cathy?

For many young people, losing a pet is their first experience of death. A pet can be a best friend and part of the family. Share your memories, look at photos and think of the good times. Your dog had a good life and you loved him. You'll always miss him, but the hurt will fade. Nothing can replace your pet, but there are many unwanted, unloved dogs in the world. Perhaps one day your family will be ready to share their home with one of them ... I reckon your old dog would approve!



Unit 2 A birthday party



A



B



C



D



E

DID YOU KNOW

- Clothing is the number one item teen consumer like buying.
- Food and drink items, such as beverages, candy, lunch, and snacks are popular.
- Jewelry is high on the list of what teens girls buy, although guys also spend money on jewelry items.
- Video games and CDs are also a big hit!
- Teenagers like creating cards themselves using a computer or art supplies.
- Wireless headphones are getting extremely popular.

Let's talk: Do you agree with these facts? What comes first on your list? Last?



1 Shops

a) Look at the photos and find the right names for the places. What can you buy there?

Example: Photo A is ... because you can buy ... there.

newsagent's

clothes shop

supermarket

sports shop

music shop

b) Work with your partner. What other shops do you know? What can you buy there?

2 Let's listen: What can we buy at different shops?

Look at the photos and listen. Make a list of things you can buy at different shops.



3 Let's talk: What to wear?

What to wear – or what not to wear – is a hot topic for adults and a no-win situation for teenagers.

Discuss with your partner the following questions.

1. What is an appropriate dress for a given situation (school, a birthday party, training, a dance class, a field trip in autumn)?
2. How should you dress for school?
3. Do “what you buy” and “how you look” determine your value?
4. What should you wear to be attractive?
5. Do you want to look good? What should you do?

Are you following current fashions?

“I’m 14 and want to wear decent clothes when I go out. I like wearing long necklaces, detailed collars, a lot of rings, check shirts, high-waisted shorts, blazers, skinny jeans, knee-high socks, dresses with elasticated waistlines, wacky tights, Converse and vintage shoes.” *Bella*

Boys' clothes

Are you a fashionable guy? Are you tired of wearing the same old clothes that you have had for years?



joggers



print t-shirt



biker jacket



jeans



sweater



jumper



check short sleeve shirt



skinny stretch jeans



trousers



desert boots



trainers

Girls' clothes



zip-up jumpsuit



leggings



leather jacket



shoes



skirt



sandals



jumper



dress



one shoulder top

“Personally I like to shop at Pac-Sun because they have that tighter pant look (fitted.) They also have reasonable prices too. My dad loves to take me and get clothes. I would have to say “Give the kid a price range and take him to his favorite stores and let him pick what he wants because it’s him that’s wearing the clothes not the parents.” When my Dad tries to tell me what to wear I don’t like it. I mean boys will be boys, some of them do sag their jeans but some of them like to tie shoe laces around their waists as if it were a belt.” *Dan*

“My teens wear a uniform to school, but when my son is not in school he favors very skinny jeans from Pac-Sun, because he is quite slim and tall. Pac Sun fits the best. He likes band tee shirts and Polos from Fred Perry and Ben Sherman. He also likes slim non denim slacks, also from Pac-Sun. For outer wear he favors the classic pea coat, which looks nice with his uniform and out of school clothes. He wears Doc Martens and Vans and a few brands available at Journey. Most high schools students are past the baggy pants, boxer showing craze. It’s kind of moved downscale.” *Mum*

10 Let's listen: Sam's invitation

- Sam: Mum, do you know what the third of November is?
 Mum: Hm... let me see... No school? Oh, I know, it's your birthday. What would you like to do on your big day? Would you like to have a party?
 Sam: I'd like to invite my friends out to Angelo's, that new pizza place. It looks great.
 Dad: It looks expensive! Sorry, Sam, I'd like to be rich but I'm not.
 Sam: It isn't fair. My friends can always do what they want on their birthdays. They can go to pizza places or the cinema.
 Mum: No, they can't, Sam. And you know it. Why don't you invite your friends here?
 Sam: What? For a little kids party with silly games? No, thanks.
 Dad: Don't be silly, Sam. You can do other things at your party.
 Sam: But I don't want to have a party with you two here. I am sorry, but you know...
 Dad: No problems. We can be in our room.
 Mum: I can help with the food and drinks in the kitchen.
 Sam: Oh, thanks. That's great. But I'd like to make my own birthday cake.
 Dad: Good idea, Sam. Do you want to write the invitations now?
 Sam: No, dad. That's for little kids. I can text my friends. I'd like to invite them right now.



1 Make sentences about what they can or can't do.

Example: Sam can do many things at his party.

Sam	+ can	
Mum		
Dad		

► We use **can** to say that it is possible to do something.
 We use **can't** to say it is impossible to do something.
 We use **Can** in front of the subject to make the question form.

→ G2,3



2 Can Sam invite friends?

a) Ask and answer questions about Sam.

Example: Can Sam have a picnic?

More ideas:

swim in the pool

do a scavenger hunt

take pictures

set up board games and video games

have a fizzy beverage in a fancy glass

turn your backyard into the cinema



set up ping pong stations

b) What can Sam do on his birthday?

3 Birthday invitation

- a) Look at Sam's text. What information is there in his invitation?
 b) What information is not in these invitations?

Please, come to my birthday party at 36 Bendoever Road on 3d March at 5 o'clock!
 CU Sam



1. Can you come to my party? It's on 1st April at 36, London Road.
2. I'd like to invite you to Angelo's. Please, be there at 7 o'clock.

- c) Write your birthday invitation. Put in your folder.

GRAMMAR

long form short form
 I would like I'd like



4 Lets talk: Would you like to...?

Would you like to

come to my party?
 go to the cinema?
 go for a picnic?
 ...with me at the weekend?
 ...?

Oh, yes, that's great.
 Sorry, I haven't got time then.
 Yes, I would. Thanks for the invitation.
 I'd like to, but I can't.
 I'd rather take a rain check this time.

11 5 Let's listen: Sam has invited us to his birthday party!

Emma and Lisa are in a big department store today.
 They are looking for a birthday present for Sam.



Emma: What are we looking for, Lisa?

Lisa: I have no idea. Hey, nice jeans! I'd like to try them on.

Emma: Come on, Lisa, we aren't trying on clothes today. We're looking for a present for Sam.

Lisa: But, Emma! I have nothing to wear to Sam's party. We can kill two birds with one stone and buy some outfit for ourselves. Look, I need a pair of jeans that fit me nicely, a skirt from Donna Karan, several shirts, a blouse, a blazer...

Emma: Are you crazy? Do you have enough money? How much money do you have anyway?

Lisa: I'm kidding. I'm in no rush to buy. To be honest, it's not that big of a deal because I shop year round.

Emma: I like shopping for clothing too. It's a lot of fun finding new shirts or new jeans to put on, trying out new outfits that I normally wouldn't wear. The only thing I dislike about it is the prices of course, but I really have a good time going out and looking for things – that hunter-gatherer instinct in me. Anyway, we need to find something special for Sam.

Lisa: Listen, how about this funny t-shirt with some text...it looks so cute.

Emma: T-shirt? Special? It has to be special, silly, but what?



6 Let's talk: What is a special present?

- a) Work with your partner. Discuss what could be a special gift for Sam? For you?



12 Let's listen: The birthday cake

Today Tom is making his birthday cake. There is very little time now before his birthday. He is late again. Grandma has got a lot of recipe books. "Here is a good recipe for a cake," she tells Sam.

"Cool. How much sugar do I need? And how many eggs?" he wants to know. Sam is having a lot of fun in the kitchen. But what a mess! The bag of sugar falls over. Then Sam sits down on a box of eggs, and a few eggs break. There is lots of flour everywhere in the kitchen, too.

"Oh, no! There are not many cooks like you, Sam," grandma laughs. Sam needs a little help from Grandma. But there are no big problems, and finally Sam has got a cake. On the morning of his birthday Sam finishes the cake with his name and fourteen white candles. "This," he says, "is the best cake in the world."



Which cake looks like Sam's birthday cake?

1 Countable and uncountable nouns

a) Think of more food and drink words. Put the words into two groups. Continue filling in the table as you move through the unit.

Things you can count (countable nouns)	Things you can't count (uncountable nouns)
eggs,	milk,

2 Make sentences

It's time for lunch. I can make
I can't do this. I need
Our teacher is nice. We've only got
Do you like music? Let's listen to
I can't buy this. I've only got
I'd like a small party – with just

+ a little
+ a few

help.
friends.
sandwiches.
pounds.
CDs.
homework.

GRAMMAR

a few/a little indicate
a small number
a few eggs
a little sugar → G4,5

3 Sort out words in the box in two grids

milk • eggs • butter • oranges • jam • apples • toasts • bread rolls • meat • sausages • grapes • cheese • dough • yoghurt • juice • coffee • water • tea • fruit • biscuits • water

much

many

13  4 Let's listen: Chocolate crispies

a) Listen to a recipe and fill in the missing words from the box.

put melt 120
break mix four



b) Ask your partner about his or her favorite recipe? What ingredients are there? How much or how many of them do you need?

Example: How much sugar do you need?

sugar flour eggs
milk butter salt
chocolate water sunflower oil

Chocolate crispies

You need ... grams of plain chocolate, ... tablespoons of rice crispies (or cornflakes). ... the chocolate into small pieces. ... in a bowl over hot water. ... in the rice crispies (or cornflakes) and the raisins, and ... until everything is covered with chocolate. Put spoonfuls into paper cases. When the chocolate is hard again, the crispies are ready.

GRAMMAR

How much chocolate?
How many tablespoons?

→ G4,5

5 People or things?

Example: The cake is beautiful (**Sam**) → Sam's cake is beautiful.
The color is white (**candles**) → The color of the candles is white.

1. The day is soon. (*the party*)
2. The room is upstairs (*parents*)
3. The game is fun. (*the kids*)
4. The living room is big. (*the family*)
5. The name is 'Party music'. (*the CD*)
6. The size is OK (*the sweatshirt*)

TIP

people: -'s or s'
Sam's present
the friends' presents
things: of
a photo of the cake
the color of the candles

TIP

Many types of food and liquid are uncountable:
flour, yoghurt, butter, meat, coffee, lemonade, water.

TIP

We use some nouns with uncountable nouns to show quantity:
a piece of cake, a glass of water, a slice of bread, a bar of chocolate, a can of soda.

Be polite!

1 Respect people around you

Some people are not using polite language in shops and cafes.

Example: "We want two pizzas." →

"We'd like two pizzas, please"

1. "Give me those flowers."
2. "Where are the skateboards in this shop?"
3. "I need an alarm clock"
4. "That sandwich there."
5. "We want to try on these jeans."

You know this

TIP

"I'd like" → polite

"I want" → not so polite

USEFUL PHRASES

I'd like/We'd like(to) please..

Can you show me/give me?

Can I ...please?

Have you got...?

Excuse me, do you sell...?



2 Find the right words

Come on

I can help you

Hey, great!

Thank you

Your friend helped you.

A car is coming but your friend doesn't see it.

Your friend is upset today.

Watch out!

Cheer up, it's not the end of the world.

Your friend has got a problem.

Your friend's team has won the game.

Your friend is looking at things in a shop. You don't want to wait.

14



3 Let's listen: Street Style

Last Saturday Emma and Lisa were in 'Street Style', a clothes shop in Greenwich.

a) Listen to the conversation and practice the dialogue with a partner. Look for the missing parts.

Emma: Look, Lisa. These shoes are nice, aren't they?

Lisa: Hmm, they aren't my style.

Emma: Well, you always , don't you? But shoes like these are 'in' just now.

Lisa: I wear what I like, . Anyway, you can't buy them, can you? You spent all your money last week.

Emma: I know but I can still look. Come on. I want to now.

Lisa: OK. Let's just look at these trousers here. – Ugh! No, thanks!

Emma: Ssh! Not so loud! The assistant near the changing rooms can hear you.

Lisa: Oh, yes! Look at her face. She didn't like what I said, did she?

Emma: Well, you weren't these trousers. Oh, that's my mobile. Hi, Terry...In "Street Style". Lisa is here too. In a music shop? You are you? ...Wait a minute while I ask Lisa. We've got time to meet Terry, haven't we?

Lisa: Sure. Here, give me the phone. – Hi, Terry! Come and find us here. Why not? Because ? OK. See you at the Green Village snack bar.

on a new top

very polite about

wear trainers

aren't buying new CDs

They are terrible

see the skirts

it's a girls' shop

not what's 'in'

Planning a special event

1 Before you listen

a) Look at the photo on the right. Collect ideas about: who the people are; where they are and what they are doing.

15 

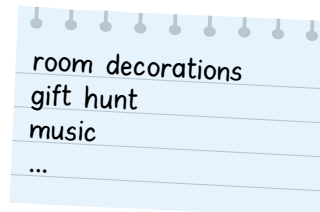
b) Listen once. Were your ideas right?



2 Collect ideas for a birthday

a) When you are planning a special event, you have to think of lots of things. Collect ideas and make a list.

b) Now listen to the conversation again and take notes about the ideas the pupils have about their event. Put any new ones into your list from exercise 2a).



3 Mediation and communication: What shall we do?

a) What can you say? Match the suggestions with one or more of the answers.

1. I've got an idea.
2. I think we should make a party invitation page on FB.
3. Why don't we decide on the date?
4. Shall I buy paper plate and plastic cups?
5. How about food?

Oh, that's a good idea. I'll do that.
I recommend cheese and tomato pizzas.
Good, but don't make your invitation open.
Yes, what is it?
You're right. We need to let people know when we'll celebrate.



b) You and a friend want to go out one afternoon. What can you do? Make a short dialogue. Use the Useful phrases.

USEFUL PHRASES

How about a trip to ...? / We could go and see ...
I suggest we go by bus / train / ...
Shall I get the timetable / map / ...?
Why don't you check the Internet?
I think we ought to phone the tourist office / the station / ...
Shouldn't we take sandwiches / water / ...?



4 Your turn: Plan your event

a) In groups of 3 or 4, choose one of these situations for a class event. You want to:

1. ... have a school open day.
2. ... go on a trip to a museum.
3. ... collect money for a children's hospital.
4. ... have your own idea.



5 For my folder: My favourite event

Describe your plan in steps. Keep it in your folder.

WRITING POEMS

S K I L L S

Getting Started

By learning a few tricks, you will be amazed at your own poetic skill. Most importantly, you will have a lot of fun doing it.

You just need to practice writing. Each time you do it, you get a little bit better. Each poem you write makes you a better poet. If you write a new poem every day for a month, you will be a better poet at the end of the month than you were when you started. The reason that you become a better poet by writing poems is because, no matter what skill you want to learn, you always “learn by doing”.

As with any hobbies or sports you might enjoy, writing poetry requires a bit of special equipment.

Rhyming dictionary, thesaurus, computer and Internet access

A rhyming dictionary is a book that lists the words that rhyme with end sounds of other words. For example, a rhyme for “cat”, is “at”, “bat”, “cat”, “fat”. A thesaurus is a “dictionary of synonyms and antonyms”. For example, the word “detective” has several synonyms, including “private eye”, “spy”, “Pinkerton”, “gumshoe” and “sleuth”. Put your hand on!!!

Tools

The most important tool you should have as a poet is a small notebook, preferably one that fits in your pocket, that you can carry with you everywhere you go.

So go get yourself a small notebook and start writing down ideas. It doesn't have to be an entire poem. An idea can be as simple as a fun rhyme. You can write down single words that are funny or interesting, such as “linoleum” or “Bermuda”. They might be useful in a poem later. The only tools you really need to write poems are a pencil and paper, and your brain. But writing poetry can be even easier if you have a rhyming dictionary, a dictionary and a thesaurus.

1 Writing poems.

- a) *Read poems and start practicing your own poems. The sooner the better!*

A poem about your favorite color.
Express your feelings about a single color with analogies or similes or list nouns which are (or remind you of) that color. Another easy form is to use the 5 senses—looks like, sounds like, smells like, tastes like, feels like.

Color looks like
Color sounds like
Color smells like
Color tastes like
Color feels like

My cat is nice.
My cat is fat.
My cat is cute.
I like my cat.

I had a love,
her name was Jill,
I met her in December.
I loved her more
than anybody
else I can remember.

ACROSTIC:

In Acrostic poems, the first letters of each line are aligned vertically to form a word. The word often is the subject of the poem.

Elegantly and efficiently shaped
Good to eat
Great fun to find at Easter
Smooth shelled

Orange
Orange is feeling in your stomach after an orange soda quenched your thirst.
Orange is the sun after a summer day.
Orange is the sound of a field filled with dandelions blowing in the wind.
Orange is the taste of a pizza that just came out of the oven.
Orange is the taste of cold glass of orange juice.
Orange is the feeling inside you when you accomplish something.
Orange is the sound of a tomato plant growing.

- b) *Write a poem for a special event. Present the poem to the class. Use the ideas given.*

16  **1 Let's listen: A birthday celebration**

Listen to the story. Decide if the statement is true (T) or false (F).

1. Many eco-friendly ideas are cheap.
2. It's cheaper to wrap a present in your own wrapping.
3. Reusable gift bags are more difficult to use than wrapping paper.
4. You can create your own cards using color pencils.
5. If you can't use gifts, you should pass them on to your friend.

2 Let's listen: Which film is right for Julie?

Read about Julie (14). Then listen and say which film is right for her: 1, 2 or 3?

Fave hobby:	Taking photos	Likes:	Real adventure stories	Hates:	Silly love stories
Big hope:	To travel to other countries		History (sometimes) Her own website		Brother's computer games

17  **3 Let's listen: Funny happy birthday song**

Once a year we celebrate with stupid hats and plastic plates,
the fact that you were able to make another trip around the sun.
And the whole clan gathers round, gifts and laughter do a bound,
we let out a joyful sound and sing that stupid song.

Happy Birthday, now you're one year older.
Happy Birthday, your life still isn't over.
Happy Birthday, you did not accomplish much.
But you didn't die this year I guess that's good enough.

So let's drink to your fading health, and hope you don't remind yourself
your chance of finding fame and wealth decrease with every year.
Does it feel like you're doing laps, and eating food and taking naps,
and hoping that some day, perhaps, your life will hold some cheer.

Happy Birthday, what have you done that matters?
Happy Birthday, you're starting to get fatter.
Happy Birthday, it's downhill from now on.
Try not to remind yourself your best years are all gone.

If cryogenics were all free then you could live like Walt Disney
and live for all eternity inside a block of ice.
But instead your time is set this is the only life you get,
and though it hasn't ended yet sometimes you wish it MIGHT!

Happy Birthday, you wish you had more money.
Happy Birthday, your life's so sad it's funny.
Happy Birthday, how much more can you take?
But your friends are hungry so just cut the stupid cake.

Happy Birthday, Happy Birthday, Happy Birthday, Dear....
(muttering)

Ralph, Bill, Graphton, Stanley, Frank, Skippy the Butch Kangaroo, Bob ...



READING

SKILLS

Before you read the story think of the title. It can give you ideas what the story is about, what friends gave Sam as gifts, how his cake was.

18  Let's listen: Happy birthday, Sam

A There is a lot of food in the kitchen: sandwiches, crisps, chocolate crispies, and the birthday cake! Everything is ready for **Sam's party**. Now Sam is waiting for his **friends**. Lisa and Emma get there first. "Happy birthday, Sam!" they say. "Here's your present. Don't be late for school again." The **present** is in a box. Suddenly it rings. Sam laughs. "Oh! I can guess what it is. Yes! It's an **alarm clock**! Thank you! That's the right present for me!"



In a few minutes all of Sam's friends are there. Terry's present is very special. He sings **his own birthday song** for Sam and he even gives Sam a CD of it. Sam is very proud. "Wow, Terry, my own song! Thanks. That's so cool!"

B Mr Spenser has got a surprise for Sam and his friends and the party. "A karaoke machine!" they shout. "Let's see what songs we can sing!" Lisa wants to sing first. It's great fun. She's a pop star. She doesn't want to stop! But the others want their turn, too. Only Emma doesn't want to sing in front of everyone. "You can sing with me," Sam tells Emma. "I need help. Let's sing Terry's new birthday song together." Soon everyone is singing Terry's new song – even Sam's parents.

C In the Spencers' flat everyone is having fun. But in the flat downstairs Ted Brown isn't happy. He wants to write a new song on his computer, but there is a problem with it. And upstairs the Spencers are playing the loud music. People are jumping and shouting and they are laughing. Usually the Spencers are not a problem for Ted, but today he doesn't like what is happening. He goes upstairs.

D Mr Spenser opens the door and Ted sees a lot of kids behind him. They are dancing and singing a song. "Oh, hi, Ted," shouts Mr Spenser. "We are very sorry that it's so loud. It's Sam's birthday today. He's having a party." "It's his birthday, eh?! It's ok, then," Ted shouts. "But what's that song?" "This is Terry's new birthday song for Sam," Lisa says. "Who is Terry? Is he famous?" asks Ted. They all laugh and look at Terry. "Hey, Terry, are you famous?" asks Sam. Terry sees Ted Brown. "No, Sam," Terry says "but do you know who that is? He is famous. That's London's great new radio DJ Ted Cool Can Brown. Don't you listen to the radio? He's in every magazine." "What's he doing here?" "He lives downstairs," Sam shouts. "What?" Ted shouts.

E The music stops. "Hi, Sam. Happy birthday!" says Ted. "Hi, Mr Brown," says Sam. "Thank you. This is Terry. It is his music." "It's just a song for Sam's birthday," says Terry. "Cool song. Can you and Sam come to my radio station soon with a CD of it?" asks Ted. "I'd like to play it on the radio."

2 After you have read a story: Important ideas

- a) Read part A of the story again. Look at the **words in green**. They are important ideas in part A. You can use them to take notes.
- b) Go on with the story. Take notes of the important ideas in parts B-E. (Don't write too much).



3 Headings

Find the correct heading for the parts of the story.

Example: The heading for the part A/ B/... is ...

Downstairs

The radio DJ

A surprise for Terry

Fun at the party

Sam's presents

4 Analyzing

Look at your headings; write a short summary using your notes.

Downstairs				
Ted Brown isn't happy				



5 Talk time

- a) Look at your notes again. Can you remember the story? Can you tell the story?
- b) Would you like to be at Sam's party? Why? Why not?

6 Our offer

We offer you some creative ideas you can use to prepare some awesome gifts for your friends.



This unique tea wreath is perfect for any tea-lover you know.



Knitted coasters make a perfect set.



Reusable sleeve will protect your friends' hands.

Heart-shaped potholders are a perfect gift for the hostess.



This personalized fabric tag is perfect for any traveler.





1 Word groups

Make a grid. Write as many words as you and your friend know.

music	money	food	clothes	...
karaoke	pound	apple	jeans	



2 Let's talk: What is this?

Think of a word. Answer your partner's questions about it. Can she or he guess what it is?

A: I'm thinking of a piece of clothes. I wear it when I feel romantic.

B: Is it a scarf?

A: No, isn't. I'll give you the clue. It's for women and girls, consists of bodice and skirt in one piece.

B: Is it....? *Go on, please ...*

3 Birthday ideas

a) Look at those ideas. Then write your own birthday ideas or wishes.

Thank you for being
Efficient and easy
Ready to help and
Ready to go
You're my friend for ever!

Loving
Interesting
Serious
Affectionate

Beautiful cake
Invitations for friends
Ready for my party
Thank you for the present
Happy, very happy
Day for fun
And music, too
Yes, birthdays are great!

4 Birthday wishes

My wish for you is happiness and that you get a taste of all good things.

My wish is for you to have a wonderful life and all that it shall bring!

Happy birthday to you, lots of gifts for you we brought, cake and candles we lit.

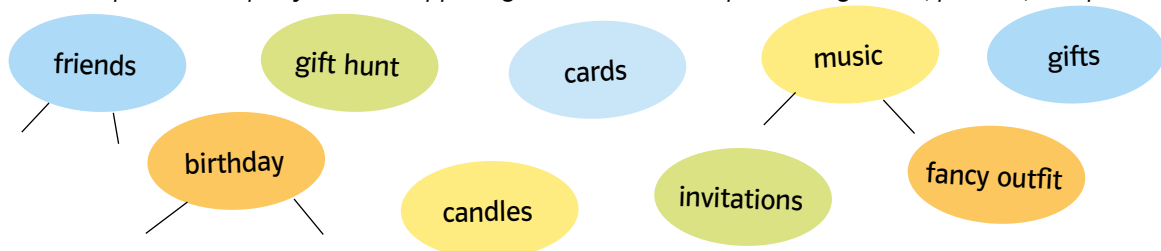
Your birthday is the most special day in your life, so enjoy it to the fullest!

Lots of joy smiles and always surrounded with love and friends.

Keep being as adorable and sweet as you are and an amazing person.

5 Party

a) Draw a picture of a party. What's happening? Make a mind map collecting words, phrases, and photos




6 Let's talk: In the shop
**USEFUL PHRASES**

No, thanks. I'm just looking.
 I'm looking for... Have you got...?
 How much...? Where do I pay?
 Sorry, too big/expensive?
 I'd like to try on ... Can I, ... please?
 Where are the changing rooms?


7 Let's talk: The shopping list

You're going shopping in one of these shops: a music shop, a newsagent's, a market, a clothes shop, a sports shop, and a supermarket. Your friend asks you to buy one or two things. You can continue and ask why. Act as in the example.

Example: A: I am going to the newsagent's.
 B: That's good. Can you get my magazine, please? Or /Can I have some postcards?
 A: Why?
 B:

postcards • a map • a decoration • candles • broccoli • carrots • green beans • mushrooms • tomato • peas • cabbage • zucchini • cucumber • onion • apples • banana • oranges • kiwi • raspberry • grapes • pears • anorak • blazer • blouse • boots • bow tie • glasses • CDs • polo shirt • skirt • pullover • pumps • purse • glass ball • bubble fluid • monster flame light • strings

**YOU CAN ALREADY**

- ✓ Give information about different shops.
- ✓ Know the names of clothes for boys and girls.
- ✓ Write an invitation to a birthday party.
- ✓ Plan your birthday or any other special event.
- ✓ Use modal verbs.
- ✓ Talk about your wishes.
- ✓ Use quantifiers with countable and uncountable nouns.
- ✓ Talk with a shop assistant.
- ✓ Write a birthday card.
- ✓ Make a list of ingredients for your favorite recipe.
- ✓ Cook some great desserts.
- ✓ Discuss traditional meals in different countries.
- ✓ Analyze your diet.

see p. 40-41

Project English and Biology

STEP 1: Look at a breakfast in different countries

People from different countries eat different things in the morning, but wherever you go, breakfast is the first and most important meal of the day.

- a) Look at the pictures and say which breakfast you like best and why. b) Have you ever had breakfast in another country? What did you have?

English kids like cereal with milk for breakfast. They sometimes eat eggs, bacon and sausages, or porridge. They never eat cheese.



Japanese people traditionally eat soup for breakfast.

Mexicans like to eat fruit for breakfast. They also have tortillas with meat, vegetables or eggs.



Swedish kids like bread with butter, jam, cheese or fish. They also eat cornflakes with milk in the morning.

STEP 2: Find out about your own breakfast



- a) What do you have for breakfast? Make two groups. Write down on cards what you eat in the morning.



- b) Collect the cards and sort them into groups (e.g. fruit, cereal, ...). Then put them up on the board.

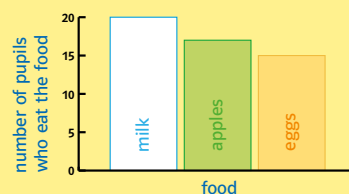
STEP 3: Make a bar chart



PROJECT SKILLS

When you are preparing a presentation, you will often find useful information in charts. You can also use a chart to show what you have found out if you have done a survey.

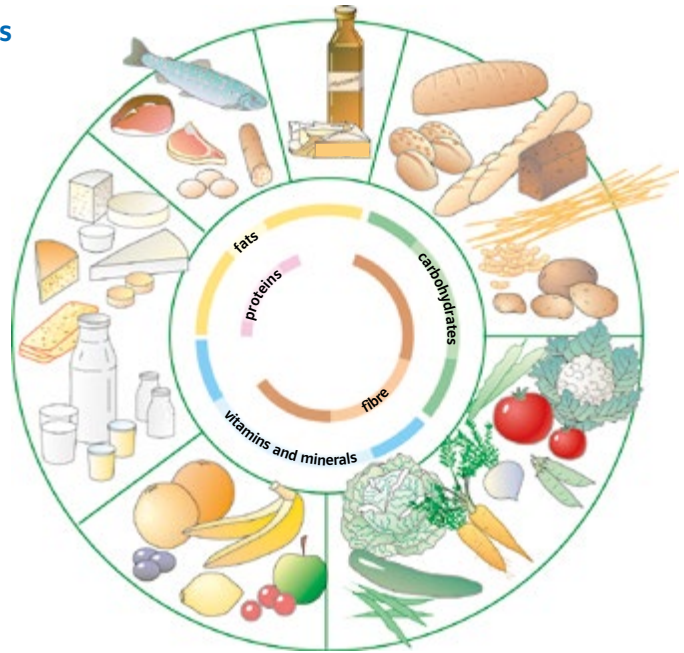
- In your groups look at the cards on the board and count how many of you eat which food for breakfast (e.g. milk 20; eggs 15 ...).
- Now put the information you have found in a bar chart. Write the food on the x-axis and the number of pupils who eat the food on the y-axis.
- Draw the bars. Now you can see how many of you eat which food. Compare the two groups.



STEP 4: Look at food and its contents

We eat a lot of different things every day. Almost everything we eat contains fats, proteins and carbohydrates. Some foods have more of these than others. If you want to eat healthily, you also need minerals, vitamins, fibre and water.

Look at the chart on the right and compare it to what you have found out about breakfast in your class. Do you think you eat a healthy breakfast? Is breakfast in other countries healthier? Say why or why not.

**STEP 5:** Do a project: Healthy food

You have learned a lot about healthy food so far, and maybe you have found out that some of you eat the wrong things. Now it's your turn to inform the pupils at your school. Read about Jamie Oliver first.



JAMIE OLIVER is a famous TV cook. He is worried about the food British pupils eat at school and at home, and has cooked at different British schools to show kids how bad fast food is and how good

healthy food can be. He has been to Thomas Tallis, too. At one school he threw a lot of chips, burgers and other fast food onto the floor to show how terrible the smell is.



Unhealthy food is not only a problem at British schools. Lots of Ukrainian pupils eat the wrong things, too. Plan a healthy food campaign for your next week school project. You could have an information stand with posters and give a presentation in which you use charts. You could also sell healthy food.

1. Think of more ideas in class.
2. Get together in groups of four or five and decide what the different groups are going to do.
3. In your group, talk about what you have to do (e.g. find information in books, on the Internet, draw posters etc.). Decide who is going to do what and when. Make a plan.
4. After you have finished your group projects, plan the campaign with your teacher.



1 What do you think -'s or s'

a) Change sentences as in the example.

Examples: Terry has got a big sandwich. → Terry's sandwich is big.
The Brooks have got a small kitchen. → The Brooks' kitchen is small.

- | | |
|--|---------------------------------------|
| 1. Sam has got a great cake. | 4. Grandma has got good recipe books. |
| 2. The girls have got nice crisps. | 5. The boys have got large pizzas. |
| 3. The Spencers have got an old kitchen. | 6. Tiger has got tasty cat food. |

b) Put in the correct form -'s or s'.

- | | |
|--|---|
| 1. Children ✪ clothes? On the right, please. | 4. The Taylor ✪ sofa is red. |
| 2. Salad isn't only girl ✪ food. | 5. This is my parent ✪ favorite music. |
| 3. These people ✪ lunch looks good. | 6. Can you please tell me where
the men ✪ toilets are? |

2 Put the right words

a little

a few

much

many

Mrs Taylor: What do we need from the shops, Lisa? How ... flour have we still got?

Lisa: Let's see. There is only ... flour. And there isn't ... sugar.

Mrs Taylor: Can you please look and see how ... eggs we've got? I want to make a cake, so I need ... eggs for that. Three or four.

Lisa: No, we don't need eggs. There are six in the box. But there is only ... cheese, it's OK for a mouse, but not ... for a big family.

Mrs Taylor: OK, so we need flour, sugar, and cheese. Oh, and ... tins of dog food, too. I know there aren't ... tins in the cupboard. – Do you want to come to the shops with me, Lisa? I can use ... help with the shopping.

3 Shopping

A girl looking for a sweatshirt in 'Street Style' isn't very polite. Change her sentences.
What should she say?

Assistant: Hello, can I help you?

Girl: Where are the sweatshirt?

Assistant: They are over here. Are you looking for any special color?

Girl: Yellow. Size M.

Assistant: I'm sorry but we don't have any more yellow ones in M.

Girl: What? No yellow ones? Show me the other colors.

Assistant: How do you like this orange sweatshirt?

Girl: The color is horrible.

Assistant: Would you like this blue one? It's only 200 UAH.

Girl: I want a cheaper sweatshirt. But blue is OK.

Assistant: This one is only 75 UAH.

Girl: OK. Where can I pay?



4 Shops

Make a list of items you can buy at the shops.

clothes shop	newsagent's	bookshop	toy shop	supermarket	shoe shop

5 Matching

Match the shops with their definitions.

newsagent's	a shop where you can buy shoes
sandwich shop	a shop that sells newspapers and magazines
shoe shop	a large shop that mostly sells food and drink
sports shop	a place where you can buy sandwiches, snacks, and drinks
supermarket	a place where you can buy children's toys and games
toy shop	a shop that sells pet animals, such as cats, dogs, and birds
pet shop	a shop that sells sportswear and sports equipment

6 A birthday cake

a) Make a list of ingredients you need to make a cake.



and more

b) Write your recipe.

7 A birthday party

Complete Mike's story with words.

Today is my birthday. I am having a big _____ at my house. I invited everyone in my _____. I hope that they all come. My doorbell is ringing. I answer it. Three of my friends are at the door! The rest of my friends arrive. It is time for the party to begin. First, we play _____. We play pin the tail on the donkey. Jasmine wins. My mum gives her a _____. She is very happy. I am happy that my friends are having _____. We also play tag and musical chairs. Next, we eat a _____. My favorite kind of cake is chocolate with vanilla icing. My mum made a special cake for me. She wrote _____ on it in red icing. Mum lights the _____. My friends sing the _____. I make a wish and blow out my candles. Now it is time to open _____. Jack hands me the first present. I unwrap it and open the box.



presents

class

prize

cake

Happy Birthday

party

games

fun

birthday song

Unit 3 Media messages



Check out your fave celebs and wear this year's hottest clothes! Copy them for your next party. Read this advice: YOU can wear celeb clothes, too!

Teenagers get tips and advice from magazines. *Shout* is the trendiest magazine for teenage girls today in the UK. From 1978 to 2006 the magazine *Smash hits* was very popular, but the pop world changes fast, and in 2006 *Smash hits* had to finish.



There are 'quality' and 'popular' newspapers. *The Times* is a high quality newspaper, *The Sun* and *The Daily Mirror* are popular. *The Times* started in 1785!



1 Let's talk: Media

- What kinds of media can you see in the pictures? Do you use them all?
- What can people "get" from each medium? Work with a partner and make lists.
- Can you believe every media message? Give reasons.
- Read the fact file and discuss these issues with your partner with your partner.

DID YOU KNOW?

- RCA made the first colour TVs in 1954. In today's prices, a 1954 TV cost £3,432 – or more!
- The BBC started in 1922. Its nickname is 'the Beeb'.
- Lycos was the first Internet search engine in 1993.
- The popular newspaper *The Sun* sells 3,145,000 copies every day, *The Times* 669,000.



Click [here](#) and listen to **Arctic Monkeys**' new single or download it to your mobile for only £1.99. Send a free music e-card to your friends!

Mobiles today are not only phones. They are becoming mobile Internet. Tim Berners-Lee created the first web browser in 1990. He also wrote HTML, the language of the Internet. The World Wide Web was ready for the public in 1991.



This is Justin Wilkes on London's Capital FM. Call the studio now to win free tickets to the 50 Cent concert. That man is awesome!

Before there was TV, radio was the main kind of entertainment in most homes. Radio started in the early 20th century. Now radio offers music, news and information, and sport.



I can't believe Leanne is still with Danny. I'm shocked!

He's got a great body!

But he doesn't love her.

The British soap opera *Coronation Street* started in 1960 and is still on TV today. Other popular soaps are *Neighbours*, *Emmerdale* and *EastEnders*. All the soaps try to be realistic about life with its happy times, its problems and some violence. The name "soap opera", or just "soap", goes back to radio dramas in the 1930s - the commercials were for housewives, and they advertised soap and other cleaning products.

19 2 Let's listen: On the radio

- Which word fits each programme best: information, entertainment, news? Why?
- What is each programme about?
- What can you say about the way the three radio people talk? Describe their voices and the phrases that they use.



3 Let's discuss the pictures

- What information in the pictures did you know?
- What information can you add?



4 Let's talk: You and the media


What are your favourite media? Why are they important for you?



20 Let's listen: Casting for a daily soap

Have you ever wanted to be a star? What do you know about casting?



Want to be a star? Want to be discovered? Not so fast! Before you can get anywhere, the programme has to “cast” you first. Have you ever been invited to do a casting? You haven’t? Well, **TEEN**  **BUZZ** tells you all about it. Matt Stirling from *EastEnders* can give you a few tips, too.



First, you talk to an agent and give him or her your photo. Then one day the agent is phoned by a Casting Director who

is looking for a special character for a soap. She tells the agent who she needs. Let’s call him “Justin”. So the agent looks through his files and finds a photo of – you! Your photo is sent to the Casting Director, who looks at hundreds of photos for the right “Justin”. She likes your face!

Matt: I was lucky. I was informed about my casting by my agent, and then the script was given to me. This script is called the “sides”. Then I went to the casting. I was nervous!

When you get to a casting, don’t be surprised: about 30

people have been invited, and they’re all there. Like Matt, you’ll be too nervous to talk. You’ll reread your “sides” and make sure you know the role well. Then you have to act the role. The Casting Director is a nice lady, but you’re number 27, so don’t get your hopes up too high.


Matt: I was lucky again. The Casting Director and her assistant liked the way I acted. Two days later, I was invited back. Now there were only ten people left.

The Casting Director might suggest different ways you should play the role – to see if you can act and follow directions. And if you’re super-lucky and you’re even better than the first time ...

Matt: ... I was chosen to act “Justin” in *EastEnders*! A week later, I signed my contract. Wow!

1 Soap stars

a) How many things do you have to do to become a star? Start with: Find an agent.

Look for passive forms in the **TEEN**  **BUZZ** text, and collect them in a grid like this. Find the rule about how the passive is made. What verb forms do you use?

Simple present			Simple past			Present perfect		
Subject	'to be'	-ed / V3	Subject	'to be'	-ed / V3	Subject	'to be'	-ed / V3
						you	have been	invited

3 How a daily soap is made

Use the words and write sentences in the present passive.

Example: A story idea **is** discussed.

1. discuss a story idea ✓
2. write the script
3. cast actresses and actors
4. discuss the script with cast
5. find place for the scenes
6. buy clothes
7. film the scenes
8. show the soap on TV

4 How did Matt get the role?

Write sentences about the pictures. Use the past passive.

Start: Matt was photographed.



5 Don't watch this film!

Put in the passive: simple present, present perfect or past tense. Look for the signal words. You need them in the passive, too.

Watch out: Don't watch this film! It **is** already **made** (call) the silliest film that **has** ever **been** (make) – and it's true.

Baby Terminator 7 **was** (write) in 2005 by Amanda Church and **was** (film) the same year by the great Micky Wendover. Great? Did I say 'great'? "The idea **was** (give) to me five years ago by Justin Clooney, and it was Amanda's job to write the script," says Micky. Poor Amanda, that's all I can say. But the actresses and actors who **were** (ask) to play the silly roles in 2005 had a more difficult job! In the film, people **were** (kill) when a baby alien says "Goo!". Maybe the best role **was** (give) to him that year! The baby's secret **was** soon **discovered** (discover) and he must quickly learn to speak and, well, soon he forgets the word "Goo!". Isn't that a silly story?

GRAMMAR

Is or are? Find the subject of the passive sentences first.

Example: story idea → **is**
clothes → **are**

Simple past

was or were?

Example: Matt **was**
people **were**

Present perfect

have been or has been

I **have been** given

CD **has been** given

→ G6

TIP

Past: last night, yesterday, a few days ago, in 2006

Present perfect: already, ever, not ... yet, just, never



6 From active to passive

Put these active sentences into the passive voice.

Example: 1. Teenagers buy **TEEN** **BUZZ**.
→ **TEEN** **BUZZ** is bought by teenagers.

2. RCA made the first colour TV in 1954. → The first colour TV was ...
3. Too many people believe media messages. 4. Radio dramas advertised soap and cleaning products. 5. After the invention of TV in the 1950s, most people forgot the radio stars. 6. Everyone now saw the stars' faces! 7. Listeners call the BBC 'the Beeb'.
8. The script authors often write the script five or ten times!

TIP

A lot of people read popular newspapers.
Popular newspapers are read by a lot of people.

8 Shall we do a casting?

What happens when you're invited to do a casting? Look at the prompts and make sentences using the simple present passive, as in the example.

Example: The actors, singers, and dancers are selected.

1. the actors, singers, and dancers / select ✓
2. the auditions / arrange
3. the performers / introduce
4. the monologues / present
5. the songs / prepare
6. the audition pieces / video tape
7. the audition pieces / attach to the resumes
8. the audition pieces / share with directors and producers
9. the talent / consider
10. the auditioners / provide with scripts



9 What was done yesterday?

Matt had a casting yesterday. Rewrite his story in the simple past passive.

Example: I was informed about my casting.

1. They informed me about my casting.
2. They gave me a script.
3. They called the script 'the sides'.
4. They invited me to casting.



10 What has been done?

Mr Twister, a film director, is preparing a scene for his new film. Read the orders and respond using the present perfect passive.

Example: "Move that scenery, please." – "The scenery has been moved."

1. Move that scenery, please.
2. Put those props in place, please.
3. Call the actors, please.
4. Check their costumes, please.
5. Turn on the lights, please.

21  Let's listen: Who likes Rob?

- 1 It is Friday afternoon. Terry and his band, Tom-Toms, want to audition for the TV show Teen Idol. But they have a problem.

What's up, Terry?



Hmm, maybe I can help.

We've had problems with our singer, and he has just left the band. Now we must find a new singer or nobody is going to vote for us.

- 2 Emma has seen Rob almost every day. She has liked him. On Saturday morning Emma calls him and tells him about Terry's problem. Rob is interested because he has learned to play the guitar, and he can sing. He wants to think about it. It is Sunday morning. Emma has checked her mobile but nothing has arrived from Rob, so Emma is sad.



- 3 An hour later, Emma's mum gives her a note from Rob. It has just arrived. Emma texts Rob back.

Dear Emma,
The other Tom-Toms
haven't met me,
so here is a photo for
them. And can you
send me Terry's
mobile number?
I've lost it.
Thanks a lot.
Rob

Call Terry on
078630/347589 TMB*
after you've talked
to him. CUL8R*
(I hope!) Emma X

*TMB text me back
*CUL8R see you later!



- 4 On Sunday afternoon Lisa wants to do her homework, but she cannot find her exercise book. She thinks Emma has taken it, so she looks in Emma's bag when she is not in her room. Lisa has found Emma's bag. It is open and Rob's photo has fallen out. Suddenly everything is clear. Now Lisa knows why Emma has been so quiet. Her little sister has fallen in love with a boy in her tutor group. Lisa puts the photo in the bag before she comes back.



It's Sunday evening. Emma has just had a text from Rob. She is happy.

1 So ...

Complete the sentences

- The Tom-Toms' singer has just left, so...
Example: ...they are looking for a new singer.
- Rob has lost Terry's mobile number, so ...
- Lisa thinks Emma has taken her exercise book, so...
- The Tom-Toms have found a new singer, so...
- Emma has just had a text from Rob, so ...

1 Remember the rule

The present perfect tense has two parts: a form of 'have' and the form of the verb. Collect examples from the story and answer the questions.

1. When do you use 'have' and when do you use 'has'?
2. Which four examples on your list have regular verb forms? Say how they end.
3. Now look at the irregular verb forms. You can find them in the table on page 231–232.



2 Good luck

Emma wants to do an interview for the school magazine *The Tallis Newsletter*.

Emma: Well, Terry, you and the Tom-Toms are going to audition for *Teen Idol* in ten days. How do you feel?

Terry: Excited, but not too nervous. We've preformed on stage in Greenwich.

Emma: Have you been on your tour yet?

Terry: No, but we've already started to plan a tour. After we've won *Teen Idol* we want to perform more.

Emma: Great! Have you ever been on TV?

Terry: No, but I've been on the radio, in DJ Ted Brown's show. Remember- Sam's birthday song.

Emma: Oh, yes. Have you won any competitions yet?

Terry: Uhh, so far I've won a prize for best drummer at school.

Emma: But have you ever been in shows like *Teen Idol*?

Terry: No, we've never done anything like it.

Emma: Tell me about the band. You have a new great singer.

Terry: Yes, Rob McGregor has joined the band. Thanks, Emma! He has already learned the words and he's brilliant on the guitar too. But he has never played on stage.

Emma: Are you sure you've practiced enough? Have you had enough time?

Terry: Well, not really. We've had much homework. But we're almost ready.

Emma: Are you mum and dad going to be there?

Terry: Yes, but dad doesn't know about it. It's going to be a birthday surprise for him.

Emma: Thanks for the interview, Terry. And good luck to you and the Tom-Toms!

3 Emma's article

Read Emma's article and finish her words.

Watch the Tom-Toms!

In a few days the Tom-Toms are going to a..... for the T***show T*** I***. They have ne***been on TV, and so far they have only pe*** in Gr***. So are they ne***? Well, not too much! Terry, the dr***has al*** on the ra*** and he has even w*** a prize. A new singer, Rob McGregor, has just jo*** the Tom-Toms. They haven't h*** much time to practice together so f*** because they have be*** very busy with h*** Rob has al*** learned the w***and he is br***on the gu***. So watch the show on TV next Saturday!



22 Let's listen: This American Life (TAL)

Today many people say that podcasts are a modern version of old-time radio programs. In her newsletter article Heather Schwedel argues why she loves podcasts.

I pretty much always have earbuds in, but it's not because I'm a music obsessive. It's because I spend every single second I can listening to podcasts. I download news analysis, interviews with celebrities, book club discussions, comedy sketches, and more — there are shows for just about everything you could possibly be interested in. I listen to podcasts because I really love multitasking: I listen while I exercise, ride public transportation, fold laundry, cook, and even read sometimes (though that's not recommended!). If you too want to become a podcast devotee, here are five that will get you totally hooked. I enjoy This American Life (TAL) because some episodes are about everyday subjects you'll know something about — camp, amusement parks, breakups — while others take on topics you had no idea could be so interesting. Read more to find out the most popular podcasts on <http://www.teenvogue.com/story/best-podcasts>



Check the link and you will find out more about the most popular podcasts

1 Because

Complete the sentences. Some information is not in the text, so try to give your own reason for it.

1. She always has earbuds because ...
2. She downloads book club discussions because ...
3. She listens to podcasts because ...
4. She enjoys TAL because ...
5. She loves multitasking because ...
6. She is a podcast devotee because ...



2 Which is Heather's favorite?

Heather has been interviewed about her favorite podcast she'll listen to tomorrow. Read her interview and tell your partner what will happen.

Example: She will listen to

Girls in Hoodies is a delightful weekly discussion. Tomorrow they'll talk about an indie movie they all saw. I am sure two of the girls in hoodies will disagree completely about whether it was good or not. It's fun to hear them lay out why they agree or disagree. I know they'll express their thoughts on the current television series, showing off their wide-ranging knowledge of all things, from reality TV to horror flicks. Hosts are friends, so listening is like eavesdropping with the added bonus that you'll come away with tons of unusual individual recommendations for things to watch, read, and explore.

TIP

We use 'will' when we make a prediction based on what we know. It is used with: tomorrow, next week, in 2030.

Dealing with problems

23 1 Listening: Shall I do that for you?

It is Saturday, and Shirin wants to go to the city centre. On her way to the bus stop she meets Rhona's father, Gavin.

- Listen to the dialogue. What is Gavin's problem, and how does Shirin help him?
- What can people say when they help someone? Start a list with these phrases and then listen again to find more.



USEFUL PHRASES

You want to help someone

Can I help?

Shall I ... ?

Just take your time. ...

Someone helps you

That's very kind of you.

Could you ... for me?

You've been a great help. ...



2 Work with a partner

One of you has a problem, and the other wants to help. Make a dialogue. Use the phrases you collected in 1b).

You have a problem with yesterday's homework.

You want to have a voice mail message on your new mobile.

You want to buy a bus ticket into town at a machine.

24 3 Listening: Sorry!

Shirin has finished her shopping and is on her way home. When she arrives at the bus stop, Rhona is already there.

- Listen to the conversation. Shirin says something, and then she is sorry. What does she say? and Why is she sorry?
- What can people say when they apologize to someone? Start a list with these phrases and listen again to find more.



USEFUL PHRASES

You want to apologize

I apologize ...

I'm terribly sorry ...

I didn't mean to be rude.

Someone apologizes to you

Never mind. / No problem. /

Don't worry.

Be more careful next time. / ...



4 Role play: An embarrassing situation

"Katie never wears cool clothes."
 "Sue always wants to borrow money."
 "We don't want Max in our football team."

- In groups of three to four, prepare a dialogue: One of you is talking to a friend and says something rude about a third person. But the third person hears it. Look at the ideas on the left, and use the Useful phrases from exercise 3. Then act your role play.
- Do you know an embarrassing situation from a magazine or a TV show? Tell the class about it.

5 Thinking of your own ad

- a) Think of something that you would like to sell on the Internet: CD, book, clothes, DVD ...
- b) Write your own advertisement like this:
1. You need a **headline** to get people's attention.
 2. Now you need a good / funny / exciting **colour picture**.
 3. Write a **short text** about your product.
 - First collect adjectives, e.g. *great, exciting*.
 - Give all the important information.
 - Say why someone really needs your product.



6 How to: Check each other's ad

- a) Give your ad to your partner and look at your partner's ad. Discuss your ads.

Pupil A: Make some suggestions to improve the ad.

Pupil B: Let your partner know if you agree with the suggestions.

b) Pupil A: Make some suggestions to improve the ad.

c) Pupil B: Do you agree with your partner's suggestions?

USEFUL PHRASES

Pupil A: It would be better if you ... / You should ... / I don't understand this sentence. / Could you write ...? / How about ...?

Pupil B: I know what you mean. / I'll change that. / But I think it's OK like this. / I'll think about what you said. / That's a good idea. / I think I'll do that. / Thanks!



7 Mediation and Communication

- Work in groups and choose two kinds of media.
- Use your own Useful phrases box and say: What do you think is good or bad about these two media? Give reasons for your pros and cons.

8 For my folder: Celebrities and ads

Think of ads or commercials you know with famous people. What are they advertising? Do you like the ads? Why? / Why not? Would the famous person help to sell the product to you? Write a report for your school newsletter.

Talk about media in your life



1 Couch potato?

a) Look at the pictures and decide which one is most like you.



magazine junkie



bookworm



super surfer



music maniac



couch potato

b) Find a partner who has chosen the same picture. Talk about why you chose that one. Find a definition together.

25



2 Listening: Interesting people

- Listen to these three people. They are talking about media in their lives. Write down the kinds of media they are talking about.
- Listen again. Why are these media important for them?

3 Collect phrases

There are lots of media words and phrases on the Check-in pages and in the **TEEN** **BUZZ** article on page 46.

Make your own Useful phrases box for your "personal media vocabulary". Put it in your English folder.




4 Your turn: Pros and cons of media

- Work in groups and choose two kinds of media.
- Use your own Useful phrases box and say what you think is good or bad about these two media. Give reasons for your pros and cons.

5 A cartoon



26  **1 Let's listen: Interesting people**

- a) Listen to these three people. They are talking about media in their lives. Write down the kinds of media they are talking about.
- b) Listen again. Why are these media important for them?

27  **2 Let's listen: Visit the World Stage**

A great way to see some famous Britons from the past is to visit the World Stage at Madame Tussaud's wax museum in London. The friends on a class trip have fun visiting the museum.

- a) What do you know about the museum?
- b) Listen to their impressions and find the right answers.
- The dresses in the museum were
 - real
 - modern
 - fake
 - Sir Francis Drake was
 - a Spanish pirate
 - the Queen's pirate
 - a sailor
 - Sir Francis Drake attacked
 - Spanish ships
 - English ships
 - ships of the New World
 - Elizabeth was a modern woman because
 - she was weak
 - she wasn't married
 - she wore dresses.
 - People liked the plays in the 17th century because
 - there were rich costumes
 - plays were simple
 - there was a lot of action.

28  **3 A song: Sk8er boi by Avril Lavigne**

Read the text and listen to the song. What mistake did the girl make?

He was a boy
 She was a girl
 Can I make it any more obvious?
 He was a punk
 She did ballet
 What more can I say?
 He wanted her
 She'd never tell
 Secretly she wanted him as well
 But all of her friends
 Stuck up their nose
 They had a problem with his
 Baggy clothes

Chorus:

He was a skater boy
 She said see you later, boy
 He wasn't good enough for her
 She had a pretty face
 But her head was up in space
 She needed to come back down to earth

Five years from now
 She sits at home
 Feeding the baby
 She's all alone
 She turns on TV
 Guess who she sees?
 Skater boy rockin' up MTV
 She calls up her friends
 They already know
 And they've all got
 Tickets to see his show
 She tags along
 Stands in the crowd
 Looks up at the man that
 She turned down ...



No couch potatoes!

1 Before you read

Your parents have decided on a new rule: no TV in the house. Convince them that they should keep the TV. Write down as many positive things about TV as you can.

Bill, age 13,
Southampton

“Maybe you won’t believe what I’m going to tell you and maybe you can explain it another way, but I believe it’s all connected. This is the story of how I, Bill Burton, who never reads anything (not even the cereal box in the morning) read a long – and I mean *loooong* – book!

It wasn’t just *any* book, it was Harry Potter. The first book. My mum always said, “It’ll take magic to get Bill to read a book.” And she’s right; it did.



My mum loves to read. She goes to the library about twice a week and always asks, “Shall I bring you a book, too?” I say ‘yes’ to make her happy. Mum finishes her books, and mine stay in a pile on my desk, or fall off my desk or get lost under my bed.

One day my mates and I were skateboarding and we needed a higher ramp. I ran to my room to look for something and the last book on my desk (the other books had disappeared) was exactly the right size. We had a great time on the ramp that afternoon – until my skateboard cracked in two, I fell over and broke my leg.

Then I was taken to hospital and stayed there and hated it. The break was bad. “You’ll have to stay three weeks or more,” the doctor told me. Then I got a cold, I had to drink tea and there seemed to be

Brussels sprouts AND spinach for lunch every day. My mates visited me and brought along part of the skateboard ramp – my library book. But it no longer looked like a library book should. I put it on my table and it stayed there. Of course all the nurses said, “Oh, that’s a great book!”

And one day it happened. It was so bored at hospital that I actually opened the book and read. After I had finished the first chapter, my cold went away. After the fifth chapter, there was spaghetti for lunch – and no vegetables! And when I had finished the book, the doc said, “Your leg is much better. You can go home soon.”

I admit that the book was really good; I could imagine the pictures in my head. But don’t think this means I’m going to read the second one. And don’t tell my mum!”

Mariah’s media corner

We’ve all heard it a thousand times: “You watch too much TV!” and “You should read more!” But parents aren’t always right and sometimes kids have to learn things for themselves. This month two of our readers share their media experiences with us.



Mariah says: As soon as Bill had finished this article, he lost his pocket money, couldn’t find his bike key and his mobile didn’t work. The second Harry Potter book has been sent to him.

Janice, age 14, Manchester

“My parents believe that my favourite TV show *ER* (that is the hospital soap *Emergency Room*) isn't realistic. Wrong!

Last September I was walking home from school. Suddenly I heard a noise – someone or something was crying. I thought it was an animal, like a cat after a fight or something. But then I heard a weak ‘Help!’.

It was strange because I was walking past the old metal factory and it had been closed years before. I looked around a little, but couldn't see anything. Then I heard the voice again. It was coming from above me. I looked up into the sun and could see the outline of someone on the roof. There was a little boy up there and he was crying. “My leg is bleeding,” he shouted down to me. He had chased after his cat on the roof and then cut his leg on some metal.

Watch out! This is where TV enters. I looked for a place to climb up to the roof. I saw a pipe at the corner, tested it and climbed right up. I saw that on *CSI: Miami* once.

When I got to the boy, I could see that he didn't look good. He had a big gash in his leg. There was lots of blood around and he looked quite white in the face. At first I was scared, but then I remembered my doctor's training – from TV. You know, I watch *ER* as often as I can so I know how to talk to patients and how to help them.

I asked the boy his name and tried to distract him. I even got him to laugh when I told him my favourite joke. Then I took off my T-shirt and used it as a bandage. It was my favourite ManU T-shirt, but this was an emergency and fashion couldn't get in the way. I tied it really tight. Ricky (that was the boy's name) shouted when I did that, but it had to be tight.

The next thing was the 999 call. I held Ricky's hand while we waited for the ambulance and I talked calmly to him like the doctors on the show.

After I had rescued Ricky, I was invited to tell my story everywhere – to the newspapers, on the TV news and now in this magazine. I was sent 12 new ManU T-shirts from all over England. And this whole thing has really helped me to decide about my future. When I grow up, I want to be a doctor – or an actress.”



2 What do you think?

- Do you like the two stories?
Why or why not?
- Has anything like this ever happened to you or to a friend?

3 Your turn: Books and TV

- What was the last book that you read?
Why did you read it?
- How could your favourite TV show be useful in your life? Or could it not?



4 A media survey

- Work in groups of five.
- Write 3–5 questions about media habits (which kinds of media, how much money is spent on them, how much time every week etc.).
- Ask all the people in your group and then five adults. Write the answers down.
- Report to your class. How will you show them the results? In a grid? Or in a chart?



1 Find the polite answer

1. **Excuse me.**
 - a) What do you want?
 - b) How can I help you?
 - c) Huh?
2. **I'm sorry. I can't find your CD!**
 - a) Can't you do *anything* right?
 - b) I'll never give you a CD again.
 - c) Well – let's look for it together.
3. **Thanks for all your help.**
 - a) What help?
 - b) You're welcome.
 - c) Forget it.
4. **Could you help me, please?**
 - a) No.
 - b) I only help nice people.
 - c) I'd be glad to help you.



2 Media

Make a grid. Write all the different media at the top. Add the names of the sections which you know or like reading.

newspapers	newsmagazines	radio	Internet	books	television



3 Vocabulary cards

Make the vocabulary cards. Check the meaning of the words in the English-English dictionary. Work with your partner asking and answering questions about what these words mean.

broadcast
local newspaper
headline
adverts
correspondent
station
news
soap opera
documentary
newsreader
anchor

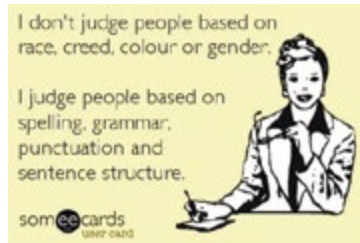
tabloid
daily newspaper
comic
editor
reporter
channel
newsflash
sitcom
sports program
presenter
weather presenter

article
magazine
gossip column
journalist
paparazzi
studio
talk show
comedy
game show
host
broadcast

column
guide
sport section
columnist
newsagent's
cable
chat show
drama
reality show
commentator
commercials

4 Jokes

Think of English jokes about media.





5 Words that go together well...

Work with your partner. Decide which words or phrases get along very well.

Example: To 'apologize' goes with 'to be terribly sorry'.

The BBC • HTML • don't think that what you want is going to happen
 • never mind • her face was up in space • to play the role • best selling • voice mail • solo



he wasn't good for her • 'the Beeb' • don't get your hopes high • popular
 • the language of the Internet • to act • answering machine • it doesn't matter • alone

6 Is it breakable?

VOCABULARY SKILLS

You can always make new words from the words you already know. For example, you can add -able to make adjectives from most verbs.

to drink - drinkable
 But be careful with the spellings
 recognize - (un)recognizable
 forget - unforgettable

S K I L L S

VERBS

do -
 move -
 change -
 remark -

Which word do you need?

Example: I'll always remember this concert. It's been an unforgettable experience.

1. Be careful with those boxes. They've got some *** things in them.
2. Is that James. He's almost *** without beard.
3. The mystery of Stonehenge is probably not ***.
4. This piece of music is so difficult. It's ***.
5. We had an *** holiday, although the weather wasn't good.
6. The Sherlock Homes books are very ***.

breakable

enjoyable

unplayable

solvable

unrecognizable

readable

unforgettable

YOU CAN ALREADY

- ✓ Discuss kinds of media, their pros and cons.
- ✓ Use the passive (present simple, past simple, present perfect).
- ✓ Use "so" to express the result of something.
- ✓ Use "because" to express the reason for something.
- ✓ Deal with problems offering and accepting help.
- ✓ Apologize and accept apology.
- ✓ Analyze ads and make your own ad.
- ✓ Offer and accept help.



Project Advertising

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Tuesday, 9th February 2016
Wednesday, 20th April 2016
9.00am to 11.00am



Open Day 2016
Tuesday, 5th July 2016
9.00am to 11.00am and 5.00pm to 6.30pm
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STEP 1: Looking at adverts

Adverts are texts which usually want to sell a product.

- Look at the adverts. What is the product in each advert?
- Would you buy these products? Say why? Why not?
- Read the checklist on the right. Find the features in the adverts.
- Is there anything in the product which is not probably true?

Adverts checklist

- Adverts always have some or all of these features:
- a slogan that is easy to remember
 - a short text about the product
 - a picture
 - information about the price
 - an address where you can get more information
 - small print with more information

STEP 2: Finding information

English search engines are great if you need information or facts for your English project. Did you know that 80% of all the pages on the World Wide Web are in English? You can also use pictures from the Internet in your projects. The skills box will help you to use the Internet better.

PROJECT SKILLS

- Start a text file before you go into the Internet.
- Read the tasks on the right. Write down the keywords you need.
- Go to an Internet search engine. Give yourself 20 minutes to find useful information.
- Write the answers in your text file. You can also copy and paste the text and save pictures from the Internet, but be careful! Only use the facts and pictures you need.
- Save your text, then print and read it. Check if there are any mistakes in it (you can also show your text to a partner).

Tasks

Find an advert of your favorite club (game, radio program TV show..)
 Copy and paste the slogan in the text file. Is it easy to remember? Why?
 Is there a short text about the product? What does it show?
 What do you think of a picture itself?
 Is there any information about the price? Why /why not?
 Is there any contact information?
 Why do we need this information?

STEP 2: Making your own advert

Make your own advert. It can be for food, a car, clothes, or a school newspaper. Read the tips in the skills before you start.

WRITING**S K I L L S**

Your advert should have some of the features from the checklist in Step 1. Think: Who is the advert for? Young people? Pets owners? The advert should be interesting for those people. The text of your advert should be short and interesting. You needn't write long sentences, but you must say what is good about the product, and why people should buy it.

Unit 4 The world of sport



A



B



C

1

started in 1823 at famous school in England
 • kick or carry **oval** ball
 • grass **pitch**
 • **referee** **controls** game

2

fast sport from Canada • 2 teams of 6 players on **ice** • game in 3 parts of 20 minutes • use **sticks** to score goals

3

very popular in America • 4 **bases** on **field** • hit ball with **bat** and run from one base to another

4

first club in England 250 years ago • sport for men or women • **bat** in front of legs • matches can go on for 5 days!

baseball

cricket

athletics

1 Work with the photos

a) Match the photos and the names with the correct notes for the sports. Guess the meaning of the new words in blue.

b) Do you know more about these sports? Tell the class.

c) Make a sports quiz.

TIP

Different people need different words. What words do you need when you write or talk about your favourite things? Collect useful new words and keep this 'personal vocabulary' in your folder.

1. Make your own notes about sports: where people play, what equipment they need, how many players there are in a team etc. (For new words, use a dictionary or ask other people).
2. Write 5–6 questions about the information in your notes.
3. Test your partner with your quiz!



D



F



E



G

5

one of oldest sports in the world • run, jump or throw • **track** 400 metres • Olympic Games every four years

6

started because **American** kids wanted to surf on land! • jump and do tricks in air • **helmet** to keep head safe

7

sport of European kings 400 years ago • use **racket** to hit ball • **umpire** can see whole **court** from tall chair

rugby

skateboarding

tennis

ice hockey

30



2 Let's listen: Sports news

- Listen and say what sports are on the radio. What sounds or words help you?
- What sports are or aren't easy to enjoy on the radio? Try to explain why.

DID YOU KNOW?

- Bikes in track races don't have brakes.
- Sisters Venus and Serena Williams have both been Wimbledon tennis champions.



3 Let's talk: You and sports

- What sports are popular or not so popular in Ukraine? Why? Talk in groups.
- What sports do you do? Tell the others in your group.



Find your own interesting facts and make a fun 'Did you know?' fact folder!

31 Let's listen: A new trick

Laura is practising at Epic Skatepark in Birmingham for a big event next weekend.

Harry: Wow, Laura! I've never seen that trick before! It's brilliant! Who taught you?

Laura: Nobody. It's my own special trick. I'm going to do it in the competition next weekend.

Harry: With a great new trick like that I'm sure you'll win. Will you teach me, please? Then I'll have a better chance in the boys' competition.

Laura: Oh, I – I haven't got time now. My dad's picking me up soon.

Harry: Well, let's meet again here tomorrow. I'll pay for your ticket, no problem.

Laura: Hm. I'm watching the big football match on TV tomorrow.

Harry: Me, too. But the match doesn't go on the whole day, does it?

Laura: No, but – er – I'm – I mean, I've got other arrangements tomorrow.



Harry: I thought we were mates! Why do I have the feeling that you don't want to teach me?

Laura: Sorry, Harry. But the boys' competition starts at 10 o'clock next Saturday, right?

Harry: Yes. What has that got to do with it?

Laura: Well, the girls don't start until the boys finish. And if you do the trick first, everybody will think it's yours, not mine. I'll show you how to do it next Sunday, OK?

1 Put the parts together

- | | | |
|--------------------------|----------------------------|----------------------------|
| 1. Harry is sure Laura | will teach Harry her trick | the whole day tomorrow. |
| 2. Laura's dad | starts | next weekend. |
| 3. The football match | is picking her up | next Sunday. |
| 4. The boys' competition | will win the competition | soon. |
| 5. Laura | doesn't go on | at 10'clock next Saturday. |

2 What do you think?

Is Laura fair when she offers to teach Harry her trick after the competition? Why or why not?

3 Your turn: What, where and when?

- a) What sports or other events are there in your town in the next few weeks? Find out about them and make notes like this:
volleyball match – sports centre – next Sat. – 2 pm
- b) Tell your partner about your events. Example:
There's a volleyball match at the sports centre **next Saturday**. It starts at **2 pm**.

GRAMMAR

For 'timetable' information about events in the future (dates, times etc.), use the simple present:
The train leaves at 4 pm this afternoon.



4 What is happening next week?

- a) *Danny Way, a famous American skateboard champion, is visiting the UK next week. Laura has seen his website diary for the trip. What does she tell Harry? (Find out why she is excited!)*

On Monday he's arriving in the UK.
On Tuesday morning he's ...
In the afternoon he ... *Go on, please.*

Mon	arrive in the UK
Tues	(am) do an interview with 'Sidewalk' magazine (pm) talk on the radio
Wed	make a skateboard video at Playstation Skatepark in London
Thurs	(am) open a sports shop in Swansea (pm) meet fans at Swansea Skatepark
Fri	teach tricks to kids in Leicester
Sat	give prizes at a skateboard competition in Birmingham



- b) *Ask what your partner is doing next week.*

Example: "What are you doing after school on Monday?" – "I'm training at the judo club."

GRAMMAR

When you talk about arrangements for the future, use the present progressive: **We're watching** the big match at Phil's house **next Saturday**.

→ G13

5 Events and arrangements

Complete the information with the correct tense: simple present or present progressive.

- There **is** a big basketball game tomorrow. I **am playing** in it.
- My father (take) me to a rugby match next Saturday. It (start) at half past two.
- Our German partner school (send) a girls' football team to England next week. Their plane (arrive) at Heathrow at 10.30 on Monday.
- The easy fitness course (finish) on October 1st. After that we (start) a harder course.
- The tennis fans (go) to Wimbledon by bus on Friday. Their bus (leave) at 9 am.
- The new sports centre (open) on September 15th. Kelly Holmes (open) it.



6 Asking for help and giving help

- a) *Find the rule: Look at the pictures. In what situations can you use the will future?*

- b) *What can you say?*

I'll ... / Will you ... , please?

get be lend play

tell explain help put



- You need a partner for tennis.
- Your friend hits a golf ball into some trees.
- You don't know the rules for baseball.
- You can't mend your skateboard alone.
- A boy doesn't know the way to the skatepark.
- There are two football teams, but no referee.
- You haven't got your own cricket bat.
- Somebody must put the sports equipment away.

32 Let's listen: Sam's accident

Sam and Terry have started to do judo at the judo club, and they like it. But now they are in Mr Jackson's taxi after judo club. They are on their way to the hospital. Mr Jackson is driving very carefully.

Mr Jackson: So what happened, Sam? Tell it slowly. You mustn't get excited. Did someone hit you?

Sam: Well, it wasn't deliberate. I mean he didn't hit me deliberately, Mr Jackson. Two boys were fighting and I tried to stop them.

Mr Jackson: Are they in the judo club?

Sam: Yes, they are. Their names are Kevin and Bill. I don't know why they do judo. They only want to fight. I was just washing my hands quickly when the two boys came in. Bill is a bully and he was hitting Kevin. I said something like, 'Hey, stop that,' I said it quietly, because Bill was angry already. He looked at me angrily. 'He's going to hit me,' I thought. But he just shouted loudly, 'Get lost!' Then he hit Kevin again. I tried to get in front of Kevin. I think I said, 'Leave him alone! He's smaller than you.' But Bill pushed him very aggressively, he bumped into me and I hit my head and fell on my shoulder.

Mr Jackson: How do you feel now, Sam?

Sam: I feel OK, but I've got a headache. Terry found me and phoned you.



1 What happened?

Who was fighting? What happened to Sam?

2 Find the rule

a) Look at these sentences about Sam's accident.

Sam is a **quiet** boy. He spoke **quietly**.

Bill was an **angry** bully. He shouted **angrily**.

1. What do adjectives (quiet, angry) describe?
2. What do adverbs (quietly, angrily) describe?

GRAMMAR

Adverbs

Adjectives	→	adverbs
quiet + ly	→	quietly

You write:

angr y + ly	→	angrily
careful+ ly	→	carefully
terribl e	→	terribly

→ G14

b) Look at the dialogue again. Find more adverbs. What are their adjectives? Put them in a list.

3 How did they do it?

a) Complete the sentences.

1. Mr Jackson drove (careful).
2. Sam talked (slow).
3. The bully looked at Sam (angry).
4. Sam spoke (quiet).
5. Bill shouted (loud).
6. Bill pushed Kevin (aggressive).

b) Explain the sentences in a) using 'because'. Start like this:

1. Mr Jackson drove carefully because Sam had a headache.

33 Let's listen: At the hospital

Mr Jackson drives carefully but fast, and they get to the hospital ten minutes later. He explains what has happened and asks for the doctor. When she comes into the room, she smiles at Sam in a friendly way. She knows Sam well. She saw him when he was in bed with a temperature at the hospital. He had the real flu. She saw him daily. "Well, Sam. What's the problem this time?" she asks. "I had an accident at the judo club, Dr Jones," Sam explains. "Oh dear," says Dr Jones. "You should train more carefully. Were you trying too hard to fight better than your teacher?" "No, Dr Jones, I wasn't," says Sam. "A boy pushed me, a bully".

"It wasn't deliberate, doctor," says Mr Jackson. "Sam fell on his arm and his shoulder. But he hit his head hardest. And he hurt his shoulder badly."

"Well," says the doctor "Let's examine you. What hurts worst? Does your shoulder hurt worst when you move your fingers, Sam"?

"No, it doesn't," says Sam. It's the same. "It's good. I don't think it's broken," says Dr Jones. "What about your head? Did it bleed? Have you got a headache? Have you been sick?"

Sam has not got a bad headache. The doctor examines him and gives him a prescription or some tablets.

"Give this to your dad, Sam. Take them three times a day for the pain in your shoulder. Sorry – I haven't got any tablets against bullies!"



1 Dr Jones examines Sam

*How does Sam feel when he gets to the hospital?
What does the doctor give him?*

GRAMMAR

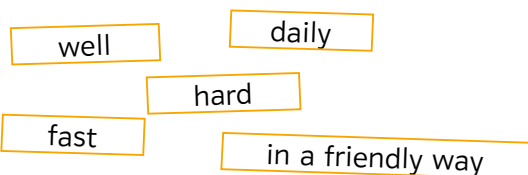
Some forms are irregular
badly → worse → worst
well → better → best

→ G14

2 Irregular adverbs

Put in the irregular adverbs in the table

- Mr Jackson drove carefully but fast .
- Dr Jones smiles at Sam .
- She knew him .
- "Bill pushed Kevin , and I hit my head and fell on my shoulder," he said.
- When Sam had the flu, Dr Jones saw him .



3 Make sentences about Supermouse and his brothers.

*Use these adverbs:
well/aggressively/badly/slowly/
loudly/beautifully/fast.*

Example: Minimouse sings well,
but Maximouse sings
better and Supermouse sings best.

sing	run	write	dance	swim	drive	play
*	**	*	**	*	***	*
**	***	***	*	**	**	**
***	*	**	***	***	*	***



3 What relative pronouns can you use?

Think what relative pronouns fit best in the sentences. Write a number in your notebook and a corresponding pronoun. Check your answers with your partners!

- a) "I've got a book that / which has all kinds of facts about different sports. It explains the rules and the equipment **1** players use. And it tells you about the stars **2** have had the greatest success. You can read about records **3** people have broken, too. I found out about a football player **4** twenty-two goals helped her team to win a match! There are also stories about funny things **5** have happened. I like the story about the tennis player **6** got lost on the Tube on the way to Wimbledon! The book is great for someone **7** hobby is sports quizzes. It has all the answers **8** you'll ever need!"

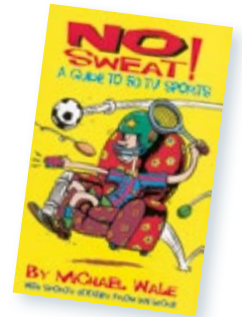
- b) What sports can you see on the book on the right?

a person	+	who	+	controls a game
someone		which		job is to help athletes
a thing		that		is popular in the
a sport		whose		US / ...
...				you use in tennis / ...
				...

4 A game: Sports words

Give definitions with relative clauses. Your partner must guess the words.

Examples: It's someone **who** controls a game. It's a thing **which** you use in tennis.



5 What can sports fans buy on the Internet?

Example: a bag – Tiger Woods kept golf balls **in** it
→ There's a bag **that** Tiger Woods kept golf balls **in**.

GRAMMAR

who, which, that, whose

→ G15

1. a pair of shoes – Kelly Holmes won a gold medal in them • 2. a cricket bat – the English team wrote their names on it • 3. a tennis racket – Roger Federer played at Wimbledon with it • 4. a bottle – Lance Armstrong drank water from it • 5. a skateboard – Danny Way broke a record on it • 6. a ball – David Beckham scored a goal with it • 7. ... (any more ideas?)

6 Contact clauses

- a) Look at the relative pronouns in sentences 1 and 2.
Are they the subject or the object of the clause?

1. It is a film **which** tells a true story.
2. It is an event **which** fans always watch.

If the relative pronoun is the object, you do not need it:

It is an event (which) fans always watch. → It is an event fans always watch.

- b) Check these sentences. Do you need the relative pronoun or not? Make contact clauses.

1. Sports scientists are people who use science in sport.
2. They test athletes that trainers send to them.
3. The information which they collect is useful.
4. They can find the athletes who have the best chance.
5. They know about the food that athletes should eat.
6. They also help athletes with the computer technology which they use.

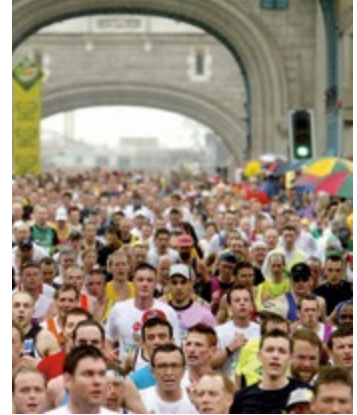
TIP

If the word after the relative pronoun is a verb, the relative pronoun must be the subject: S-V-O!

7 Make one sentence from two

Example: The Marathon is a sports event. I really love it.
→ The Marathon is a sports event I really love.

1. Last year I went to London with a friend. I know her from school.
2. We waited in a good place. We found it near the Cutty Sark.
3. Then we saw the car. The athletes were running behind it.
4. This was the big moment. Everyone was waiting for it.
5. It was so exciting to be near famous athletes. You usually only see them on TV.
6. Lots of people were also running for charities. They wanted to make money for them.
7. A man shouted 'Thank you' for the money. We threw it in his box.



34 8 Listening: A cricket bat

- a) *Before you listen:* Tim has just started cricket at school and wants his own bat. So his father takes him to a sports shop. What problems can there be?
- b) *Now listen to the dialogue.* Explain in no more than three sentences what the problem is. How do you think the story ends?



9 How to: Explain words you don't know

Sometimes you don't know the exact word you need. So you must explain it.

Examples: They're things swimmers put over their eyes.
or: If you wear them under water, your eyes won't get wet.

When this happens to glass you can't see through it.
or: Warm air on cold glass does this.

Explain these new words. There is always more than one way to do it, so compare your ideas in class. (You will find out the correct English words later in the unit!)

van • goggles • to wave • to slide • skier • toothache • eagle

USEFUL PHRASES

It's a kind of ... It's got ... It can ...
They're things that help you to ...
You get this feeling when ...
If this happens, you ...
This happens when ... / You do this when ...

10 Revision: Simple present or present progressive?

a) *What does the athletics star tell the reporter? Make sentences with the correct tenses.*

1. for the Olympic Games • I • at the moment • train
2. to this track • I • come • every day
3. usually • meet • at 2 o'clock • my group
4. our trainer • us • always • lots of help • give
5. today • check • he • our fitness over 400 metres
6. I • to feel • start • really strong • now
7. wait • right now • for me • the others
8. never • champions • stop and talk

b) *Imagine you are the reporter. What questions would you like to ask?*

35 1 Let's listen: Our skateboarding star

Daniel is writing an article for the school magazine. He is doing an interview with Anna Smart from year 9 about her favorite sport, skateboarding.

- Daniel: Anna, you are the best skateboarder in the school. Do you practise a lot?
 Anna: Yes, I practise every day after school, except for Monday. I've got hockey practice on Mondays. I often practise on the weekends too.
 Daniel: Really? That's a lot. And where do you practise?
 Anna: I usually practise on the steps in the park. At the weekends I sometimes go to Rowntree Park Skatepark.
 Daniel: How many skateboards have you got?
 Anna: I've just got one board with lots of spare parts. My father built it for me and my big brother did the graffiti on it.
 Daniel: Wow – that's cool! How many tricks can you do?
 Anna: About twenty five. Most tricks start with the 'ollie'. It's difficult but when you can do an 'ollie', it's easy to do other tricks. I try to learn a few tricks every month.
 Daniel: What are you practising at the moment?
 Anna: There is a competition on Saturday, so I'm learning my 'win new trick' for it, the 'Anna wall ride'. I'll teach you if you want – after the competition!

2 Daniel's mistakes

Read the interview and correct the mistakes in Daniel's article.

Anna Smart is the best skateboarder in Year 10. She has a really cool board. Her brother built it for her. Anna practices every day. She can do thirty-five tricks. Every week she tries to learn a new trick. She is learning a new trick at the moment. It's called an 'ollie'.

Daniel Lehman



3 How to: Do an interview

Find more about sportsmen. Look at the magazines or the Internet. Take notes.

Do an interview with your sports star.

(Your partner is the star. He/she must first say the sport. Say 'hello' to the star.

Ask some questions. Say 'thanks' to the star.

USEFUL PHRASES

It's great to have you here.
 I'd like to ask you about...?
 When did you first...?
 Tell me about your day/fitness plan...?
 What helps you to keep fit?
 What about special food?
 What are your plans?
 Thank you very much for the interview.



4 Stop a fight

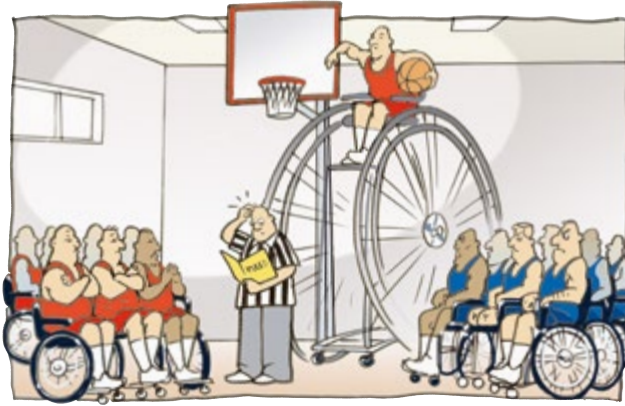
You and your friend want to stop a fight. What can you say? Write a dialogue.

USEFUL PHRASES

Hey, stop it.	I can ask for help.
Hey, that's not nice.	He is smaller than you.
Leave him alone!	Don't be a bully.
What's the problem?	Why don't you just leave?
Why are you hitting him?	Tell me what the problem is.

Is it important to win?

1 A cartoon



It's not always easy to talk about a new subject. But it can help if you practise and learn some good phrases.

What can you say about the wheelchair basketball player in the cartoon?



2 Listening: A sports discussion

- a) Before you listen: Why do people think it **is** or **is not** important to win? Make notes in two lists.
- b) Now listen once and collect more ideas for your lists.
- c) Check the Useful phrases on the right. Then listen again. Which phrases do you **not** hear?

USEFUL PHRASES

You want to say: Yes!

I agree.
You're right.
Exactly!
That's what I think, too.

You want to say: No!

I don't agree.
Sorry, but you're wrong.
Don't be silly!
Rubbish!
I don't think that's true.



3 Short answers

- a) When you don't agree, you can use short answers. Read the examples and make a rule.
 1. It isn't important to win. – Yes, it is.
 2. When you lose, people laugh. – No, they don't.
- b) The second speakers don't agree. Show this with short answers.
 1. "The best players don't always win." – "..."
 2. "It's more important to win than to play fairly." – "..."
 3. "There are more important things than sport." – "..."
 4. "When you lose, you can't smile." – "..."
 5. "In sport you always need luck, too." – "..."



4 Your turn: Is it important to win?

Explain what you think and why. Say if you agree or not with the others in your group.

SPEAKING

S K I L L S

Doing an interview

It is vital that you prepare your questions before meeting with the interviewee. Be prepared to record responses. Take a notebook for jotting down answers, or bring along a partner to take notes. Even better, ask permission for the interview to be recorded. When you ask questions remember that *Who*, *Which*, and *What* can be the subject of the sentence.

Who trains with you?

We don't need to use 'did', 'do' or 'does'. Instead, we just take out the subject from the answer and add 'who'.

Who helps you?

Jack trains with me. **Who** trains with you?

Which plays a... role?



1 Let's do an interview

a) Read the article. Match the questions to the answers. Two readers' questions are missing. Look at the answers and write the questions down.



What helps you to keep fit?

Who trains with you?

Which plays a more important role in your life - football or family?

What makes you really angry?

- When people throw bottles at the players. That makes me angry!
- I have a fitness plan and I train every day.
- I play golf or I read.
- Oh, that's easy. My family.
- My brother. He jogs with me.



When you have a bad day who do you talk to?

Where do you come from?

Who do you train with?

What is your dog like?

- I eat lots of salad.
- My dog. I jog with him every day.
- My dog is big and black and very sweet.
- I talk to my tennis trainer, of course, and to my dad.
- I come from Ukraine.

b) The readers asked more questions. Here are the answers. What were the questions?

Example: My trainer writes my fitness plan. – Who **writes** your fitness plan?

A day at home makes me happy (What?)

My mum looks after my dog when

I'm on tour. (Who?)

A golf ball. It travels faster than football.

(Which?)

A very good football player gets a lot of money for a game. (Who?)

My dad trained me for Wimbledon. (Who?)

Ukrainian food. It's better than English

food. (Which?)



2 Who are you talking to?

Make questions with prepositions

Example: She got him from the animal home.

– Where did she get him from?

She got the address from a magazine (Where... from?)

They were happy about Sam's idea. (What...about?)

Her dog comes from a farm.

(Where... from)

I am waiting for a train. (What ...for?)

TIP


We sometimes use question words with a preposition
Who did she talk to?

37  1 Let's Listen: Did you know ?

- a) Before you listen: What do you know about Superbowl, Olympic champions, disabled athletes, tennis and skateboarding contests?
- b) Listen to the radio program.
Write notes on the information.
- c) Read the statements and decide if it is true (T) or false (F).



- 1. When the Superbowl started there was a problem.
- 2. Cool Runnings is a book.
- 3. Olympic rowing champion Matthew Pinsent has much bigger arms than other people.
- 4. Swimming champion Michael Phelps has very large hands.
- 5. Between 1988 and 2001 Tanny Grey-Thompson won 40 gold medals.
- 6. She broke over 12 world records.
- 7. Tennis players with love aren't really happy.
- 8. In 2005 Danny Way jumped almost nineteen meters over the Great Wall of China on a skateboard.

38  2 A song: We are the champions

(Text © Freddy Mercury)

Time after time
I've done my sentence
But committed *****
And bad mistakes
I've made *****
I've had my share of sand
Kicked in my face
But I've *****

no bed of roses

come through

no crime

losers

challenge

And we mean to go on and on and on and on

We are the champions - my friends
And we'll keep on *****
Till the end
We are the champions
We are the champions
No time for *****
'Cause we are the champions of the World

fortune

fighting

in a friendly way

a few

curtain calls

I've taken my bows
And my *****
You brought me fame and *****
And everything that goes with it
I thank you all
But it's been *****
No pleasure cruise
I consider it a before *****
The whole human race
And I ain't gonna lose

And we mean to go on and on and on and on

We are the champions - my friends
And we'll keep on fighting
Till the end
We are the champions
We are the champions
No time for losers
'Cause we are the champions of the World

39  **Eddie the Eagle****1 Before you read**

Think of sports stars you know. What are they like? What words do you know that describe them best? Collect ideas.

It was late in the evening when an unusual hero got off the plane and walked into the airport in Calgary, Canada. A short man with glasses, he didn't look like a sports star.

Eddie Edwards from Britain was in Calgary for the ski jump competitions at the Winter Olympics. He didn't expect to win. He was just glad to be there.

Accidents always happened to Eddie. While he was walking through customs his clothes fell out of his bag. He got a big surprise when he saw that a lot of people were waiting for him. His fans were holding up a message for him: "Welcome to Eddie the Eagle Edwards".

Wow, that's brilliant, he thought. He didn't know he had a fan club in Canada. He was still looking at the fans when he walked into a door.

It was now very late in the evening but he didn't know how to get to the Olympic village. At last he found someone from the British Olympic ski team who could tell him. It was 2 am when he finally arrived at the village.

The next morning Eddie Edwards couldn't practise because he was sorting out problems with his equipment. He was even an hour late for his press conference.

"You can't come in here," said a man on the door. "There's a press conference for Eddie Edwards."

"But I *am* Eddie Edwards."

"You? No, never. You're not an athlete."

When Eddie was finally in the room there were questions from 130 reporters.

"Do you wear your glasses when you jump, Eddie?"

"Yes. They mist up when I put my goggles over them. I just hope they'll be clear again before I get to the bottom."

The reporters liked Eddie's friendly face and the stories of his adventures. He told them how he became a ski jumper although it was a very unusual sport in Britain. He told them how hard it was to start in the sport. He slept in his van in very cold weather when he travelled to other countries for competitions. That helped to save money. He also told them about his accidents.



The reporters weren't sure what to think about Eddie. His eyes were bad, he had no money, and one accident after another happened to him. What was he doing at



the Winter Olympics? He had no chance of success. Was he somebody they should laugh at? Somebody who shouldn't be there? Or was he somebody in the true Olympic tradition who showed that it was more important to be there than to win?

The reporters and people everywhere in the world wanted to see Eddie in the ski jump competitions. Some of the other ski jumpers weren't so sure. Some were at the Olympics after twenty years in the sport. Now everyone was interested in someone with no chance.

The day of the first competition came.

There are two ski jump events at the Winter Olympics. The 70 metres was the first, a few days before the 90 metres.

While Eddie Edwards was going to the top of the mountain for his first jump in the 70 metres, he heard the names of the others and how far their jumps were.

"Lotric of Yugoslavia ... 85 metres."

"Collins of Canada ... 83.5 metres."

Eddie was the twenty-fourth ski jumper that day. From the top of the mountain he looked down. There were 40,000 people, and TV cameras were everywhere. There was a good chance he might look very silly. But he was there, at the Olympics.

Eddie Edwards was ready. He started to slide over the snow. Fast, then faster. His goggles misted up, but he tried to keep his skis straight. He could feel the cold wind on his face. He was ready to take off.

Some people say that Eddie the Eagle didn't jump, that he fell out of the sky. But it was still a long time before he came down. Alone in the air, he flapped his arms and tried to go as far as he could.

"Edwards of Great Britain ... 55 metres."

It was good enough for last place.

Matti Nykanen of Finland jumped 89.5 metres, so some people laughed at Eddie. But he was enjoying the competition. Before his second jump he waved to all the people and the cameras. Then he took off again.

"Edwards of Great Britain ... 55 metres."

He couldn't improve.



A week later in the 90 metres ski jump competition, on a clear day with no wind, Eddie Edwards jumped a new British record of 71 metres in front of 80,000 people. He was very happy, even if Nykanen won the gold medal with 118.5 metres.

The day after the 90 metres competition, Eddie Edwards was more popular than the winner of the gold medal. He got invitations to talk on TV, to open events and to sing on records in England and Finland. Why was he so popular? Maybe it was because he was just a normal person. He lost but he celebrated. He also showed he could do something most people never do – he could get to the Olympics.

(adapted from: *True Sport Stories* by Tim Lardner)

2 Talk about Eddie Edwards

- Look at the text again. Compare your ideas from exercise 1 with Eddie.
- Explain why you think these phrases are or aren't good ways to describe Eddie.
 - a great athlete • very clever •
 - a crazy character • a normal person •
 - a special person
- Find your own words to describe Eddie and explain why you chose them.



4 Role play: Eddie's press conference

Work with the photo of Eddie's press conference on page 75. Think what the reporters are asking and what Eddie's answers are. Write six questions and answers.

Act the interview with your partner.



5 Writing texts: Write your own Did you know? sports text

- Work alone or with a partner. First choose a sport or a famous or unusual athlete. Then use books or the Internet to find some interesting or funny information. Write a short text of 6–8 sentences for your folder.
- Copy your texts from a) and make a 'Did you know?' poster for your classroom. Use photos or draw pictures that go with your texts.

40 6 Let's listen: You'll never walk alone

Listen to the song that fans of Liverpool Football Club always sing at matches. Do you think it is a good football song? Why/why not?



When you walk through a storm,
Hold your head up high,
And don't be afraid of the dark.
At the end of a storm,
There's a golden sky,
And the sweet silver song of a lark.
Walk on through the wind,
Walk on through the rain,
Though your dreams be tossed and blown.

Walk on, walk on, with hope in your heart,
And you'll never walk alone.
You'll never walk alone.

©Text: Richard Rodgers / Oscar Hammerstein



VOCABULARY SKILLS

VOCABULARY refers to the words we know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary.

- Oral vocabulary refers to the words we use in speaking or recognize in listening.
- Reading vocabulary refers to the words we recognize in print.



Look up a word, learn it forever.

When you look up a word in the dictionary, you'll read a friendly explanation that you will actually remember. It's as if your favorite teacher were explaining the word to you.



Grouping race

Put some cards with words written on them (back up) on the desk. Divide students into groups of two or three. Divide the blackboard into two or three sections; each section has four headlines:

Nouns	Verbs	Adjectives	Adverbs
-------	-------	------------	---------



Each group sends to the desk the first student who draws a card, reads the word and writes it below the right category. The next student can draw a new card when the first is done. Who gets to write most words on the blackboard?

Help her with English

A Ukrainian girl is writing to an English friend about a football match she played in. Help her to find words she doesn't know.

1. My first goal didn't ().
2. I was standing ().
3. Our team was the better team in the first ().
4. I took a ().
5. The other team played better after ().
6. The game ended ().



A joke

Jokes are often funny because a word has two meanings. Use a dictionary to find out another meaning of 'racket'!

- What sport is bad for your ears?
- Tennis. Because you can't play it without a racket.



A
B
C
D
E
F
G
H
I

1 Make a grid for sports words

Find as many words for your grid as you can.



sport	place	equipment etc.
cricket	pitch	ball, bat, helmet
baseball		
...		

2 Put in the correct prepositions

When you have finished, you can check your own answers in the text *Eddie the Eagle*.

1. He didn't look a sports star.
2. Accidents always happened Eddie.
3. A lot of people were waiting him.
4. It was now very late the evening.
5. What was he doing the Winter Olympics?
6. The day the first competition came.
7. He could feel the cold wind his face.
8. Some people laughed Eddie.
9. He waved all the people.
10. Eddie Edwards was more popular the winner.

3 Words as verbs and nouns

Some words can be **verbs** and **nouns**. So if you already know one form of the word, you can understand the other form.

a) Write these sentences with verbs, not nouns. (You already know the verbs.)

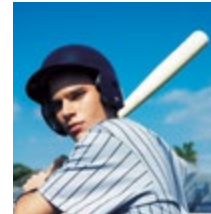
Example: He gave a *wave* to the TV camera. → He **waved** to the TV camera.

1. There was a *shout* from a fan in the crowd.
2. His *jump* was over 100 metres.
3. He gave the ball a *kick*.
4. Two bikes in the race had a *crash*.
5. Athletes should get a lot of *sleep*.

b) Write these sentences with nouns, not verbs. (You already know the nouns.)

Example: I know the boy who *is batting*. → I know the boy with the **bat**.

1. It *surprised* everyone when I won.
2. I think it will *snow* before the game ends.
3. She *dreams* about the Olympics.
4. A reporter *interviewed* the winner.
5. Look, we must *queue* for tickets.



4 Sounds: Words that you link

a) Listen and repeat these sentences from *Eddie the Eagle*.

An unusual hero got off the plane. – His clothes fell out of his bag. –
 He had a fan club in Canada. – You're not an athlete. –
 He also told them about his accidents. – It was good enough for last place.

b) Find more examples in the text of the words that you link.
 Choose three sentences and read them to the class.

5 You need

Sort the words: What do you need for a school trip and for fitness? You need some of the items both for a school trip and for fitness.

- warm pullover
- vegetables
- compass
- fruit
- wellies
- trainers
- orienteeing map
- football
- alarm clock
- volleyball
- anorak

School trip	Fitness
wellies	...
...	

6 Find a good adverb

1. walk (how) 2. eat 3. sing 4. train 5. run 6. speak 7. write

Example: You can walk fast/quickly.



7 Sports phrases

Match the verbs with the things

- | | |
|----------------|---------------|
| 1. hit | a canoe |
| 2. read | a life jacket |
| 3. wear | a ball |
| 4. fall out of | a map |
| 5. fly | a prize |
| 6. throw | a Frisbee |
| 7. win | a kite |



8 Head and shoulders

Say parts of your body. Each time you leave out one word.

First say this

- Head and shoulders
- Knees and toes, knees and toes
- Head and shoulders
- Knees and toes, knees and toes
- And eyes and ears and mouth and nose
- Head and shoulders
- Knees and toes, knees and toes

Then go on

- Hm and shoulders
- Knees and toes, knees and toes



9 Rhyming

Which parts of the body rhyme with these words?

- | | |
|---------------|--------------|
| pack – _____ | band – _____ |
| prize – _____ | slow – _____ |
| south – _____ | put – _____ |
| egg – _____ | deck – _____ |

YOU CAN ALREADY

- ✓ Give information about sports.
- ✓ Talk about 'timetable' events in the future with the simple present.
- ✓ Talk about arrangements for the future with the present progressive.
- ✓ Ask for help or give help.
- ✓ Say if you agree or not.
- ✓ Use relative (and contact) clauses.
- ✓ Explain words you don't know. Use an English-English dictionary.
- ✓ Explain what you think and agree or disagree with the group.
- ✓ Do an interview with famous people.



Project English and Computing¹

DID YOU KNOW?

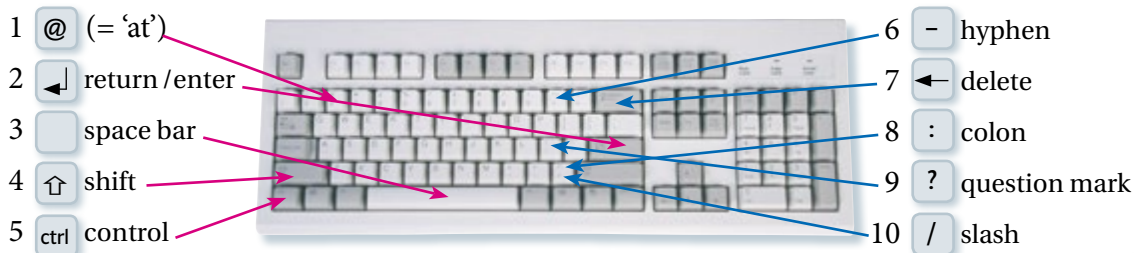
- ... that 1946 was the date of the first all-electronic² computer?
- ... that the Internet started in the year of 1969?
- ... that in 2004 60% of all households³ in Germany were on the Internet?
- ... that 48% of Ukraine's population older than 15 have had access to the Internet in March 2012?
- ... that more than 80% of the homepages on the World Wide Web are in English?

English is not only for English lessons. You can also speak English in other subjects. On these **Project** pages you talk about Computing, Biology and Geography. The **Skills** boxes will help you with your project work.





STEP 1: Look at the keyboard⁴




Work with a partner. Can you find these keys⁵ from an English keyboard on **your** keyboard? Find the English words and write them in your exercise book. Which team is the fastest?





STEP 2: Work with a word processor⁶


Follow these instructions⁷.

1. Start a new text file⁸ .
2. Type⁹ the text *Who is the mystery¹⁰ man?*
3. Save your text .
4. Now put the sentences in the right order:

1. With the help of your mouse, highlight¹¹ the sentence you want to move.
2. Click on the cut¹²  button.
3. Move the cursor  to the new position¹³ of the sentence and click.
4. Click on the paste¹⁴  button.

5. Use  and  to put the other sentences in the right position. Then fill in the man's name.

Who is the mystery man?

- He played for hours when he was a kid.
 - His name is .
 - He went to play football for Manchester United's Jr.¹⁵ Team.
 - In 1997/98 he became an English international¹⁶ football player.
 - So he was never that good at school.
 - Two years later he played his first Premiership match.
- 1 He was born on May 2nd, 1975.
 - In 2003, he went to Real Madrid.
 - He left school when he was 16.

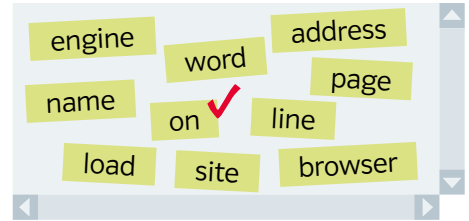
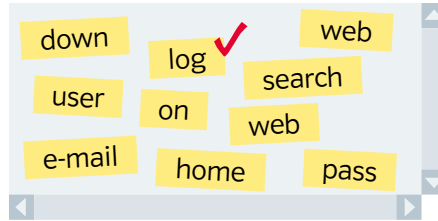
¹Computing [kəm'pjʊ:tɪŋ] • ²all-electronic [ɔ:l,elek'trɒnɪk] • ³household ['haʊsəʊld] • ⁴keyboard ['ki:bɔ:d] • ⁵key [ki:] •

⁶word processor ['wɜ:d,prəʊsesə] • ⁷instruction [ɪn'strʌkʃn] • ⁸file [faɪl] • ⁹(to) type [taɪp] • ¹⁰mystery ['mɪstri]

¹¹(to) highlight ['haɪlaɪt] • ¹²(to) cut [kʌt] • ¹³position [pə'zɪʃn] • ¹⁴(to) paste [peɪst] • ¹⁵Jr. ['dʒu:nɪə] • ¹⁶international [ˌɪntə'næʃnl]

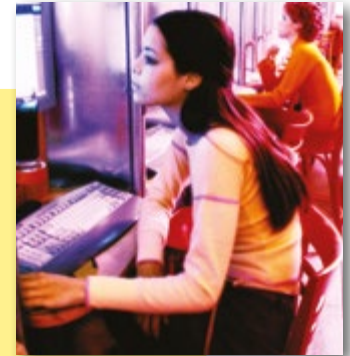
STEP 3: Collect words for the Web

Can you match and explain the Internet words? (Check the spelling in the dictionary.)

**STEP 4:** Find information on the Internet**PROJECT SKILLS**

If you want to find information for a project you can use the Internet. These project skills can help you.

- Start a new text file. Type in your name, the date and the numbers one to six.
- Read the tasks¹⁷ on the right. Write down keywords¹⁸ you need to look for the answers on the Internet.
- Go to an Internet search engine¹⁹ (Google™, Yahoo®, etc.). You have 20 minutes to find useful information. Only use the facts you need.
- Write the answers in your text file. Type your answers or use the commands²⁰ 'copy' and 'paste'.
- Read your text again and look for mistakes. Then save it and print it out²¹.

**Tasks:**

- Find three British football clubs.
- Find two important Welsh sports.
- Find two Scottish football clubs.
- What are the Highland Games?
- What is the 'Man versus'²² Horse Marathon?
- What is 'Gaelic'²³ football?

STEP 5: Do a project: Sports in the USA

In Step 4 you learnt how to look for information on the Internet. Now it's time to use these skills in a project about sports in the USA.

- Work in groups of four or five. Find information about a popular American sport, a sports star or a famous team.
- Look at interesting websites and think about what people should know about the sport.
- Make a poster for your class. Use the texts and photos you have found.
- Give a presentation and show your poster to your classmates. They may want to ask you some questions, so be prepared!



¹⁷task [tɑ:sk] • ¹⁸keyword ['ki:wɜ:d] • ¹⁹search engine ['sɜ:tʃ,ɛndʒɪn] • ²⁰command [kə'mɑ:nd] • ²¹(to) print out [prɪnt 'aʊt] • ²²versus ['vɜ:səs] • ²³Gaelic [ˈɡeɪlɪk]

1 Matt Stirling

Complete the sentences with the passive in the correct tense.

- Matt (see) in the UK on the soap *EastEnders* every week.
- He (discover) last year in a TV commercial.
- As he (not offer) any other TV roles, he (give) lots of jobs as a model.
- After the casting, Matt (ask) to play the role of "Justin" by the Casting Director.
- "It's not so easy," Matt said. "Sometimes a scene (film) ten or twenty times."
- As an *EastEnders* star, he (send) thousands of fan letters every month.
- A poster of him (put in) in last month's *Shout* magazine. The girls went crazy!

2 Put these sentences into the passive

- After Bill's accident, an ambulance took him to hospital.
- The people in hospital gave him Brussels sprouts and spinach every day!
- But soon they brought him spaghetti.
- "My mates visited me every day."
- Janice rescued Ricky.
- After Janice had rescued Ricky, TV, newspapers and a magazine invited Janice to tell her exciting story.
- People and firms from all over England sent her new T-shirts.
- Soon the BBC asked her to tell her story, too.

3 Your turn: A school magazine report

- Choose one of these topics:
the last school play • two boys fight in the school playground • a bike accident
 - Write notes about the topic.
 - Write a short report about your topic. Remember to use the passive.
- b) Check your partner's report. Remember the Useful phrases in exercise 6 on page 53.

4 Write an ad

Choose a product like this, or another product.
Write an ad for it.
The ideas in exercise 5 on page 53 can help you.



5 Adverbs from adjectives

Find the adjectives and make adverbs from them.
Then put the words in the correct order and make sentences.
Example: Sam finished judo happily.

- judo • Sam • happy • finished
- the bully • Kevin • deliberate • pushed
- nervous • the bully • talked to • Sam
- pushed • Kevin • the bully • aggressive
- Sam • bad • his shoulder • hurt
- Terry • found • quick • Sam
- the boys • Terry's dad • waited for • quiet
- Terry's dad • Sam • careful • helped



TIP

In short sentences:
Adverbs are at the end of the sentence!

6 Simple past or present perfect?

Put the verbs in the simple past or the present perfect. First look for signal words.

The judges of *Teen Idol* **1** (throw) *Superteen* out of the competition yesterday when they **2** (learn) the true story about them. The TV show *Teen Idol* is only for school children between 1 and 16, but the *Superteen* boys all **3** (have) their 18th birthdays last year. Also, the singer's real name is not Rusty Royal but James Smith, and he **4** (already work) as a singer. More than 8,000 people **5** (watch) the show last night. Julie from Essex **6** (be) shocked when she **7** (hear) about it. "I **8** (be) a fan of *Superteen* so far – but I don't like them now." At the end of the competition, the *Teen Idol* prize **9** (go) to a Greenwich band, the *Tom-Toms*. "It's great! We **10** (never win) a competition like this," said Terry, the drummer. *Teen Idol* **11** (start) only two years ago, and it **12** (already become) one of the most popular TV shows in Britain.

7 Simple past or present perfect?

Put the words in the correct tense form. Use the simple past or present perfect.

1. Julia Thomas _____ already _____ (win) a lot of competitions in Great Britain.
2. She _____ (perform) as an Olympic champion when she _____ (be) only 13.
3. A year later she _____ (win) first prize in a completion in London.
4. Three years after that she _____ (join) a new club.
5. So far she _____ (not become) one of the greatest champions in the world.
6. But she _____ become one of the greatest British sportswomen!

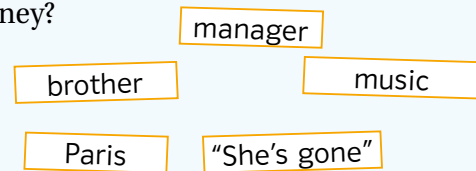
8 Questions, questions

Jane is lucky. She gets the chance to do an interview with Charlie Simpson after his band have performed for the last time in London.

a) Make her questions with *Who*, *What* or *Which*. Make Charlie's answers with the notes.

Hi Charlie, it's great to see you.

1. _____ is most important for you? – Music, sport or money?
2. _____ taught you to play the guitar?
3. _____ is the title of your new song?
4. _____ plans your tours?
5. _____ is that picture on your T-shirt?



b) Now write Charlie's questions for his fans. Here are her answers.

1. (Where ... from) – I come from Greenwich.
2. (What music...) – I listen to many different styles of music.
3. (Which stars...?) – I read about Maria Devine – and bout you!
4. (Who...?) – I'm waiting for my friends.

9 Make a word web: Sport

tennis • race • pool • Winter Olympics • Wimbledon • field • referee • athletics • goal • with a ball • track • ski jump • court • athlete • football • umpire • snow • without a ball • swimming • marathon • water • kick • goggles • racket • 400 metres

- a) Find two words or phrases you can use as headings. Then write all the other words under one or both of these two headings.
- b) Make smaller groups with the words in your word web. You can put some words in more than one group.

Unit 5 SG – school is good!



DID YOU KNOW?

- Children's education in England is divided into two separate stages. They begin with primary education at the age of five and this usually lasts until they are eleven.
- After primary school children move to secondary school. There they stay until they reach sixteen, seventeen or eighteen years of age.
- The main categories of school are:
 - state schools
 - independent schools.
- State schools
In the UK 93% of the children in England and Wales go to "state schools." Parents are expected to make sure that their child has a pen, pencil, ruler etc. but the cost of other more specialized equipment, books, examination fees are covered by the school.
- Independent schools
7% of the children in England go to independent schools. Independent schools are known as private schools and public schools. Parents pay for their children to attend these schools.



1 Types of schools

- What do you know about the types of schools in the UK? Start a mind map for your folder. Continue it as you go through the unit.*
- Look at the photos. What can you see? Describe these photos in two or three sentences. Perhaps your mind map can help you.*



5



6



7



8



9



10

42 2 Let's listen: What is the school life like in the UK?

George from Woodlands Junior School in the south-east corner of the United Kingdom is giving a virtual tour of his school.

a) Look at the photos and match the words to the pictures

music room • adventure playground • main entrance hall and office block •
classroom • computer suite • Opportunity Centre • reference library • hall •
upper playground with the main teaching block

b) Listen to the story again and describe the pictures. What are these places for?

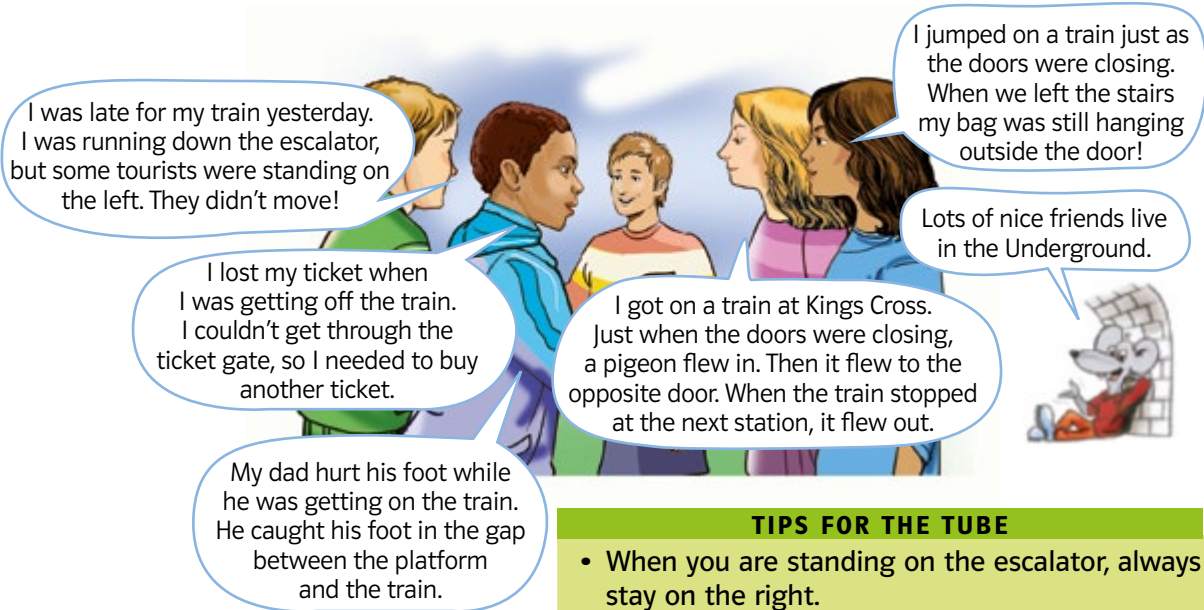


3 Let's talk: Schools in the UK and Ukraine

What specialised classrooms are there at your school? What playgrounds do you have? Is there an Opportunity Center at your school? Talk to a partner.

43 It happened to me!

Artem's guidebook *Young London* was a goodbye present from his friends in Ukraine. It has got tips for Tube travel. Now Artem's new friends are telling him their 'Tube stories'.



TIPS FOR THE TUBE

- When you are standing on the escalator, always stay on the right.
- Mind the gap when you are getting on the train: stand clear of the doors while they are closing.
- Keep your ticket or travel card while you are travelling. You can't leave the station without it.

1 What's wrong?

a) Correct the sentences

1. Mr Jackson was getting on the train when he caught his foot in the door.
2. A pigeon jumped on the train just as the doors were opening.
3. While Sam was running down the escalator, the tourists were standing on the right.
4. Emma's sweatshirt was hanging outside the door when the train left the station.
5. Terry was getting off the train when he lost his map.

b) Who did not read the 'Tips for the Tube'?

Example: Mr Jackson didn't remember the gap while he was getting on the train.

2 What were they doing?

Example: At five pm a boy was buying a T-shirt in a sports shop. He was....



TIP

We were having a picnic when it started to rain.
We were running into the tunnel while it was raining.

3 Match the parts

1. The wind was blowing and the sky was cloudy
2. I was walking to the station
3. Terry was feeding his cat
4. The two girls were having lunch in the canteen
5. Boys were playing football
6. Sam was surfing the Internet

when
while

- it began raining.
- the bell rang.
- Artem arrived.
- the doorbell rang.
- mum was making sandwiches.
- girls were baking a cake.

4 Eco club activities

The Eco Club members are working hard to transform their school's daily routine into one that benefits the environment.

Look at the pictures.
What were the students doing at three o'clock yesterday?



plant flowers



collect litter



feed birds



sell fruit



water tomatoes

5 What was happening?

Match the verbs with the sentences.
Then finish the sentences in the simple past and/or past progressive.

Example: Artem was buying a ticket when ...

- buy • arrive
- walk • buy
- call • wait
- arrive • fly
- drink • call
- read • hear

1. Artem _____ a ticket when the train _____.
2. While the Blakes _____ tea, the Petrenkos _____.
3. While Artem and Lisa _____ to the swimming pool, they _____ some ice-cream.
4. When Terry _____, Artem _____ for the bus.
5. While Artem _____ in the UK, George _____ to Ukraine.
6. While Emma _____ in her room, she _____ something funny.



6 Your turn: What were you doing?

What were you doing at these times?

1. this time last Saturday
2. this time yesterday
3. at five o'clock yesterday afternoon
4. at eight o'clock last night
5. at five o'clock this morning
6. at seven o'clock this morning
7. five minutes ago
8. when the teacher came in

Music Club at Woodlands Junior

The pupils are very proud of their musical achievements at Woodlands. They learn a variety of instruments and they also have many children in their school choir. They are always looking for people to join in.

We offer courses on Saturday mornings in three subjects: singing, playing musical instruments and dancing. What makes us unusual is that we sing some of our songs using sign language!



Do I need to practice between lessons?
It's great if you can practice once or twice or even three times between lessons. You needn't practice every day.

Is there an audition? There is no audition for our Music Club, but you must fill in an application form and download this form from our website.

Are there any exams?
There are exams, but our students needn't take them if they don't want to. It's more important to enjoy our sessions.

What about uniform?
All students must wear a Woodlands shirt, vest or sweatshirt. You can buy them at our shop. Students must also wear black trousers and black jazz shoes.

1 Can I join the Music Club?

a) *Would you like to be a member of the Music Club? Say why or why not?*

b) *Complete the sentences*

must

needn't

can

can't

mustn't

- Students **mustn't** wear trousers that aren't black.
- They _____ fill in an application form.
- They _____ worry about the exams.
- They _____ practise every day.
- They _____ do courses in three subjects.
- They _____ do courses on Fridays.
- They _____ wear a uniform.

c) *Compare Woodlands Junior with your school. How is your school different?*



GRAMMAR

We use **must/mustn't** for rules.
They must wear the right clothes.

We use **can/can't** for skills, or to talk about what is possible.

We can download the form.

Remember: **mustn't** – it is forbidden
needn't – it isn't necessary

→ G2,3



2 Shall I do it?

Sometimes people need help. What can you say each time?

Example: I must phone Woodlands about the course but I haven't got their number. – Shall I look it up for you?

1. I must take some books back to the library but I should stay at home with my little sister.
2. I've lost my MP3 player but I'd like to listen to some music.
3. I'm thirsty but I must do my homework!
4. Hey, that's an interesting website!
5. I've got an important English test tomorrow!

GRAMMAR

I've got some time tomorrow.
Shall I call them?

get a glass of water for you • send you the address • take them back for you • practise your vocabulary with you • lend you mine



3 What should I do if ...?

Confused, sad, mad, glad? Match the parts of the sentences to learn more about real life.

1. ...my best friend moved to a different school?
2. ...I have some problems with lockers?
3. ...I left my trainers in the gym?
4. ...my mum doesn't have time for me?
5. ...my parents ask me too many questions about school?
6. ...not good enough at playing volleyball?

TIP

We use **should** and **shouldn't** to give advice or to talk about what we think is right or wrong.

You should go to the secretary's office.

Try to arrange things that you can do together, like cooking or having more meals together.

You shouldn't answer "Nothing." You should give your parents more details. ☺

You should practise more with your friends.

You should ask the caretaker from "Lost and Found."

You should start making new friends by being friendly to other kids.



4 Eating healthily

a) *Artem's mother is a doctor. She has always taught him and his friends how to eat healthily. Now Artem is sharing his mother's tips with his friends in the UK. Read the tips. Why is it important to follow these tips? Why not?*

I try to watch what I eat. Snacks between meals can be OK, but only healthy snacks like an apple or a sandwich. I avoid eating too many chips and sweets. (sometimes on Saturday ☺)

I try to plan my day not to go without a meal. Breakfast is important. It's hard to start the day without a good breakfast.

I don't go without my favorite food, but I also eat a salad and vegetables and fruit every day. I put an apple or a banana in my school bag every morning.

I drink a lot of water every day. I avoid drinking too many sweet drinks. They have a lot of sugar in them.

I exercise three or four times a week for thirty minutes. I go outside and run or ride my bike. Fresh air is good for you.

b) *What tips can you give each other?*

Example: We should watch out what we eat. We shouldn't eat so many sweets.

1 How do we do things?

Change the adjectives into adverbs and finish the sentences.

Examples: George was in a hurry, so he didn't carry the soup **carefully**. (careful)

- The waiter brought food really... (quick).
- Did they speak on the phone ... (nice)?
- Emma has got Maths homework.
She can do it ... (easy).
- I'm lucky. I can do Maths ...(good).
- My mother cooks ...(fantastic).
- We can buy some clothes ... (cheap).
- He had a really bad day.
He cleaned his room... (angry).
- We were talking round the table ... (happy).

GRAMMAR

Regular adverbs

careful + ly → carefully
happ **y** → happ + i + ly → happily
bad + ly → badly
nice + ly → nicely
terribl **e** + y → terribly
fantastic + ally → fantastically

Irregular adverbs

It's good → it works well.
He's fast. He runs fast.

→ G14

2 At a restaurant

Write sentences about the pictures

Example: Children laughed loudly when they saw Artem.



laugh loudly



walk in nervously



sit down loudly



order happily



eat slowly



pay quickly

GRAMMAR

The adverb goes **at the end** of the sentences. But it comes **before the place** and the **time**.

He ate his dinner **quickly**.

He ate his dinner **quickly yesterday**. (time)

He ate his dinner **quickly at school**. (place)

GRAMMAR

Loudly – more loudly – most loudly

Hard – harder – hardest

Easily – more easily – most easily

Well – better – best

Bad – worse – worst

44  **1 In a snack bar**

Artem's new friends took him to the local snack bar on Saturday.

- George: I'm so hungry! Let's sit at the table.
 Artem: Should we order at the counter first?
 George: No, the waitress will take our order in a minute.
 Waiter: Hello. What would you like?
 George: The sandwiches are big, aren't they?
 Waiter: Yes, they are.
 George: I'd like a chicken sandwich and a fruit drink, please.
 Waiter: Lime or orange?
 George: Lime, please.
 Lisa: I'd like pasta and orange, please.
 Emma: The same for me, please.
 Artem: I'd like fish and chips and a water, please.
 Waiter: Here are your drinks. The lime is yours, isn't it?
 Artem: No, that's his. The water is mine.
 Waiter: And the oranges?
 Artem: They are theirs.
 Waiter: OK, the knives, forks, spoons, and napkins are there and I can bring your food to your table when it is ready.



Fifteen minutes later at the friends' table

- Waiter: One big sandwich... one fish and chips. And the two pastas are for you.
 Lisa: Yes, they are ours, thanks.
 Waiter: Enjoy your meal!
 George: Do you like your fish and chips, Artem?
 Artem: Yes, it's crispy the way I like it.
 Lisa: It's our favorite place to eat out.

 **2 It's mine**

Rewrite the answers to the questions. Use possessive pronouns.

Example: Whose drink is this? – It's my drink. → It's mine.

- | | |
|--|--------------------------------|
| 1. Whose books are these? | They are his books. |
| 2. Is this your sandwich? | No, it's your sandwich. |
| 3. Are those your jeans? | No, they're his jeans. |
| 4. Whose trainers are these? | They're my trainers! |
| 5. Whose tablet PC is this? | It's her tablet PC. |
| 6. Is this your bike? | No, it's her bike. |
| 7. Are these your skateboards? | No, they're their skateboards. |
| 8. Is that their chocolate in the kitchen? | No, it's my chocolate. |
| 9. Whose bag is this? | It's her bag. |

TIP

orange – an orange drink

GRAMMAR

my – mine
 your – yours
 his – his
 her – hers
 our – ours
 your – yours
 their – theirs

45  **3 Let's listen: Just for fun: On top of spaghetti**

- | | | |
|---|--|---|
| On top of spaghetti,
All covered with cheese,
I lost my poor meatball,
When somebody sneezed. | It rolled in the garden,
And under a bush,
And then my poor meatball,
Was nothing but mush. | The tree was all covered,
All covered with moss,
And on it grew meatballs,
And tomato sauce. |
| It rolled off the table,
And on to the floor,
And then my poor meatball,
Rolled out of the door. | The mush was as tasty
As tasty could be,
And then the next summer,
It grew into a tree. | So if you eat spaghetti,
All covered with cheese,
Hold on to your meatball,
Whenever you sneeze. |



<http://www.scoutsongs.com/lyrics/ontopofspaghetti.html#ixzz409SAFVwb>

46  1 My school day

Artem and Erik are talking about Erik's school. Listen to a story about Erik's school day. Complete the sentences.

My School Day

I leave home at *** and walk 20 minutes to catch *** to school. This is a special bus for kids going to my school. The *** on the bus takes an hour because it has to keep stopping *** other students along the way.

When I arrive at school, I collect my *** from the Flexi (Flexible Learning Centre). Then I go to my *** for Registration at ***. We listen to announcements to see what special things are happening at school today or this week.

At about *** we leave Tutor Room to go to our ***. Every day I have a different lesson the first period. Normally it is *** but I also have Maths, Drama and Music, and French on the other days.

Each period lasts ***

All my lessons are in different rooms and places around the school. Each Room either has a three digit number or a name. The numbers are very hard ***. I have *** teachers for each lesson. I have a *** where I can store some of my stuff but otherwise I have to carry it all around with me in my bags.

Erik

Tablet PC

6:45

an hour

a bus

journey

First Period

to pick up

Tutor Room

8:30

different

8:50

an hour

to remember

Humanities

locker

 2 Time table

a) Discuss Erik's timetable. Act out a dialogue between Artem and Erik comparing timetables.

Time table		
9:00 1st Period	11:20 3rd Period	2:10 5th Period
10:00 2nd Period	12:30 4th Period	3:10 End of School
11:00-11:20 Break	1:30 - 2:10 Lunch	Sometimes I stay
During break, I have	I bring a packed	after school for
a snack and play and	lunch to school but	clubs.
chat with my friends.	occasionally I have	
Usually we play 'IT' a	school dinners in	
chasing game. Snow	the school canteen.	
ball fight when it		
snows is dead fun.		

GRAMMAR

We don't use **'the'** with the words bed, college, church, hospital, prison, school, university when we refer to the purpose for which they exist.

→ G18

b) What do you like about Erik's timetable? Why?

3 The school uniform

Erik tells you about the school uniform. Do you like the style of this school?

Boys school uniform

- Long grey or black trousers (shorts may be worn in summer).
- White shirt.
- School tie (optional in most primary schools).
- Jumper or sweater with the school logo on.
- The colour is the choice of the schools.
- Black shoes.

Girls

- Girls may wear uniform as boys.
- Girls may wear skirts during the summer term.
- Girls often wear summer school dresses.



4 Why wear a uniform?

a) Erik likes his uniform. He thinks that wearing a uniform has more pluses than minuses. What's your opinion?

Why wear a uniform?

- + When we go on a school trip we all look the same and so can't get lost.
- + Stops kids worrying about what to wear each day.
- + Everyone is equal.
- + Parents don't have to shop for expensive and varied wardrobes for their children to keep up with or show-off to other children.
- + Wearing a uniform instills a sense of pride and discipline in students.

Why not to wear a uniform:

- Uniforms make students look alike. It's impossible to express yourself or have your personal identity.
- Your opinion.

b) Can you think of other reasons for and against wearing a school uniform?



5 Mediation and communication: Types of British schools

a) Artem doesn't understand what type of school will be better for him. Look at the information in Vocabulary section and answer your friend's questions about the types of school.

b) Which school would you like to choose? Give your pros and cons?



The benefits of state schools

- Public schools get their financing from local, state, and federal government funds, so they cannot charge tuition.

The benefits of independent (private or public) schools

- Private schools must generate their own funding from a variety of sources: tuition, private grants, and fundraising from parents.

See Vocabulary section for more information

6 For my folder: Types of schools

Write an essay about your school and the school you would like to study at.



1 We are polite

a) Say what you think Emma, Lisa, Artem and George said to the waiter when ...

- ...they wanted the menu.
- ...they ordered their lunch.
- ...he brought their food.
- ...they wanted to pay for their lunch.
- ... they left the snack bar.

b) These people are not polite. What should they say?

- | | |
|------------------------------------|---------------------------------|
| 1. Waiter! The table is dirty. | 5. Bring me some more sugar. |
| 2. We need the menu. | 6. What do I get with the fish? |
| 3. 'Today's special'? What's that? | 7. Where are the toilets? |
| 4. These chips are cold. | 8. My bill is wrong. |

c) Role play: Act café, store, snack bar and school office dialogues. Take turns to play different roles.

USEFUL PHRASES

A: Are you ready to order?	A: Would you like something to drink?	A: What food don't you like?
B: Can I have the menu, please?		B: I don't like and I hate...
A: Oh, sorry. Here you are.	B: I'd like some water, please. / No, thank you.	A: What's your favorite meal?
B: Thank you.		B: I really love ...
A: What would you like?	A: What food do you like?	
B: I'd like...	B: I really like...	

COMMUNICATION

SKILLS

Always be polite in a café, snack bar or restaurant, with your friends. People in Britain always use these phrases!

<i>Excuse me.</i>	<i>I'm sorry, but ...</i>
<i>I'd /We'd like, please.</i>	<i>I enjoyed ...</i>
<i>Can you bring me/us, please?</i>	<i>...wrong/cold</i>
<i>Can you please tell me/ explain to me ...?</i>	<i>Thank you. / Goodbye.</i>
<i>The ... is for me/my friend.</i>	



2 More conversations

USEFUL PHRASES

On the telephone	Asking for the way to ...	At a school store
A: Hello.	A: Excuse me, where can I buy ...?	A: Excuse me, how much is ...?
B: Hello. This is ...Can I speak to ...	B: You can buy them at ...	B: It costs...
A: Yes, just a minute.	A: Where is the ...,please?	A: Thank you.
B: Thank you.	B: Just round the corner.	B: You're welcome.
C: Hello. This is ...	A: Will it be open...?	
	B: Yes, it's open all day.	



3 Who are you in school?

Conduct a survey and learn your friends' interests. Be polite.

Questions

What is your favorite color?

Possible answers

Red, black, hot pink, purple, white, blue, red, orange and many more ...

See Vocabulary section for the rest of the survey.

47  **1 Let's listen: George's school**

- a) Before you listen: Look at the photo and tell where these students are.
 b) Listen to George. Complete his sentences.



1. Our students start arriving at our upper playground from about ...
2. The children wear.....
3. They carry their homework and packed ... in a school bag.
4. School begins at 8:55 am.
5. On arriving at their classrooms, the children put their homework in the
6. They hang their on the pegs in the cloakrooms.
7. The attendance of every child attending school each morning and afternoon is recorded in
8. Sometimes the children will answer their teacher in a different language
9. At 9:10 am the children go to in our main hall.
10. In our assemblies the children listen to a story, and pray.

48  **2 Let's listen: Eco Club**

- a) Before you listen:
 Look at the pictures. What do children need these bins for?



Our compost bin



Our silver foil bin



Our paper bin

- b) Think if the statement is true or false.

- | | |
|---|--|
| <input type="checkbox"/> 1. Woodlands is a Junior School in the UK. | <input type="checkbox"/> 4. They have recently done a healthy lunch box competition. |
| <input type="checkbox"/> 2. The students can do a few things in their club. | <input type="checkbox"/> 5. There are three different recycling bins. |
| <input type="checkbox"/> 3. Harriet designed a new logo. | <input type="checkbox"/> 6. They put all information about the club on the board. |

49  **3 Let's listen and sing: Don't Know Much About History**

(Sam Cooke - Lyrics)
 Genre: R&B

Don't know much about history
 Don't know much biology
 Don't know much about science book
 Don't know much about the French I took

Refrain

But I do know that I love you
 And I know that if you love me too
 What a wonderful world this would be

Don't know much geography
 Don't know much trigonometry
 Don't know much about algebra
 Don't know what a slide rule is for

Refrain

I don't claim to be an 'A' student
 But I'm trying to be
 Maybe my being an 'A' student, baby
 I can win your love for me

Don't know much about history
 Don't know much biology
 Don't know much about science book
 Don't know much about the French I took

Refrain (2x)

50  Thank You, Ma'am (by Langston Hughes)

A She was a large woman with a large purse that had everything in it but hammer and nails. It had a long strap, and she carried it across her shoulder. It was about eleven o'clock at night, and she was walking alone, when a boy ran up behind her and tried to snatch her purse. The strap broke easily. But the boy's weight and the weight of the purse combined caused him to lose his balance.



So, the boy fell on his back on the sidewalk, and his legs flew up. The large woman simply turned around and kicked him right square in his blue-jeaned sitter. Then she reached down, picked the boy up by his shirt front, and shook him until his teeth rattled. After that the woman said, "Pick up my pocketbook, boy, and give it here."

B She still held him. But she bent down enough to permit him to pick up her purse. Then she said, "Now aren't you ashamed of yourself?" The boy said shyly, "Yes'm." The woman said, "What did you want to do it for?" The boy said, "I didn't aim to." She said, "You lie! "If I turn you loose, will you run?" asked the woman. "Yes'm," said the boy. "Then I won't turn you loose," said the woman. She did not release him. "I'm very sorry, lady, I'm sorry," whispered the boy. "Um-hum! And your face is dirty. I got a great mind to wash your face for you. Aren't you got anybody home to tell you to wash your face?" "No'm," said the boy. "Then it will get washed this evening," said the large woman starting up the street, dragging the frightened boy behind her.

C He looked as if he were fourteen or fifteen, thin, in tennis shoes and blue jeans. The woman said, "You ought to be my son. I would teach you right from wrong. The least I can do right now is to wash your face. Are you hungry?" "No'm," said the boy. "I just want you to turn me loose." "Was I bothering you when I turned that corner?" asked the woman. "No'm." "But you bothered me," said the woman. "When I get through with you, sir, you are going to remember Mrs Luella Bates Washington Jones." Sweat popped out on the boy's face and he began to struggle. Mrs Jones continued to drag him up the street. When she got to her door, she dragged the boy inside, and into a large kitchenette. She switched on the light and left the door open.

D The woman still had him by the neck in the middle of her room. She said, "What is your name?" "Roger," answered the boy. "Then, Roger, you go to that sink and wash your face," said the woman, she turned him loose – at last. Roger looked at the door – looked at the woman – looked at the door – and went to the sink. Let the water run until it gets warm," she said. "Here's a clean towel." "You gonna take me to jail?" asked the boy, bending over the sink. "Not with that face, I would not take you anywhere," said the woman. "Here I am trying to get home to cook me a bite to eat and you snatch my pocketbook! Maybe, you haven't had your supper either, late as it be. Have you?" "There's nobody home at my house," said the boy. "Then we'll eat," said the woman, "I believe you're hungry – or been hungry – to try to snatch my pockekbook." "I wanted a pair of blue suede shoes," said the boy. "Well, you didn't have to snatch my pocketbook to get some suede shoes," said Mrs Luella Bates Washington Jones. "You could have asked me."

E "M'am?" The water dripping from his face, the boy looked at her. There was a long pause. A very long pause. After he had dried his face and not knowing what else to do dried it again, the boy turned around, wondering what next. The door was open. He could make a dash for it down

the hall. He could run, run, run, run, run! The woman was sitting on the day-bed. After a while she said, "I was young once and I wanted things I could not get." There was another long pause. The boy's mouth opened. Then he frowned. The woman said, "Um-hum! You thought I was going to say, but I didn't snatch people's pocketbooks. Well, I wasn't going to say that." Pause. Silence. "I have done things, too, which I would not tell you, son—neither tell God, if he didn't already know. So you sit down while I fix us something to eat. You might run that comb through your hair so you will look presentable."

F In another corner of the room behind a screen was a gas plate and an icebox. Mrs Jones got up and went behind the screen. The woman did not watch the boy to see if he was going to run now, nor did she watch her purse which she left behind her on the day-bed. But the boy took care to sit on the far side of the room where he thought she could easily see him out of the corner of her eye, if she wanted to. He did not want the woman not to trust him. And he did not want to be mistrusted now. "Do you need somebody to go to the store," asked the boy, "maybe to get some milk or something?" "Don't believe I do," said the woman, "unless you just want sweet milk yourself. I was going to make cocoa out of this canned milk I got here." "That will be fine," said the boy. She heated some lima beans and ham she had in the icebox, made the cocoa, and set the table.

G The woman did not ask the boy anything about where he lived, or his folks, or anything else that would embarrass him. Instead, as they ate, she told him about her job in a hotel beauty-shop that stayed open late, what the work was like, and how all kinds of women came in and out, blondes, red-heads, and Spanish. Then she cut him a half of her ten-cent cake. "Eat some more, son," she said. When they finished eating she got up and said, "Now, here, take these ten dollars and buy yourself some blue suede shoes. And next time, do not make the mistake of latching onto my pocketbook nor nobody else's— because shoes that come by like that will burn your feet. I got to get my rest now. But I wish you would behave yourself, son, from here on in." She led him down the hall to the front door and opened it. "Good-night! Behave yourself, boy!" she said, looking out into the street. The boy wanted to say something else other than "Thank you, m'am" to Mrs Luella Bates Washington Jones, but he couldn't do so as he turned at the barren stoop and looked back at the large woman in the door. He barely managed to say "Thank you" before she shut the door. And he never saw her again.



1 Before you read: Can you tell right from wrong?

- Have you ever done anything wrong? How was it?
- Do you regret your wrongdoing?

2 Headings

Think of the heading for sections AG. Why do you think they are good for that part of the story?

3 What do you know about Roger?

- Read the story and make a list of action verbs describing Roger's actions.
- Think about Mrs Luella Bares Washington Jones and her attitude to Roger? Do you like the way she treated the boy?

4 Talk time

- Look at your notes again. Can you remember the story? Can you tell the story?
- Would you like to help Roger? Why? Why not?

1 I'd like to know more 😊

Artem keeps asking Erik, George and other pupils about their school. Match Artem's questions with the answers.



- | | |
|---|---|
| 1. What is registration? | I am in Year 8 and at the end of Key Stage 3 (a year earlier than normal). |
| 2. How many students are there? | It's the time when the teacher reads out each child's name in turn. On hearing his/her name, the child replies 'yes Mrs (teacher's name)' and the teacher notes down in special book whether the child is in school or not. |
| 3. What does your school specialize in? | Yes, my school has over 1200 computers (including over 400 tablet PC's). |
| 4. It is well-equipped? | There are about 1,150 students in my school. |
| 5. What year are you in? | It specializes in Computers and Maths, so it is called a Technology College. |
| 6. When are you planning to take your GCSEs? | Some subjects are compulsory like Maths, English, Science and a foreign language. |
| 7. What subject are compulsory for GCSEs? | Every student carries a swipe card. We swipe into every lesson to let the school know that we have attended that certain lesson and to know where we are in case of emergencies. |
| 8. What is a swipe card? Do I need one? | We can put money on our swipe cards instead of carrying cash around. When we want to pay for snacks at the Tuck Shop or canteen we just hand over our cards and they deduct the money. |
| 9. What are these stripes on the swipe card? | There are two stripes, a black and a brown. The brown is to swipe into lessons and the black is to get into the toilets and buildings. |
| 10. I saw students using these cards in the snack bar. Why? | I'll sit my GCSE exams next year instead of the year after when most other people of my age are doing them. |
| 11. When is the canteen open? | Most hot food is served only at lunch time. Chips are only available on Mondays and Fridays. |
| 12. What is served in the canteen? | We don't use our Tablet PCs in all lessons because some rooms do not have enough power sockets. We use the Tablets to do our work on and to search the Internet. Our Tablet PCs are connected to a Network so we can send our work straight to our teachers. The teachers can send them back with their comments. |
| 13. When do you use the tablets? | The canteen is open at lunch time and break time. |

b) What do you think of George's School? What would you like to have in your school? Why?





1 Jobs at home

a) Here is a list of Artem's jobs at his host family's home.
 What has Artem already done this week? What hasn't he done?
 Example: Artem has fed the cat every day.
 Artem hasn't ...

b) Ask your partner questions about Artem's jobs
 Example: Has Artem fed the cat every day? – Yes, he has.

Artem's jobs

- feed the cat ✓
- clean his room
- clean the kitchen ✓
- help in the garden
- call his parents ✓
- wash the car
- make Ukrainian dinner

2 Healthy or unhealthy?

Collect ten healthy things and ten unhealthy things. You can cut pictures out of magazines and newspapers to illustrate your idea. Then make two lists.

Healthy things	Unhealthy things
salad	crisps
apples	chocolate
jogging	eating too much



3 Adjective or adverb?

Find 12 adjectives (adj) and 8 adverbs (adv) in the text. Write two lists.

Emma has got a great new computer. It's blue and green and it looks good. It's bigger than Sam's computer. Emma's dad works at the computer shop, and he can buy computers cheaply. He says she must use it carefully, because computers can break easily. Emma likes writing long letters, but now she writes e-mails, too. An e-mail gets there more quickly. Her mum isn't happy about it. She thinks computers are awful. Emma has got some exciting computer games, and she sits happily in front of the computer for one or two hours every day. She can play music on it too. When she's doing her homework, her mum says "You can't work well when you're listening to music." But Emma says she works badly without music. It's a big problem. Her mum walks out of the room angrily, and then Emma is unhappy too.



YOU CAN ALREADY

- ✓ Explain the types of schools in the UK.
- ✓ Compare the school life in the UK and Ukraine.
- ✓ Compare and contrast the British school with your school.
- ✓ Talk about past events using the past progressive.
- ✓ Use modal verbs.
- ✓ Offer help.
- ✓ Give advice.
- ✓ Change adjectives into adverbs and use them in your speech.
- ✓ Use yours, mine, his, hers, theirs, ours.
- ✓ Describe your school day and timetable.
- ✓ Discuss pros and cons of wearing uniform.
- ✓ Be polite when ordering in the café, snack bar and other places.
- ✓ Read longer texts and discuss them with your partner.



BAYWOOD SCHOOL

New Clubs

Mrs Mandy is giving dancing lessons this year. The class is open to all age groups. For more information about this new club activity please e-mail: amanda.waters@whs.uk

Science Club

Are you in Years 6-8 and interested in science? Then come and join our new project. We want to collect information on plants and animals in our area. We meet on Wednesday afternoon at 3 pm in the Science Room and spend one afternoon a month in the field. See Mr Kelly, Room 24

Under 14s Football Team

Practise for tomorrow's match against Sudbury today (Tues) 2.30 pm. Meet outside the Sport Hall.

Jim Moss, Coach

Chess

The Chess Club meets on Tuesday afternoon in Room 31. Everybody is welcome. We organize regular competitions and matches against other schools in England. Hillary Robinson

Drama Club

Mr Oliver, Room 15
We're holding auditions for our autumn play on Thursday, Sep 3, at 3 pm. Everybody is welcome.

Cheerleading

This activity takes place in the Assembly Hall on Tuesday afternoons. Students can learn cheerleading skills and perform at school competitions and matches. For information e-mail: Liz.price@whs.uk or call 87079

A Reading

1 Read the text. Are the sentences right or wrong?

- | | |
|---|---|
| <input type="checkbox"/> 1. Mrs Waters' class is open to Years 6-8. | <input type="checkbox"/> 5. Drama Club is holding auditions for the summer play. |
| <input type="checkbox"/> 2. The Chess Club meets in Room 11. | <input type="checkbox"/> 6. Drama Club welcomes everybody from Year 8. |
| <input type="checkbox"/> 3. Science Club meets in the science room. | <input type="checkbox"/> 7. Football team is for kids under 15. |
| <input type="checkbox"/> 4. Science Club will spend a month in the field. | <input type="checkbox"/> 8. Cheerleaders will perform at school matches and competitions. |

2 Complete the sentences

- a. Pupils interested in science will collect information on
- | | | |
|-----------|-------------|------------------------|
| 1) ponds. | 2) animals. | 3) plants and animals. |
|-----------|-------------|------------------------|
- b. Cheerleading sessions will take place in the
- | | | |
|----------------|-------------------|-------------|
| 1) playground. | 2) Assembly Hall. | 3) canteen. |
|----------------|-------------------|-------------|
- c. Chess club organizes competitions against
- | | | |
|-----------------|--------------------------------|------------------------------|
| 1) adult clubs. | 2) schools in other countries. | 3) other schools in England. |
|-----------------|--------------------------------|------------------------------|
- d. Mrs Mandy Waters is giving
- | | | |
|---------------------|---------------------|---------------------|
| 1) dancing lessons. | 2) singing lessons. | 3) signing lessons. |
|---------------------|---------------------|---------------------|

B Skills

Understanding abbreviations

a) The chart below shows the days of the week in English together with their normal abbreviations.

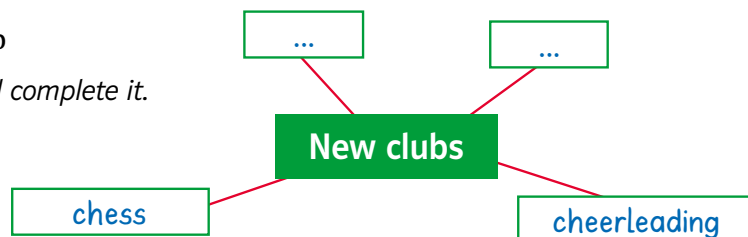
		day of the week	abbreviation	
days of the week (7 days)	weekdays (5 days)	Monday	Mon.	Mo.
		Tuesday	Tue.	Tu.
		Wednesday	Wed.	We.
		Thursday	Thu.	Th.
		Friday	Fri.	Fr.
	weekend (2 days)	Saturday	Sat.	Sa.
		Sunday	Sun.	Su.

Notice that days of the week and weekdays are NOT the same:

- The days of the week are all 7 days from Monday to Sunday.
- But weekdays are only the 5 days from Monday to Friday.
- And the weekend is Saturday and Sunday.

b) Making a mind map

Copy the mind map and complete it.



C Mediation and communication

At your school

Your friend wants to join a new club in your school. Answer his or her questions.

51 D Listening

Which of these clubs are there at George's school?

E Writing

- 1 Use your mind map from B b) and write about new clubs in your school.
- 2 Your opinion.

Unit 6 All around the UK and Ukraine



UK



Wales



England



Scotland



British isles



Britain



Great Britain



DID YOU KNOW?

- “When people say England, they sometimes mean Great Britain, sometimes the United Kingdom, sometimes the British Isles but never England,” said George Mikes.
- «England» is sometimes, wrongly, used in reference to the whole United Kingdom, the entire island of Great Britain (or simply Britain), or indeed the British Isles. This is not only incorrect but can cause offence to people from other parts of the UK.
- The name United Kingdom refers to the union of England, Scotland, Wales and Northern Ireland (most of Ireland is now independent, only Northern Ireland remains part of the UK).
- The UK’s full and official name is the «United Kingdom of Great Britain and Northern Ireland».
- Britain comprises only England and Wales. Great Britain comprises only England, Scotland and Wales. The British Isles are made up of several islands. Great Britain is the largest one.
- The UK is situated north-west of the European continent between the Atlantic Ocean and the North Sea. It has a total land area of 244,100 square kilometres, of which nearly 99% is land and the remainder inland water. From north to south it is about 1,000 kilometres long.
- The United Kingdom (UK) is made up of:
 - England – the capital is London.
 - Scotland – the capital is Edinburgh.
 - Wales – the capital is Cardiff.
 - Northern Ireland – the capital is Belfast.
- The United Kingdom (UK) was formed in on January 1, 1801 and constitutes the greater part of the British Isles.
- People in the UK are called British although they have different nationalities. They prefer to state their national identity as English, Scottish, and Welsh.

1 Remember the UK

- What do you remember about the UK? Make a mind map.
- Which places on the map do you know? What do you know about them?

52 2 Let’s listen: Geography of the UK

- Look at the pictures and listen. Follow from picture to picture as you listen.
- Work with your partner. Describe these pictures.



DID YOU KNOW?

- Ukraine is bordered on Belarus to the north, Russia to the east, the Sea of Azov and the Black Sea to the south, Moldova and Romania to the southwest, and Hungary, Slovakia, and Poland to the west.
- The country consists almost entirely of level plains at an average elevation of 175 metres above the sea level.
- The Ukrainian Carpathians account for barely 3 percent of its area.
- Almost all the major rivers in Ukraine flow northwest to southeast through the plains to empty into the Black Sea and the Sea of Azov
- The Dnipro River dominates the central part of Ukraine. The Dnipro is the longest river in the country with 980 km course in Ukraine.
- Several of the larger rivers are navigable, including the Dnipro, Danube, Dniester, Prypiat, Donets, Inhul, and Southern Buh (in its lower course). Dams and hydroelectric plants are situated on all the larger rivers.
- By the turn of the 21st century, ethnic Ukrainians made up more than three-fourths of the population. The remainder of the population includes Belarusians, Moldovans, Tatars and many more.
- The vast majority of people in Ukraine speak Ukrainian, which is written with a form of the Cyrillic alphabet.
- More than two-thirds of the population lives in urban areas.
- Besides the capital, major cities in Ukraine include Kharkiv, Dnipropetrovsk, Odesa, Zaporizhzhia, Lviv, and Kryvyi Rih.
- Because of rich soils and a favourable climate, Ukraine's crop production is highly developed. Ukraine is a leading producer of grain and potatoes, sugar beets and sunflower oil.
- The Black Sea and the Sea of Azov are Ukraine's main fishing grounds. Among the major rivers for fishing are the Dnieper, Danube, Dniester, Southern Buh, and Donets. Fish catches have declined because of heavy pollution.

3 Remember Ukraine

- Which places on the map do you know already? What do you know about them?
- Make a mind map.

53

4 Let's listen: Geography of Ukraine

- Look at the map and listen. Follow from place to place as you listen.
- Work with your partner. Describe the places that have been mentioned in the script.

54  Let's listen: Ring! School is going to be out!

I'm not really a huge "planning" guy. I'm hoping to spend more time with friends. I'm just going to sit outside one day, relaxing in the sun with a cup of soda.

This is also the first summer break I'm going to spend with my friend Artem. We met up in a chatroom. We shared the same interests, one of the main points being video games. Then Artem got his account closed, and with no way of communication, I forgot about Artem. We reconciled some time later when we were able to communicate through Xbox Live. Artem has helped me through the seventh grade. Sadly, we live in different countries, but we still get along incredibly well. He lives in Ukraine, though, I live in the UK, which means a lot for seeing each other in person. We communicated through Skype afterwards and we finally got to see each other's faces for the first time. Artem has seen my parents, and I've seen Artem's.

We're going to see each other in real-life this summer. My parents are paying for half of Artem's flight. But his parents are still hesitant of letting him come over here. If they let him come, then I'll go to Ukraine to see his country. Regardless, this summer break is going to be fun-packed.

Evan

July 2 is my birthday, which I'm planning to celebrate with friends and family. July 30 is a huge day, though. That day, I'm going to see Serj Tankian, one of my favorite artists, in concert. His music is sort of a cross between alternative metal and experimental rock with a hint of art rock.

Logan

This summer I am doing lots of things. First, I am going to Wales. Next, I might go to the beach and go swimming with my dad. Maybe I am going to my cousin's and my grandma and grandpa's house. I will go with my family. Last, I will play on a soccer team. I will have a great summer.

Ashley

1 Discovering grammar yourself

Collect all the forms that refer to future actions. Make the rules about when these forms are used.

AM/IS/ARE/ DOING	BE GOING TO	WILL
...	...	

GRAMMAR

We use AM/IS/ARE/ DOING for actions that we've already arranged to do in the near future, especially when the time and place have been decided.

He is leaving for Scotland in an hour. (everything has been arranged for this trip. He is at the airport now)

We use BE GOING TO for...

- predictions with evidence, based on what we can see
"Look at him! David is going to win the race!"
- plans, intentions or ambitions we have for the future
"I'm going to stay at my cousin's house."

The future simple and be going to are used with the following expressions:

tomorrow, the day after tomorrow, next week/month/year, tonight, soon, in a week/ month/year.

We use WILL for...

- predictions without evidence, based on what we think, believe or imagine
"I will be rich and famous"
- offering our help
"I'll help you with those heavy books"
- sudden decisions
"It's raining. I'll take an umbrella!"

→ G13

55  **2 Let's listen: The school morning show**

Jill: Hello, and welcome to the Morning Show with Jill Redfern. Our weather team tells us that the weather will be fine this weekend, so call us and tell us about your ideas for activities. Well, here is my first tip: The band Tom-Toms are going to play tomorrow, so bring your dancing shoes! I won't tell you any more about that yet, but I promise you'll be really surprised. And now here's our first call. – Hello, Susan.



Susan: Good morning, Jill. I've got a tip for hikers. The school hiking club are going to go on a great hike on the coast path on Sunday.

Jill: Oh, I'm sure that will be great. Can you tell us more about it?

Susan: Yes, of course. The hike starts at the Maritime Museum at 9 pm. I expect they'll get to the Coaster's Café at lunchtime.

Jill: Are you going to do the hike too?

Susan: No, I can't. I'll be busy. But I want to go next time.

Jill: Thanks for the idea, Susan. Here is our next call. – Hello there, Bruce. What's your idea for the weekend?

Bruce: Hi, Jill. I'm going to watch the football game between Scotland and England on Saturday afternoon.

Jill: Yes, that will be an exciting game!

Bruce: I agree, it will be quite a game!

3 Is that right?

Which of these things does Jill talk about in her radio show?

**4 Will or won't**

Change the sentences as in the example. Use 'will' or 'won't'.

Example: The weather • be • fine this weekend → The weather will be fine ...

1. The Tom-Toms • be boring, so please come!
2. I promise • be • it • really exciting!
3. I'm sure the hikers • have a lot of fun.
4. They • have a lunch at the Coaster's Café.
5. Sorry, but I • have time to go on the hike.
6. You • really enjoy the game on Saturday.
7. What do you think: • Scotland win?

5 What is happening next week?





Artem has come to the UK. He has made his plans to visit the south of England the next week.

Mon	arrive in Folkston
Tues	do an interview with school newsletter correspondent, visit Creative Quarter in the historic heart of town
Wed	talk on the radio, visit Sandgate Castle
Thurs	meet other exchange students have a picnic in Leas Coastal Park
Fri	cook a traditional Ukrainian dish, give a virtual tour around Ukraine and my native city
Sat	have breakfast with some friends in the snack bar

'The' is used or omitted: When?

Read the examples and find out the rules for the definite article 'the'.

Example: We use 'the' with the names of the countries if they include the word 'kingdom'.
We do not use 'the' with the names of the countries.

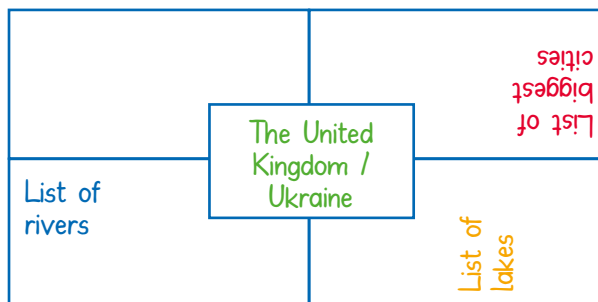
THE UNITED KINGDOM	- Can you see the difference in the names of these two countries? - 'THE' is different. - Can you see any more differences?	UKRAINE
We use 'the' because the name includes the word ' kingdom '.		
England, Scotland, Wales, Northern Ireland	← countries →	Ukraine
the British	← people →	Ukrainians
London, Manchester	← cities →	Kyiv, Lviv
The Thames	← rivers →	The Dnipro
The Millennium Bridge The Waterloo Bridge	← bridges →	The Dnipro Bridge The Parkovy Bridge
<i>but:</i> Tower Bridge London Bridge		<i>but:</i> Metro Bridge
Great Britain (the largest British island) <i>but:</i> The British Isles	← individual islands →  Great Britain The British isles	Zmyinyi Island
The North Sea	← seas →	The Black Sea
Bond Street	← streets →	Shevchenko Street
<i>but:</i> the High Street, the Strand, the Mall	 The Mall	
The Queen of the UK, Canada, Australia, and New Zealand <i>but:</i> Queen Elizabeth II	← titles →	The President of Ukraine <i>but:</i> President Poroshenko
I speak English <i>but:</i> I speak the English language	← languages →	I speak Ukrainian I speak the Ukrainian language
Loch Ness, Loch Lomond	← lakes →	Lake Synevyr
<i>but:</i> the Serpentine Lake		

The Black Mountains <i>but:</i> Ben Nevis	← mountain ranges → <i>but:</i> individual mountains	The Carpathians <i>but:</i> Hoverla
Hyde Park	← parks →	Charming Harbor National Park
George Square, Central Square	← squares →	Constitution Square (Kyiv) European Square (Kyiv)
the Gulf Stream	← currents →	
The English Channel The Strait of Dover	← straits →	
Gatwick Airport	← airports →	Boryspil Airport

1 Your turn: Posters about the UK and Ukraine



- a) Write your ideas on a large sheet of paper. Each person gets one corner and writes his/her ideas for these topics: rivers, lakes, cities, language, landscapes.



- b) Narrow down your central topic and talk about separate parts of the UK or the regions of Ukraine.

2 'The Prince of Wales' or Prince of Wales'?

Choose the correct phrase and tick it.



Prince of Wales
the Prince of Wales



Prince George
the Prince George



Queen of the UK
the Queen of the UK



Princess Charlotte
the Princess Charlotte



Dnipro
the Dnipro



Carpathians
the Carpathians



Hoverla
the Hoverla



Metro bridge
the Metro Bridge



3 More words

Work with your partner. Think of more sentences with the words from the box.

1. I went to ***shop to buy some bread.
2. What is *** weather like today?
3. What can you see on ***beach?
4. If everybody in ***world, loved everybody in *** world...
5. There will be a great hike to *** countryside.

4 Remember more

no article

by train
by plane
by car
by bus



but: sit on the bus



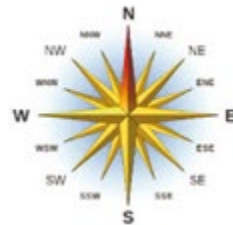
the

in the morning
in the afternoon
in the evening



but: at night, at noon, at midnight, by day/night

the South/West/North/ East



GRAMMAR

THE is used before the words:
beach, cinema, city, coast,
countryside, earth, ground,
jungle, radio, pub, seaside, sky,
station, shop, theatre, village,
weather, world.

But: not before man (=people)

→ G18

the

the Pacific Ocean (oceans)
the British Museum (museums)
the QE2 (ships)
the Arctic
the Antarctic
the South of England

the equator



the Sun, the Earth



5 Oral practice

Look at the following list, then say each word using 'the' where necessary.

***British Museum • ***Dutch language • ***King George IV • ***East River • ***High Street • ***Lake Windermere • ***Virgin Islands • ***Red Sea • ***Duchess of Cambridge • ***Mount Etna • ***Atlantic • ***Queen of Spain • *** Prypiat • ***Ukraine • ***Ukrainians

6 'The' is optional with seasons



(the) winter



(the) spring



(the) summer



(the) autumn

1 Verbs with adjectives

- a) You already know that adverbs describe the verb they follow.
Example: Rhona **said** to Shirin **quietly**.
- b) Sometimes there is an adjective after the verb.
Find sentences like this in the text.
Example: I know you **feel hungry** after the long trip.
- c) Finish Rhona's letter to a friend in Swansea.
- d) The verbs **be**, **get** and **become** tell you what something or someone **is** (good, exciting, famous, surprised ...).
Compose your own sentences with these verbs.

I feel a bit silly!



GRAMMAR

verb + adjective

feel hungry / cold / silly ...
look unusual / funny / tired ...
taste good / terrible / sweet ...
smell nice / awful / funny ...

→ G19

TIP

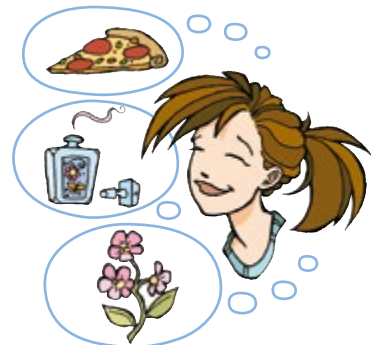


Dear Megan,
Went to *The Beatles Story* yesterday. It was **1** (interesting) than I had expected; I must buy a CD! After that we walked **2** (slow) round Albert Dock. It was warm, but the wind felt **3** (cold), and Shirin bought a new scarf. It looks **4** (terrible), but don't tell her, she'd be **5** (angry)! We found a pizza place that seemed **6** (good). The pizza came 45 minutes later, but we waited **7** (patient). It smelt **8** (good), but tasted **9** (horrible), so Shirin's dad bought us a curry, which we ate **10** (hungry). He's **11** (wicked)! After one day in Liverpool, we had **11** (quick) learnt that Asian food is the best here! See you!
Lots of love, **R.**



4 A game: Sixth sense

- a) Make groups of 3–4. Your teacher thinks of something but only tells you "It smells good", for example. In two minutes, think of and write down as many things as you can that "smell good".
- b) After two minutes, you get a point for each thing. If you think of exactly the same thing as your teacher, you get five more points for your 'sixth sense'!



5 Your turn: A new situation



- a) Now think for a few minutes about a time when **you** had to meet new people or find your way in a strange place.
Tell your partner about it.

Changing places

1 Before you read

- a) Look at the photos on the pages that follow. Which place looks most interesting to you? Why?
- b) Skim the texts and then make notes:
1. Which places did the people visit?
 2. What do you already know about these places?

2 Collect more information

Scan the texts. Find information about these things in the places that Wayne, Michael and Rhona visited:

leisure activities

language

people

history

culture

Put the information in two lists: one for positive things, one for negative things.

Last month the readers of **VISIT BRITAIN Kids** had the chance to win a week with an exchange family in another part of the UK. Find out what our **three winners** said about their 'holidays' ...

Wayne from London had an interesting time in **Swansea**, Wales.



"I looked at the city centre and thought: 'Oh no! The same shops as at home. This could be anywhere in Britain.' I had expected some differences, but the only one was that all the signs looked funny because they were in English and Welsh. ('Swansea' is 'Abertawe' – don't ask me why!) Nobody I met spoke Welsh, only English, and that was a pity. But the Welsh accent sounded cool."



We asked Wayne to choose his **top three places**: ★★ ★



◀ The Gower Coast ★

"One of the most beautiful parts of the UK coast' it says in the guidebook that **VISIT BRITAIN Kids** gave me. That sounded good to me, and I loved the beach at Rhossili – miles and miles of sand, great for a city kid like me! But I soon got tired of all that fresh air, and it was cold, so we went to the café on the hill to get warm again."

The National Waterfront Museum ★

"I don't usually like museums but my Welsh exchange partner Rhodri wanted to go here, so I couldn't say no. (I'm a polite visitor, see?) But now I'm glad we went, because it wasn't boring at all. The whole place is really high-tech, and you can do a lot because it's all interactive. It was the first (and last?) time I found history interesting!"

Swansea Leisure Centre Skatepark ★

"This isn't the only skatepark in Swansea (there are nine!), but it's the best I saw. Rhodri's mates are really good skaters. They showed me some wicked new tricks. I can't wait to show them to my friends at home!"

Find out more on the next page →



“It was funny to hear that Liverpool accent in real life – I quickly started to speak like that myself! I did the visitors’ sightseeing tour – and I never want to hear the word ‘Beatles’ again! I know they’re famous, and some tourists (the older ones!) go to Liverpool just for them, but I can’t tell a lie: they’re not my favourite band.”

Michael from Leicester spent a few days in **Liverpool**.



Michael’s **top three places** are: ★★ ★

▲ **The ferry across the Mersey** ★

“If I lived in Liverpool, I’d go on a ferry trip with my friends every weekend – just for laughs! It’s fun on the boat, you can see the docks and the waterfront, and it doesn’t cost much. It’s also a good way to meet people:

We met some girls from Liverpool and found out a lot about the city from them – like where to eat, or get the best music. One of them gave me her address!”

The Williamson Tunnels ★

“This must be the weirdest place in Liverpool! They’re under normal streets. A rich man called Joseph Williamson built them in the 1820s – but nobody knows why! We went to the visitor centre and had a look. The funniest thing was, we met the girls from the Mersey ferry again, and chatted with them in the café!”



Anfield Road ★

“That’s the home of Liverpool Football Club, one of the most famous clubs in English football. I’m not really a football fan, but I enjoyed the match I went to on Saturday afternoon. The crowd sang the song

‘You’ll never walk alone’ and cheered wildly every time Liverpool FC got the ball. But the Manchester fans drove me crazy: They looked (and sounded!) very aggressive, and some of them behaved like animals.”



3 **Would you like to live there?**

Tell your partner which place you would or would not like to live in, and explain why. Use the notes you made in exercises 1 and 2.

4 **Writing texts:** **Your “top three places”**

- Think of three things you would like to do on holiday in the UK. Write down some useful keywords that go with them.*
- Then use an Internet search engine or a guide to the UK: Look for a town where you can do at least two of the things you chose in a).*

Rhona from Swansea tried out life in **Reading**.



“People seemed richer here than at home. There are lots of big houses with gardens, and things in the shops were more expensive than in Swansea. Some kids made fun of my accent when I started to talk, but *they* didn’t speak BBC English, and when I told them that, they stopped. Most people seemed nice.”



Rhona’s **top three places** in the Reading region: ★★ ★

The Rivermead Leisure Complex ★

“In the summer they have big open-air rock and folk festivals here. Sometimes they go on all weekend. I’d like to come back to one of them with my boyfriend in August – then I’ll be able to show him what *good* folk music is!

I also loved the leisure pool. You can swim there of course, but it’s got all the extras, too: wave machine, lights under the water, music ...”



The Reading Rowing Club ★

“My exchange partner took me there, and I tried out rowing. It’s a great feeling. You’re moving very, very fast, but it’s quiet. I’m quite fit, but my arms and shoulders hurt the next day! They have famous races on the Thames in the summer. I’d like to see that.”

Windsor ★

“No, I didn’t see the Queen, I just had a look at her castle. (My exchange family from Reading paid quite a lot to get in!) It’s a very big place – but I wouldn’t like to live in ANY of those rooms, they’re all far too old-fashioned!

Windsor town centre is a good place to hang out in. There’s the Thames again, like in Reading – and all the people who buy the rubbish in the tourist shops!”

c) Use the reading skills to find out more about the town you have found.

d) Now write about your own “top three places” for your holiday town. Say:

- what the place is;
- why you like it;
- what you can do there;
- what is not so good about it.

e) Remember to write down any useful new words you find in your ‘personal vocabulary’ list and put it in your English folder.

Small talk

let's

talk!

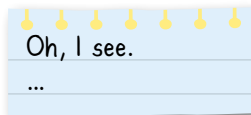
?

When you travel to other countries, it's good if you can talk easily to people you meet. English is useful in many parts of the world because there are so many Commonwealth countries. Most people in these places speak English as a first or second language.



1 Show that you are listening

a) *The speakers on the right meet at an airport in South Africa. How do they show they are listening to what the other person says? Collect the words and phrases they use.*



- A: Are you waiting for the flight to New York, too?
 B: No, Toronto. I'm on my way home there.
 A: Oh, I see. So you've been on holiday here, eh?
 B: Yes, it was a prize I won in a competition.
 A: Really? How fantastic! I expect you enjoyed it.
 B: It was great. You say you're flying to New York, right?
 A: Yes, but my flight is an hour late.
 B: Oh no! It's so annoying when that happens, isn't it?
 A: Yes, I know. But you just have to sit and wait, don't you?
 B: Exactly. Oh, I have to go now. Well, nice to talk to you.
 A: And you. Bye. Have a nice flight.

b) *Show that you are listening to these people. The words and phrases from a) can help.*

1. My passport was stolen.
2. I'm on a world trip.
3. I've been on a course here.
4. This café is expensive, isn't it?
5. I can speak ten languages.
6. There aren't enough check-in desks.



2 Show that you are happy to talk

Look at the dialogue in exercise 1 again. How do the speakers show that they are happy to talk and that they want the conversation to continue? What signals do they use?

Example: A asks why B has been in South Africa.

56 3 Let's listen: Fillers

- a) *When you talk, you often use extra words and phrases ('fillers') you wouldn't use when you write. Listen to the conversation and make a list.*
- b) Explain why people use phrases like this.

um
the thing is
...



4 A game: Small talk champion

Work with a partner. Imagine you meet in another part of the world. Choose a situation, then act out a conversation and talk for as long as you can. The pair that talks the longest wins the game.



Ideas for situations:

- "Is this your first trip to the USA?"
- "It's very hot in Australia, isn't it?"
- "Excuse me. Is anyone sitting here?"
- "Which flight are you waiting for?"
- "..."

Comparison of the UK to and with Ukraine

a) Which is deeper, higher, longer, larger, more populated, warmer, drier, cooler, wetter?
Compare some figures about the two countries.


Example: Lough Neagh is 247 km larger than Yalpuh Lake.

	UK	Ukraine
Something in common	first two letters are in common ☺	
Full name	The United Kingdom of Great Britain and Northern Ireland	Ukraine
Flag		
	Constitutional monarchy	a unitary republic with parliamentary presidential system
Total land area	244,110 sq km	603,700 sq km
Highest mountain	Ben Nevis 1343 m	Hoverla 2061 m
Longest river	Severn 354 km	? Do you remember?
Largest lake	Lough Neagh 396 sq km	Yalpuh Lake 149 sq km; 2.0 m
Longest lake	Loch Awe 41	? search the Internet ?
Deepest lake	Loch Morar 310	Lake Svytiaz ?
Annual mean temperature	London 9.7 C	Kyiv 7.7 C
Warmest month	July 19.0 C	July 19.3 C
Coollest month	January +6.2	January -5.6 C
Wettest month	December	July
Driest month	July	October
Population density per sq.km	267	78
Major cities	London 7,285,000 Birmingham 1,018,000 Leeds 725,000 Glasgow 611,000 Sheffield 529,000	Kyiv 2,797,553 Kharkiv 1,430,885 Dnipropetrovsk 1,032,822 Odesa 1,001,558 Zaporizhia 796,217

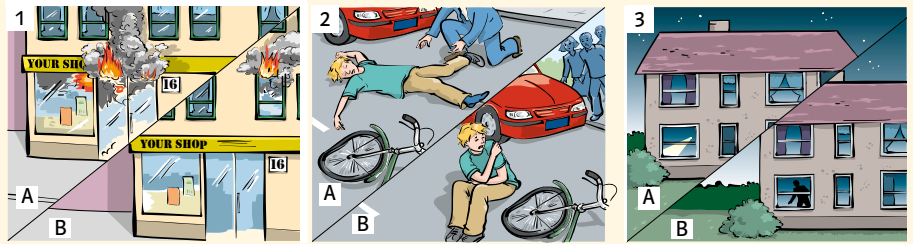
b) Compare your region and any part of the UK (England, Scotland, Wales and Northern Ireland).
You might want to add some more categories, for example, flag, national bird.

	Wales	Cherkasy region
Flag		
National (widespread through the region) bird	Robin	
National (widespread through the region) flower	Daffodil	
More?		


c) Post your project results on your school website for many people to see and learn about your country and region.

57  **1 Let's listen: Emergency calls**

- a) Listen to the dialogues.
Which picture is correct: A or B?



- b) Listen again. Who makes the best emergency call?
Why do you think it is the best one?

58  **2 Let's listen: Sounds and spelling**


- a) Sometimes two words with different spellings and different meanings have exactly the same sound. Example: Can you hear me? Come here, please.

Listen and say which spelling is correct.

- | | | | | | |
|------------|------------|------------|------------|----------|----------|
| 1. [rəʊd] | a) road | b) rode | 4. [breɪk] | a) brake | b) break |
| 2. [feə] | a) fair | b) fare | 5. [bɔ:d] | a) bored | b) board |
| 3. ['weðə] | a) whether | b) weather | 6. [wi:k] | a) weak | b) week |

- b) Can you find two different spellings for these sounds?

1. [si:] 2. [ðeə] 3. [nəʊ] 4. [mi:t] 5. [wʊd]

59  **3 Let's listen: The Beatles Story**

More than 40 years after they split up, The Beatles are still Liverpool's most famous sons. You can go on an audio tour of the exhibition on Albert Dock to find out about them.

- a) What do you know about The Beatles?
- b) Listen to the tour and find the right answers.
- Rock and roll came to Liverpool from
 - Hamburg.
 - America.
 - the City of London.
 - The Beatles' first name was
 - The Quarrymen.
 - Beatlemania.
 - Mersey.
 - The Beatles arrived in the USA in
 - 1961.
 - 1964.
 - 1973.
 - 'Apple' is the name of
 - The Beatles' firm.
 - a club.
 - a Beatles record.
 - The Beatles split up when
 - Paul married.
 - John died.
 - Paul left the band.

60  **4 A song: I wish I was back in Liverpool**

I wish I was back in Liverpool,
Liverpool town where I was born,
Where there ain't no trees, no scented breeze,
No fields of waving corn.

But there's lots of girls with peroxide curls,
And the Black and Tan flows free.
There's six in a bed by the old pier head,
And it's Liverpool town for me.



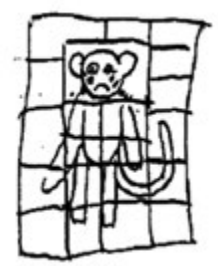
©Text: Stan Kelly

61  **Escape to Monkey Island***By Stuart Baum*

Illustrations by Camilla Baum

*Before you read → See page 117, Ex. 1.***Dedicated to the young girl on the bus.**

A First, I am no storyteller. Second I am a monkey. A Rhesus monkey named RS4-19. The monkeys in the nearby cages all called me Leo, short for leopard, because of the spots on my side.



I learned to read and write in the laboratory. I also heard about Monkey Island there. Monkey Island is a small island only for monkeys. There is plenty to eat and, when there is not, people — human people — bring more food. None of us monkeys really believed in Monkey Island. We hoped for it. We dreamt about it. That was before I met the girl on the bus. Even though I didn't really believe in Monkey Island, I had nowhere else to go, since I was not going back to my cage in the laboratory.

B The brown girl with the blue dress was telling her friend about her vacation. “An island full of monkeys?” the white girl in the green shirt and blue pants asked. “Are you for real?” She did not give the brown girl in the blue dress a chance to answer either question before asking a third, “Did you get to touch one?” “No,” answered the brown girl in the blue dress. “People aren't allowed on Monkey Island. Only monkeys and researchers.”

I was hiding in the luggage rack and had to stop myself from jumping up and down with happiness. Monkey Island was real! I knew I had to go to Monkey Island. The two girls kept talking and I learned that the brown girl in the blue dress had visited Monkey Island on her trip to visit her grandmother in Puerto Rico. So Monkey Island was in Puerto Rico!

C Just then the bus was stopped and a policeman came on board. He spoke to the driver. The driver then spoke to all the passengers. The driver told all the passengers that they had to leave the bus and take all their belongings with them. “The police are looking for a missing item. Sorry for the inconvenience.”

Then I saw two of the men from the laboratory. They were looking for me! I quietly opened the suitcase next to me on the luggage rack, slipped in, and locked myself inside. Soon the policeman had said ‘sorry for the inconvenience’ and many people asked ‘what were they looking for?’ but no one knew and we were on our way. Only problem was, I was stuck inside the suitcase! I tried to figure out how to open the suitcase from the inside without making too much noise but, soon, the bump-bump-bump of the bus made me tired. I fell asleep.

D When I woke up, I was still in the suitcase. I opened the suitcase zipper and slipped out. It was night and the brown girl in the blue dress was asleep in a very comfortable-looking bed. Next to her were a small horse, a bear, and another animal I did not recognize. They were not real, but I did not think it mattered, so I curled up next to the little girl and went back to sleep. When I woke up, the brown girl in the blue dress was gone and I had a chance to look around the room in the daylight. There were all sorts of fake animals in the room ... even a fake monkey. This gave me an idea. I wrote on a piece of paper the following: I want to go to Monkey Island. Draw me a map from here to there. Then I left the paper and the pencil next to the fake monkey, so the brown girl in the blue dress would think he wrote it.



E When she came home, the brown girl in the blue dress was now wearing a white shirt and a blue skirt. She saw the note, looked around the room curiously, and then said out loud, "Is there a real monkey in my room?" I kept quiet. "I know there is a real monkey in my room," the brown girl in the blue dress said. "Stuffed monkeys cannot write." I kept quiet. "Okay," the brown girl in the blue dress said. "I will draw you a map to Monkey Island, but first answer a question. Okay? Okay? Were the police looking for you on the bus?" I kept quiet. The brown girl in the blue dress laughed. "You are one smart monkey," she said. The brown girl in the blue dress went over to her desk and turned on her computer. "You come behind me. I promise I will not turn around, but you need to look over my shoulder at the screen."



F I quietly snuck up behind her and climbed up onto the back of her chair. The brown girl in the blue dress typed 'Puerto Rico Monkey Island' into the computer. Click. Click. And there on the screen was a picture of a small island in the middle of the water!



"This is Monkey Island," the brown girl in the blue dress said. "It is just off the Eastern coast of Puerto Rico." Click, click, click. And there was a

map of Puerto Rico. The brown girl in the blue dress pressed her finger to the screen, just to the right side of Puerto Rico. "Right here. You have to take a boat. We took a boat to get there. Captain Paco let my brother steer the boat. It is not that far away from shore, but far too far to swim, so you will have to take a boat." I was ready to go, but the brown girl in the blue dress quickly said, "Wait! There is some bad news. You are in Illinois. Chicago. You have to take a plane to Puerto Rico. And then a car from the airport to the boat."

Click, click, click, click.

1 Before you read: Just curious

- What do you know about monkeys?
- Have you ever touched or played with a monkey?

3 The story

- Match these pictures with phrases from the story.



- Arrange the pictures in the right order.
- Tell the story to your partner.

2 Who did what?

Read the phrases and decide who said or did these things. Write them in the table.

- I met the girl on the bus.
- I learned to read and write in the laboratory.
- I had nowhere else to go.
- I visited Monkey Island on my trip to visit my grandmother in Puerto Rico.
- I was asleep in a comfortable bed.
- I was still in the suitcase.
- I wrote a message on a piece of paper.
- I climbed up onto the back of her chair.

The brown girl with
the blue dress

The monkey

...



...



62  **1 Sounds: One sound makes a difference**

The *Queen Mary* isn't a sheep [i:] – it's a ship [ɪ].

a) Listen and say which you hear: a) or b).

1. a) prize b) price
2. a) bad b) bat
3. a) dog b) dock
4. a) man b) men
5. a) boat b) bought



b) Test your partner: Choose a) or b) and say the word. Your partner writes down the word he/she hears. Does your partner understand what you say?

 **2 What's the word?**

a) Work with your partner and make sure that you know these words.

Example: A: What is a natural flow of water that goes into an ocean or a lake?

B: It's a river. Go on ...

1. a natural flow of water that goes into an ocean or a lake. ✓
2. the territory occupied by a nation
3. it's higher than a hill
4. an open area at the meeting of two or more streets
5. a large body of salt water that has land around part or all of it.
6. the number of people who live in one place
7. a stream of river that flows into a large stream or river
8. it's built over a river, a road, or railway to allow people and vehicles to cross from one side to the other.

bridge
tributary sea
river ✓ country
mountain
square population

b) Do this exercise in reverse.

Example: What is a river? B: It's a natural flow of water that goes into an ocean or a lake.

 **3 Do you know geography?**

a) Match two parts of the sentences. Search the Internet to find the answers if you are not sure.







- | | |
|---|---|
| 1. The Strait of Dover between England and France | a) is the «United Kingdom of Great Britain and Northern Ireland». |
| 2. The UK's full and official name | b) north-west of the European continent between the Atlantic Ocean and the North Sea. |
| 3. The capital of the UK is | c) is part of an island lying off the western coast of Europe, comprising the main territory of the United Kingdom. |
| 4. Britain is | d) England, Scotland, and Wales. |
| 5. Britain goes back to Roman times and refers to | e) London |
| 6. The UK is situated | f) connects the North Sea with the English Channel. |
| 7. Great Britain is made up of | g) England and Wales. |

4 Singular or plural?

Some nouns only have a plural form, and some things are usually in pairs. If you want to say how many there are, you can say "a pair of" or "pairs of".

Example: Have you seen my glasses? – I saw a **pair of glasses** in the kitchen. Are they yours?

Complete the text with "pair(s) of".

How many  have you got at home? Three? Or four? Pop stars must have big wardrobes: Some singers wear three  at one concert. British star Elton John owns 4,000 ! And when cult bands use fire on stage, each member of the band needs a . I know people who think they have to buy a  every time they see a shoe shop. And who steals my socks? I've got four  with one sock missing! Have you?



5 Objects consisting of two parts

Objects consisting of two parts (are usually in pairs) always take a plural verb. You always say how many there are using "a pair of" or "pairs of". Example: I need three pairs of scissors.



binoculars



compasses



pyjamas



scissors



pliers

6 Make adjectives

Lots of English adjectives have a main part which comes from a **noun** and an **ending** (or 'suffix') which makes an adjective.

Examples:

univers(e) + **-al** wonder + **-ful** wind + **-y**

Which suffixes can you add to these nouns?
(Check the spelling in your dictionary.)

milk

event

pain

help

region

tradition

culture

industry

YOU CAN ALREADY

- ✓ Describe the geographical position of the UK and Ukraine.
- ✓ Explain the differences and similarities between the UK and Ukraine.
- ✓ Plan your holidays using forms that refer to future actions.
- ✓ Talk about the future using tense forms that refer to future actions.
- ✓ Use or omit 'the' with geographical objects.
- ✓ Use verbs feel, smell, taste, look with adjectives.
- ✓ Collect information about interesting places.
- ✓ Classify information.
- ✓ Use the internet search engine.
- ✓ Write about the most interesting places you would like to visit.
- ✓ Tell about the place you would like to live.
- ✓ Exchange holiday impressions.
- ✓ Have a small talk with strangers.
- ✓ Read longer texts.

Project English and Geography

STEP 1: Find out about the weather

The Vikings¹ thought cats were a sign of heavy rain and that dogs were a sign of storms and wind. So 'It's raining cats and dogs' means a bad rainstorm². The cartoon is funny because people think it rains a lot in the UK, but is that true?



a) Look at these annual average rainfall totals³ (mm) and find the places in your atlas⁴.

Fort William	1900	Manchester	800	Falmouth	1100
Glasgow	1200	Norwich	600	Newcastle	670



b) Look at a relief⁵ map in your atlas which shows the highland⁶ and lowland⁷ areas⁸ of the UK. Where does it rain a lot? Where does it rain less? Can you explain why?

STEP 2 Collect weather words

The weather is with us all the time – rain, snow, sun, wind. When we talk about weather we describe what the atmosphere⁹ is like in one place at one time.

a) Collect all the weather words you know and make a word web.

b) Now look out of the window and write a short weather report. The words in your word web will help you.

Start like this: The weather in (place) (this morning) is ...



STEP 3 Make a weather forecast¹⁰

a) Listen to the weather forecast and find out what the weather will be like in Wales.

b) Look at the weather map and the weather symbols¹¹ on the next page. Find the regions on a map in your atlas.

c) Write a UK weather forecast for the TV news. These Useful phrases may help you.

d) Now do your weather forecast for a partner.

USEFUL PHRASES

Here is the UK weather forecast for (Monday, 14th June);
It will be (dry, wet, cloudy, ...) over (most of the country / ...);
There will be (some sun, light¹³/heavy rain) in (the North / South / ...);
That's all for now and now back to (Susan).

¹Viking ['vaɪkɪŋ] • ²rainstorm ['reɪnstɔ:m] • ³annual average rainfall total [ˌænjʊəl ˌævrɪdʒ ˈreɪnfɔ:l təʊtəl] •







⁴atlas ['ætləs] • ⁵relief [rɪ'li:f] • ⁶highland ['haɪlənd] • ⁷lowland ['ləʊlənd] • ⁸area ['eəriə] • ⁹atmosphere ['ætməsfɪə] •

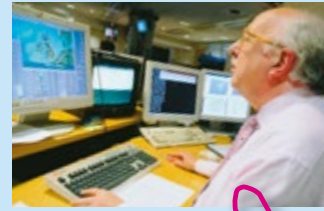
¹⁰forecast ['fɔ:kɑ:st] • ¹¹symbol ['sɪmbəl] • ¹²Met [met] • ¹³light rain [laɪt 'reɪn]

The different regions on the weather map

- Northern Scotland
- Southern Scotland
- Northern Ireland
- Wales
- North-east England
- North-west England
- South-east England
- South-west England
- The Midlands

The symbols on the weather map

	sunny intervals
	light rain showers
	light rain
	heavy rain
	cloud / cloudy
	sun / sunny



STEP 4 Give a presentation

PROJECT SKILLS

If you have to prepare a presentation, you first look for important information. Then you must organize the information you have found. The ideas here will help you to present the information clearly.

1. **Start your presentation with an introduction¹⁴.**

The theme of today's presentation is ...
 Firstly we are going to talk about ... Secondly ... Then ...
 Our fourth and final part is ...
2. **Now present your information:**

To begin with, I'd like to look at ...
 The next point/idea is ...
 Let's have a look at/As you can see on the map ...
3. **At the end of your presentation you can summarize¹⁵ the main points and answer questions.**

Before we finish, we'd like to summarize the main points.
 Well, that brings us to the end of our presentation.
 If you have got any questions, we'll try to answer them.

STEP 2 Do a project: Britain's climate¹⁶

Climate is the average weather over many years. In the UK the climate is a bit different in every region.

- a) *Make groups. Each group looks at one of the five regions on the map.*
- b) *Find out about the climate in your group's region. Look at: annual rainfall • average temperature • hours of sunshine¹⁷.*
- c) *Now find out about the climate of the region where you live in Ukraine. Is the UK really wetter? Give a presentation.*



¹⁴ introduction [ˌɪntrəˈdʌkʃn] • ¹⁵ (to) summarize [ˌsʌmraɪz] • ¹⁶ climate [ˈklaɪmət] • ¹⁷ sunshine [ˈsʌnʃaɪn]

1 What was everyone doing in Trafalgar Square?

Look at the picture. Say what people were doing in Trafalgar Square.

Example: A woman was feeding the pigeons.

sit • talk • chase • feed
• sell • play • bark •
sing • listen



2 What were children doing?

What were people doing at 5 pm yesterday?

1. Emma *** an e-mail on her computer.
2. Artem's friends***the Tube at the station.
3. Lisa ***the platform.
4. Jade *** with Barker.
5. Sam and Terry ***upstairs on an escalator.
6. Mr Jackson *** his taxi to Trafalgar Square.
7. Mrs Smith *** in her jazz café.
8. Lyla *** her homework for a project.

stand in

drive

work

go

play

wait for

do

write

3 Simple past or past progressive

Complete the sentences with the correct form: simple past or past progressive.

Kim (ride) her bike to the Computer Club when suddenly a dog (run) in front of her bike. She (stop) her bike to help the dog. The dog (cry) because its leg (be) hurt. While Kim (help) the dog, it (start) to rain. The dog (not have) any information on it so she (carry) it to the next house. She (wait) for someone to answer the door when she (hear) something behind her. A little girl (call) "Rover! Rover!" again and again. Kim (bring) the dog to the girl and (ask) her, "Is this your dog?" The girl (smile) when she (saw) it was Rover. When they (get) to the little girl's house, it (still rain). The dog (not cry) now and Kim (feel) happy.



4 Whose is this?

Choose the correct word in each sentence.

1. Don't eat those chips. They're (her/hers).
2. Whose umbrella is that? It's (my / mine).
3. Is that your story? No, it's (your /yours).
4. Is this his locker? No, it's (her/hers).
5. Are those my books? No, they're (my / mine)
5. Is this his camera? No, it's (your /yours).
6. Whose bikes are these? They are (our/ours).
7. Are these your trainers? Yes, they're (my / mine).
8. Whose team is this? It's (our/ours).
9. Whose T-shirt is this? It's (your/ yours).

5 More facts about straits

Fill in **'the'** where necessary.

Well-known straits in the world include ***Strait of Dover, between ***England and ***France, which connects *** North Sea with *** English Channel; *** Strait of Gibraltar, the only natural passage between *** Atlantic Ocean and *** Mediterranean Sea; *** Bosphorus and *** Dardanelles, which connect *** Mediterranean and *** Black Sea; *** Strait of Magellan, connecting *** Atlantic and Pacific Oceans, *** Bering Strait between Alaska and Siberia which connects *** Pacific and Arctic Oceans; *** Strait of Malacca, which lies between Peninsular Malaysia and Sumatra and connects the Indian Ocean with the South China Sea; and Bass Strait which lies between mainland Australia and Tasmania and connects *** Indian Ocean with *** Pacific Ocean.

6 My plans

Read a letter about some vacation plans. Fill in the gaps with **'the'** where it is necessary.

I would like to go to *** Cadley Island, visit *** Lake Edward, have a picnic at *** Pinnacle State Park, climb *** Atlas Mountains in *** Algeria, in *** Morocco, and in *** Tunisia. What is more, I would like to cross *** Black Sea, *** Pacific and Atlantic Oceans, and take a discovery trip of *** Australia and *** New Zealand.



7 Fill in **'the'** where necessary

1. It is the custom for ***British people to make jokes and play tricks on each other.
2. The capital city of ***Spain , ***Madrid, is to ***north of Seville.
3. I would love to spend *** summer in ***Caribbean.
4. The highest mountain in ***world, ***Mount Everest, is in ***Himalayas.
5. We decided to go by ***bus, but we had to wait for an hour or so at the bus stop.
6. I was sitting on *** bus reading my book.
7. On Sunday we decided to go to ***beach by ***train.
8. By the time we got to ***station ***weather changed, so we went to ***cinema.



Hello! Here you can find some grammar pages for the textbook material. Don't get scared. We won't leave you alone in these jungles. We, Jack and Jane, are your guides. Come with us, we'll show the way. Our friend Nutty knows how to overcome some grammar challenges and turn them into a piece of cake.

GRAMMAR

SKILLS

- In the textbook you can see such words as G1. It means that you can find the material on grammar pages in the back. It will be like G1 – the simple present.
- We give rules in the blue and yellow background. They make clear:
 - what* the rule is about (What),
 - how* it is formed (How),
 - when* people use it when speaking English (When)
- Then you'll find some sentences as examples. The words in bold show you the verb forms or just forms that you should pay attention to.
- You needn't learn the rules. The more important for you is to understand these rules.
- There are also some raps that can help you remember the rules and use them in your speech.

G1 Reflexive pronouns

The reflexive pronouns are:

Singular: myself – yourself – himself – herself – itself

Plural: ourselves – yourselves – themselves

We use a reflexive pronoun:

- As a direct object when the object is the same as the subject of the verb:

I am teaching myself to play the piano.
Be careful with that knife. You might cut yourself.

- We can use a reflexive pronoun as direct object with most transitive verbs, but these are the most common:
amuse • blame • cut • dry • enjoy • help • hurt • introduce • kill • prepare • satisfy • teach
- Some verbs change their meaning slightly when they have a reflexive pronoun as direct object:

Would you like to help yourself to another drink?

= Would you like to take another drink.

I saw myself as a famous actor.

= I imagined that I was a famous actor.

He busied himself in the kitchen.

= He worked busily in the kitchen.

We do not use a reflexive pronoun after verbs which describe things people usually do for themselves, such as wash, shave, dress:

He washed [himself] in cold water.
He always shaved [himself] before going out in the evening.
Michael dressed [himself] and got ready for the party.

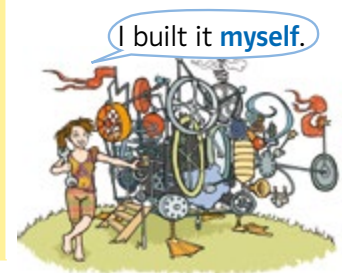
- We only use reflexives with these verbs for emphasis:
He dressed himself in spite of his injuries.
She's old enough to wash herself.
- As indirect object when the indirect object is the same as the subject of the verb:
Would you like to pour yourself a drink.
We've brought ourselves something to eat.
- As the object of a preposition when the object refers to the subject of the clause:
They had to cook for themselves.
He was feeling very sorry for himself.

I'm hungry. I'll make **myself**
Can **you** see **yourself**
Poor Jake. **He's** hurt **himself**
Amy only thinks of **herself**.
Look at that cat. **It's** washing **itself**.
We've taught **ourselves**
Why can't **you** behave **yourselves?**
The two girls are looking at **themselves**

something to eat.
in the photo, Mel?
at football.

how to cook.

in a video.



Shall I call Charlie for you, Amy?
Can you help me with this exercise?
Hey, this is a cool song!
Mel's dress looks nice.
Do you think Dad should help us?
We won't be there tomorrow.
Did Jake tell you about Amy's and Mel's party?

No, thank you. I can call him **myself**.
Why don't **you** try to do it **yourself?**
Yes, my **brother** wrote it **himself**.
Imagine. **She** made it **herself**.
I think **we** can build the wall **ourselves**.
You'll have to make lunch **yourselves**.
No, **they** told us **themselves**.

G2 Modal verbs

The modal verbs 'can/can't, must/mustn't, needn't'

Modal verbs are different from main verbs. We use **can/can't** to talk about the ability and possibility in the present; **must** to express necessity, duty or obligation; **mustn't** shows that it is important NOT to do something = it's FORBIDDEN; **needn't** explains that it is not necessary to do something; **need** is used as a modal verb mainly in questions and negations. They have the same forms in all persons. They come before the subject in questions and take **'not'** after them in negations. They take the infinitive without **'to'** after them.

Affirmative statements and negations

I **can** swim

but I **can't** dive.

You **must be** careful

but you **needn't** worry.

I **must** attend the meeting.

(I have decided – duty, obligation).

I **must** study hard to pass exams.

(It's my duty).

You **mustn't** swim when
the red flag is flying.

You **mustn't** feed the animals.

(It's forbidden to feed the animals)

You **don't need to** have a visa to visit
Australia if you are Australian.

You **don't need to** do the shopping.

I'll do it later. (It is not necessary)

I **can** run

but I **can't** speak Spanish.

You **must remember** to phone the
doctor but you **needn't** stay in bed.

You **must** attend the meeting.

(It is necessary).

You **must** study hard to pass exams.

(It's necessary).

You **mustn't** take sweets from
people you don't know.

You **mustn't** take dogs to the restaurant.

(It's prohibited to take dogs into the
restaurant).

I **needn't** do maths today. There will be no
lesson tomorrow.

You **needn't** do the shopping. I'll do it later.

(It is not necessary).

Questions

Can you **swim** very fast?

Can't we **run** around in a swimsuit?

Who **can't** swim?

Need I **talk** to the teacher today?

Can I **use** this mobile phone in the UK?

Can't you **surf** the Internet?

Who **can't** use the Google maps?

Need I **fill in** an application form today?



Test yourself

Complete the sentences. Use 'can/can't, must, mustn't, needn't'.

We ... escape! We ... go through the trees. We ... take the helicopter. We ... get across the river
but we ... swim. We ... take the boat. We ... wait. We ... hurry up!

G3 Modal verbs

The modal verbs 'may', 'may not', 'should', 'shouldn't', 'shall'

We use **may** to express possibility = it's possible, it's likely / perhaps, **may not** to refuse permission, **May...?** to ask permission when we do not know the other person well (it is rather formal and not used very often in modern spoken English); **should** and **shouldn't** to give advice or to talk about what we think is right or wrong; **shall** to make offers and suggestions and to ask for advice, suggestion or instruction. – **Shall I? Shall we...? What shall we?**

You **should** means something like *I think it is a good idea for you to do it.*

You **shouldn't** means something like *I think it is a bad idea for you to do it.*

You look pale. I think you **should** eat more vegetables.

You **shouldn't** be so selfish.

You **shouldn't** be so rude.

Tip! We do not use **shouldn't** where there isn't any obligation at all. Instead we use **don't have to** or **don't need to, needn't**.

Affirmative statements

It **may** rain later today. (It is possible)

Pete **may** come with us. (It is possible)

You **should** take it easy.

She **should** go to bed early.

We **should** go somewhere exciting for our holiday.

Negations

I **may not** have time to do it today. (it is possible)

You **shouldn't** get angry.

He **shouldn't** work so much.

Questions

May I borrow your pen? (You do not know the other person well)

May we think about it? (at a formal meeting)

May I go now? (asking a teacher)

Should we tell her the truth?

What **should** I do?

Shouldn't we try to finish it now?

Shall I help you choose Sam's present? (offer)

Shall we go to the football match tonight? (suggestion).

Where **shall** we go tonight? (asking for suggestion)

What **shall** we do? (asking for advice)

ENGLISH SUMMARY

- ▶ **Can, may, must, should, need, shall** and their negative forms **can't, may not, mustn't, shouldn't** and **needn't** are **modal auxiliaries**.
- ▶ You always use them with the infinitive of a main verb.
- ▶ There is no 'to' between the auxiliary and the main verb.
- ▶ The present tense forms have no **s** in the 3rd person singular (except need – He needs).

The modal verbs 'must', 'mustn't', 'needn't', 'should' and 'shouldn't'

- You must eat fruits every day. It's healthy.
- He mustn't eat chips. They're unhealthy.
- We needn't go jogging every day.
- Every second day is OK.
- You should drink more.
- They shouldn't think about the future very often.
- Must we go on a diet?
– No, you needn't.
- What needn't we do today?
- You must read this book. It's fantastic.
- You mustn't park here. It's not allowed.
- You needn't buy any paint.
I have enough.
- You should look for a better job.
- You shouldn't spend so much money.
- Must we take part in the meeting?
– No, you needn't.
- Do you need to go to the dentist?

I needn't stay home from school, but I mustn't do sports



Test yourself

a) Read the notices on the tree. Now write what you 'must' or 'mustn't' do.



b) Complete the sentences. Use 'must'/'mustn't', 'can' or 'needn't'.

1. You ... bring sandwiches with you.
2. You ... buy some in the Jungle Café.
3. You ... worry about the weather.
It's always warm.
4. You ... be afraid of the animals but you ... go too near them.

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The holiday show rap

Jack: Hi, hi, hello, hi, hi, hello!
Let's do the super rapper holiday show.

I can climb and you must rhyme.
He must think and she can drink.
We must clap and they can rap.
I can say that they must play.
Can I climb? Oh yes, that's fine!
Can she swim? Oh please, ask him!
Must we rap? Yes, I can clap.
Must we play? What do you say?
What must we do? I don't know, I'm new.
Where must we go? Oh, I don't know.

Who can we call? Let's ask in the hall.
What can we play? Oh, I can't say.
You needn't climb, you can make a rhyme.
You needn't think, you can have a drink.
You needn't clap, you can do a rap!
You needn't run, just lie in the sun!
You mustn't rhyme, please, go and climb.
You mustn't drink, just stop and think.
You mustn't rap, just clap and clap!
You mustn't walk, please, stay and talk!

Jane: Hi, hi, hello, hi, hi, hello,
Let's do the super rapper holiday show!

G4

Nouns, Possessives nouns

A noun is a word that names a person, animal, place, thing, or idea. All nouns can be further classified as proper or common.

Common Nouns

Common nouns are words used to name general items rather than specific ones e.g. a living room, a book, trousers, a jumper.

You broke my favorite mug.
I really want a new pair of jeans.
I don't remember the name of that painter.
They're all waiting for us at the snack bar.
I really want to live in a big city some day.
Let's go to watch a live game at the stadium.

Proper Nouns

Proper nouns have two distinct features: They name specific one-of-a-kind items, and they begin with capital letters, no matter where they occur within a sentence.

I can't believe you broke my Snoopy mug.
I really want to buy a new pair of Levis.
I really love art by Van Gogh.
Everyone else is at Bill's Burgers.
Of all the places I've lived, Cherkasy was best.
Let's try to get good seats at Wrigley Field.

Countable Nouns are nouns which we can count. They have singular and plural forms. We usually form the plural by adding - s

irregular plurals	man – men, woman – women, foot – feet, tooth – teeth, mouse – mice, child – children, goose – geese
the same form in the singular and the plural	some kinds of animals and fish : sheep, deer, trout, cod, salmon; some nouns ending in –s: crossroads, means, series, species , works

Uncountable Nouns are nouns which we cannot count. They don't have different plural forms. Uncountable nouns include:

many types of food:	flour, yoghurt, butter, meat, cheese, rice, buckwheat, sugar, etc.
liquids:	coffee, lemonade, oil, water, etc.
materials:	wood, plastic, silver, glass, etc.
abstract nouns:	knowledge, beauty, justice, freedom, education, love, etc.
others	research, luggage, hair, weather, advice, news, information, money, fun, equipment, litter, rubbish, trash, behavior, etc.

	Countable nouns	Uncountable nouns
Verbs	can take singular or plural verbs	always take singular verbs do not go with a/an/one/two, etc.
Articles	always go with a/an/the/my, etc. can be used alone or with <i>some/any/many/few/ a few, a lot of/ lots of</i> in the plural.	can be used alone or with <i>some/any/much/little/ a little/ a lot of/ lots of/the/</i> in the plural. Note: we use a/an, one/two, etc. with uncountable nouns such as coffee, tea, soda, juice, etc. when we order something in a restaurant , café, snack bar. e.g. We'll have three oranges, please.

Rules for possessive nouns

- 's We add **an apostrophe + s** to most singular nouns and to plural nouns that do not end in s, e.g. kitten's toy, Sam's cake, Emma's interview, women's rights, men's trousers
- ' We add **an apostrophe** only to plural nouns that already end in s, e.g. companies' workers, horses' stalls, countries' capitals

G5 Quantifiers

a few/ a little, few/little, a lot, lots of

	Countable nouns take plural verb	Uncountable nouns take singular verb
many	are normally used in interrogative and negative sentences Are there many computers in your school? How many students are there in your school?	
much		are normally used in interrogative and negative sentences Is there much cheese in the fridge? How much milk is there in the bottle? There isn't much cheese left.
a few	not many, but enough We've got a few eggs.	
a little		not much, but enough There is a little coffee in the mug.
lots of, a lot of	are used with both plural countable and uncountable nouns in spoken English and informal writing. They are used in affirmative sentences. There are a lot of computers in our school. There are lots of computers in the school.	are used with both plural countable and uncountable nouns. They are used in affirmative sentences. There is a lot of cheese in the fridge. There is lots of cheese in the fridge.

Test yourself

She eats _____ of marmalade each morning. I'd like _____ oatmeal instead of toast. He spent _____ money on CDs. Dust the pan with _____ flour so the cake doesn't stick. Kids require _____ attention. I need to spend _____ time studying before we go out.

G6 From active to passive

We use the passive when the person who carries out the action is unknown or unimportant. We use the passive when the action itself is more important than the person who carries it out, as in the news, formal writing, and instructions.

To change a sentence from the active into the passive, we need to put the object in the first place and make it the subject in the passive sentence. e.g. Millions of people read the websites. The websites are read by millions of people.

Active	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> subject Matt Stirling </div> <div style="text-align: center;"> plays </div> <div style="text-align: center;"> <div style="text-align: right;"> object the role of 'Justin'. </div> </div> </div>
Passive	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <div style="text-align: right;"> subject The role of 'Justin' </div> </div> <div style="text-align: center;"> is played </div> <div style="text-align: center;"> <div style="text-align: left;"> by-agent by Matt Stirling. </div> </div> </div>

The passive forms are

	Be	Past participle (V3)
		regular irregular
Simple Present	am, is are	washed sold
Simple Past	was, were	washed sold
Present perfect	have been, has been	washed sold

Active	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> Object 1 (Person) An assistant showed the actors </div> <div style="text-align: center;"> Object 2 (Thing) the studio. </div> </div>
Passive	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> Subject 1 (Passive 1) The actors were shown the studio. </div> <div style="text-align: center;"> Subject 2 (Passive 2) The studio was shown to the actors. </div> </div>



ENGLISH SUMMARY

- ▶ Verbs like **give, offer, promise, send, show, bring, tell, teach, promise, buy, write, award, sell, grant** etc. can have two objects: They gave **her** a CD.
- ▶ If you want to stress who is given or offered something, you can use the **personal passive**: **She** was given a CD.
- ▶ If a "thing" (the CD) becomes the subject of the passive sentence, the person is put at the end of the passive sentence with the preposition **to**: The CD was given **to her**.
- ▶ However, it is more usual for passive sentences to begin with the person.

Passive 1 (personal passive)	Passive 2
Everyone was sent a brochure with a lot of useful information.	A brochure with a lot of useful information was sent to everyone in the group.
The people were given all the information.	All the information was given to the people who had come to the casting.

G7

The simple present active

We use the simple present to say that we do or don't do something regularly, or something happens or doesn't happen regularly, or to describe some things or facts.

Time expressions used with the simple present: **sometimes, always, often, every (day/month/year), on Mondays, never**

Affirmative sentences

Our team always **plays** on Sundays.

American football players **wear** helmets.

Our teacher **reads** lots of English books.

We **speak** English at school.

Negative sentences

Our team **doesn't play** on Mondays.

German football players **don't wear** helmets.

Our teacher **doesn't read** Spanish books.

We **don't speak** Spanish at school.

Questions

Does a rugby ball **look** like an egg?

– No, it doesn't./ Yes, it does.

When do the teams usually **play**?

Do you play football on Sundays?

– No, I don't./Yes, I do.

When do you **play** football?



Test yourself

Tell an English-speaking friend something about your team.

Tell: what you play, how many players you have, when you practise, what you do when training.

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The rugby rap

1. Pete's not a football fan, but he's a rugby fan. He goes to Twickenham, like every rugby man to see his team. It's like a dream.
2. And every Saturday, he watches how they play. Then calls his friends to say, 'I'd like a game today.' Let's try the park before it's dark.
3. They meet outside the gate. His friends decide to wait for Pete, he's always late. That's something that they hate. But that's not all. Pete's got the ball.
4. They run around and then, they run around again. They don't have thirty men, but only nine or ten. But rugby's fun and so they run.

G 8 Revision

The present progressive active

I'm eating crisps.
 You're closing the window.
 He's sleeping on the sofa.
 She's singing a song.
 It's raining now.
 We're playing cards.
 You're making too much noise.
 They're dancing on the table.



make	+	ing	=	making
skate	+	ing	=	skating
dance	+	ing	=	dancing
sit	+	ing	=	sitting
get	+	ing	=	getting
put	+	ing	=	putting



The present progressive: Questions/short answers

Am I using the right computer?
Are you having problems?
Is he looking for his mobile?
Is she taking Mark to school?
Is it raining?
Are we making too much noise?
Are you having fun?
Are they eating the flowers?

Yes, I am.
 Yes, you are.
 Yes, he is.
 Yes, she is.
 Yes, it is.
 Yes, we are.
 Yes, you are.
 Yes, they are.



Yes

No, I'm not.
 No, you aren't.
 No, he isn't.
 No, she isn't.
 No, it isn't.
 No, we aren't.
 No, you aren't.
 No, they aren't.



No.

What is Tiger doing?
Where are the Jacksons going?

G9

The simple past of 'be'

We use the simple past for actions which happened at a definite time in the past. That is, we know when the action happened and it is important for us. The verbs *is*, *am* change into *was*, the verb *are* changes into *were*. We form negations by putting *not* after *was* / *were*. Time expressions for the simple past include *yesterday*, *last week*, *two days ago*, *in 2014*.

Yesterday Last Monday A month ago	I	was/was not/wasn't were/were not/weren't	in France.
	he		at the cinema.
	she		at home.
	we		
	you		
	they		

We always use yesterday, last week, two days ago, in 2014 with the simple past



Test yourself

Form sentences.

Yesterday	I	was	in the US.
Last ...	he	wasn't	at the cinema.
... ago	she	were	on a bike tour.
In ...	we	weren't	at the sea.
	you		at the museum.
	they		in town.

'Be': The simple past – Questions

We form questions by putting *was/were* before the subject pronoun (*I, you, he, ..etc , e.g. Was she ill yesterday?*)

Questions without question words

Was I late?

– Yes, you were. / No, you weren't.

Was the CD expensive?

– Yes, it was. / No, it wasn't.

Were we good?

– Yes, you were. / No, you weren't.

Were you in the playground?

– Yes, we were. / No, we weren't.

Questions with question words

How was school? – OK.

Where were you? – In the park.

What was so funny? – Tom's joke.

Who was at the café? – My friends.

When were you at home? – At 10 o'clock.

Why was Dad angry? – Because I was late.

Simple present – am, is, are;
simple past – was, were.
 Do you understand, my friend?
 Yes, I am aware!



G10

The simple past active: Statements, negation, questions

We use the simple past for actions which finished at a stated time in the past or happened one after another. We add **-ed** to most verbs to make the simple past. We call such verbs regular. Some verbs are irregular. They don't form the simple past with -ed. You find the simple past forms in the **table of irregular verbs** (second column) (P. 214).

We use **didn't** to form the **negative sentences** plus infinitive without **to**.

We make general questions with **Did** and special questions with a **Special question word** and **did**.

Time expressions: yesterday, ago, last.



Yesterday, ago and last
always used in *simple past*!

Regular verbs

Yesterday he **played** rugby.
He **lived** with his grandparents last summer.

We **didn't visit** him on Monday.
My father **didn't play** football in
his childhood.

Did MP3 players **exist** when you were
a child? – No, they **didn't**. / Yes, they **did**.

When did Alexander Graham Bell
invent the telephone?

Where did they **play** their last match?

Who did they **help**?

What did he **watch** yesterday?

When did she **cook** fish?

How did you **prepare** for your test?

Irregular verbs

Statements

Emma **went** to Bristol two months ago.
Last night I **saw** the latest James Bond film.

Negation

I **didn't win** the prize at the last game.
He **didn't sell** his bike.

Questions and short answers

Did you **go** to school by bus yesterday?
– No, I **didn't**. / Yes, I **did**.

Questions with question words

How did you **go** to school?

Where did they **see** Derrek Lee?

Who did they **meet**?

What did she **say** then?

When did he **go** to the gym?

How did you **get** home?

Test yourself

Complete the sentences.

The police ... (*stop*) a pickpocket in London. What ... he ... (*get*)? He ... (*get*) five wallets but he ... (*not get*) much money. Where ... they ... (*catch*) him? They ... (*catch*) him at the Monument.

G11

The present perfect active

We use the present perfect to talk about past experiences in our lives. It is not important when they happened. Or we use it for actions which have recently finished and their results are visible in the present. Look at the pictures of Tom in his room. In picture 1 on the left he is renovating his room. In picture 2 you see the room clean and tidy. He has just renovated his room. To show the result we use the present perfect.



I am painting the wall.



I **have painted** the walls.
I **have put** the books on the shelf.
I **have cleaned** the window.
I **have broken** the bed.
My hair **has gone** pink.

We form the present perfect with the auxiliary verb **have/has** and **the past participle**. We form the past **participle of regular verbs** by adding -ed to the verb, e.g. clean – cleaned, study-studied. We form **the past participle of irregular verbs** differently, e.g. give-given. The time expressions include: **just, already, never**. They go between the verb *have/has* and *the past participle*.

Remember: we use **has** with *he, she, it*.

He has just washed his hair.

He has already put his clothes in the wardrobe.

He has never painted the walls before.

He has just broken his bed.

He has already put books on the shelf.

He has never renovated his room before.



Use already, just and never and remember them forever.

Spelling

for most verbs we add -ed	washed, asked
for verbs ending in -e, we add -d	type -typed, decide -decided
for verbs ending in consonant +y, we change this to -ied	study-studied, carry-carried
for stressed short vowel between two consonants we double the final consonant +ed	stop – stopped

G11 (a)

The present perfect: Questions and short answers

We form questions by putting **have** or **has** before the **subject pronoun**. The typical signal words for questions in the present perfect are **ever** and **yet**. In short answers we only use **Yes** or **No**, the subject pronoun and **have** or **has**. We do not repeat the whole question.

Have we told you about the show yet?
– Yes, you have. /No, you haven't.

Have you ever made a web site?
– Yes, I have. /No, I haven't.

Has she ever surfed the Internet?
– Yes, she has. /No, she hasn't.



We use **already** mostly in statements and **yet** in questions and negatives, for example: Have we told about the show **yet**? – Yes, you have **already** told us about it. But we **haven't** seen it **yet**.

The present perfect: Negation

We form negations by putting **not** between **have** or **has** and **the past participle**. Usually we use **short forms**. We place **yet** at the end of the sentence.

You **haven't** answered my question.
The shop **hasn't** closed **yet**.
They **haven't** read our letter **yet**.

The present perfect: Special questions

We form questions with question words by putting **what, why, where, who** at the beginning of the sentence. **Have** or **has** follow directly after question words.

What **has** Terry **done** to his hair?
– It's not his hair, it's only a wig.

Where **have** you **bought** this magnet?
– In the store over there.

Where **have** you **put** my bag?
– On the table.

What **have** you **done** to your camera?
– I have left it somewhere.

Why **have** you **changed** your hair?
– Because I didn't like it.

Why **has** Nadiia **cooked** stuffed peppers?
– To treat her guests.

Who **has** ever **been** to England?
– I have.

Who **has** ever **been** to Chyhyryn?
– I have.



Present perfect or simple past

Simple past	Present perfect
I finished work an hour ago.	I've finished my work.
Time expressions: yesterday, in summer/ June/ 2013/ ago/ last week/month/year,	Time expressions: ever, never, just, yet, already, this week/month/year

Test yourself

Jack and Jane are organizing a jungle party.

What have they done? What haven't they done yet?

start fire

write name cards

bring drinks

collect wood

put up decoration

prepare food

not find enough chairs

G12 The future

The 'will'-future

We use **'will-future'** to talk about things that are certain to happen in the future; to say what we think will happen in the future; to express our decision to do something while we are speaking – something that we didn't plan. We form **'will-future'** with the help of the long form **will** or short form **'ll** and the **bare infinitive** of the main verb (without particle to).

In **general questions** we put **will** before the **subject**. In **special questions** we put first **Special question word + will**. In **short answers** we use **will** or **won't**.

Time expressions: *I'm afraid, probably, maybe, I'm sure, I think, I promise, I hope, I know.*

Affirmative statements

I'm sure we'll **live** out of town.

I think a garden **will mean** more work.

I promise I'll **work** harder next year.

I know our team **will win**.

Negations

I promise I **won't be** late.

I'm tired. – OK. We **won't walk**.

I'm afraid she **won't pass** her exam.

I'm hungry. – Ok, we **won't stay** long.

Questions

What will happen?

Will we live out of town?

– Yes, we **will**. / No, we **won't**.

What **will we do** tomorrow?

Will we rehearse our play?

– Yes, we **will**. / No, we **won't**.



Shall is used with *I* and *We* in questions, suggestions and offers.

Shall I help you with your bags?

What will /won't happen if

We use the **present simple form** in if-sentences (clauses) and **future** in the main sentences (clauses). This means that the event in the main clause only takes place if the condition in the if-clause is fulfilled.

Statements

If –sentence (clause) – Present

If we meet in the street,

Result clause – Future

we will run just for fun.

Negative

If –sentence (clause) – Present

If we don't meet in the street,

Result clause – Future

we won't run just for fun.

Yes/ no questions

Result clause – Future

Will he **come** to our western square dance evening

If –sentence (clause) – Present

if you have time?

Short answers

Statements

Yes, he will.

Negatives

No, he won't.

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Nonsense rap

If we meet in the street, we will run just for fun.

If you fly through the sky, you will soon see the moon.

If they steal our meal, they will eat all your meat.

If you jump in the dump, we won't go to the show.

If you don't go to the sea, you won't see me.

G13 Talking about the future

When we **know** about the **future** we normally use the **present tense**.

- For something **scheduled** or **arranged**, use the **simple present**

We **have** a lesson next Monday.
The **train arrives** at 6.30 in the morning.
The **holidays start** next week.
It is my **birthday** tomorrow.

- For **plans** or **arrangements**, use the **present progressive**

I'm **playing football** tomorrow.
They **are coming** to see us tomorrow.
We're **having** a party at Christmas.

We use **(be) going to**:

- To talk about **plans** and **intentions**:

I'm **going to drive** to work today.
They **are going to move** to Manchester.

- When we can **see** that something is **likely to happen**:

Be careful! You **are going to fall**.
Look at those black clouds. I think it's **going to rain**.

We use **will** to talk about the future:

- When we make **predictions**:

It **will be** a nice day tomorrow.
I think **Brazil will win** the World Cup.
I'm sure you **will enjoy** the film.

- To mean **want to** or **be willing to**:

I hope you **will come** to my party.
George says **he will help** us.

- To make offers and promises:

I'll **see** you tomorrow.
We'll **send** you an email.

- To talk about **offers** and **promises**:

Tim will be at the meeting.
Mary will help with the cooking.

We often use verbs like **would like, plan, want, mean, hope, expect** to talk about the future:

What are you going to do next year? I'd **like to go** to University.
We **plan to go** to France for our holidays.
George **wants to buy** a new car.

G13 Adverbs

We use **adverbs** to give more information about the verb.

The children were playing **happily**.

He spoke **angrily**.

They live **here**.

We will be back **soon**.

Adverbs are usually formed from **adjectives** by adding **-ly**:

bad > **badly**; quiet > **quietly**; recent > **recently**; sudden > **suddenly**

but there are sometimes changes in **spelling**:

adjectives ending in **le** drop **e** and take **y**

gentle > **gently**,

adjectives ending in **consonant + y** drop the **y** and take **ily**

easy > **easily**;

adjectives ending in **l** take **ly**

careful > **carefully**;

adjectives ending in **ic** usually take **ally**

tragic > **tragically** **But:** public > **publicly**

Some adverbs have either
a totally different form
or the same form as adjective

Adjective	Adverb
good	well
fast	fast
hard	hard
early	early
late	late

Comparisons of adverbs with -er/-est

all adverbs with one syllable

positive	comparative	superlative	positive	comparative	superlative
fast	faster	fastest	early	earlier	earliest
high	higher	highest			

Comparisons of adverbs with more – most

adverbs ending on -ly (except: early)			Irregular adverbs		
positive	comparative	superlative	positive	comparative	superlative
carefully	more carefully	(the) most carefully	well	better	best
			badly	worse	worst
			much	more	most
			little	less	least
			far	farther	farthest
				further	furthest

The position of adverbs in sentences

We can put adverbs in different positions in sentences. In English we never put an adverb between the verb and the object.

correct: → We often play handball.

incorrect: → We play often handball.

Usually we place adverbs after the verbs. Peter sang happily.

G13 Relative clauses

- We use relative clauses to identify or give additional information about nouns or indefinite pronouns as someone, somebody, something, another, and other(s). e.g. I know the woman who lives there. (The relative clause identifies the woman we are talking about). e.g. Kyiv is the city which attracts tourists. (The relative clause gives additional information about the city). Someone who has a lot of friends is lucky. (The relative clause directly follows the noun or pronoun which it is identifying or describing).
- Sentences with relative clause can be seen as a combination of two sentences. e.g. I have a friend. + He loves to shop. = I have a friend who loves to shop.

We use **who** or **that** for people e.g. I have a friend who lives in Kyiv. **Which** or **that** are used for places or things. e.g. New York is the city which never sleeps. **Whose** + noun is used for people's possessions e.g. He is the man whose dog barks all day.

sentence	
main clause	defining relative clause
This is the girl	who broke the school record.



For people :	who / that	
	subject	
The player	who / that	scores most goals in the competition will win a prize.
We're looking for people	who / that	want to help on sports day.

For things:	which / that	
	subject	
Cricket is a game	which / that	is very popular in Britain, but not in Ukraine.
Where are the tennis balls	which / that	were on this chair only a minute ago?

	object	subject	
The man	who / that	you	can see in the picture is a famous American football star.
The man	→	you	can see in the picture is a famous American football star.
Is that the equipment	which / that	cricket players	use?
Is that the equipment	→	cricket players	use?

I met a girl ←	whose	grandmother played at Wimbledon.
There are a few athletes ←	whose	names I've never heard before.
I don't know any towns ←	whose	skateparks are as good as ours.



This is a tennis racket	–	Roger Federer played with .
	that	Roger Federer played with .
	which	Roger Federer played with .
	with which	Roger Federer played.
Most of the boys	–	I was talking to are Liverpool fans.
	that	I was talking to are Liverpool fans.
	who	I was talking to are Liverpool fans.
	to whom	I was talking are Liverpool fans.

ENGLISH SUMMARY

- ▶ A defining relative clause gives you important information about a noun.
- ▶ You use the relative pronoun **who** for people and the relative pronoun **which** for things. You can use **that** for people and things.
- ▶ When the relative pronoun is the **object** of the relative clause, you can leave it out. A relative clause without a relative pronoun is a **contact clause**.
- ▶ When people or things belong together, you can use the relative pronoun **whose**.
- ▶ If the verb in a defining relative clause has a preposition (*play with, talk to*), put the preposition after the verb.

This is a tennis racket Roger Federer played **with**.



G16

The past progressive

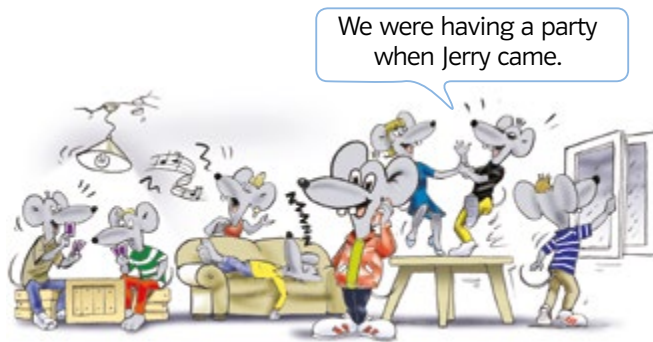
The past progressive is formed from the past tense of **be** with the **-ing** form of the verb.

Affirmative statements

I was eating crisps.
 You were closing the window.
 He was sleeping on the sofa.
 She was singing a song.
 It was raining.
 We were playing cards.
 You were making too much noise.
 They were dancing on the table.

Negations

I wasn't eating crisps.
 You weren't closing the window.
 He wasn't sleeping on the sofa.
 She wasn't singing a song.
 It wasn't raining.
 We weren't playing cards.
 You weren't making too much noise.
 They weren't dancing on the table.

**Questions**

Was I using the right computer?
 Were you having problems?
 Was he looking for his mobile?
 Was she taking Mark to school?
 Was it raining?
 Were we making too much noise?
 Were you having fun?
 Were they eating the flowers?

Yes, I was.
 Yes, you were.
 Yes, he was.
 Yes, she was.
 Yes, it was.
 Yes, we were.
 Yes, you were.
 Yes, they were.

Short answers

No, I wasn't.
 No, you weren't.
 No, he wasn't.
 No, she wasn't.
 No, it wasn't.
 No, weren't.
 No, you weren't.
 No, they weren't.

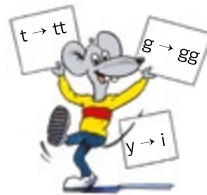
What were children doing when they came home?
 What was Terry doing when the doorbell rang?

We use the past progressive to talk about the **past**:

- for an action that was in progress at a particular time:
 At eight o'clock I was writing a letter.
- for an action which was in progress when another action interrupted it.
 The children were doing their homework when I got home.
 As I was watching television the telephone rang.
- for two or more simultaneous past actions.
 Dad was cooking breakfast while Terry was feeding a cat.

G17

The comparison of adjectives

One syllable adjectivessmall – smaller – **(the) smallest**nice – nicer – **(the) nicest**big – bigger – **(the) biggest**long – longer – **(the) longest**wise – wiser – **(the) wisest**fat – fatter – **(the) fattest****Two syllable adjectives ending with -y**healthy – healthier – **(the) healthiest**tasty – tastier – **(the) tastiest**happy – happier – **(the) happiest**hungry – hungrier – **(the) hungriest****Two and more syllable adjectives**boring – **more** boring – **(the) most** boringdifficult – **more** difficult – **(the) most** difficultfamous – **more** famous – **(the) most** famouscareful – **more** careful – **(the) most** careful

He's older **than** my brother.
I think French is **as** difficult **as** English.

Sweden is bigger **than** Britain.
Helen earns **as** much money **as** Colin.



good and *bad* are irregular and you must learn them.

good – better – **(the) best**

bad – worse – **(the) worst**

Test yourself

Italy



Ireland



France

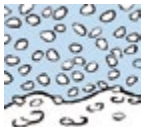
a) Compare the weather. Use 'good', 'better', 'best'.
Today the weather is good in France.
It's ... in Ireland and it's ... in Italy.



London



Berlin



New York

b) Now compare the weather in London, Berlin and New York.

Test yourself*old/new**short/long**big/small*

Look at all the clothes and compare them.

Example: The brown sweatshirt is very old. The green sweatshirt is newer than Go on, please!

G18

The definite and indefinite article

We use the indefinite article with singular countable nouns when we talk about them in general e.g. *I want to buy a dress.*

With the verbs to be and have (got) – *Mary has a dog. It's a German Shepherd.*

We use no article or the definite article 'the' with abstract nouns.

No article

Life is too short.

Time goes very quickly.

The

I'm reading a book about **the life** of Francis Drake.

I'll always remember **the time** we spent together.

With by + means of transport:

I usually go to work **by bus**.

We can go to Windsor **by train**.

I saw her on **the bus** yesterday.

The train to Windsor leaves at 11.35.

With the names of meals

Rhona often cooks **lunch** herself.

We sometimes watch TV after **tea**.

The lunch we had at that restaurant was nice.

I enjoyed the **tea** on Shirin's birthday.

We use the definite article 'the'

with the names of the rivers, e.g. the Dnipro

with the names of the seas, e.g. the Sea of Azov

with the names of the oceans, e.g. the Atlantic

with the names of the mountain ranges,
e.g. the Carpathians

with the names of the groups of islands,
e.g. the Bahamas

with the names of the channels, e.g. the English
Channel

with the names of the straits, e.g. the Strait of Dover

with the names of musical instruments and dances,
e.g. the piano, the tango

with the names of the families, e.g. the Smiths

with the names of nationalities ending in -sh, -ch,
-ese, e.g.

the French, the Scottish, the Welsh, the Japanese

with titles, e.g. the King, the Prince of Wales, the
Queen

with the words morning, afternoon, evening

We omit the definite article 'the' before

but: individual mountains, e.g.
Hoverla

but: individual islands, e.g. Tahiti

but: other plural nationalities are
used with or without the, e.g.
Americans, Ukrainians, the Greek

but: no article before titles with
proper names, e.g. Queen Victoria

but: at night, at midnight, at noon,
by day/night, at 4 o'clock



We use the definite article 'the'

with the words, e.g. beach, cinema, city, coast, countryside, earth, ground, jungle, radio, pub, seaside, sky, station, shop, theatre, village, weather, world

The + adjective refer to a group of people usually with the adjectives, e.g. poor, rich, sick, homeless, disabled, young, old, blind, deaf

but: the Fourth of July, the Cherry Festival, the Jazz Festival.

but: when the name of the language is followed by the word 'language' the English language

but: when the name of the countries include words such as state, kingdom, republic (the United Kingdom) or the Netherlands, the Lebanon, the Sudan,

but: the Mall, the London Road, the High Street, the Strand

but: the Bridge of Sights, the Humber Bridge

but: the John F. Kennedy International Airport,

Newspapers, e.g. The New York Times, The Washington Post.

We omit the definite article 'the' before

but: not before man (=people)

Holidays, e.g. Christmas, Christmas Eve, New Year's Day, New Year's, New Year's Eve,

proper nouns, e.g. Ukraine, Europe
the names of sports and games, e.g. football, rugby, athletics
activities, e.g. swimming
days and months, e.g. Sunday, January
colors, e.g. red, white
languages, e.g. English

the names of the countries, e.g. Ukraine, France, Germany

cities, e.g. Kyiv, London, Paris
streets, e.g. Shevchenko Street

squares, e.g. Trafalgar Square
bridges, e.g. Tower Bridge
parks, e.g. Hyde Park
railway stations, e.g. Victoria station
lakes, e.g. Lake Geneva
continents, e.g. Africa
airports, e.g., Heathrow Airport, Gatwick

but: magazines, e.g. Newsweek, Time.

G19 Verbs and adjectives

be, seem, feel, stay

Rhona was a little shy at first.

Everything seemed so strange to her. But soon she felt better.

And she stayed calm when they all started to speak Punjabi.

become, get

Some bands have become famous in Manchester.

I'm getting tired of this music.

look, smell, sound, taste

The Asian food looked interesting.
It smelled good and tasted great.

Some of the names sounded unusual.

Test yourself

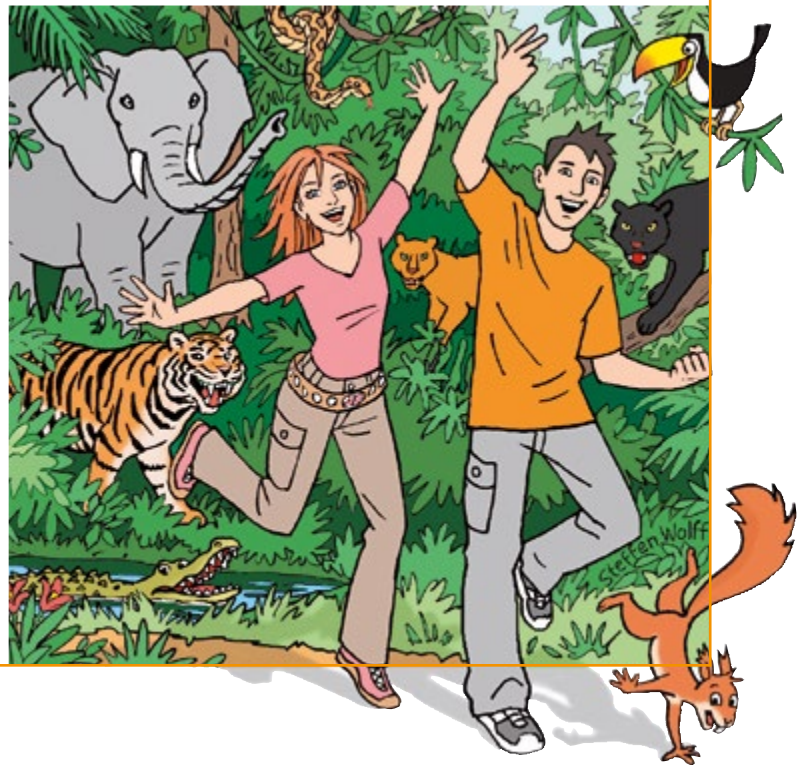
Which or who? Fill in the right word.

1. The award ... looks like someone's uncle is called an 'Oscar'.
2. The people ... pose on the red carpet before the ceremony are stars.
3. The first award ... MTV gave for music videos was a statue of an astronaut.

66  **'Bye, bye' rap**

The journey which we made
And the time which we stayed
Have come to an end
But we've made a lot of friends.

We've really had some fun
But our grammar trip is done
You've learnt a lot we know
So it's time for us to go.



Stories

Step 1: Before you start

- Look at the title. What do you think this story is about?
- Look at the pictures from the stories. What do you know about those stories?



Step 2: Look

- Look at the pictures on pages 150 to 159. Who can you see? What is happening in each picture? Use the Skills box to help you.
- Find a title for each picture.



Step 3: Skim

- Look at the different paragraphs A–F. Skim each paragraph and look out for key words. Write notes.
- Answer these questions for each paragraph: When does the story happen? Where does it happen? Who are the people in the text? What happens? Why?

PICTURE

S K I L L S

Picture descriptions

Who can you see in the picture? What story are those characters from? Have you read a book in Ukrainian or watched a movie? Describe a person (appearance, clothing, age). What are they doing? How are they feeling? Can you tell about the relationship among those characters?

READING

S K I L L S

Describing the picture

The picture shows ...
 In this picture I can see ...
 There is ... in this picture.
 The person in the picture is ...
 She looks sad because ...
 The people in the picture look happy because ...

Step 4: Read

- Read the paragraphs. Look up the words which you don't know.
- Find a title for each paragraph.
- Write a summary for each paragraph.

**Step 5: Analyse**

- Look at the text. Who is in it?
- Describe the people. Each group makes a poster for one of the people.
- Present your poster to the class.

TEXT**S K I L L S****Reading journal**

Your reading journal can be of great help. It will remind you what you have read so far. When you begin reading a story, write a title in the reading journal. Then, write the main characters' names in the column. You can always add descriptors (adjectives, nouns) to show their personalities (positive, negative). Give some information about the setting, plot, and genre. You also write what you like or dislike about the book.

Your reading journal can look like this:

Title of the story:

I liked:

The people:

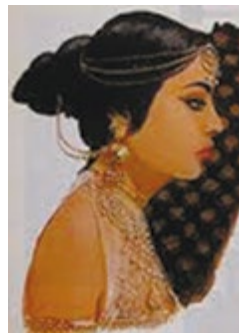
I didn't like:

Summary:

A picture:

**Step 6: Write**

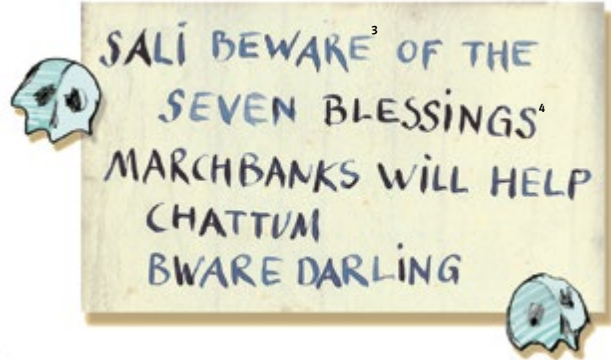
- There is a gap in the story "My big adventure" about the big adventure in India when the princess was saved. Talk with your partner about how she was saved.
- Look at the pictures. Can they all describe the adventure in India? Why? Why not?
- Think what you can write about that adventure in India.
- Write the story.
- Find a title for your text.
- Read your text to the class.



67  **The ruby¹ in the smoke**

The year is 1872. Sally Lockhart, 16 years old, is in the middle of a mystery². Her mother died in India when Sally was only a baby. Her father died three months ago when his ship sank in the South China Sea. And somebody has just sent her a strange letter from Singapore:

She goes to her father's old office to ask someone about this strange message and talks to Mr Higgs. But when he hears the phrase 'The Seven Blessings', he falls over dead. Major⁵ Marchbanks reads about this in the newspaper and sends a letter to Sally right away. He tells Sally that she is in great danger⁶ and that she should come to his house in Kent as soon as she can; he must give her some very important information ...



She watched the grey city turn into the grey country, and looked at the sea to her left. There were always five or six ships going up or down the Thames.

The town of Swalesness was not very large. She decided not to take a cab⁷ from the station, but to save her money and walk.

"Foreland House is not far away, maybe a mile," a man told her. "Take the river path."

She went at once. The town was sad and cold, the river was brown, and the country around her was empty.

The path followed the bank⁸ of the river, and finally she came to some trees. There was the house – the paint was old; the garden, too, was untidy⁹. It was a very unhappy place.

She went up to the door and was ready to ring the bell when the door opened and a man came out. He put his finger to his lips¹⁰ and closed the door. He was careful not to make a sound.

"Please," he whispered¹¹. "Not a word. Follow me, quickly ..."

Sally followed and he took her quickly around the side of the house and into a little verandah. He closed the door behind her, listened, and then held out¹² his hand.

"Miss Lockhart, I am Major Marchbanks." She shook his hand. He was about 60, she guessed. His face was thin and his clothes were a little too big for him. His eyes were dark and fine. His voice was familiar¹³ in some strange way. There was something in his face that scared her, until she realized that he was scared, too: much more than she was.



¹ruby ['ru:bi] • ²mystery ['mɪstri] • ³(to) beware of [bɪ'weə əv] • ⁴blessing ['blesɪŋ] • ⁵major ['meɪdʒə] • ⁶danger [d'eɪndʒə] •

⁷cab [kæb] • ⁸bank [bæŋk] • ⁹untidy [ʌn'taɪdi] • ¹⁰lip [lɪp] • ¹¹(to) whisper ['wɪspə] • ¹²(to) hold out [həʊld 'aʊt] • ¹³familiar [fə'mɪliə]

“Your letter came this morning,” she said. “Did my father write and ask you to see me?”

“No ...” He sounded surprised.

“Then – have you ever heard the phrase ‘The Seven Blessings’?” Sally asked.

Major Marchbanks’ face didn’t change¹⁴. “I’m sorry,” he said. “Did you come here to ask me that? I’m so sorry. Did your father –” Major Marchbanks suddenly looked sad and lost. “I have an enemy¹⁵, Miss Lockhart,” he whispered, “and that enemy is now yours, too. She – it is a woman – is wholly evil¹⁶. She is in this house now, which is why we must hide out here, and why you must leave very soon. Your father –”

“But why? What have I done to her? Who is she?”

“Please – I can’t explain now. I shall, believe me. I know nothing of ‘The Seven Blessings’, nothing of the South China Sea, nothing of ships. Your father could not know ... I can’t help you. I can do nothing.”

She saw terrible unhappiness in his face. She saw that he had no hope and it scared her. She could only think of the letter from the East. “Did you once live in Chatham?” she asked.

“Yes – a long time ago. But please – there’s no time. Take this –”

He took out a brown paper package¹⁷ that was about six inches long.

“This will tell you everything. Maybe, because he said nothing to you about it, I shouldn’t either¹⁸ ... You will have a shock when you read this. Please be ready for it. But your life is in danger if you know it or not, and at least¹⁹ you’ll know why.”

She took the package. Her hands were shaking badly; he saw it, and for one strange moment took them in both of his and put his head on them.

Then a door opened.

He jumped away, grey in the face; a woman looked around the door.

“Major – she’s in the garden, sir,” she said.

She looked as unhappy as he did. Major Marchbanks looked at Sally.

“Through the door,” he said. “Quickly now ...”

The major took her through the house; she felt empty rooms, cold floors and sadness.

“Please,” she said as they arrived at the door, “who is this enemy? I don’t know anything! You must tell me her name, at least.”

“She’s called Mrs Holland,” he whispered and opened the door a little. He looked through. “Please – leave now. You walked? You’re young, strong, quick – don’t wait. Go straight to town. Oh, I’m so sorry ...”

He almost cried.

And she was outside, and he closed the door. Ten minutes after her arrival, she was leaving again. She looked up at the wall of the house and thought: was this enemy watching?

Halfway along²⁰ the river bank, she stopped and looked back. Why she looked she did not know, but she saw a small figure²¹ by the trees – a woman in black. An old woman. She was hurrying after Sally.

Sally finds out that Mrs Holland is looking for a beautiful ruby from India that is missing and which she says is hers. She also finds out that not everything she has heard about her parents is really true ...



¹⁴ (to) change [tʃeɪndʒ] • ¹⁵ enemy [ˈenəmi] • ¹⁶ evil [ˈiːvəl] • ¹⁷ package [ˈpækɪdʒ] • ¹⁸ not either [nɒt ˈaɪðə] • ¹⁹ at least [ət ˈliːst] • ²⁰ along [əˈlɒŋ] • ²¹ figure [ˈfɪɡə]

Benny and Omar



Benny Shaw's life is going to change very soon: His father – his 'da' – has to go and work in Tunisia, and he wants to take his family with him. If he does not go, he will lose his job. After difficult goodbyes and the first language problems at the airport in Tunisia, the Shaw family arrives at Marhaba village – a 'walled camp'¹ as Benny calls it – near the city of Sfax. On their first day in Marhaba, the village manager Talal Khayssi comes to give the Shaws – Benny, his father, his mother, and his little brother George – an introduction to their new life in Tunisia. There are many things that Benny has to learn about life in Tunisia – and about himself.



"Here in Africa, things are not the same as in Europe," said Mister² Khayssi. "There are certain things to be careful of. A scorpion sting³, for example ..."

"Excuse me?"

"A scorpion, Madam⁴. A small insect with a poisonous⁵ sting. It lives in Africa."

"I know what a scorpion is, Mister Khayssi."

"Do not worry, Madam. In three years we have only seen one scorpion in Marhaba village. And never once a snake⁶."

Benny started to listen. "Snakes? Now, wait a minute!"

Talal Khayssi smiled. "Please, young man, let me continue. If – and this is a big if – you have a scorpion sting, you have more than one hour to get to a hospital."

"Oh, sure, that's great then."

"Benny! Sarcasm is not going to help us here."

"There is a nurse⁷ at the factory. And I have here a paper which says 'I have been bitten by a scorpion' in French and Arabic."

"What about English?"

"I thought you spoke English, Mister Shaw. In any case, the nurse's English is not so good."

"That makes me feel better."

"You really need not worry about this, Mrs Shaw. The chances are very small."

"What about snakes then?" asked Da.

Talal Khayssi looked at his papers. "Snakes, as I say, have never been seen in the village. They do not like to climb walls." He laughed nervously. "Also, your children are too big: A snake could not eat them whole."



¹walled camp [wɔ:ld 'kæmp] • ²Mister ['mɪstə] • ³sting [stɪŋ] • ⁴Madam ['mædəm] • ⁵poisonous ['pɔɪznəs] •

⁶snake [sneɪk] • ⁷nurse [nɜ:s]

George looked ill. Benny knew he should say something sarcastic, but his stomach was turning somersaults⁸ at the moment.

“A small snake might be able to get under the gate⁹ at night. If a snake bites you, please remember the colour of the snake and go to the factory immediately.”

“Is there any special colour we should worry about?”

“No, no, Mister Shaw. Except maybe black. Yes ... worry about black. But, as I say, we have never seen snakes in the village. It has been months since anyone has died in Sfax.”

Ma grabbed Khayssi's water and drank it all. “Do you have any good news, Khayssi?”

“Of course,” smiled Talal Khayssi. “Your car has arrived. It is a Toyota Landcruiser.”

Da tried not to smile, but lost. The scorpions and snakes didn't sound so bad now. Not with a big shiny jeep parked outside.

“There is a radio in the jeep. Always have it with you in the car. You are ... ah ... Zulu Three. Central is Bravo One. The locals¹⁰ get angry if another local is hurt, even though it's usually the locals' fault¹¹. The young people are very wild on their mobylettes¹². If there is an accident, lock¹³ your doors and drive straight to the station of the Garde Nationale.”

“Or?”

“Or if a fundamentalist is watching, he may try to start a riot¹⁴.”

“A riot! But this is a stable¹⁵ country. They told us this!”

“It is, Madam,” answered Khayssi. “I am only telling you about the worst things that could happen, but they probably¹⁶ won't happen.”

“I see.”

The Tunisian saw that his glass was empty. He stood up to leave.

“Oh, and one more thing. Please be very careful when you cross the train tracks. The warning lights often do not work. We have lost one car already this year.”

“Aah ...” said Da. His jeep didn't look quite as good any more.

“If you need anything, call me at the office,” said Khayssi.

Everyone shook hands and Talal Khayssi left. No-one said anything for a while, then Ma decided she needed to have a talk with her husband. In private. Benny suddenly felt the weight¹⁷ of Africa on him. He pulled himself out of the chair and went for a sleep.

What he didn't know was that it wouldn't be a scorpion or a snake that got him that afternoon. Instead, a tiny little mosquito got into his room, landed on Benny's forehead¹⁸ and sucked¹⁹ a few drops of blood out of him. This was a pity²⁰ because Benny was allergic to mosquitoes.

Benny has trouble with his new school, the other kids, the teachers and the rules. With everything about his new life. Then he meets Omar, a local boy who lives on the streets, and he begins to feel more at home. He learns about Omar's Tunisia – the real Tunisia, which is very different from the country Talal Khayssi knows.



⁸ (to) turn a somersault [ˌtʊːn ə ˈsʌməsɔːlt] • ⁹ gate [geɪt] • ¹⁰ local [ˈləʊkl] • ¹¹ fault [fɔːlt] • ¹² mobylette [ˌmɒʊbɪˈlet] • ¹³ (to) lock [lɒk] • ¹⁴ riot [ˈraɪət] • ¹⁵ stable [ˈsteɪbl] • ¹⁶ probably [ˈprɒbəbli] • ¹⁷ weight [weɪt] • ¹⁸ forehead [ˈfɔːhed] • ¹⁹ (to) suck [sʌk] • ²⁰ (to) be a pity [bi ə ˈpɪti]

Treasure Island



“Treasure Island”, a book about pirates, sailing and adventure, was written by Robert Louis Stevenson and takes place¹ in the 18th century. A boy, Jim Hawkins, tells us the story. His mother and father run² the ‘Admiral Benbow’ inn³ in Bristol.



One day an old captain arrives with his sea-chest⁴ and stays at the inn. This man drinks too much rum⁵. That is when he sings this song:

“Fifteen men on the dead man’s chest – yo-ho-ho-, and a bottle of rum!

Drink⁶ and the devil had done for the rest⁷ – yo-ho-ho-, and a bottle of rum!”

One day a blind⁸ beggar⁹ comes to the inn and gives the captain a piece of paper with a black spot¹⁰ and leaves. This is the sign among pirates that the person will be killed. The captain is very frightened and dies. What should Jim do now?

My mother and I knew that we were in a terrible situation. Some of the captain’s money in his sea-chest belonged¹¹ to us because he hadn’t paid for his room, but surely the blind beggar wouldn’t give us any money. I couldn’t go to find help and leave my mother alone in the house. And we couldn’t stay in the house – everything we heard frightened¹² us. We were afraid that the awful blind beggar was still near and would come back to the inn again. We decided to go together to our neighbours and ask for help.



It was foggy when we left the inn. Sometimes we stopped and listened for strange sounds, but we didn’t hear any. Soon we reached our neighbours’ house and were happy to see the yellow candle-light in their doors and windows. But we soon found out that that was the best help we would get from them. None of the neighbours wanted to come back with us to the ‘Admiral Benbow’. Some of the men had seen strangers¹³ on the road. They were frightened to death of anyone who might be the captain’s comrade¹⁴. Then my mother became angry and said: “I will not lose money that belongs to my fatherless boy.” My father had died a day before the captain. “If you are all afraid, Jim and I aren’t. Back we will go, the way we came – with no thanks to you chicken-hearted¹⁵ men. We’ll have that sea-chest open if we die for it.”

Of course I went with my mother. The full moon was rising¹⁶ so we tried to stay hidden behind the bushes¹⁷, and moved quickly and quietly. We were glad when we reached the ‘Admiral Benbow’ and locked the door behind us.

My mother got a candle. I drew¹⁸ the curtains and we went into the room where the dead captain was. I had to find the key¹⁹ to the sea-chest. I went down on my knees and found a piece of paper with a black spot on one side. On the other side of the paper were the words: ‘You have until ten tonight.’

“He had until ten, mother,” said I; and just as I said it, our old clock struck²⁰. This frightened us, but the news was good. It was only six.

¹(to) take place [teɪk 'pleɪs] • ²(to) run [rʌn] • ³inn [ɪn] • ⁴sea-chest ['si: tʃest] • ⁵rum [rʌm] • ⁶drink and the devil [drɪŋk_and ðə 'devl] •

⁷(to) do for the rest [du: fə ðə 'rest] • ⁸blind [blaɪnd] • ⁹beggar ['begə] • ¹⁰spot [spɒt] • ¹¹(to) belong to sb [brɪ'lɒŋ tə] •

¹²(to) frighten ['fraɪn] • ¹³stranger ['streɪndʒə] • ¹⁴comrade ['kɒmreɪd] • ¹⁵chicken-hearted ['tʃɪkən,ha:td] • ¹⁶(to) rise [raɪz] •

¹⁷bush [bʊʃ] • ¹⁸(to) draw [drɔ:ɪ] • ¹⁹key [ki:]

“Now, Jim,” she said, “that key.” I felt in all his pockets, but I didn’t find anything. My mother suggested his neck. I opened his shirt at the neck and there was the key on a string²¹. I cut²² the string with the captain’s knife and my mother unlocked²³ the sea-chest, and when she opened it, we smelt tobacco. On the very top were some very good clothes. Under that we found tobacco, some pistols²⁴, some silver²⁵ and an old Spanish watch. At the very bottom we found a bundle²⁶ tied up²⁷ in cloth²⁸, and a bag of coins.



“I’ll take only the money that belongs to us and no more,” my mother promised. She wanted to show that she was an honest²⁹ woman.

I suddenly put my hand on her arm because I heard in the quiet, cold air a sound that brought my heart into my mouth – the tap-tapping of the blind man’s stick on the frozen road. It came closer and closer. We sat still. The stick hit the inn door and the beggar tried to open the door. It was quiet for a long time and then the tapping started again. The beggar was walking away.

“Mother,” said I, “take everything and let’s go. I’m sure he’ll come back and not alone.”

But my mother, even though she was frightened, wouldn’t take more money than what belonged to her and wouldn’t be happy with less. “It’s not yet seven,” she said. “We’ve still got time.”

She was still arguing³⁰ with me when we heard a little whistle from the hill. That was enough, and more than enough, for both of us.

“I’ll take what I have,” she said and jumped to her feet.

“And I’ll take this to make it fair,” said I and picked up the cloth bundle.

We left the candle upstairs, felt our way down the steps, opened the door and ran away. It was not a moment too soon. The fog was rising and the moon was shining on the hills. We heard footsteps³¹ and saw a light that went up and down.

“My dear,” said my mother suddenly, “take the money and run. I’m going to faint³².”

This was the end for both of us. Our neighbours were scared and my mother was too honest and greedy³³ at the same time! We stopped at a little bridge and I helped my mother to the edge³⁴ of the bank³⁵. There she fell on my shoulder. I don’t know how I did it, but I pulled³⁶ her down the bank and a bit under the bridge. I couldn’t hide her better because the bridge was not high enough. So we had to stay there – my mother almost out in the open³⁷ and both of us so close to the inn that we could hear everything.



There was a treasure map in the cloth bundle. Jim sailed away to find the treasure – but he wasn’t the only one. You can read the rest of the story in the “Easy Reader” book: “Treasure Island”.

²⁰(to) strike [straɪk] • ²¹string [striŋ] • ²²(to) cut [kʌt] • ²³(to) unlock [ʊnˈlɒk] • ²⁴pistol [ˈpɪstl] • ²⁵silver [ˈsɪlvə] • ²⁶bundle [ˈbʌndl] •

²⁷(to) tie up [taɪ ˈʌp] • ²⁸cloth [klɒθ] • ²⁹honest [ˈɒnɪst] • ³⁰(to) argue [ˈɑːɡjuː] • ³¹footstep [ˈfʊtstɛp] • ³²(to) faint [feɪnt] •

³³greedy [ˈɡriːdi] • ³⁴edge [edʒ] • ³⁵bank [bæŋk] • ³⁶(to) pull [pʊl] • ³⁷out in the open [aʊt ɪn ðɪ ˈəʊpən]

70  **The Spaniards¹ are coming!**

A I am an old man now, but I will never forget that hot evening in July, 1588. I remember every minute! And every minute is a picture full of life – and adventure.

All was quiet at Plymouth harbour where the English fleet² lay at anchor³. Everyone in England had heard that the Spaniards wanted to attack us with the greatest fleet in the world. They called it the Great Armada. The only question was: When would they come? The Spaniards had a large army in the Netherlands⁴, and they wanted to bring it *here*, to England. Our ships had been ready for weeks.

On that evening Sir Francis Drake and a few other officers⁵ had gone to play bowls⁶ on a hill above the town. I was a very young officer and had to take care of⁷ Sir Francis's ship when he was gone. Suddenly I heard the shouts of our men on land⁸.

I ran to the side of the ship and looked down. "What is it?" I asked.

"The Spaniards, sir," a sailor⁹ shouted. "Some of our men have seen their ships in the English Channel. Over a hundred!"

Over a hundred! There was only one thing to do. I left the ship and ran all the way through the town to the bowling-green¹⁰. Sir Francis and Lord Howard, the commander¹¹ of the English fleet, were standing with a group of officers. I ran up to them.

¹Spaniard ['spæniəd] • ²fleet [fli:t] • ³(to) lie at anchor [ˌlaɪət 'æŋkə] • ⁴Netherlands ['nedələndz] • ⁵officer ['ɒfɪsə] • ⁶(to) play bowls [pleɪ 'bəʊlz] • ⁷(to) take care of [teɪk 'keə əv] • ⁸on land [ɒn 'lænd] • ⁹sailor ['seɪlə] • ¹⁰bowling-green ['bəʊlɪŋ gri:n] • ¹¹commander [kə'mɑ:ndə]



“My Lord Howard! Sir Francis!” I said. “The Spaniards are coming up the Channel! The Armada is almost here!”

Lord Howard threw down his bowl, and all the other officers – but not Drake – looked very worried.

“Back to your ships, gentlemen,” said Lord Howard. “There is no time to lose!”

“One moment, my Lord,” Drake said quietly. “There is time to finish the game and defeat the Spaniards, too. Let the Spaniards go by¹², and with the help of God we can follow them and defeat them. We’ll finish the game first.”

That was the way of Sir Francis Drake. He never became excited or worried. He smiled, took his bowl, which he still held in his hands, and continued the game.



B When we left the harbour we soon sighted¹³ the Armada. The heavy ships were sailing up the Channel in the shape¹⁴ of a great half-moon. I had never seen so many ships in my life. I heard later that there were 130 of them, with 30,000 men on them.

Our little ships were not even half the size of the big Spanish ships. But we could sail much faster. As Drake had planned, we attacked them from behind¹⁵. First we fired off¹⁶ our cannon balls¹⁷, then we turned away before the Spaniards could fire theirs.

This is the way we followed the Armada up the Channel, until the Spaniards turned towards the French coast and entered the harbour of Calais. It was difficult to attack them there, but Drake, as always, knew what to do. We filled six of our oldest ships with pitch¹⁸ and tar¹⁹. Then, in the night, we set fire to²⁰ them and let them drift²¹ towards the Spanish fleet.

It was terrible to see those burning Spanish ships in the night. We could hear the shouts of the Spaniards as they tried to sail off²².

That was the chance we had been waiting for. We surrounded²³ a few of the largest ships and sank them. The rest of the ships sailed out into the North Sea. We followed them and fired off our cannons again and again. Soon, we had no more cannon balls, and then we turned back.

C Before we got home, a great storm had come up. The ships of the Armada had to sail farther²⁴ and farther north. We heard no more of them for a long time until Lord Howard told us that they had sailed round the north of Scotland. The Spaniards had lost most of their ships on the coast of Scotland and Ireland, and only 54 out of 130 returned to Spain.

There was great joy²⁵ in all of Queen Elizabeth’s land. When we returned to England, bonfires²⁶ were burning, church bells²⁷ were ringing, and all the people were dancing in the streets. Everyone was celebrating the greatest victory²⁸ in English history. I was a very young officer, so I danced on the deck with the other men. Sir Francis stood there and watched us, and I could see that he was smiling.



¹²(to) go by [gəʊ 'baɪ] • ¹³(to) sight [saɪt] • ¹⁴shape [ʃeɪp] • ¹⁵from behind [frɒm bɪ'haɪnd] • ¹⁶(to) fire off [ˈfaɪə 'ɒf]

¹⁷cannon ball [ˈkænən bɔːl] • ¹⁸pitch [pɪtʃ] • ¹⁹tar [tɑː] • ²⁰(to) set fire to [set 'faɪə tə] • ²¹(to) drift [drɪft] • ²²(to) sail off [seɪl 'ɒf]

²³(to) surround [sə'raʊnd] • ²⁴farther [ˈfɑːðə] • ²⁵joy [dʒɔɪ] • ²⁶bonfire [ˈbɒnfɑɪə] • ²⁷bell [bel] • ²⁸victory [ˈvɪktəri]

71  **My big adventure****1 Before you read**

What might an adventure story be about?

Collect ideas.

pirates?

a dangerous storm?

a trip to the moon?

...?

Every year there is a competition for schools in Commonwealth countries. This year the competition is: Write an adventure about yourself and the characters of a favourite book. This is what Jade wrote:

I felt so excited when we started to move! This was my big adventure. Three thousand, seven hundred and eighty-six miles, all the way from San Francisco to New York. The railway had been completed in 1869, and I had always wanted to make the journey. Now, three years later, I was a stewardess on the train!

We left the station at six o'clock in the evening. There were all kinds of passengers in the carriage I was looking after. One group of three looked especially interesting. While I was turning the seats into beds for the night, I talked to the younger of the two men in the group. He told me that his name was Passepartout and that he was French. He was the servant of the other man, Phileas Fogg, a rich Londoner. The beautiful young woman with them was Aouda, a princess whose life they had saved in India.

India! Maybe my big adventure wasn't as big as I had thought ...

The next morning we were in Nevada, and for a long time the railway track followed a river. Then the landscape changed, and we travelled over great prairies. Far away a long line of high mountains came into view.

Suddenly the train slowed down and stopped. There was a strong smell. Then a loud bellow. I almost jumped out of my skin! What was it?

Aouda stood up and looked out of the window. "Buffalo!" she cried. "Ten thousand of them! They're crossing the track."

"Oh no! We don't want any delays. Drive the train through those cows!" shouted Passepartout. Then he explained to me, "Mr Fogg has made a bet that he can travel around the world in eighty days. We mustn't arrive late in New York because the ship to England leaves on the same day. If we aren't back in London on the twenty-first of December, he'll lose twenty thousand pounds!"

The train tried to push the buffalo out of the way, but there were too many of them. We had to wait until they had all gone, and it was dark before we were able to continue.

After Nevada came Utah, and then on the third day Wyoming, with the tall Rocky Mountains in front of us. Slowly we started to climb. Passepartout was worried we might lose more time, but the train carried us over the mountains without any more delays.

"Now you can relax," I told him.

I had spoken too soon.





The train stopped again, although it was still a mile to the next station at Medicine Bow. A man had come on foot from there. He wanted to warn us not to cross the bridge over the river. “It was not safe for a heavy train”, he said.

Passepartout gasped. But it was not only Mr Fogg who had a problem. All the passengers wanted to go to New York. But how could they get there if the train couldn't cross the bridge?

The train driver was not ready to give up easily. “I think that if we go fast enough, we'll be OK,” he said.

The man from Medicine Bow thought this was crazy. Did we all want to risk our lives? Of course not. But most of the passengers wanted to take the chance.

We went back to our seats. A minute later there was a loud whistle. We began to move. Fast, then faster. Everything began to shake. I was shaking, too. It felt like the train was going to leave the track!

Eighty miles an hour. Ninety. A hundred. Would we make it?

I didn't see the bridge. We flew over it. Then – crash! The bridge fell into the river. But we were already on the other side.

After the drama at the bridge I thought that we would be able to complete our journey to New York without any more trouble.

I was wrong!

Suddenly we heard loud bangs and screams from other parts of the train. A second later there were more bangs, and a window near me broke. Now people in our carriage started to scream, too. Hundreds of Sioux were attacking us! They were riding their horses next to the train. I could see their frightening faces.

Mr Fogg quickly took three guns out of his bag, one for himself and the other two for Passepartout and Aouda. The Sioux were shooting into the carriage, and we all had to fight for our lives. I ran and got a gun, too.

We fought hard. The smell of the guns burned my nose, and I could taste smoke in my mouth. Some of the Sioux were hit and fell from their horses. One or two passengers were also hit.

The train was going as fast as it could, but that was no problem for the Sioux. One of them made a giant leap from his horse onto the train. He threw open the door of the carriage and ran in with a knife in his hand.

The passenger nearest the door was Mr Fogg. But he was still shooting out of one of the windows, so he didn't see the danger.

Bang! I shot and the Sioux fell. I had saved Mr Fogg's life.

But the Sioux wasn't dead.

He threw the knife and it hit me. I felt the shock and sank to my knees. For a moment I saw stars in front of my eyes. Then everything was dark. No more pain. Nothing.

My story has to end here. I'm sorry, but I can't tell you any more.

Did the other people on the train survive? Did Mr Fogg get to London on time and win his bet? If you want to know the answers, you'll have to find out what famous book I got my ideas from ...

2 Talk about the end of the story

- a) *What happens at the end of the story? Do you think this is a good way to end or not? Say why.*
- b) *Can you answer Jade's questions at the end of the story?*

3 Compare then with now

- a) *What problems are there on the journey in the story? Could these problems happen on the same train journey today?*
- b) *What different problems might there be now? What nice things might be missing?*



4 Write and act out a dialogue

Read the part on page 159 from "It was not safe for a heavy bridge...". Write a dialogue.

Man on foot: I've come from ... You can't ...
 Passepartout: Oh no! This is ...
 Passenger: ...

- What does the man on foot say?
- What does Passepartout think?
- What do you think the other passengers say?
- What does the train driver think?
- What do they all decide to do in the end?

5 Writing texts: Make a story more interesting

- a) *It can make a story more interesting if you describe what people can see, hear, smell, feel or taste. Look for phrases like this in Jade's story.*

Examples: a long line of high mountains – a loud bellow

- b) *There are lots of different ways to make a story more exciting. Match the ideas in the box with the examples on the right. Maybe you can find more examples in the story.*

- Try to make the reader interested. Show that something else is going to happen.
- Show that the characters are nervous.
- Give the reader a shock. Go suddenly to a dangerous situation.
- Describe the action in short sentences.
- Use words that describe sounds.

We began to move. Fast, then faster.

I had spoken too soon.

But the Sioux wasn't dead.

Crash!

I almost jumped out of my skin!

- c) *Write your own adventure. Imagine yourself in a scene from a book or film you know. Look again at the ideas in a) and b), and try to use interesting and exciting words. Collect new words you find interesting for your 'personal vocabulary' and put them in your folder.*



72 6 A song: Hit me with your rhythm stick

In the deserts of Sudan
 And the gardens of Japan,
 From Milan to Yucatan
 Every woman, every man.

Hit me with your rhythm stick,
 Hit me, hit me,
 Je t'adore, ich liebe dich,
 Hit me, hit me, hit me.

In the wilds of Borneo
 And the vineyards of Bordeaux,
 Eskimo, Arapaho
 Move their body to and fro.

©Text: Ian Dury/Charles Jeremy Jankel

73  **Good for business**

- a) **Skim** this text and say in 2–3 sentences what it is about.
- b) **Scan** the text. Does it give you any information about these things? (Say “yes” or “no”).
- Diana’s family
 - people she works for
 - British history
 - the tourist industry



Diana comes from a small town in Wales not far from the sea. While she was still at school, she had a weekend job as a waitress in the café at Redstone Castle, the home of old Sir Clarence. His relatives built the castle centuries ago. “I didn’t earn much,” she says. “Sir Clarence always tells everybody how expensive life in an old castle is for him. But I think he’s just a mean old man. He always wore an awful old school scarf that he had!”

A few tourists came to visit the castle, and after the tour people went to the café for tea. “I’m sure the guides weren’t very good,” laughs Diana, “because tourists often asked me questions about the castle. ‘Is there a dungeon?’ (Yes.) ‘Is there a ghost?’ (No.)” After she left school, Diana became an official guide at Redstone Castle and took tourists round the rooms herself.

One afternoon she was with a group of tourists in the Great Hall. Suddenly there was a loud shout from the back of the group. Diana went to see what had happened. A woman was lying on the floor. She looked scared. The only words she could say were: “A ghost!”

Diana was just getting her mobile out to call for help when there was more bad news for her: The woman’s son was missing. Where was he? Some of the tourists had their own ideas.

“He’s gone to get a doctor.”

“The ghost has taken him away!”

The situation was getting difficult. Diana decided to phone Sir Clarence. “He sounded happy when I told him about the ghost,” she remembers. “That surprised me.”

A moment later Sir Clarence arrived in the Hall, then the missing boy came back and told his story: “I saw the ghost, too!” he cried. “It went through that door, so I opened it and tried to follow it.” Then the boy showed everybody an old scarf which he had found on the floor and which the ghost had lost. Some people laughed, others took photos of the scarf.

Redstone Castle has now become very popular. “The visitors come to see the Redstone Ghost – that’s what they pay for,” Sir Clarence says. Diana has her own ideas about the Redstone Ghost, but she keeps them to herself.

- c) What does the text tell you about Sir Clarence? **Collect information** and make notes.

For example: lives in Clarence Castle – mean old man – ...

Then write a few sentences to describe him.

- d) **Writing texts:** Write a short play.

1. Make a list of the characters. (Are there roles for other people, too? – *1st tourist*, ...)
2. Write the dialogues. (Some sentences are in the story. You must think of the rest.)
3. Write about the action. (Describe the scene at the beginning: The Great Hall, what the people are doing. Say what the characters do: *X comes in*, *Y opens* ...).

Unit 1 Living together

Check-in

Nuclear Family



composed of a father, mother and children

A **nuclear family** or **elementary family** is a family group consisting of a pair of adults and their children. This is in contrast to a single-parent family, to the larger extended family, and to a family with more than two parents. Nuclear families typically centre on a married couple and may have any number of children.

traditional [trə'dɪʃənl]

традиційний

nuclear ['nju:kliə']

нуклеарна, повна (сім'я)

family ['fæmɪli]

сім'я

traditional nuclear family

традиційна нуклеарна

[trə'dɪʃənl 'nju:kliə' fæmɪli]

(повна) сім'я

single ['sɪŋgl]

одинокий

parent ['peərənt]

один з батьків (мама/тато)

single parent family

неповна сім'я

['sɪŋgl 'peərənt fæmɪli]

single mother

одинокка мама

['sɪŋgl 'mʌðə]

The kimono is the *traditional* dress of Japan

A *nuclear* family is the happiest family.

My *family* always supports me.

A *traditional nuclear family* is a family that consists of parents and children.

It's not easy for a *single* parent to raise kids alone.

Parents love each of their little darlings equally.

It is difficult for poor *single parent families* to afford home computers.

A *single mother* is a person who has a dependent child or dependent children and who is widowed, divorced, or unmarried.

single father ['sɪŋgl 'fɑːðə]	одинокий тато
daughter ['dɔːtə]	дочка
son [sʌn]	син
grandparents ['græn,peərənts]	дідусь та бабуся
household ['haʊshəʊld]	домашнє господарство, сім'я
average ['ævərɪdʒ]	середній, середнє значення
to make up [meɪk 'ʌp]	складати, утворювати
dependent [dɪ'pendənt]	залежний (від), утриманець
to account for [ə'kaʊnt fɔː]	нараховувати, пояснювати

Single-father families are comparatively rare.

"Your mum is my *daughter*," said Grandma.

"And your father is my son-in-law," added Grandpa.

Children thank *grandparents* for their love and support.

People in a family that are living together in one house are called a *household*.

An *average* student in the UK receives £6 of pocket money a week.

Ten years *make up* a decade.

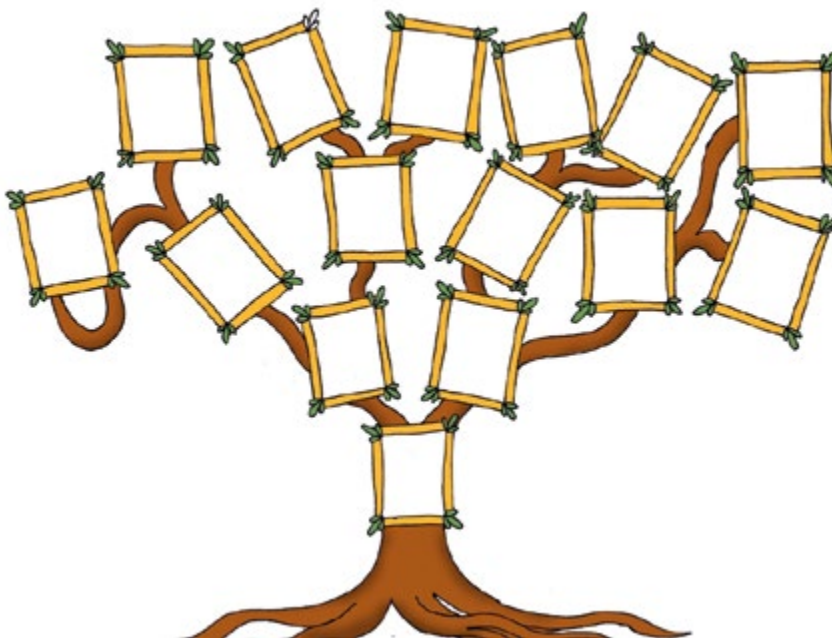
A *dependent* child receives food from his parents.

English speaking people *account for* 38% of all Europeans.

GENEALOGY

Genealogy, the study of family history, can be fun and fascinating. Using the following family tree template, you can build your own family tree.

My Family Tree



Language

to help oneself [help wɪl 'self]	пригощатися
vegetarian [ˌvedʒɪ'teəriən]	вегетаріанець
I can't stand [aɪ kænt 'stænd]	Я терпіти не можу...
to behave [bi'heɪv]	поводитися
half asleep [hɑ:f ə'sli:p]	спросоння, у напівсонному стані
to look after [lʊk 'ɑ:ftə]	піклуватися про когось
to imagine [ɪ'mædʒɪn]	уявляти
shy [ʃaɪ]	сором'язливий
selfish ['selfɪʃ]	егоїстичний
alone [ə'ləʊn]	наодинці
card tricks ['kɑ:d trɪks]	карточні фокуси

Mum, this cake looks great! – Thank you, *help yourself!*

Vegetarians do not eat meat.

I can't stand ham. I am a vegetarian.

The child *behaved* badly at the party.

half asleep = neither fully asleep nor awake

Jennifer is sixteen, and believes she can *look after herself*.

She *imagines* herself to be a good mother.

A *shy* student stayed in the back of the room.

He's *selfish*, he only thinks of himself.

He was all *alone* in the middle of the hall.

card tricks = tricks with cards

SELF-PRONOUNS

I'll buy myself an ice-cream.
Do you often talk to yourself?
My grandmother taught herself how to work with a computer.
Have you looked at yourselves? Your clothes are a mess.
They hurt themselves.

EMPHATIC PRONOUNS

Thanks, I don't need your help.
I can do it myself.
Did you build it yourself?
Sarah made all those cakes herself.
You have to sort out that problem yourselves.
I won't tidy up their room. They have to do it themselves.

Everyday English

to meet halfway [ˌmi:t ˌhɑ:f'weɪ]	йти назустріч
to shout [ʃaʊt]	кричати
to feel sorry for [fi:l 'sɒri fə(r)]	шкодувати
to stay cool ['steɪ 'ku:l]	зберігати спокій
aggressive [ə'ɡresɪv]	агресивний
to resolve [rɪ'zɒlv]	вирішувати (про конфліктну ситуацію)

No, I won't give in, but I'll *meet you halfway*.

A neighbour *shouted* to us from a window to stop the noise.

I don't think anyone should spend too much time *feeling sorry* for themselves

to stay cool = to stay calm and undisturbed.

Some children are much more *aggressive* than others.

to resolve = to find a solution

conflict ['kɒnflɪkt]	конфлікт
option ['ɒpʃn]	спосіб, варіант
to meet needs ['mi:t 'ni:dz]	задовольняти вимоги (потреби)
fair [feə(r)]	справедливий
to cause [kɔ:z]	спричиняти
disagreement [ˌdɪsə'gri:mənt]	непорозуміння
to occur [ə'kɜ:(r)]	з'являтися, виникати
to ruin ['ru:ɪn]	здавати шкоди, знищувати
jerk [dʒɜ:k]	дурень
resolution [ˌrezə'lʊ:ʃən]	вирішення
to put up [pʊt 'ʌp]	вішати, розмістити
name calling ['neɪm 'kɔ:lɪŋ]	обзивання, паплюження
to take turns [teɪk tɜ:nz]	робити щось по черзі
to compromise [ˌkɒmprəˌmaɪz]	йти на компроміс
grounded [ˌgraʊndɪd]	покараний, під домашнім арештом
to throw a fit ['θrəʊ ə 'fɪt]	розгніватися, влаштувати істеричку, заводитися
disappointed [ˌdɪsə'pɔɪntɪd]	розчарований
Keep in touch! ['ki:p ɪn 'tʌtʃ]	Залишайся на зв'язку / Не пропадай / Бувай!
to bother ['bɒðə]	турбувати
embarrassing [ɪm'bærəsɪŋ]	незручний (ніяковий)
to hear out [hɪə]	вислуховувати
Get fit!	
gist [dʒɪst]	зміст
to look up [lʊk ʌp]	шукати, дивитись (слово в словнику)
action line ['ækʃn laɪn]	сюжетна лінія

A *conflict* is more than a disagreement. "Yeah, that sounds like a good *option*."

The students are happy because their *needs are met* at school.

Our teacher is *fair*.

to *cause* = to make something happen

The talks ended in *disagreement*.

The idea never *occurred* to me.

A bad diet *ruined* his health.

a *jerk* = a stupid or insignificant person.

Conflict *resolution* is a way for several parties to find a peaceful solution.

to *put up* = to place in a specified location

Name calling hurts people.

In an exam you have to *take turns* with your partner because you both need to talk.

Compromise on what your friend wants and what you want.

A child or young person who is *grounded* is not allowed to go out as a punishment.

to *throw a fit* = to get very angry

I was *disappointed* that he was not there.

Nice talking to you. *Keep in touch!*

His bad leg is *bothering* him again.

embarrassing = upsetting, shaming, delicate, uncomfortable, awkward, touchy

My mom heard me out and gave the best *advice*.

the *gist* of a story = the central idea of a story

I've *looked* for it *up* and *down*

It's not easy to draw an *action line* of a story.

Overhead

message ['mesɪdʒ]

повідомлення

caller ['kɔ:lə]

особа, яка телефонує

I am not available right now. Please, leave your *message*.

You can see the *caller* on your telephone display.

USEFUL PHRASES

It can be more difficult to speak English on the phone than to talk to someone. These phrases will help you to ask for someone or to leave a message on an answerphone.

Hello, this is ...

Hi, this is I'm just calling to say that ...

I'd like to speak to ...

I'd like ... / I'm afraid ... / Sorry ...

Could I leave a message, please?

Could you call me back, please?

Could you tell him/her that ..., please?

You can phone me at ... (+ phone number)

Could he/she call me back, please?

Hope to hear from you soon. Thanks, and bye.

I'll give you my name and address.

Facts and fiction

lonely ['lʌnli]

самотній

curious ['kjʊəriəs]

допитливий

tutor ['tju:tə]

вчитель, репетитор

odd [ɒd]

дивний, незвичний

vision ['vɪʒən]

видіння

Ladyship ['leɪdɪʃɪp]

титул леді, її милість

sink [sɪŋk] (sank (ps) (sunk (pp)))

тонути

drown [draʊn]

тонути

sixth sense ['sɪksθ 'sens]

інтуїція, «шосте відчуття»

to call ['kɔ:l]

кликати, гукати

to nod [nɒd]

кивати (головою)

accident ['æksɪdənt]

нещасний випадок, аварія

jewelry ['dʒu:əlri]

ювелірні прикраси

Don't confuse alone with *lonely*.

curious = eager to learn more

His parents employed a *tutor* to teach him Greek.

odd = unusual

His friend appeared to him in a *vision*.

"Her *Ladyship* will be unable to attend tonight," he said.

Captain, your ship is *sinking*!

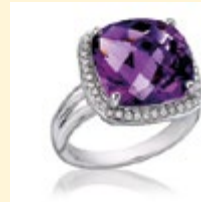
She had fallen into the sea and *drowned*.

He has a *sixth sense* for finding people who have good ideas.

My mom *called* to me and asked me to call my sister.

to *nod* → a nod. She *nodded* her head in understanding.

She was involved in a serious car *accident* last week.



jewelry

Words in action

grumpy ['grʌmpɪ]	похмурий, дратівливий
departure [dɪ'pɑ:tʃə]	від'їзд, виліт
rehearsal [rɪ'hɜ:səl]	репетиція
antique [æn'ti:k]	старовинний
government ['gʌvnmənt]	уряд
commercial [kə'mɜ:ʃəl]	реклама
swimsuit ['swɪmsu:t]	купальник
laptop ['læptɒp]	ноутбук, портативний комп'ютер
answerphone ['ɑ:nsə,fəʊn]	автовідповідач
assistant [ə'sɪstənt]	помічник
to compare [kəm'peə]	порівнювати
persuasive [pə'sweɪsɪv]	переконливий
trustworthy ['trʌst,wɜ:ðɪ]	той, хто заслуговує на довіру, надійний, вірний
silly ['sɪli]	безглуздий, кумедний, дурник

Try it out

nasty ['nɑ:sti]	неприємний, жадливий, бридкий
mate [meɪt]	товариш, друг
moody ['mu:di]	похмурий, «людина настрою»
to get on [ˈget ɒn]	налагоджувати стосунки
clash [klæʃ]	конфлікт, протиріччя
to get through [ˈget θru:]	справлятися
to reckon [ˈrekən]	вважати

"People think I'm a grumpy old man," said Mr Jackson.

The *departure* of this flight has been delayed.

"He missed too many *rehearsals*;" said the theatre director.

antique = ancient, old-fashioned

Ukrainian *government* is represented by the Cabinet of Ministers.

A *commercial* is an advertisement in an audio or video form.

The girl in a red *swimsuit* jumped into the water.

She can use her *laptop* on top of her lap.

An *answerphone* is a device for answering telephones and recording callers' messages.

An *assistant* helps and supports.

Oxford is small *compared* with London.

I am a very *persuasive* person. I can cause people to do or believe in something.

My neighbor is a *trustworthy* person.

"Don't be *silly*!" she said.

nasty = unpleasant, disgusting or annoying:

Liza's *mates* waited for her in the classroom.

He is *moody*. His mood changes so frequently.

The boy wanted to *get on* with his mom and live together in harmony.

There is always a *clash* of my ideas with yours.

Strong families can *get through* many hardships.

reckon = consider

Unit 2 A birthday party

Check-in

newsagent's [ˈnjuːz,eɪdʒənts]	газетний кіоск
clothes shop [ˈkləʊð ʃɒp]	магазин одягу
market [ˈmɑːkɪt]	базар
sports shop [ˈspɔːts ʃɒp]	спортивний магазин
music shop [ˈmjuzɪk ʃɒp]	магазин музичних інструментів
jumper [ˈdʒʌmpə]	джерпер
joggers [ˈdʒɒgə]	спортивні штани

A *newsagent's* sells newspapers and magazines.

Get stylish dresses in our *clothes shop*! I bought vegetables from the corner *market*.

Ann bought designer sports footwear from the famous *sports shop*.

A *music shop* provides musical instruments for sale and rent.

Our shop has a stylish range of *jumpers* available.

If you like to feel comfort, take a look at these *joggers*.

magazine – shop

1. 'magazine'

A **magazine** is a collection of articles, photographs, and advertisements published every week or every month.

Her face was on the cover of every magazine.

Tanya was reading a magazine while she was waiting.

2. 'shop'

Don't use 'magazine' to refer to a building or part of a building where things are sold. The word you use is **shop** or **store**.

There is a row of shops on the High Street.

Language 1

to invite out [ɪnˈvaɪt ˈaʊt]	запрошувати
invitation [ˌɪnvɪˈteɪʃən]	запрошення
to text [tekst]	набирати текстове повідомлення (СМС) на телефоні
to do a scavenger hunt [ˈskævɪndʒə hʌnt]	грати в «полювання за предметами» (американська гра)
fizzy beverage [ˈfɪzi ˈbevərɪdʒ]	газований напій
fancy [ˈfænsɪ]	витончений, розкішний, елегантний
ping pong [ˈpɪŋ ˈpɒŋ]	настільний теніс (пінг-понг)
board game [ˈbɔːd ˈgeɪm]	настільна гра

I would love to *invite* you out sometime. If I did, would you go?

Next year send out the *invitations* in advance.

I want to invite my friends to my birthday party, so I should *text* them.

To *do a scavenger hunt* means to play a game in which people try to find and bring back various items on a list.

Fizzy beverages give off bubbles.

fancy = elegantly fashionable or sophisticated, highly decorated

Ping pong is a game in which two players hit a lightweight ball back and forth across a table.

Chess is a *board game* for two players.

to kill two birds with one stone [kɪl 'tu: 'bɜ:dz wið 'wʌn 'stəʊn]	одним пострілом двох зайців убити
outfit ['aʊtfɪt]	комплект одягу (одяг)
to fit [fɪt]	підходити за розміром
blouse [blaʊz]	блуза, сорочка
blazer ['bleɪzə]	піджак
in a rush [ɪn ə 'rʌʃ]	поспіхом, квапливо, похапцем
honest ['ɒnɪst]	чесний, відвертий
wear [weə]	одягати, носити (одяг)
hunter-gatherer instinct ['hʌntə 'gæðərə 'ɪnstɪŋkt]	інстинкт мисливця-здобувача

Language 2

recipe ['resɪpi]	рецепт
mess [mes]	безлад
to fall over ['fɔ:l 'əʊvə]	перекидатися
flour ['flaʊə]	борошно

flour – flower

Flower and flour are said to be homophones.

'A survey' and 'to survey' are homographs.

Language 3

bread roll ['bred rəʊl]	булочка, рогалик
dough [daʊ]	тісто
bowl [bəʊl]	миска, чаша, кубок

to kill two birds with one stone = to accomplish two aims by a single action

Find a great selection of *outfits* for women at our store.

These shoes *fit* me.

My skirt is matched with an appropriate *blouse*.



They did the job *in a rush* so I am a little worried about the quality.

honest = not false or misleading; genuine

What would you like to *wear* for her birthday party?

Our shopping instinct is transformed from our *hunter-gatherer instinct*.

This is an old Ukrainian *recipe* for beetroot soup.

The kitchen was a *mess*.

I slipped on the ice and *fell over*.

You need two cups of *flour* for the cake.



Dough is made by mixing flour with a small amount of water or milk and other ingredients.

The *bowl* is dirty.

cornflakes ['kɔ:nfleɪks]

кукурудзяні пластівці

chocolate crispies

['tʃɒklɪt 'krɪspɪz]

шоколадні пластівці

(десерт)

paper case ['peɪpəˈkeɪs]

паперова форма (для

кексів)

hard [hɑ:d] (-er (comp) (-est (superl)))

твердий

Breakfast *cornflakes* are made from toasted maize, eaten with milk, sugar, etc.



The *paper case* stays on the cake until you to eat it.

A lollipop is a variety of *hard* candies.

COOKING VERBS

boil



fry



grate



bake



chop



stir



grill



scramble

**Everyday English****Watch out!** [wɒtʃ 'aʊt]

Обережно!

it's my style [ɪts maɪ 'stɑɪl]

це мій стиль

in [ɪn]

модний, популярний

changing room

['tʃeɪndʒɪŋ 'rʊm]

приміорчна, переодягальня

snack [snæk]

легка закуска, снєк, перекус

FB ['feɪs,bʊk]соціальна мережа
«Фейсбук»**to decide on the****date** [dɪ'saɪd ɒn ðə 'deɪt]

обрати дату

Watch out! = Be careful:

For every day I wear leggings, t-shirts and boots. No make-up. *It's my style.*

The '*in*' colour is grey right now – all shades of grey.

There are separate *changing rooms* for men and women.

I usually have only a *snack* at lunchtime.

Before you can use *Facebook*, you must create an account.

They have *decided on the date* to travel to New York.

COOKED FOOD



Get fit!

to require [rɪ'kwaɪə]	потребувати, мати необхідність
tool [tu:l]	пристрій, інструмент
notebook ['nəʊt,bʊk]	ноутбук, портативний комп'ютер
to carry ['kæri]	носити
linoleum [li'noʊliəm]	лінолеум
Bermuda [bɜ: 'mju:də]	Бермудські острови
thesaurus [θɪ'sɔ:rəs]	тлумачний словник, словник синонімів та антонімів
Pinkerton ['pɪŋkətən]	Пінкертон (детектив)
gumshoe ['gʌm,ʃu]	приватний детектив (букв.= гумовий чобіт)
sleuth [slu:θ]	детектив
The sooner the better! [ðə 'su:nə ðə 'betə]	Якнайшвидше! (Чим швидше тим краще).
to quench thirst ['kwentʃ 'θɜ:tʃ]	втамовувати спрагу
to put one's hands on ['pʊt wʌnz 'hændz 'ɒn]	братися до справи, починати
to align [ə'laɪn]	вирівнювати, розміщувати в одну лінію

Most plants *require* plenty of water.

I have to buy those bike *tools* to make my repairs simpler.

A *notebook* is a light, portable computer.

Can you help me *carry* this?

Linoleum floors are made from 97% natural raw materials.

Book your cruise to *Bermuda*!

a *thesaurus* = a dictionary, encyclopedia, reference book

Pinkerton is a detective agency established in the United States by Allan Pinkerton in 1850.

A *gumshoe* is an old slang term for a detective.

A *sleuth* looks for information to solve crimes.

When should I pass the test? – *The sooner the better!*

Water can *quench* our *thirst*.

I am trying to *put my hands on* the book you suggested.

to *align* = to line up / arrange next to

subject ['sʌbdʒɪkt]	тема
dandelion ['dændɪlaɪən]	кульбаба
oven ['ʌvn]	духовка
to accomplish [ə'kʌmplɪʃ]	виконати, завершити, досягнути
to pop out ['pɒp 'aʊt]	вискочити, вилетіти

Facts and fiction

alarm clock [ə'la:m 'klɒk]	будильник
special ['speʃəl]	особливий
birthday song ['bɜ:θ ,deɪ sɒŋ]	пісня до дня народження
proud [praʊd]	гордий, похвальний, задоволений
karaoke [,kɑ:ri 'əʊki]	караоке
pop star ['pɒp 'stɑ:']	поп-зірка
to want smb's turn ['wɒnt 'sʌmbədɪz 'tɜ:n]	хотіти зробити щось у свою чергу
loud [laʊd]	гучний
famous ['feɪməs]	відомий, видатний

Words in action

clue [klu:]	ключ (до здогадки), хід думок
bodice ['bɒdɪs]	корсет
in one piece [ɪn 'wʌn 'pi:s]	суцільний (про купальник)
efficient [ɪ'fɪʃənt]	умілий, ефективний

A *subject* is the overall main topic of a book.

A *dandelion* is a wild plant that has bright yellow flowers.

My grandmother knows how to cook perfect steak in the *oven*.

If we all work together, I think we can *accomplish* our goal.

I didn't mean to say that—it just *popped out*.

I set my *alarm clock* for 6 a.m.

You are invited to Bobby's party as one of his 6 very *special* guests!

We have hundreds of personalized *Birthday songs* in addition to our original Happy Birthday song.

Ukraine is my Motherland and I'm very *proud* to live here.

We're heading out to *karaoke* this weekend.

Once you pop, you can't stop! Be a *pop star*!

My brothers entered the university this year and I *want my turn* too.

Don't be *loud*, parents are asleep.

famous = known to or recognized by many people

This *clue* helped me find the solution.



One of the season's biggest trends is the swimsuits *in one piece*.

'*Efficient*' means working quickly and effectively in an organized way.

easy ['i:zɪ]

легкий/легко, спокійний,
терплячий

It's *easy* to slip on the wet floor.

affectionate [ə'fekʃənɪt]

люблячий, ласкавий, ніжний

Affectionate words and actions show love, liking, or compassion.

Try it out!

tortilla [tɔ:'ti:ə]

тортилья

A *tortilla* is a thin disk of bread.

bar chart ['bɑ:f 'tʃɑ:t]

стовпчикова діаграма

See Figure 1. Bar chart

chart ['tʃɑ:t]

графік, діаграма

See Figure 2. Chart: X and Y axes

survey ['sɜ:veɪ]

опитування

Survey method is used in the study for data collection.

x-axis ['eks,æksɪs]

вісь x (абсцис)

See Figure 2. Chart: X and Y axes

y-axis ['waɪ,æksɪs]

вісь y (ординат)

See Figure 2. Chart: X and Y axes

fats [fæts]

жири

Fats are an essential part of our diet.

proteins ['prəʊti:nz]

білки

Yogurt is a great *protein-rich* food.

carbohydrates

[,kɑ:bəʊ'hɑ:dreɪts]

вуглеводи

Carbohydrates are organic compounds containing carbon, hydrogen, and oxygen.

mineral ['mɪnərəl]

мінерал

Vitamins and *minerals* are nutrients that the body needs to work properly.

vitamins ['vɪtəmi:nz]

вітаміни

fiber ['faɪbə]

клітковина

Fiber prevents heart diseases.

Revision

sweatshirt ['swet,ʃɜ:t]

спортивний светр, «світшот»

A *sweatshirt* is a cotton knit pullover with long sleeves.

Figure 1. Bar chart

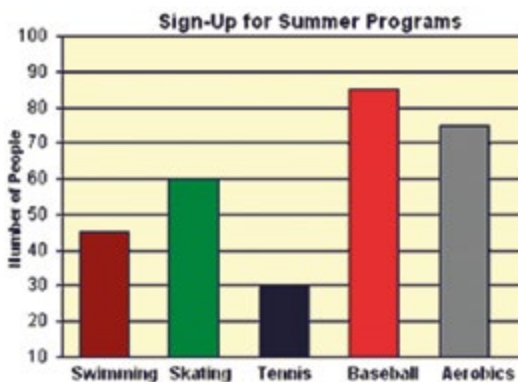
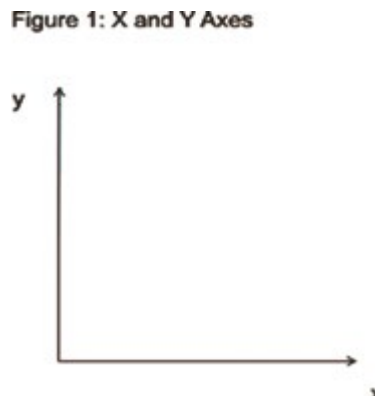


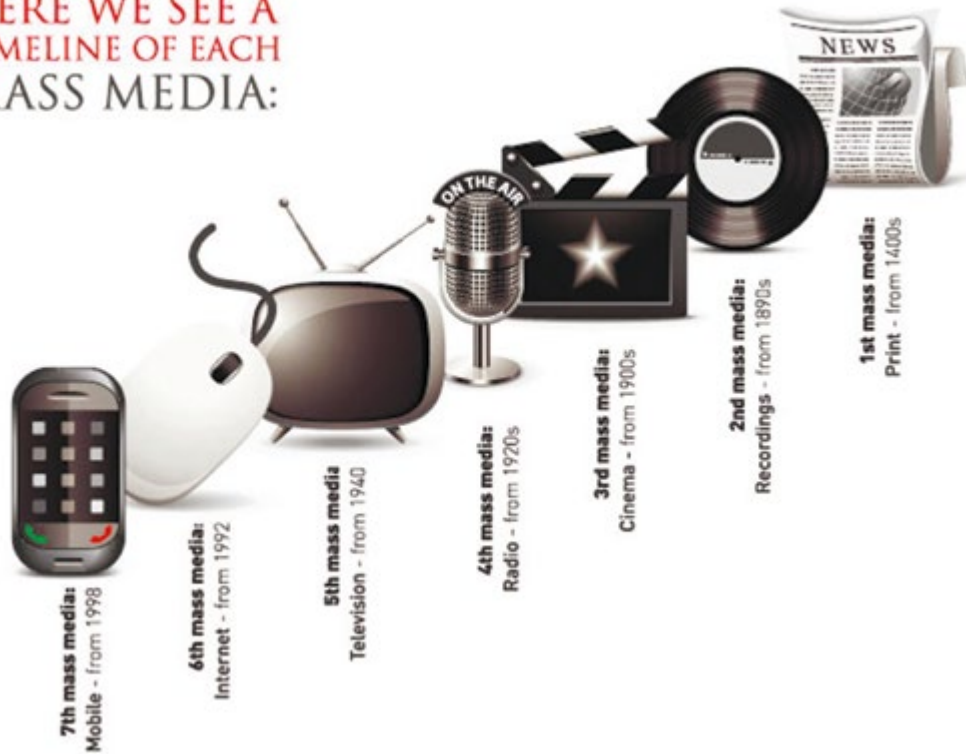
Figure 2. Bar chart: X and Y axes



Unit 3 Media messages

Check-in

HERE WE SEE A
TIMELINE OF EACH
MASS MEDIA:



medium

pl. media ['mi:diəm, 'mi:diə] засоби масової інформації

celeb(rity) [sə'lebrɪti] знаменитість, відома людина

to copy ['kɒpi] копіювати (про образ людини)

to change [tʃeɪndʒ] змінювати(ся) міняти(ся)

quality ['kwɒləti] впливовий (про газету)

popular newspaper

[,pɒpjələ'nju:s,peɪpə] популярна газета з великим накладом

trendy ['trendi] модний, стильний

newspaper ['nju:s,peɪpə] газета

Plural: The *media* are full of stories about stars.

celeb(rity) = famous person

Copy your favourite celebrity's image for the party.

You look different! You've *changed* a lot.

A *quality* newspaper is a more serious newspaper which gives detailed accounts of world events.

Popular newspapers are aimed at ordinary people and not at experts or intellectuals.

Joanna visited one of the *trendiest* sports clubs' web-sites.

A newsagent's sells lots of different *newspapers*.

to create [kri'eit]	створювати
web-browser ['web 'braʊzər]	інтернет-браузер (система перегляду та направлення інформації в Інтернет)
HTML [ˌeɪtʃ ti: em 'el]	мова HTML (стандартна мова розмітки веб-сторінок в Інтернеті)
the public [ðə 'pʌblɪk]	публіка (слухачі, глядачі)
studio ['stju:diəʊ]	студія
concert ['kɒnsət]	концерт
awesome ['ɔ:səm]	чудовий, дивовижний, надзвичайний
main [meɪn]	основний, головний
entertainment (<i>no pl.</i>) [ˌentə'teɪnmənt]	розваги, розважальний захід
soap (opera) ['səʊp, ɒpərə]	мильна опера, спектакль
realistic [ˌriə'lɪstɪk]	реалістичний, правдоподібний
violence (<i>no pl.</i>) ['vaɪələns]	жорстокість, насилля
housewife pl. housewives ['haʊswaɪf]	домашня господиня
to advertise ['ædvətaɪz]	рекламувати
soap (<i>no pl.</i>) [səʊp]	мило, мильна опера, серіал
cleaning product ['kli:nɪŋ, prɒdʌkt]	засоби для чищення
nickname ['nɪkneɪm]	псевдонім, прізвисько (розм.)
copy ['kɒpi]	копія, примірник
programme ['prəʊgræm]	програма

"Facebook" was *created* by Mark Zuckerberg.

A *web browser* helps you find information on the Internet.

HTML is a language that is used for electronic publishing, esp. on the Internet.

Stars sometimes want to hide from *the public*.

A *studio* is a room in which an artist, photographer, or musician works.

A *concert* is a performance of music by players or singers.

awesome = great

What are your *main* subjects at school? – Maths, German, English and French.

The cinema is their favourite form of *entertainment* for the weekend.

Soap operas began life on the American radio in the 1930's.

realistic → real

Violence in a house is like a worm on vegetables.

A *housewife* manages the household as her main occupation.

Have you heard about that new mobile? They *advertise* it a lot on TV.

I'd like to wash my hands, but there's no *soap* in the bathroom.

Soap is about the lives of a group of people

Most *cleaning products* are produced by "Procter&Gamble".

A lot of people call the BBC 'the Beep'. 'The Beep' is its *nickname*.

I'd like two *copies* of that book, please.

There's an interesting *programme* about Australia on TV tonight.

Language 1: Casting for a daily shop

passive [ˈpæsɪv]	пасивний стан дієслова
to discover [diˈskʌvə]	відкривати для себе, винаходити
to cast, cast, cast [kɑːst, kɑːst, kɑːst]	зніматися (в кіно), проходити проби для зйомок
agent [ˈeɪdʒnt]	агент
file [faɪl]	папка, файл,
script [skript]	сценарій, текст ролі
sides [saɪdz]	переписана роль
to reread, reread, reread [riːˈriːd, riːˈred, riːˈred]	перечитувати
Don't get your hopes up too high. [ˈdɒnt ˈget jɔː ˈhəʊps ʌp tə ˈhaɪ]	Не зазіхай! Не гостри очі!
assistant [əˈsɪstnt]	асистент, помічник
to sign [saɪn]	підписувати
contract [ˈkɒntrækt]	контракт, договір
super [ˈsuːpə]	чудовий, надзвичайний, «супер»
to discuss [diˈskʌs]	обговорювати
to film [fɪlm]	знімати (фільм, кліп)
to photograph [ˈfəʊtəgrɑːf]	знімати (фото), фотографувати
active [ˈæktɪv]	активний; активний стан дієслова
by [baɪ]	прийменник, який означає виконавця дії
band [bænd]	група
to fall out [ˈfɔːl ˈaʊt]	випадати

When and how do you use the *passive*? In GRAMMAR you are told all about it.

to discover = to find sth for the first time; to find sth out

Fiona wanted to get a role in her favourite soap. So she went to a casting and they really *cast* her!

In Hollywood, talent *agents* act as the middlemen between the actors and the studios.

A *file* is a folder where information about something or somebody is kept.

The actor didn't want to act in the film because he didn't like the *script*.

The actor is learning his *sides* behind the curtain.

to reread = to read again

I hope I will win the competition. – *Don't get your hopes up too high*, it's quite difficult.

An *assistant* is a director's right hand person.

Please *sign* the letter and take it to the post office.

The *contract* was signed between the advertiser and the actress in 2015.

The week's most popular current songs across all genres are played on "Super" radio station.

to discuss = to talk about sth

to film → a film

to photograph = to take a photo

I'm sure I'll change *active* to *passive* very easily.

The film was seen *by* more than one million people.

Students would like to play in the concert *band*.

I opened the cupboard and a magazine *fell out* onto my foot.

to fall in love ['fɔ:l in 'lʌv]	закохатися
tutor group ['tju:tə' gru:p]	група для додаткових занять з тьютором; (репетитором)
excited [ɪk'saɪtɪd]	схвилюваний, стурбований
stage [steɪdʒ]	сцена
earbuds ['iə,bʌdʒ]	навушники-вкладки
obsessive [əb'sesɪv]	залежний, схиблений (на чомусь)
podcast ['pɒd,kɑ:st]	подкаст (цифровий запис, розміщений в інтернеті для завантаження на персональні аудіоплеєри)
multitasking [ˌmʌl ti'tæskɪŋ]	багатозадачність, одночасне виконання декількох справ
to fold laundry ['fəʊld 'ləʊndrɪ]	складати білизну
devotee [ˌdevəʊ'ti:]	прихильник, цінитель
breakup ['breɪk,ʌp]	розірвання відносин
to take on ['teɪk 'ɒn]	приймати виклик; брати на себе; набувати
delightful [dɪ'laɪtful]	дивовижний, надзвичайний, чарівний
indie movie ['ɪn di' mu:vi]	незалежний кінофільм
to lay out ['leɪ 'aʊt]	викладати (пояснювати)
to show off ['ʃəʊ 'ɒf]	демонструвати з кращого боку, намагатися справити враження, виставлятися
wide-ranging [ˌwaɪd'reɪndʒɪŋ]	багатий (про словниковий запас), великий, різноманітний
horror flick ['hɒrə' ,flɪk]	фільм жахів
host [həʊst]	телеведучий
to eavesdrop ['i:vzdrɒp]	підслуховувати

She has *fallen in love* !

Tutor groups are the group with which a student is registered at the beginning or end of each school session.

He was so *excited* he could hardly sleep.

I went on *stage* and did my show.

The sportsmen carry flexible sport style *earbuds* for running.

She became *obsessive* about her school work.

Thanks for an excellent *podcast*, full of useful tips and advice.

Many people believe themselves to be *multitasking* masters.

Folding laundry right you can save yourself time and space.

I am a *devotee* of classical music.

No matter how it goes down, *breakups* are no joke.

He *took on* extra responsibilities.

After weeks of cold weather, a sunny day is *delightful*.

Indie movie means 'an independent movie', not funded by a big commercial studio.

To lay out means 'to explain' or 'describe'.

The actor *showed off* his new sports car.

The actor had *wide-ranging* roles.

a horror flick = a horror movie

A *host* is a moderator or interviewer for a television or radio program.

When you *eavesdrop*, you secretly listen in on someone's conversation.

Everyday English

headline ['hed,laɪn]	заголовок
ad	реклама
to improve [ɪm'pru:v]	покращувати, удосконалювати
pros and cons ['prɒz ænd 'kɒnz]	за і проти

The best way to write a good *headline* is to keep it simple and direct.

an *ad* = an advertisement.

The tutor helps us *improve* our knowledge of English.

The '*pros and cons*' means arguments in favour of and against an action, etc.

USEFUL PHRASES

It always helps to check each other's work and to give each other advice on how to do things differently.

It would be better if you ...

You should ...

I don't understand this sentence.

Could you write ...?

How about ...?

I know what you mean.

I'll change that.

But I think it's OK as it is.

I'll think about what you said.

That's a good idea.

I think I'll do that. Thanks!

Get fit

couch potato ['kaʊtʃ pə'teɪtəʊ]	ледар, нероба (букв. диванний овоч)
surfer ['sɜ:fəʃ]	користувач
junkie ['dʒʌŋki]	любитель, фанат, залежний від...
bookworm ['bʊk,wɜ:m]	книголюб

A *couch potato* spends much time sitting or lying down, usually watching television.

An Internet *surfer* uses a web browser to find information on the Internet.

My daughter is a chocolate *junkie*.

A *bookworm* spends much time reading or studying.

Overhead

obvious ['ɒbvɪəs]	очевидно, зрозуміло, безсумнівно
punk [pʌŋk]	панк
to stick one's nose up ['stɪk wʌnz 'nəʊz 'ʌp]	задирати носа
baggy ['bægi]	«мішкуватий», вільного крою

It was *obvious* that she was ill.

Many students like to listen to the *punk* rock music.

Don't *stick your nose up* in the air. Come down to earth with the rest of us.

I like my *baggy* blouse because it is comfortable in the hot weather.

skater ['skeɪtə]	скейтер
to come back down to earth ['kʌm 'bæk daʊn tə 'ɜːθ]	спуститися на землю
to tag along ['tæg ə'loŋ]	переслідувати; слідувати по п'ятах; впасти на хвіст
to turn down ['tɜːn 'daʊn]	відмовлятися, відхилити
pile [paɪl]	стопка (книжок)
to get lost ['get 'lɒst]	загубити(ся), заблукати
ramp [ræmp]	рампа (площадка для скейт-бордингу)

to crack [kræk]	тріснути, розломитися
Brussels sprouts ['brʌslz 'sprəʊts]	брюсельська капуста

to admit [əd'mɪt]	уявляти, визнавати, допускати
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Facts and fiction

metal factory ['metl 'fæktəri]	металургійний завод
to chase [tʃeɪs]	переслідувати, гнатися
pipe [paɪp]	труба
gash [gæʃ]	глибока рана, поріз
to distract [dɪs'trækt]	відволікати
bandage ['bændɪdʒ]	пов'язка
tight [taɪt]	тісний, вузький

A *skater* enjoys riding a skateboard because it is fun.

to come back to earth = to return to reality from a fantasy or daydream

My brother often *tagged along* when I went out with my friends.

Eva *turned down* the invitation.

A middle school student sits behind a *pile* of books.

We *got lost* on the way home.



The mirror *cracked*.



He *admitted* he was wrong.

My grandfather worked at the *metal factory*.

He *chased* after them but did not catch them.

Water flowing in *pipes* can cause all kinds of weird noises.

a *gash* → to gash: His *gash* was deep. He gashed his leg while running through the woods.

He was *distracted* from his work by his colleagues.

She had a *bandage* on her injured finger. Her jeans were too *tight*.

Try it out**feature** ['fi:tʃə']

характеристика, риса

slogan ['sləʊgən]

слоган

small print ['smɔ:l print]

примітка, застереження

Advertising has certain basic *features*.Find examples of company *slogans* that inspire.A *small print* is a text printed in small type.**DISPLAY AD COLOURS**

Unit 4 Fit for life

Check-in

oval ['əʊvl]	овальний
pitch [pitʃ]	середина поля (крикет), газон; поле для спортивної гри
referee [,refr'i:]	арбітр, суддя
to control [kən'trəʊl]	контролювати
baseball ['beɪsbɔ:l]	бейсбол
ice [aɪs]	лід
stick [stɪk]	палиця
base [beɪs]	база, місце старту
field [fi:ld]	поле
bat [bæt]	удар (битою, ракеткою); бита
cricket ['kri:kɪt]	крикет
to go on [gəʊ'ɒn]	тривати, продовжуватися
athletics [æθ'letɪks]	легка атлетика, фізкультура
rugby ['rʌɡbi]	регбі
track [træk]	трек, доріжка
skateboarding ['skeɪtbɔ:diŋ]	скейтбординг
American [ə'merɪkən]	американка/американець



an *oval* ball

a *pitch* = a playing field

A *referee* has functions fixed by the rules of a game or sports.

The referee *controls* the football game. The teacher checks the pupil's homework.

Baseball is very popular in the USA.

ice → ice-cream

The players used *sticks* to score goals.

In baseball a player must touch each *base* as he or she runs around the field after a hit.

They went to the *field* to watch the game.



a *bat*

Cricket is very popular in Australia, England, India, New Zealand, Pakistan and South Africa.

The game was from 11 am to 4 pm. It *went on* for 5 hours.

Athletics is an important part of PE in British schools.

Rugby is a game played by two teams of 15 players each.

A course laid out for running or racing is called 'a *track*'.

A skateboard is a four wheeled piece of wood used for the activity of *skateboarding*.

She is from the USA. She is *American*.

helmet ['helmət]

шолом

racket ['rækit]

ракетка

umpire ['ʌmpaɪə]

суддя, арбітр

court [kɔ:t]

корт

ice hockey ['aɪs, hɒki]

хокей

race [reɪs]

змагання, перегони

When you ride a bike you must wear a *helmet*.



a racket

An *umpire* controls a tennis match.

a tennis *court* ↔ a football field

Ice hockey is a game for real men.

race = competition

DID YOU KNOW?

Tennis was originally played with bare hands.



Fishing is the biggest participant sports in the world.



Exercisers can improve their performance by 15% if they listen to **music** while working out.



The word '**sport**' comes from the French word '**desport**' which means '**leisure**'.



Language

event [i'vent]

подія, захід

chance [tʃɑ:ns]

шанс

arrangement
[ə'reɪndʒmənt]

план

feeling ['fi:lɪŋ]

почуття, відчуття

to open ['əʊpən]

відкривати, відчиняти

There are a lot of interesting *events* in our town every month.

She lost the race because the others were too fast. She did not have a *chance*.
arrangement = plan

feeling → to feel

He *opened* the new museum yesterday.
He *opened* the door.

judo ['dʒu:dəʊ]	дзюдо
deliberat(e) (-ly) [di'libərit (li)]	навмисний (-но)
to shout [ʃaʊt]	вигукувати, кричати
Get lost! [get 'lɒst]	Зникни! Відчепись!
to bump [bʌmp]	налетіти, «впечататися», вдаряти
headache ['hed,eɪk]	головний біль
flu [flu:]	грип
to train [treɪn]	тренуватися
to push [pʊʃ]	штовхати
to hurt [hɜ:t]	пошкоджувати, боліти
prescription [pri'skripʃən]	припис, рекомендації; рецепт на ліки
to brake a record ['breɪk ə 'rekɔ:d]	побити рекорд
quiz [kwɪz]	вікторина, опитування
athlete ['æθli:t]	спортсмен, атлет
golf ball ['gɒlf bɔ:l]	м'яч для гри в гольф
to score [skɔ:]	забивати (гол), набирати (очки)
scientist ['saɪəntɪst]	вчений, науковець, спеціаліст
marathon ['mæɾəθən]	марафон
charity ['tʃærɪti]	благодійність (благодійний марафон)
swimmer ['swɪmə]	плавець
spare parts ['speə' pɑ:ts]	запасні частини

The *judo* competition is divided into various weight categories.

He *deliberately* broke that, didn't he?

She saw me running and *shouted* as loudly as possible, 'Stop!'

Get lost! You're bothering me!

The car *bumped* a truck.

Headache is pain anywhere in the region of the head or neck.

You will find a description of *flu* symptoms in this article.

My back is weak, I have to *train* carefully.

He *pushed* the door but couldn't open it.

I *hurt* my knee skiing.

You did not sleep well because you did not follow the doctor's *prescriptions*.

He *broke the record* for the high jump.

A *quiz* is an entertainment in which the knowledge of the players is tested by a series of questions.

The recently opened club is a gym for the modern *athletes*.



to *score* = to make a point or points in a game or contest

Sports *scientists* use their scientific knowledge of the human body to help people improve their general health.

He came third in the *marathon*.

Running for *charity* is an amazing experience.

Swimmers like to swim in the morning while most people are still sleeping.

You must have some *spare parts* in your car.

ollie ['ɒli]	маневр – стрибок разом з дошкою
competition [ˌkɒmpɪ'tɪʃən]	змагання
cool [ku:l]	крутий, шикарний
Leave him alone! ['li:v him ə'ləʊn]	Залиш його у спокої! / Облиш його!

"Ollie" is a skateboarding and snowboarding maneuver.
Competition between individuals can increase motivation.
 My trainer has a *cool* sports car.
Leave me alone! = Don't bother me!

Football

There are different kinds of football in the English-speaking world. Football, American football and rugby are the most popular ones. Some of the rules are the same, some are different.

	Football	American football	Rugby
time	2 x 45 min	4 x 15 min	2 x 40 min.
players in a team	11	11	15
ball	round	oval	oval
how to move the ball	kick	kick	kick
	head	carry	carry
	throw	throw	throw

Everyday English

wheelchair player ['wi:l,tʃeə'pleɪə]	гравець в інвалідному візку
cartoon [kɑ:'tu:n]	малюнок, комікс
Rubbish! ['rʌbɪʃ]	Нісенітниця!
to lose [lu:z]	програвати
fairly ['feəli]	чесно, справедливо

A *wheelchair player* follows the same rules of tennis.
 Take a look at the *cartoon* and describe it, please.
Rubbish! = Nonsense!
 Nobody likes to *lose*.
 One should always play *fairly* when one has the winning cards.

Get fit

vital ['vaɪtəl]	важливий, необхідний
interviewee [ˌɪntəvju:'i:]	людина, яка проходить опитування / дає інтерв'ю
to jot down ['dʒɒt 'daʊn]	швидко записувати, робити нотатки
tape recorder ['teɪp rɪ'kɔ:də]	диктофон, пристрій для запису на стрічку

It's *vital* to remember who you really are.
 I have an *interviewee* coming in today at 4.
 Listen carefully to the instructions and *jot them down*.
 He put the *tape recorder* on the desk and pressed 'play' button.

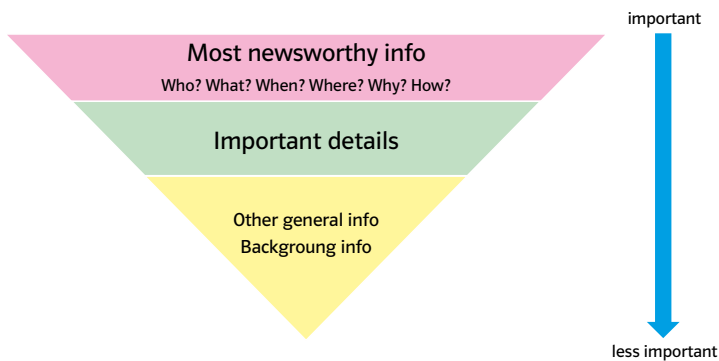
to keep fit ['ki:p 'fit]	підтримувати гарну фізичну форму, бути здоровим	A woman <i>keeps fit</i> by bicycling and running every day.
to throw [θrəʊ]	кидати	Have you ever seen a machine that <i>throws</i> tennis balls?
fitness plan ['fitnis plæn]	фітнес-план, план тренувань	<i>Fitness plans</i> include video instruction, daily workouts, nutrition information, supplement guides, and more.
to jog [dʒɒg]	бігти підтюпцем	There are many benefits to <i>jogging</i> in the morning.
to look after [lʊk 'ɑ:ftə]	доглядати	Last summer I <i>looked after</i> his younger brother.
animal home	притулок для тварин	Where is the nearest <i>animal home</i> ?

STRUCTURE OF NEWS ARTICLES

Newspaper articles answer the journalistic questions:

Who, Where, When, What, Why, How

Newspaper articles can be formulated in the following way:



Overhead

contest ['kɒntest]	змагання	Some <i>contests</i> are called matches, like tennis match, golf match and soccer match.
rowing champion ['rəʊɪŋ 'tʃæmpɪən]	чемпіон з греблі	They are last year's world silver medalists and became the 2015 European <i>rowing champions</i> .
curtain call ['kɜ:tɪn kɔ:l]	вихід на аплодисменти	A ' <i>curtain call</i> ' means the time when a performer returns to the stage at the end of a performance in response to the applause of the audience.
fortune ['fɜ:tʃən]	удача, успіх	We believe that <i>fortune</i> is on our side.

to commit [kə'mɪt]	скоювати (злочин)
to take a bow [teɪk ə bəʊ]	вклонитися на аплодисменти, заслужувати похвали
bed of roses ['bed əv 'rəʊzɪz]	легке життя, безтурботне існування
fame [feɪm]	слава, популярність

Facts and Fiction

customs ['kʌstəmz]	митний контроль
mist up [mɪst 'ʌp]	запотівати
goggles ['gɒɡlz]	захисні окуляри

ski jumper [ski: 'dʒʌmpə]	стрибун на лижах
to slide over [slaɪd'əʊvə]	ковзати
ski [ski:]	лижа
to take off [teɪk 'ɒf]	відриватися від землі
to wave [weɪv]	махати (рукою)
to celebrate ['selɪbreɪt]	святкувати
lark [lɑ:k]	жайворонок
to toss [tɒs]	викидати, жбурляти
null [nʌl]	нуль

Words in action

to queue [kju:]	стояти в черзі
welly ['weli]	гумовий чобіт

To *commit* a crime means to do something illegal.

Lopez *took a bow* after performing her dance.

The new job was very difficult and *no bed of roses*.

Her novels brought her *fame*.

You will need to proceed through the *customs* area before being allowed to exit the airport.

The glass *misted up* and we had to wipe it off.



The longest jump is every *ski jumper's* dream.

A snowboarder *slides over* the snow.

He broke his *ski* when he was skiing.

to take off = to rise into the air or begin flight: The plane *took off* on time.

My neighbor *waved* as he drove by.

The players *celebrate* victory with their adorable children.

He sings like a *lark*.

The boy *tossed* the shirt on the floor.

Null means zero; nothing.

There was a line of women *queueing* for bread.

We know you love your *willies*; but if you're looking for a new pair, come to our store.

anorak ['ænərək] кurtka вільного крою (анорак)

orienteeing map [ˌɔːriən'tiəriŋ məp] мапа спортивного орієнтування

canoe [kə'nuː] каное

life jacket ['laɪf 'dʒækɪt] рятувальний жилет

frisbee ['frɪzbiː] фризбі, літаючий диск

kite [kaɪt] повітряний змій

Try it out

computing [kəm'pjʊ:tɪŋ] інформатика

homepage ['həʊm ,peɪdʒ] головна сторінка

keyboard ['kiː ,bɔːd] клавіатура

key [kiː] клавіша, кнопка

premiership match ['premiəʃɪp mətʃ] матч за першість

to highlight ['haɪ ,laɪt] виділяти

to cut [kʌt] вирізати

to paste [peɪst] вставляти

button ['bʌtn] кнопка

search engine [sɜːtʃ 'endʒɪn] інформаційно-пошукова система

keyword ['kiːwɜːd] ключове слово

An *anorak* is a jacket that has a hood and that is long enough to cover your hips.

An *orienteeing map* is specially prepared for use in orienteeing competitions.



We encourage all boaters, adults and children, to wear a *life jacket* when boating.

When you throw a *frisbee*, the edge of it comes in contact with the air.

Do you know how to fly a *kite*?

Computing is one of my favorite subjects at school.

A *homepage* is the first webpage that a web browser displays.

We use a *keyboard* to type and enter data.



The teams will play the first ever *premiership match* in summer.

To cut means to remove a segment from a document.

To paste means to insert (text, graphics, or other data) into a document or file.

He pressed the 'play' *button*.

A *search engine* searches for a specified word or phrase and provides a list of documents in which this word or phrase is found.

A *keyword* is an important word in a text. It gives information about the subject of a text.

to print out [prɪnt 'aʊt]

роздруковувати

When you have finished creating your document, *print it out* to share.

Revision

drummer ['drʌmə]

барабанщик



to perform [pə'fɔ:m]

виступати

to perform = to give a public presentation of; present, act

10 COOL HUMAN BODY FACTS

1. The brain is much more active at night than during the day.
2. During your lifetime, you will produce enough saliva to fill two swimming pools.
3. Your nose can remember 50,000 different scents.
4. Women's hearts beat faster than men's.
5. Your eyes are always the same size from birth (but your nose and ears never stop growing).
6. The brain itself cannot feel pain.
7. Sneezes regularly exceed 100 mph & nerve impulses to and from the brain travel as fast as 170 miles per hour.
8. It takes 17 muscles to smile and 43 to frown.
9. The average human brain has about 100 billion nerve cells.
10. It's impossible to sneeze with your eyes open.

Unit 5 SG – school is good!

Check-in

primary education [ˈpraɪməri ˌedʒʊˈkeɪʃən]	початкова освіта
examination fee [ɪgˌzæmɪˈneɪʃən fiː]	платня за екзамен
state (public) school [ˈsteɪt (ˌpʌblɪk) ˈskuːl]	державна школа з безкоштовним навчанням
public school [ˌpʌblɪk ˈskuːl]	приватна школа
independent school [ˌɪndɪˈpendənt ˈskuːl]	
private school [ˈpraɪvɪt skuːl]	
virtual tour [ˈvɜːtʃʊəl ˈtʊə]	віртуальна екскурсія
adventure playground [ədˈventʃə ˈpleɪgraʊnd]	дитячий ігровий майданчик
office block [ˈɒfɪs blɒk]	адміністративна (офісна) будівля
computer suite [ˌkəmˈpjʊːtə ˌswiːt]	комп'ютерний зал
opportunity centre [ˌɒpəˈtjuːnɪti ˈsentə]	центр для дітей з особливими потребами
teaching block [ˈtiːtʃɪŋ blɒk]	навчальний корпус

Language

guidebook [ˈgaɪdˌbʊk]	путівник, посібник
travel card [ˈtrævl ˌkɑːd]	проїзний квиток
to plant [plɑːnt]	садити (рослини)
litter [ˈlɪtə]	сміття
sign language [ˈsaɪn ˈlæŋgwɪdʒ]	
to lend [lend]	позичати (комусь)

A primary school is a school in which children receive *primary education* from the ages of five to eleven.

You will also need to pay an *examination fee*.

A *state school* is any school maintained by the state, in which education is free.

public school = *independent school* = *private school*

A *virtual tour* uses multimedia elements such as sound effects, music, narration, and text.

An *adventure playground* allows kids to create their own play adventure.

An *office block* is a building containing offices where work is done.

I'm sorry, I didn't know that the *computer suite* was occupied.

The *opportunity centre* invites children with special needs.

The *teaching block* comprises 12 classrooms.

A *guidebook* is a book of information about a place, designed for the use of visitors or tourists.

Helen left her *travel card* at home, she cannot get on the train.

We have *planted* vegetables in the garden.

Put your *litter* in that bin.

A *sign language* is a language expressed by visible hand gestures.

Sorry, but I never *lend* money to people I don't know.

snack bar ['snæk bɑːr]	буфет, закусочна
counter ['kaʊntə]	прилавок
lime [laɪm]	лайм
pasta ['pæstə]	паста, макарони
tablet PC ['tæblɪt ,pi:'si:]	планшетний комп'ютер
meatball ['mi:t,bɔ:l]	фрикаделька
to sneeze [sni:z]	чхати
to roll [rɒl]	котитися
bush [buʃ]	кущ
moss [mɒs]	мох
mush [mʌʃ]	«каша» зіпсований овоч, фрукт

Everyday English

to catch [kætʃ]	ловити, спіймати, встигнути
along [ə'ləŋ]	по, вздовж
period ['piəriəd]	урок, заняття
occasionally [ə'keɪznəli]	час від часу, іноді
tie [taɪ]	краватка
logo ['ləʊgəʊ]	логотип
summer term ['sʌmə tɜ:m]	літній семестр
wardrobe ['wɔ:drəʊb]	гардероб

A *snack bar* is filled with tasty treats, snacks, fresh fruit, and hot and cold beverages.

You can exchange banknotes and coins at the *counter*.



Pasta is generally a simple dish, but comes in many varieties.

Tablet PCs or tablets are available in many sizes and styles.

I first made these *meatballs* when our children were small.

There're a lot of things making people *sneeze*.

She *rolled out* of bed just before noon.

Make sure you understand how to plant a *bush* properly.

The bank of the river was covered in *moss*.

The carrots have turned to *mush* after being boiled for so long.

I have to go *catch* the bus right now.

Find out what's *along* the way for your next roadtrip.

A school *period* is a block of time allocated for lessons, classes or other activities in schools.

occasionally = now and then; from time to time.

All pupils have been reminded about wearing the appropriate *tie*.

A *logo* sets your company apart from the rest.

A *summer term* runs from May 31 through August 12.

You need to learn how to shop for a new *wardrobe* on a budget.

to keep up with [[ki:p 'ʌp wið]	не відставати, бути на рівні, йти в ногу	You're running so fast that I cannot <i>keep up with</i> you.
to show off ['ʃəʊ,ɒf]	вихвалитися, задаватися, намагатися справити враження	They <i>show off</i> before the ladies.
to instill [ɪn 'sti:l]	вселяти (відчуття, надію), прививати	Schools aim to <i>instill</i> respect in your children.
pride [praɪd]	гордість	She looked with <i>pride</i> at her handsome sons.

Types of British schools



The benefits of independent (private or public) schools

- Private schools must generate their own funding from a variety of sources: tuition, private grants, and fundraising from parents. The cost of private education is eye-watering for many families. The average cost of 14 years of private education costs about 286,000 pounds
- Private schools tend to be half as large as public schools.
- Children are less likely to get lost in the shuffle if they attend a smaller school, which naturally nurtures a sense of community and belonging.
- In addition, the teacher-student ratios in private schools tend to be more favorable. On average, private schools have a student-teacher ratio of 9:1 as opposed to about 17:1 in public schools.

The benefits of state schools

- Public schools get their financing from local, state, and federal government funds, so they cannot charge tuition.
- Public school teachers are more qualified in terms of education and experience.
- Public school students study core subjects – including English, maths, social studies, and science – three more hours per week than private school students.
- As for extracurricular sports and clubs, academic support, and better supplies and learning tools, public schools have the edge. Why? Most public schools are simply bigger than private schools, and have enough students to pull off a science fair or power a chorus or computer club.

- Teachers spend less time on paperwork and more on instruction.
- Teachers are not very focused on test scores. As a result, teachers tend to enjoy more autonomy in the classroom and are more creative.
- Many private schools do accommodate students with special needs, but they aren't required to by law as public schools are.
- What's more, federal and state laws require public schools to provide diagnostic and disability services.
- Public schools are more likely to offer less gifted and talented the remedial programs, too.
- For families from the European Union, British state schools provide a popular and costly effective means of educating children in the UK

to charge [tʃɑːdʒ]

нараховувати, утримувати

tuition [tʃuːʃən]

плата за навчання

core subjects [kɔːr
'sʌbdʒɪkts]

обов'язкові предмети

extracurricular
[ˈɛkstrəkəˈrɪkjʊləʳ]

факультативний,
позакласний

to pull off a fair [pʊl]

організувати ярмарок

to have the edge
[ˌhæv ðiˈɛdʒ]

мати перевагу

eye-watering [ˌaɪ ˈwɔːtərɪŋ]

захмарний, надзвичайно
великий/дорогий

to get lost in the shuffle
[get ˈlɒst ɪn ði ˈʃʌfl]

загубитися

to nurture [ˈnɜːtʃə]

виховувати, розвивати,
прищеплювати

ratio [ˈreɪʃə]

співвідношення

to accommodate
[əˈkɒmədeɪt]

розміщувати, забезпечувати
житлом, задовольняти
особливі потреби

I was *charged* fifty hryvnias for my haircut.

Tuition means a fee for instruction, especially at a college, university, or private school.

The *core subjects* in British schools are English, mathematics, and science.

Sports and drama are popular *extracurricular* activities.

to pull off a fair = to arrange

to have the edge = to have an advantage

The family received the *eye-watering* electricity bills.

The letter *got lost in the shuffle*.

Ciara's interest in literature was *nurtured* by her parents.

The adult to child ratio is 1 to 6.

We looked for a hotel to *accommodate* the extra guests.

Get fit

today's special [təˈdeɪz
'speʃəl]

страва дня

rock [rɒk]

рок

glam [glæm]

глем

old jazz [ˈəʊld dʒæz]

старий джаз

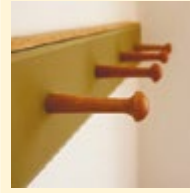
Buy *Today's special*: A new take on bistro food.

She likes *rock*.

Glam Rock appeared in the 1970s in the United Kingdom.

Old jazz is a reminder of how brilliantly romantic that time period was.

peg [peg] гвіздок, гачок



cloakroom ['kləʊk,rʊm] роздягальня

to pray [preɪ] молитися

compost bin ['kɒmpɒst bin] КОМПОСТНИЙ ЯЩИК

silver foil ['sɪlvəˈfɔɪl] фольга

recycling bin [,ri:'saɪklɪŋ bin] корзина для сміття

'A' student ['ei stju:dənt] відмінник

When people enter a building they hang their outerwear in a *cloakroom*.

She *prayed* to God to help her.

To make a *compost bin*, you'll want untreated wood.

You should throw *silver foil* into the silver foil bin.

A *recycling bin* is for depositing things to be recycled.

An *'A' student* is admitted without exams.

Who are you in school?

Conduct a survey and learn your friends' interests. Be polite.

Questions	Possible answers
What is your favorite color?	Red, black, hot pink, purple, white, blue, red, orange and many more ...
What music do you listen to?	Rock, punk, glam, popular, new music, old style, metal, hard rock, slow, old jazzy
What do you like in your school?	Writing poetry, working on the tests, listening to music with some friends, being fun, doing my own things, walk around and show my new outfit, play on the computer
What do you think of yourself?	
What grades do you have?	
What outfit do you wear?	See Unit 2
Write a report telling your class about the main preferences, likes, dislikes, and opinions.	

Facts and Fiction

hammer ['hæmə] МОЛОТОК



to snatch [snætʃ]	красти, намагатися відібрати
sidewalk ['saɪd,wɔ:k]	тротуар
to rattle ['rætl]	стукати, брязкотіти
to turn loose ['tɜ:n 'lu:s]	відпускати
mind [maɪnd]	бажання, намір
to drag [dræg]	тягнути
to get through [get θru:]	розбиратися
to pop out [pɒp 'aʊt]	виступати, з'являтися
kitchenette [,kɪtʃɪ'net]	невелика кухня
jail [dʒeɪl]	в'язниця
to make a dash ['meɪk ə 'dæʃ]	спрямовуватися, кинутися, рвонути
day-bed ['deɪ,bed]	кушетка
canned milk ['kænd 'mɪlk]	консервоване молоко
lima beans ['laɪmə bi:nz]	лімська квасоля
to latch onto [lætʃ 'ɒntə]	вхопитися, вчепитися
Key Stage ['ki: steɪdʒ]	ключовий етап
to specialize in ['speʃə,ləɪz ɪn]	спеціалізуватися
GCSE [dʒi:si:es'i:]	атестат про загальну середню освіту
swipe card [swaɪp kɑ:d]	безконтактна картка
to hand over [hænd 'əʊvə]	передавати
to deduct [dɪ'dʌkt]	утримувати, списувати (з банківського рахунку)
stripe [straɪp]	магнітна стрічка

The boy *snatched* the dollar from my hand.

They took their dogs out for a walk on the *sidewalk*.

A train *rattled* along the track.

to turn loose = discharge, dismiss, free, liberate

I got a *mind* to go back home.

My father *dragged* me to the hospital.

As soon as I *get through* with him he will clean the mess.

He *popped out* for a quick coffee break.

a kitchenette = a small kitchen

Three prisoners escaped from the *jail*.

John *made a dash* for the kitchen.

A *day-bed* can be used as a sofa by day and a bed by night.

Evaporated milk is a *canned milk* product made from unpasteurized milk.



I *latched onto* a good book about Ukraine.

At the end of each *key stage* a teacher assesses a child's performance.

My school *specializes* in computer graphics education.

General Certificate of Secondary Education

A *swipe card* is a plastic card with a chip or magnetic strip containing encoded data.

I know you have the book. *Hand it over* to your classmate.

The money is *deducted* out of your account right when the purchase is made.



power socket ['paʊə ,sɒkɪt] розетка

network ['net,wɜ:k] мережа

You need a power plug adapter for the *power sockets* used abroad.

Using a *network* connection, including connecting to the Internet, computers connect to each other.

Key Stages

A **Key Stage** is a stage of the state education system in England, Wales, Northern Ireland and the British Territory of Gibraltar setting the educational knowledge expected of students at various ages. The stages are as follows:

Key Stage (KS)	Ages	Duration	School years (Y)	Forms	Final exams
0	3–5	2 years (1 compulsory)	Nursery, Reception	Nursery, Infant Reception Class	
1	5–7	2 years	1–2	1st–2nd form infants	KS1 SATS, Phonics and Reading Check (taken in Year 1 but may be retaken if failed in Year 2)
2	7–11	4 years	3–6	1st–4th form juniors	SATS Tests, eleven plus exam (generally only for Grammar school entry)
3	11–14	3 years	7–9	1st–3rd form secondary	
4	14–16	2 years	10–11	4th–5th form secondary	GCSEs
5	16–19	2 years or more	12–13	Sixth form secondary, also FE college	A-Levels, AS-Levels, NVQs, National Diplomas

Words in action

science room ['saɪəns rum] наукова лабораторія

cheerleading ['tʃɪər ,li:dɪŋ] черлідінг

play [pleɪ] гра, п'єса

signing lesson
['saɪnɪŋ ,lesn] урок мови жестів

The teacher was waiting for the students in the *science room*.

cheerleading = a sport that is a mixture of dance and gymnastics.

Where can we go to see a *play*?

We have a *signing lesson* three times a week.

Unit 6 All around the UK and UKraine

Check-in

the British Isles ['brɪtɪʃ 'aɪlz] Британські острови

British Isles = a group of islands off the northwest coast of Europe comprising Great Britain, Ireland, and adjacent smaller islands.

entire [ɪn'taɪəʳ]

увесь, цілий

I spent the *entire* day on the beach.

offence [ə'fens]

образа, посягання

His behaviour was an *offence* to his hosts.

to be made up of

[bi: ,meɪd 'ʌp əv]

складатися з..

Earth *is made up of* several different layers.

to refer [rɪ'fɜ:ʔ] **to**

означати, відноситися

The word 'sofa' *refers* to a piece of furniture.

union ['ju:njən]

союз

The *union* of Great Britain and Northern Ireland appeared in 1920.

kingdom ['kɪŋdəm]

королівство

The United *Kingdom* is also called the UK.

nationality [ˌnæʃə'neɪlɪtɪ]

національність

When asked his *nationality*, he said, 'British'.

We use 'the' with the nationalities ending in -sh, -ch, or -ese (the French, the Scottish, the Welsh, the Japanese). Other plural nationalities are used with or without 'the' (the Americans, the Greeks, etc.)

national identity

[ˌnæʃənl aɪ'dentɪtɪ]

національна приналежність

National identity is one's sense of belonging to one state or to one nation.

to border ['bɔ:dəʔ]

межувати

Ukraine *borders* on Russia, Belarus, Poland, Moldova, Slovakia, Hungary, and Romania.

level plain ['levl ,pleɪn]

плоска рівнина

Ukraine consists of *level plains*.

elevation [ˌelɪ'veɪʃən]

висота

The mountain rises to an *elevation* of 3,000 feet.

above sea level

[ə'bv si: 'levl]

над рівнем моря

The Maldives are only 1.3 meters *above sea level*.

vast majority

[vɑ:st mə'dʒɔrɪtɪ]

переважна більшість

I believe the *vast majority* of people (=almost everyone) will support us.

barely ['beəli]

лише, усього

My vacation lasted *barely* 3 days.

urban ['z:bən]

міський

Europe's *urban* areas are home to over two-thirds of the EU's population.

to empty into ['empti 'ɪntə]

впадати

The Dnipro River *empties into* the Black Sea.

soil [sɔɪl]

ґрунт

People plant seeds in the *soil*.

course [kɔ:s]

протяжність

The Dniester River has a total *course* of 1352 kilometers.

sugar beet ['ʃʊgəf ,bi:t]	цукровий буряк
navigable ['nævɪgəbl]	судноплавний
dam [dæm]	дамба
hydroelectric plant ['haɪdrəʊ'lektrɪk plɑ:nt]	гідроелектростанція
fishing ground ['fɪʃɪŋ ,graʊnd]	рибопромисловий район, рибальське угіддя

Sugar beets are grown for sugar production.

The River Thames is *navigable* from Cricklade (for small boats) or Lechlade (for larger boats) to the sea.



Some *hydroelectric plants* use dams and some do not.

A *fishing ground* is an area of water used for fishing.

United Kingdom, Great Britain or England?

Here is a map of the United Kingdom of Great Britain and Northern Ireland. (Or, as a lot of people call it, "the UK" or "Britain".) Four countries – England, Scotland, Wales and Northern Ireland – are parts of the United Kingdom. Every country has its own culture, and the people there are very proud of it. So be careful when you talk about "England": You might really mean "the UK" or "Britain"!



Language

soda ['səʊdə]	газований напій
chatroom ['tʃæt,ru:m]	чат
to reconcile ['rekən,saɪl]	відновлювати зв'язок
Xbox Live ['iks ,bɒks 'laɪv]	всесвітня ігрова спільнота Xbox Live
to be hesitant ['hezɪtənt]	не наважуватися, сумніватися

And if you're going to a movie grab a large *soda* with you.

A *chatroom* is a site where online conversations are held by a number of users.

He never believed he and Susan would *reconcile*.

Xbox Live is an online multiplayer gaming.

She was *hesitant* about coming forward with her story.

regardless [rɪ'gɑ:dɪs]	незважаючи на.. / незалежно від ...
cross [krɒs]	поєднання, щось середнє
hint [hɪnt]	натяк
prediction [prɪ'dɪkʃən]	передбачення, прогноз
evidence ['eɪdɪns]	доказ
hiker ['haɪkə]	піший турист, спортсмен-ходок
coast [kəʊst]	узбережжя
path [pɑ:θ]	стежка, доріжка
mountain range ['maʊntɪn ,reɪndʒ]	гірський хребет
square [skwɛə]	площа
current ['kʌrənt]	течія
strait [streɪt]	протока
jungles ['dʒʌŋɡlz]	джунглі, густий ліс
curry ['kʌrɪ]	страва, приправлена карі (подається з рисом)

The school takes in anybody *regardless* of religion and color.

Electronic books are a cross between a book and a game.

Give me a *hint* how to do this.

A climate *prediction* is a statement about the future climate conditions.

His flushed look was *evidence* of his fever.

The hiker went *hiking* to the lake.

We stayed in a small village on the west *coast* of Scotland.

We followed the *path* along the coast.

A *mountain range* is a series of mountain ridges alike in form, direction, and origin.

The church is located in one of prettiest *squares*.

I felt a *current* of cool air blowing in my face.

Thousands of vessels pass through the *straits* annually.

Tigers are found in the *jungles* of Asia.

Chicken thighs are perfect for this easy chicken *curry*.

by / until

Get up by 8 am	= before or at 8 am
Wait until 8 pm	= before and at 8 pm
Don't call until 8 pm	= not earlier than 8 pm

Everyday English

exchange family [ɪks'tʃeɪndʒ 'fæmli]	приймаюча сім'я по міжнародній програмі обміну
a pity ['pɪtɪ]	шкода
got tired [,get 'taɪəd]	стомляватися
polite [pə'laɪt]	ввічливий, чемний
skatepark ['skeɪt ,pɑ:k]	парк для занять скейтбордінгом

Exchange families invite students to share their life.

It's *a pity* she can't attend the party.

We *got tired* of hanging toys on our Christmas tree.

You should re-write your sentences to sound *polite*.

An indoor air-conditioned *skatepark* is open 360 days a year.

wicked ['wɪkɪd]	неперевершений, крутий, чудовий (додає емоційності основному значенню прикметника – страшенно)
sightseeing ['saɪt, si:ɪŋ]	огляд визначних місць, пам'яток
ferry ['feri]	пором, переправа
dock [dɒk]	пірс, причал
waterfront ['wɔ:tə, frʌnt]	берегова лінія
weird [wiəd]	дивний
to drive crazy [draɪv 'kreɪzi]	зводити з розуму
BBC English [,bi:bi: 'si: 'ɪŋɡlɪʃ]	бездоганно правильна англійська мова, мовлення дикторів Бі-бі-сі
open-air [ˌəʊpən 'eə]	під відкритим небом, надворі
leisure pool ['leɪzə 'pu:l]	басейн для відпочинку
wave machine ['weɪv mə 'ʃi:n]	хвильова установка
to hang out [hæŋ 'aʊt]	проводити час
rubbish ['rʌbɪʃ]	дрібниці, щось безглузде
Commonwealth countries ['kɒmən, welθ 'kʌntrɪz]	країни Співдружності націй

Get fit

annual mean temperature ['ænjʊəl mi:n 'tempɪtʃə]	середньорічна температура
population density [ˌpɒpjə 'leɪfŋ 'densɪtɪ]	густота населення

Overheard

emergency call [i 'mɜ:dʒnsi ,kɔ:l]	екстрений (терміновий) виклик
peroxide curls [pə 'rɒksaɪd kɜ:lz]	знебарвлені кучері

"This car is *wicked* cool!"

sightseeing = seeing, showing, or used for visiting sights

The *ferry* runs from Easter to 31st October, 7 days a week.

The boat moved slowly into the *dock*.

Enjoy the best *waterfront* views from our outside dining area.

I had such a *weird* dream last night.

All these calls are *driving me crazy*.

BBC English = a form of standard spoken English associated with BBC announcers.

We went to the *open-air* concert last week.

The *leisure pool* is for both recreational and fitness purposes.

Wave machines are made for the swimming pools.

The students like to *hang out* in that canteen.

This book contains information about *rubbish* collection.

Fifty-three *countries* are members of the *Commonwealth*.

Annual mean temperature in Kyiv is 7°C.

Macau is the most densely populated region in the world, with a *population density* of 20,497 persons per square kilometers in 2013.

The general *emergency call* number in the UK is 999.

I saw her colorless *peroxide curls*.

Facts and Fiction

escape [i'skeɪp]	втеча
to dedicate ['dedɪˌkeɪt]	присвячувати
rhesus monkey [ˈriːsəs ˌmʌŋki]	макак-резус
cage [keɪdʒ]	клітка
spot [spɒt]	пляма
luggage rack ['lʌɡɪdʒ ˌræk]	полиця для багажу
belongings [bɪˈlɒŋɪŋz]	речі
inconvenience [ˌɪnkənˈviːniəns]	турбування, незручність
to slip [slɪp]	прослизнути / вислизнути
I was stuck ['aɪ wɒz ˈstʌk]	Я застряг.
to figure out ['fɪɡə(r) ˈaʊt]	зрозуміти
zipper ['zɪpə]	застібка «блискавка»

to curl up [kɜːl ˈʌp]	звернутися калачиком
fake [feɪk]	іграшковий, несправжній
off the coast [ˈɒf ðə ˈkəʊst]	недалеко від берега (узбережжя)

Words in action

tributary ['trɪbjʊtəri]	притока
to occupy ['ɒkjʊˌpaɪ]	займати
body ['bɒdi]	площа
to steal [stiːl]	красти
glasses ['glɑːsɪz]	окуляри

pain [peɪn]	біль
industry ['ɪndəstri]	промисловість

Music is my *escape* from worry.
He *dedicated* the book to his daughter.
The rhesus macaque or *rhesus monkey* is an Old World monkey.
The lion has escaped from its *cage*.
Oh, Jonnie, another *spot* on the jacket!
Do you have *luggage racks* in your bus?
I grabbed my *belongings* and left.
We apologize for any *inconvenience* caused during our stay.
She *slipped out* of the room.
I tried to slip in, but I *was stuck*.
to figure out = to find a solution for, to understand



I like to *curl up* under my blanket.
That picture is *fake*.
Thousands of sharks are migrating right *off the coast* of some popular beach towns.

The River Thames has many *tributaries*.
The family *occupied* a small flat.
Body of water is the part of the earth's surface covered with water.
Somebody *stole* my pocket money.



Her eyes were filled with *pain*.
British *industry* is a combination of publicly-and privately-owned companies.

Try it out

viking ['vaɪkɪŋ]

вікінг



heavy rain ['hevi 'reɪn]

злива

It's raining cats and dogs

[ɪts 'reɪnɪŋ 'kæts ənd 'dɒgz]

Ллє як з відра

weather map ['weðə mæp]

карта погоди (синоптична)

to forecast ['fɔ:kə:st]

n = прогноз погоди, v =
прогнозувати, передбачати

The weatherman forecast *heavy rains*.
It's raining cats and dogs! Don't go out.

Weather maps provide past, current, and future satellite images for cities.

She *forecasts* the sunny weather.

Revision

Gibraltar [dʒɪ'brɔ:ltə]

Гібралтар

Mediterranean [,medɪtə'reɪniən]

Середземне (море)

Strait of Magellan ['streɪt əv mə'gɛlən]

Магелланова протока

Strait of Malacca ['streɪt əv mə'læk ə]

Малаккська протока

Peninsular Malaysia [pɪ'nɪnsjələ mə'leɪziə]

півострів Малайзія

Algeria [æl'dʒɪəriə]

Алжир

Geographical objects

The Gibraltar



The Mediterranean Sea



The Strait of Magellan



Peninsular Malaysia



Algeria



Cadley Island



English-Ukrainian Dictionary

A

a, an [ə; ən] неозначений артикль
abroad [ə'brɔ:d] за кордоном
accent ['æksnt] вимова; акцент
accessory [ək'sesəri] додатковий, другорядний;
 аксесуар, що прикрашає щось
accident ['æksɪdnt] випадок, аварія
 to **accommodate** [ə'kɒmədeɪt] розміщувати,
 забезпечувати житлом, задовольняти особливі потреби
 to **accomplish** [ə'kɒmplɪʃ] виконати, завершити, досягнути
 to **account for** [ə'kaʊnt fɔ:'] нараховувати
achieve [ə'tʃɪv] досягати
action ['ækjŋ] дія; вчинок
 action line ['ækjŋ laɪn] сюжетна лінія
ad [æd] реклама
 to **add** [æd] додавати
 to **admit** [əd'mɪt] допускати, приймати, впускати,
 уявляти, визнавати
adjective ['ædʒektɪv] прикметник
adolescence [ˌædəʊ'slesns] юнацтво
advanced [əd'vɑ:nst] просунутий, підвищений
adventure [əd'ventʃə] пригода
adverb ['ædvɜ:b] прислівник
 adverb of manner [ˌædvɜ:bəv 'mænə] прислівник
 способу дії
 to **advertise** ['ædvɜ:təɪz] рекламувати
advice [əd'veɪs] порада
 to **advise** [əd'veɪz] радити
alarm [ə'lɑ:m] метушня, тривога
 alarm clock [ə'lɑ:m 'klɒk] будильник
A-levels (pl) ['eɪləvz] брит. екзамен рівня «А», що дають
 право на вступ до престижних університетів
alien ['eɪliən] чужий, чужинець
 to **align** [ə'laɪn] вирівнювати, розміщувати в одну лінію
alive [ə'laɪv] живий
almost ['ɔ:l'məʊst] майже
although [ɔ:l'ðəʊ] хоч
ancient ['eɪnʃnt] стародавній; античний
announcement [ə'naʊnsmənt] оголошення
annual ['ænjʊəl] річний
 annual mean temperature ['ænjʊəl mi:n 'temprɪtʃə]
 середньорічна температура
application [ˌæplɪ'keɪʃ(ə)n] заява, прохання
appreciate [ə'pri:ʃeɪt] цінувати
apricot ['eɪprɪkɒt] абрикос
 to **argue** [ˈɑ:gju:] сперечатися, доводити
argument ['ɑ:gjəmənt] суперечка; доказ
 to have an argument [ˌhæv ən 'ɑ:gjəmənt]
 сперечатися
arrangement [ə'reɪndʒmənt] план
Art [ɑ:t] мистецтво
assembly [ə'sembli] збори
assistant [ə'sɪstnt] помічник; асистент
 shop assistant ['ʃɒp ə'sɪstnt] продавець
 to **attend** [ə'tend] відвідувати, бути присутнім
audience ['ɔ:diəns] публіка

audition [ɔ:'dɪʃn] слухання; прослуховування
authentic [ɔ:'θentɪk] справжній, автентичний
average ['ævərɪdʒ] середній; звичайний
awesome ['ɔ:səm] чудовий, дивовижний, надзвичайний
awful ['ɔ:fl] жахливий

B

baggy ['bæɡɪ] «мішкуватий», вільного крою
ban [bæn] забороняти
bandage ['bændɪdʒ] пов'язка
 to **bang** [bæŋ] ударяти; гуркотити
 piggy **bank** ['pɪɡɪ bæŋk] скарбничка
 burger **bar** ['bɜ:gə 'bɑ:] закусочна
barefoot ['beəfʊt] босий
barely ['beəli] лише, усього
 to **bark** [bɑ:k] гавкати; гримати
beard [biəd] борода
beautiful ['bjʊ:tɪfl] вродливий
 to **behave** [bi'heɪv] поводитися
 to **believe** [bi'li:v] вірити
bell [bel] дзвін; дзвоник
 to **belong to** [bi'lɒŋ tə] належати
belongings [bi'lɒŋɪŋz] речі
Bermuda [bɜ:'mju:də] Бермудські острови
best [best] найкращий
 *to **bet** [bet] битися об заклад
bill [bɪl] рахунок
bin [bɪn] контейнер для сміття
 compost bin ['kɒmpɒst bɪn] компостний ящик
 recycling bin [ˌri:'saɪklɪŋ bɪn] корзина для сміття
bird [bɜ:d] пташка
 a bird's eye view [ə bɜ:dz aɪ vju:] краєвид з висоти
 пташиного польоту
 to kill two birds with one stone [kɪl 'tu: 'bɜ:dz wɪð 'wʌn
 'stəʊn] одним пострілом двох зайців убити
beverage ['bevərɪdʒ] напій
 fizzy beverage ['fɪzɪ 'bevərɪdʒ] газований напій
blanket ['blæŋkɪt] вовняна ковдра
 wet blanket [wet 'blæŋkɪt] людина, що псує іншим
 радість
blazer ['bleɪzə] піджак
blind [blaɪnd] сліпий
blizzard ['blɪzəd] завірюха
block [blɒk] будівля, квартал
 office block ['ɒfɪs blɒk] адміністративна (офісна) будівля
 teaching block ['ti:tʃɪŋ blɒk] навчальний корпус
blood [blʌd] кров
bloody ['blʌdi] скривавлений, поганий
board [bɔ:d] дошка
 notice board ['nəʊtɪs bɔ:d] дошка оголошень
 board game ['bɔ:d 'geɪm] настільна гра
boat [bəʊt] човен
body ['bɒdi] тіло, площа
 to **book** [bʊk] замовляти
bookworm ['bʊk wɜ:m] книголюб
 to **border** ['bɔ:də] межувати
bored [bɔ:d] той, що нудьгує

boring ['bɔːrɪŋ] нудний
 to **borrow** ['bɒrəʊ] позичати (у когось)
both [bəʊθ] обидва
 it's no **bother** ['bɒðə] жодних проблем
 to **bother** ['bɒðə] турбувати
 at the **bottom** [ət ðə 'bɒtəm] насподі, на дні, унизу (сторінки)
bow [bəʊ] уклін
 to take a bow [teɪk ə bəʊ] вклонитися на аплодисменти, заслугувати похвали
bowl [bəʊl] миска, чаша, кубок
brave [breɪv] сміливий, відважний
breakup ['breɪk ʌp] розірвання відносин
bridge [brɪdʒ] міст
 fire **brigade** ['faɪə brɪˈgeɪd] пожежна команда
brilliant ['brɪljənt] блискучий, видатний
 *to **bring** [brɪŋ] приносити
 to bring in [brɪŋ 'ɪn] запроваджувати; приносити (прибутки)
 bring it to boil [brɪŋ ɪt tə bɔɪl] довести до кипіння
British ['brɪtɪʃ] британський
 British Isles ['brɪtɪʃ 'aɪləz] Британські острови
brochure ['brəʊʃə] брошура
broken ['brəʊkn] розбитий
browser ['web 'braʊzər] браузер
 web-browser ['web 'braʊzər] інтернет-браузер (система перегляду та направлення інформації в Інтернет)
Brussels ['brʌslz] брюссельський
 Brussels sprouts ['brʌslz 'sprauts] брюссельська капуста
 speech **bubble** ['spi:tʃ 'bʌbl] хмаринка з текстом у коміксах
 *to **build** [bɪld] будувати
bully ['buli] задирака, хвалько
 to **bully** ['buli] чіплятися, задиратися
burglar ['bɜːglə] злодій, грабіжник
 *to **burn** [bɜːn] горіти, палити
busy ['bɪzi] зайнятий

C

calm [kɑːm] спокійний
camping ['kæmpɪŋ] кемпінг, місце привалу
 ***can** [kæn] моги, вміти
 to **can** [kæn] консервувати
 canned milk ['kænd 'mɪlk] консервоване молоко
capsule ['kæpsjuːl] оболонка, капсула
caption ['kæpʃn] підпис (під фото)
 to **capture** ['kæptʃə] ловити
carbohydrates [ˌkɑːbəʊ 'haɪdreɪts] вуглеводи
card [kɑːd] карта
 day travel card [ˌdeɪ 'trævl 'kɑːd] одноденний проїзний квиток
 swipe card [swaɪp kɑːd] безконтактна картка
 to **care** [keə] піклуватися
 I don't care. [aɪ dəʊnt 'keə] мені байдуже
careful ['keəfl] обережний, дбайливий
caretaker ['keəteɪkə] доглядач (за будинком), вихователь
carrot ['kærət] морква
 to **carry** ['kæri] носити, нести
cartoon [kɑː'tuːn] мультфільм, малюнок, комік
 *to **cast** [kɑːst] зніматися (в кіно)
castle ['kɑːsl] замок
 *to **catch** [kætʃ] ловити, спіймати
catcher ['kætʃə] кетчер, той хто ловить м'яч
cathedral [kə'thiːdrəl] собор
 to **cause** [kɔːz] спричиняти
 to **celebrate** ['selɪˈbreɪt] святкувати
celeb(rity) [sə'lebrɪtɪ] знаменитість, відома людина
Celsius (C) ['selsiəs] Цельсій (про температуру повітря)
centre ['sentə] центр
 opportunity centre [ˌɒpə'tjuːnɪtɪ 'sentə] центр для дітей з особливими потребами
chain [tʃeɪn] ланцюг
chair [tʃeə] стілець
chance [tʃɑːns] шанс
 *to take your **chance** [ˌteɪk jɔː 'tʃɑːns] зважитися, ризикнути
challenge ['tʃælɪndʒ] виклик, проблема
change [tʃeɪndʒ] зміна, переміна
 change of place [ˌtʃeɪndʒ əv 'pleɪs] зміна місця
 to **change** [tʃeɪndʒ] змінювати(-ся), міняти(-ся)
 changing room [ˌtʃeɪndʒɪŋ 'rʊm] примірочна, передодягальня
channel ['tʃænl] канал
 to **charge** [tʃɑːdʒ] нараховувати, утримувати
charity ['tʃærɪtɪ] добродійність, милосердя, благодійність
 to **charm** [tʃɑːm] зачарувати
chart [tʃɑːt] діаграма, графік
 bar chart ['bɑː 'tʃɑːt] стовпчикова діаграма
charts (pl) [tʃɑːts] рейтинги
 to **chase** [tʃeɪs] переслідувати, гнатися
chat [tʃæt] дружня розмова
 to **chat** [tʃæt] невимушено розмовляти
chatroom ['tʃætˌruːm] чат
cheap [tʃiːp] дешевий
 to **check** [tʃek] перевірити
cheerleading ['tʃɪərˌliːdɪŋ] черлідінг (спорт.)
cheese [tʃiːz] сир
chicken ['tʃɪkɪn] курча, курятина, курка (їжа)
Chinese [tʃaɪˈniːz] китайський
 to **choke** [tʃəʊk] задихатися
 to **chop** [tʃɒp] рубати, нарізувати, кришити
 chopped [tʃɒpt] січений, рублений
circle ['sɜːkl] коло
 to **clap** [klæp] плескати в долоні
clash [klæʃ] конфлікт, протиріччя
class [klɑːs] клас
 to **click** [kɪk] клацати
cliff [klɪf] круча, скеля
 to **climb** ['klaɪm] підійматися, вилазити
clothes (pl) [kləʊðz] одяг
 clothes shop ['kləʊð ʃɒp] магазин одягу
clown [klaʊn] клоун
clue [kluː] ключ (до здогадки), хід думок
coach [kəʊtʃ] тренер, великий автобус для подорожжя
coast [kəʊst] узбережжя
 off the coast ['ɒf ðə 'kəʊst] недалеко від берега (узбережжя)
coastline ['kəʊstˌlaɪn] берегова лінія

to **collect** [kə'lekt] колекціонувати
commercial [kə'mɜ:ʃəl] реклама
to **commit** [kə'mit] скоювати (злочин)
Commonwealth ['kɒmən,welθ] Співдружність націй
Commonwealth countries ['kɒmən,welθ'klʌntriz] країни
Співдружності націй
company ['kʌmpəni] компанія
comparative [kəm'pærətɪv] порівняльний, вищий ступінь
to **compare** [kəm'peə] порівнювати
competition [ˌkɒmpɪ'tɪʃ(ə)n] змагання, конкурс
complete [kəm'pli:t] повний, закінчений
to **complete** [kəm'pli:t] завершувати
compost ['kɒmpɒst] компостний
compost bin ['kɒmpɒst bin] компостний ящик
compute ['kɒmprəʊt] компот
comprehensive school [kɒmpri'hensiv ,sku:l] загальноосвітня школа
to **compromise** ['kɒmprə ,maɪz] йти на компроміс
compulsory [kəm'pʌlsəri] обов'язковий (про освіту)
computing [kəm'pjʊ:tɪŋ] інформатика
confidence ['kɒnfɪdəns] упевненість
confident ['kɒnfɪdənt] упевнений
conqueror ['kɒŋkrə] завойовник
content ['kɒntent] зміст
contest ['kɒntest] змагання
to **continue** [kən'tɪnju:] продовжувати(-ся)
conversation [ˌkɒnvə'seɪʃn] розмова, бесіда
cook [kʊk] кухар
to **cook** [kʊk] готувати
cooking ['kʊkɪŋ] приготування
cool [ku:l] класний, спокійний, крутий, шикарний
to stay cool ['steɪ'ku:l] зберігати спокій
Cor! [kɔ:] вигук здивування
core [kɔ:] обов'язковий, головний, профільний
core subjects [kɔ:'sʌbdʒɪkts] обов'язкові предмети
corner ['kɔ:nə] куток, ріг(вулиці)
cornflakes ['kɔ:nfleɪks] кукурудзяні пластівці
Cornish ['kɔ:nɪʃ] корнуельський, корнуельці
to **correct** [kə'rekt] виправляти
correct [kə'rekt] правильний
couch potato ['kaʊtʃ pə'teɪtəʊ] лежебока, ледар, нероба
(букв. диванний овоч)
***could** [kʊd] міг
counter ['kaʊntə] прилавок
countdown ['kaʊntdaʊn] зворотній відлік часу
courier ['kʊəriə] кур'єр
course [kɔ:s] курс, страва(за обідом), протяжність
of course [əv'kɔ:s] звичайно
court [kɔ:t] суд; корт (спорт)
cousin ['kʌzn] двоюрідний брат чи сестра
cover ['kʌvə] обкладинка
to **crack** [kræk] тріснути, розломитися
craft [krɑ:ft] вправність, майстерність, ремесло
craftsman ['krɑ:ftsmən] майстер, ремісник
Crash! [kræʃ] Бах! (гуркіт), тріск, аварія
to **crawl** [krɔ:l] повзати, плентатися
to **creak** [kri:k] скрипіти
cream ['kri:m] крем
ice-cream [aɪs'kri:m] морозиво

to **create** [kri'eɪt] створювати
crew [kru:] команда, екіпаж
crisp [krɪsp] чіпси
chocolate crispies ['tʃɒklɪt'krɪspɪz] шоколадні пластівці
(десерт)
crossword (puzzle) ['krɒswɜ:d'plʌzl] кросворд
crowd [kraʊd] натовп
crown [kraʊn] корона
cruise [kru:z] морська подорож, круїз
cry [krai] плач, крик
to **cry** [krai] плакати
curious ['kjʊəriəs] допитливий
to **curl up** [kɜ:l'ʌp] звернутися калачиком
curls [kɜ:lz] кучері
peroxide curls [pə'rɒksaɪd kɜ:lz] знебарвлені кучері
current ['kʌrənt] течія
curry ['kʌri] карі (гостра приправа); страва,
приправлена карі (подається з рисом)
curtain ['kɜ:tn] завіса
curtain call ['kɜ:tn kɔ:l] вихід на аплодисменти
curve [kɜ:v] крива
cushion ['kʊʃn] диванна подушка
customer ['kʌstəmə] замовник; покупець

D

dad [dæd] тато
dawn [dɔ:n] світанок
at the crack of dawn [ˌkræk əv'dɔ:n] на світанку
dead [ded] мертвий
dear [diə] дорогий, милий, любий
Oh dear! [əʊ'diə] Біденький/-а!
Dear ... [diə] дорогий; шановний (звертання у листі)
to **decide** [di'saɪd] вирішувати
to decide on the date [di'saɪd ɒn ðə'deɪt] обрати дату
to **dedicate** [ˌdedɪ'keɪt] присвячувати
to **deduct** [di'dʌkt] утримувати, списувати (з банківського рахунку)
definition [ˌdefɪ'nɪʃn] визначення
degree (°) [di'ɡri:] градус
to **delete** [di'li:t] закреслювати, видаляти
deliberat(e)(-ly) [di'libəɪt (li)] навмисний (-но)
delightful [di'laɪtful] дивовижний, надзвичайний, чарівний
to **deliver** [di'lɪvə] доставляти
density ['densɪti] густота
population density [ˌpɒpjə'leɪʃn'densɪti] густота населення
departure [di'pɑ:tʃə] відправлення, від'їзд, виліт
dependent [di'pendənt] залежний (від), утриманець
to **describe** [di'skraɪb] описувати
description [di'skrɪpʃn] опис
to **destroy** [di'strɔɪ] руйнувати
devotee [ˌdevəʊ'ti:] прихильник, поціновувач
devotion [di'vəʊ(ə)n] відданість
destination [ˌdestɪ'neɪʃən] пункт призначення
diary ['daɪəri] щоденник
to **die** [daɪ] помирати
diet [daɪət] дієта
to go on a diet [ˌgəʊ ɒn ə'daɪət] сісти на дієту
difference ['dɪfrəns] різниця

different ['dɪfrnt] різний, несхожий
difficult ['dɪfɪklt] складний
 *to **dig up** [dɪg 'ʌp] розшукувати, розкопувати
digital ['dɪdʒɪtl] цифровий
disagreement [ˌdɪsə'grɪ:mənt] непорозуміння
 to **disappear** [ˌdɪsə'piə] зникати
disappointed [ˌdɪsə'pɔɪntɪd] розчарований
disaster [dɪ'zɑːstə] катастрофа, халепа
 to **discard** [dɪs'kɑːd] викидати
 to **discover** [dɪ'skʌvə] відкрити для себе, винаходити
 to **distract** [dɪs'trækt] відволікати
 to **dive** [daɪv] пірнати
documentary [ˌdɒkjə'mentri] документальний фільм
docu soap ['dɒkjʊ səʊp] розважальна телепрограма про життя реальних людей
dough [dəʊ] тісто
Down Under [daʊn 'ʌndə] Австралія
 to **download** [ˌdaʊn'ləʊd] завантажувати
downstairs [daʊn'steəz] вниз, на нижньому поверсі
 to **drag** [dræɡ] тягнути
 to **dye** [daɪ] фарбувати

E

earbuds ['iə,bʌdz] навушники-вкладки
east [iːst] захід
easy ['iːzi] легкий/легко, спокійний, терплячий
 *to **eat** [i:t] їсти
 to **eavesdrop** ['iːvzdrɒp] підслуховувати
 to **echo** ['ekəʊ] відлунювати (про звук)
edge [edʒ] кромка, лезо, край
 to have the edge [ˌhæv ði'edʒ] мати перевагу
 to **educate** ['edʒukeɪt] виховувати, давати освіту
education [edʒu'keɪʃn] освіта
 Physical Education (PE) [ˌfɪzɪkl edʒu'keɪʃn] фізичне виховання (урок)
 primary education [ˌpraɪməri ,edʒu'keɪʃən] початкова освіта
 Religious Education (RE) [rɪ,lɪdʒəs edʒu'keɪʃn] урок релігії
efficient ['ɪfɪjənt] умілий, ефективний
elbow ['elbəʊ] лікоть
elevation [ˌeli'veɪʃən] висота
embarrassing [ɪm'bærəsɪŋ] незручний (про положення, ситуацію)
 to **embroider** [ɪm'brɔɪdə] вишивати
embroidered [ɪm'brɔɪdəd] вишитий
emergency [ɪ'mɜːdʒnsɪ] надзвичайна ситуація, критичне становище
 emergency call [ɪ'mɜːdʒnsɪ ,kɔːl] екстрений (терміновий) виклик
empty ['empti] пустий
 to empty into [ˌempti 'ɪntə] впадати
end [end] кінець, закінчення
 in the end [ɪn ðiː 'end] під кінець
 to **end** [end] кінчатися, закінчуватися
 to end in [ˌend ɪn] закінчитися
ending ['endɪŋ] закінчення, кінець (про оповідання)
enemy ['enəmi] ворог
engine ['endʒɪn] пристрій, механізм
 search engine [sɜːtʃ 'endʒɪn] інформаційно-пошукова система

English ['ɪŋɡlɪʃ] англійський
 BBC English [ˌbiːbiː'siː'ɪŋɡlɪʃ] бездоганно правильна англійська мова, мовлення дикторів Бі-бі-сі
 to **enjoy** [ɪn'dʒɔɪ] насолоджуватися
enough [ɪ'naʊf] достатній; достатня кількість
 to **enter** ['entə] входити у
 to entertain [tə ,entə'teɪn] розважати
entertainment (no pl.) [ˌentə'teɪnmənt] розваги, розважальний захід
 entire [ɪn'taɪə] увесь, цілий
entry ['entri] запис (у щоденнику)
envelope ['envələʊp] конверт
environment [ɪn'vaɪənmənt] оточення, навколишнє середовище
escape [ɪ'skeɪp] втеча
 to **escape** [ɪ'skeɪp] утекти, уникнути
etc. [ɪt'setə] і так далі
ethnographic [ˌeθnə'græfɪk] етнографічний
euro ['juərəʊ] євро (грошова одиниця)
European [ˌjuərə'piːən] європейський
evidence ['eɪvɪdəns] доказ
exam [ɪg'zæm] екзамен, іспит
examination [ɪg,zæmɪ'neɪʃn:] екзамен
 examination fee [ɪg,zæmɪ'neɪʃn fiː] плата за екзамен
example [ɪg'zɑːmpl] приклад
 for example [fər ɪg'zɑːmpl] наприклад
exchange [ɪks'tʃeɪndʒ] обмін
 exchange family [ɪks'tʃeɪndʒ 'fæmli] приймаюча сім'я за міжнародною програмою обміну
excited [ɪk'saɪtɪd] схвилований, збуджений, стурбований
exciting [ɪk'saɪtɪŋ] хвилюючий, захоплюючий
Excuse me! [ɪk'skjuz mi] Вибачте!
excellence ['eksələns] майстерність, висока якість
exhausted [ɪg'zɔːstɪd] виснажений, змучений
 to **expect** [ɪk'spekt] очікувати
expensive [ɪk'spensɪv] дорогий
experience [ɪk'spɪ(ə)rɪəns] (життєвий) досвід, випадок
experiment [ɪk'sperɪmənt] експеримент
 to **explain** [ɪk'spleɪn] пояснювати
extracurricular ['ekstrəkə'rɪkjʊlə] факультативний, позакласний
eyebrow ['aɪbraʊ] брова

F

fair [feə] ярмарок; справедливий
 summer fair ['sʌmə ,feə] літній ярмарок
fair [feə] прекрасний; білявий
fairly ['feəli] чесно, справедливо
 *to **fall** [fɔːl] падати
 to fall in love [ˌfɔːl ɪn 'lʌv] закохатися
fake [feɪk] іграшковий, несправжній
fame [feɪm] слава, популярність
family ['fæmli] родина, сім'я
 family tree ['fæmli triː] родовід
 traditional nuclear family [trə'dɪʃənəl 'njuːklɪə 'fæmli] традиційна (повна) сім'я
 single parent family ['sɪŋɡl 'preənt 'fæmli] неповна сім'я
famous ['feɪməs] відомий, видатний

fan [fæn] вентилятор, фен
fancy ['fænsɪ] витончений, розкішний, елегантний
fantastic [fæn'tæstɪk] фантастичний, вражаючий
FAQs (frequently asked questions) ['fri:kwɒntli ,ɑːskt 'kwɛstʃənz] найчастіші запитання
far [fɑː] далекий
 so far ['səʊ fɑː] наразі, поки що
 to go far [gəʊ 'fɑː] далеко сягати, добитися успіху
fashion ['fæʃn] мода
fast [fɑːst] швидкий
fast food [fɑːst 'fuːd] їжа швидкого приготування
fats [fæts] жири
FB ['feɪs,bʊk] соціальна мережа «Фейсбук»
feast [fiːst] святкування з великою кількістю їжі
feature ['fi:tʃə] характеристика, риса
fee [fi:] плата за вхід
 examination fee [ɪg,zæm'i'neɪʃən fi:] плата за екзамен
 *to **feed** [fi:d] годувати
 to be fed up [biː 'fed 'ʌp] набриднути
 *to **feel** [fi:l] почувати(ся), відчувати
 to feel for ['fi:l fə] співчувати комусь
 to feel sick [fi:l 'sɪk] хворіти, почувати нудоту
 to feel sorry for [fi:l 'sɔːri] шкодувати
feeling ['fi:lɪŋ] відчуття, почуття
few [fju:] мало
 a few [ə 'fju:] декілька
fiction ['fɪkʃn] фантастика, художня література
 science fiction [ˌsaɪəns 'fɪkʃn] наукова фантастика
field [fi:ld] поле
 sports field ['spɔːts fi:ld] спортивний майданчик
field trips [fi:ld trips] екскурсія
fierce [fiəs] лютий, несамовитий
fight [faɪt] бійка
 *to **fight** [faɪt] битися
figure ['fɪgə] число, цифра
 to figure out ['fɪgə(r) 'aʊt] зрозуміти
to fill in [fil 'ɪn] заповнювати, наповнювати
fill out [fil aʊt] заповнити
fine [faɪn] пеня, штраф
fine [faɪn] чудовий, ясный
fit [fɪt] здоровий
 *to have a **fit** [hæv ə 'fɪt] сердитися
 *to **throw a fit** ['θrəʊ ə 'fɪt] розгніватися, влаштувати істеричку, заводитися
 *to **keep fit** ['ki:p 'fɪt] підтримувати гарну фізичну форму, бути здоровим
to fit [fɪt] личити, пасувати; підходити за розміром
fitness ['fɪtnɪs] фізична форма, фітнес, тренування
 fitness plan ['fɪtnɪs plæn] фітнес-план, план тренувань
fizzy ['fɪzi] газований
 fizzy beverage ['fɪzi 'bevərɪdʒ] газований напій
flick [flɪk] фільм
 horror flick ['hɒrə' ,flɪk] фільм жахів
flour ['flaʊə] борошно
flower ['flaʊə] квітка
flu [flu:] грип
 *to **fly** [flai] літати
focal ['fəʊkəl] центральний
folder ['fəʊldə] папка
to follow ['fɒləʊ] іти слідом, стежити

following ['fɒləʊɪŋ] наступний
foot, feet (pl) [fʊt; fi:t] ступня, ступні, фут (міра довжини)
 on foot [ɒn 'fʊt] пішки
frustrated [frʌs'treɪtɪd] розчарований
full (of) [fʊl] повний (чогось)
fun [fʌn] веселощі
 Have fun! [hæv 'fʌn] Веселіться! Розважайтесь!
 to have fun [hæv 'fʌn] веселитися

G

GCSE [dʒiːsiːes'i:] атестат про загальну середню освіту
g'day [gə'deɪ] Доброго дня!
gist [dʒɪst] зміст
goal [gəʊl] ціль, мета
 goal post ['gəʊl pəʊst] стійка воріт
 winning goal ['wɪnɪŋ gəʊl] переможний гол
government ['gʌvnmənt] уряд
to grab [græb] раптово хапати
grammar ['græmə] граматики
 grammar school ['græmə ,sku:l] середня школа
guidebook ['gaɪd,bʊk] путівник, посібник
guilder rose ['gɪldə rəʊz] калина
gym [dʒɪm] спортзал

H

handful ['hændfʊl] жменя (кількість)
to handle ['hændl] вирішувати (проблеми)
to hand over [hænd 'əʊvə] передавати
 *to **hang out** [hæŋ 'aʊt] проводити час
Hang on! ['hæŋ ɒn] Тримайся! Почекай!
to happen ['hæpən] траплятися
headline ['hed ,laɪn] заголовок
hectic ['hektɪk] швидкий
height [haɪt] висота, зріст
helpline ['helplaɪn] телефон довіри
her [hɜː] її
 Her Majesty [hə 'mædʒəstɪ] Її Величність
here [hɪə] тут
 Here you are! ['hɪə juːv ,ɑː] Будь ласка!
hero, heroes (pl) ['hɪərəʊ; 'hɪərəʊz] герой, герої
heroine ['hɪərəʊɪn] героїня
hesitant ['hezɪtənt] не наважуватися, сумніватися
hey [heɪ] привітання
 *to **hide** [haɪd] ховатися
high [haɪ] високий
to highlight ['haɪ ,laɪt] виділяти
hint [hɪnt] натяк
 *to **hit** [hɪt] ударити
homepage ['həʊm ,peɪdʒ] головна сторінка
honest ['ɒnɪst] чесний, відвертий
to hope [həʊp] сподіватися
host [həʊst] хазяїн, господар, телеведучий
hound [haʊnd] собака, мисливська собака
huge [hjuːdʒ] величезний
hundred ['hʌndrəd] сто
hungry ['hʌŋɡri] голодний
to get hungry [get 'hʌŋɡri] зголодніти
hurt [hɜːt] біль
 *to **hurt** [hɜːt] боліти, завдавати болю

I
identity [aɪ'dentɪti] приналежність
 national identity ['næʃənl aɪ'dentɪti] національна
 принадлежність
ice [aɪs] лід
 ice-cream [aɪs 'kri:m] морозиво
 ice hockey ['aɪs 'hɒki] хокей (на льоду)
 ice rink ['aɪs rɪŋk] ковзанка
 ice box ['aɪs bɒks] холодильник, льодник
icon ['aɪkɒn] ікона
 to **imagine** [ɪ'mædʒɪn] уявляти
 to **improve** [ɪm'pru:v] покращувати, удосконалювати
inch [ɪnʃ] дюйм (2,54 см)
inconvenience [ɪnknə'veɪniəns] турбування, незручність
independent [ɪn'dɪpendənt] незалежний
independent school [ɪn'dɪpendənt 'sku:l] приватна
 школа
ingredients [ɪn'ɡri:diənts] складова частина, інгредієнти
inside [ɪn'saɪd] всередині
 to **inspire** [ɪn'spaɪə] надихати
 to **instill** [ɪn'stɪl] вселяти (відчуття, надію), прививати
instruction [ɪn'strʌkʃn] інструкція
intimidate [ɪn'tɪmɪdeɪt] налякати, залякати
Italian [ɪ'tæliən] італієць, італійська мова

J
jam [dʒæm] джем
 traffic jam ['træfɪk dʒæm] пробка (тиснява)
 вуличного руху
jealous (of) ['dʒeləs] ревнувати
journey ['dʒɜ:nɪ] подорож
judge [dʒʌdʒ] суддя
judo ['dʒu:dəʊ] дзюдо

K
keyboard ['ki:bɔ:d] клавіатура
keyword ['ki:wɜ:d] ключове слово
 to **kiss** [kɪs] цілувати
 *to **know** [nəʊ] знати

L
lake [leɪk] озеро
language ['læŋɡwɪdʒ] мова
 sign language ['saɪn 'læŋɡwɪdʒ] мова жестів
 to **laugh** [lɑ:f] сміятися
 to laugh at ['lɑ:fət] сміятися з когось (чогось)
leader ['li:də] лідер
leaf, leaves (pl) [li:f; li:vz] листок, листя
 *to **learn** [lɜ:n] вчитися, навчатися
 at **least** [ət 'li:st] принаймні, щонайменше
 *to **leave** [li:v] залишати, покидати, від'їжджати
left [left] лівий
 Go left. [gəʊ 'left] поверніть ліворуч
 on the left [ɒn ðə 'left] ліворуч
 to turn left [tɜ:n 'left] поверніть ліворуч
 *to **lend** [lend] позичати (комусь)
life, lives (pl) [laɪf; laɪvz] життя
 life jacket ['laɪf dʒækt] рятувальний жилет
light [laɪt] світло
lime [laɪm] лайм

to **listen** ['lɪsn] слухати
 to **live** [lɪv] жити
live [laɪv] наживо
lucky ['lʌki] щасливий; вдалий; удачливий
 you're lucky [juə 'lʌki] тобі пощастило
luggage ['lʌɡɪdʒ] багаж
 luggage rack ['lʌɡɪdʒ ,ræk] полиця для багажу

M
manager ['mænɪdʒə] керівник, менеджер
 adverb of **manner** [ædvɜ:b əv 'mænə] прислівник
 способу дії
marathon ['mæərəθən] марафон
mark [mɑ:k] знак, позначка; оцінка (у школі)
 to **mark** [mɑ:k] позначити
market ['mɑ:kɪt] ринок, базар
married to ['mærid tə] бути одруженим з
 to **marry** ['mæri] одружуватись
match [mætʃ] сірник; матч
 to **match** [mætʃ] підходити, бути до пари
 to match up ['mætʃ ʌp] добирати до пари
Maths [mæθs] математика
meal [mi:l] приймання їжі; їжа
 *to **mean** [mi:n] означати, мати на увазі
meaning ['mi:nɪŋ] значення
measure ['meʒə] міра, одиниця виміру
measurement ['meʒəmənt] міра
meat [mi:t] м'ясо
meatball ['mi:t,bɔ:l] фрикаделька
media (pl) ['mi:diə] засоби масової інформації
mediation [mi:di'eɪʃn] посередництво (в обговоренні)
medium ['mi:diəm] середній
 *to **meet** [mi:t] зустрічатися, знайомитись
 to meet halfway ['mi:t ,ha:f'wei] йти назустріч
 to meet needs ['mi:t 'ni:dz] задовольняти вимоги
 (потреби)
 to **mime** [maɪm] наслідувати, передражнявати
mind [maɪnd] розум, інтелект, бажання, намір
 mind map ['maɪnd məp] асоціативна карта, зорова
 опора
 *Would you **mind** ...? [wʊd jə 'maɪnd] Ти не проти ... ?
 to **miss** [mɪs] пропустити, промахнутися, скучати
 to miss a turn [mɪs ə 'tɜ:n] пропустити поворот
missing ['mɪsɪŋ] відсутній, недостатній
 to be missing [bi: 'mɪsɪŋ] бути відсутнім
mistake [mɪ'steɪk] помилка
mix [mɪks] змішувати(ся), домішувати
 to **moan** [məʊn] стогнати
month [mʌnθ] місяць
moon [mu:n] місяць (світло)
mountain ['maʊntɪn] гора
 mountain range ['maʊntɪn ,reɪndʒ] гірський хребет
mouse [maʊs] миша
mouth [maʊθ] рот
multitasking [mltɪ'ti:tæskɪŋ] багатозадачність, одночасне
 виконання кількох справ
mystery ['mɪstəri] таємниця

N
national ['næʃnl] національний, народний

national identity ['næʃənl aɪ'dentɪtɪ] національна приналежність
nationality [ˌnæʃə'næləlɪtɪ] національність
neighbour ['neɪbə] сусід, сусідка
nephew ['nefjuː] племінник
network ['net.wɜ:k] мережа
noise [nɔɪz] шум
north [nɔ:θ] північ
nose [nəʊz] ніс
 *to stick one's nose up ['stɪk wʌnz 'nəʊz 'ʌp] задирати носа
note [nəʊt] замітка, нотатка
 sick note ['sɪk nəʊt] медична довідка
 to take notes [teɪk 'nəʊts] занотовувати
notebook ['nəʊt.bʊk] ноутбук, портативний комп'ютер
noun [naʊn] іменник
nuclear ['nju:klɪə] повна (сім'я)
 traditional nuclear family [trə'dɪʃənl 'nju:klɪə 'fæmɪli] традиційна (повна) сім'я
null [nʌl] нуль
number ['nʌmbə] число, кількість
 phone number ['fəʊn ,nʌmbə] номер телефону
 to **nurture** ['nɜ:tʃə] виховувати, розвивати, прищеплювати
nurse [nɜ:s] медсестра
nuts [nʌts] горіхи
 *to be **nuts about** [bi: 'nʌts ə'baʊt] з'їхати з глузду (через когось, щось), дуже подобатися

O

observatory [əb'zɜ:vətɪri] обсерваторія, спостережний пункт
 observation platform [ˌɒbzə'veɪʃ(ə)n plætʃfɔ:m] оглядовий майданчик
obsessive [əb'sesɪv] залежний, схилений (на чомусь)
occasionally [ə'keɪʒnəli] час від часу, іноді
 to **occupy** ['ɒkjʊpaɪ] займати
 to **occur** [ə'kɜ:(r)] з'являтися, виникати
odd [ɒd] дивний, незвичний
offence [ə'fens] образа, посягання
 to **offer** ['ɒfə] пропонувати
officer ['ɒfɪsə] чиновник; службовець, офіцер, поліцейський
old [əʊld] старий
 How old are you? [hau 'əʊld ,ɑ: ju:] Скільки тобі років?
 old jazz ['əʊld dʒæz] старий джаз
opera ['ɒpərə] «мильна» опера, спектакль
 soap (opera) ['səʊp ,ɒpərə] «мильна» опера, спектакль
opinion [ə'pɪnɪən] думка, погляд, переконання
opportunity [ˌɒpə'tju:nɪtɪ] можливість
 opportunity centre [ˌɒpə'tju:nɪtɪ 'sentə] центр для дітей з особливими потребами
opposite ['ɒpəzɪt] протилежний
option ['ɒpʃn] спосіб, варіант
order ['ɔ:də] наказ, порядок
 to **order** ['ɔ:də] наказувати, наводити порядок
 to **organize** ['ɔ:gənaɪz] організовувати, влаштовувати
outfit ['aʊtfɪt] комплект одягу (одяг)
outside [aʊt'saɪd] зовнішній
oval ['əʊvl] овальний

oven ['ʌvn] піч, духовка
 to **overcome** [ˌəʊvə'kʌm] долати (проблеми, перешкоди)
 to **overlook** [tə ,əʊvə'lʊk] оглядати, виходити на
owner ['əʊnə] власник

P

to **pack** [pæk] упакувати, укладати
packet ['pækɪt] пакет, пакунок
page [peɪdʒ] сторінка
 paid me off [peɪd mi əv] мені повернулося все сповна
pain [peɪn] біль
paint [peɪnt] фарба
 to **paint** [peɪnt] розфарбовувати
pair [peə] пара
pal [pæl] товариш
panther ['pæntə] пантера, леопард
paradise ['pærə'daɪs] рай
parent ['peərənt] один з батьків (мама/тата)
parents (pl) ['peərənts] батьки
 single parent family ['sɪŋgl 'peərənt 'fæmɪli] неповна сім'я
part [pɑ:t] частина, частка
 *to take part in [teɪk 'pɑ:t ɪn] брати участь у
 spare parts ['speə 'pɑ:ts] запасні частини
participant [pɑ:'tɪsəpənt] учасник
participate [pɑ:'tɪsəpeɪt] брати участь
pass [pɑ:s] прохід
 to **pass** [pɑ:s] проходити, минати
 pass on [pɑ:s ɒn] передавати
passenger ['pæsəndʒə] пасажир
 passion ['pæʃ(ə)n] пристрасть, пристрасне захоплення
passive ['pæsɪv] пасивний стан дієслова
past [pɑ:st] минуле
 half past (two) ['hɑ:f pɑ:st] пів на третю
 to **paste** [peɪst] вставляти
pea [pi:] горох
peg [peg] гвіздок, гачок
 to **perform** [pə'fɔ:m] виступати
performance [pə'fɔ:məns] виступ, спектакль
period ['pɪəriəd] урок, заняття
persuasive [pə'sweɪsɪv] переконливий
pet [pet] домашній улюбленець
phonetic [fə'netɪk] фонетичний
phrase [freɪz] фраза, словосполучення, вираз
 to **pick** [pɪk] збирати, вибирати
 to pick up [pɪk 'ʌp] підняти
piggy bank ['pɪgi bæŋk] скарбничка
pile [paɪl] стосик (книжок)
ping pong ['pɪŋ 'pɒŋ] настільний теніс (пінг-понг)
pink [pɪŋk] рожевий колір
pipe [paɪp] трубка, труба
pitch [pɪtʃ] ігрове поле (в бейсболі), середина поля (крикет), газон
pitcher ['pɪtʃə] гравець, що подає м'яч
 a **pity** ['pɪtɪ] шкода
pizza ['pi:tʃə] піца
plane [pleɪn] літак
plant [plɑ:nt] рослина
 to **plant** [plɑ:nt] садити (рослини)
player ['pleɪə] гравець

wheelchair player ['wi:l,tʃeə'pleiə] гравець в інвалідному візку
plural ['plurəl] множина
p.m. [ˌpi:'em] після полудня (про час)
pocket ['pɒkɪt] кишеня
 pocket money ['pɒkɪt,mʌni] кишенькові гроші
podcast ['pɒd,kɑ:st] подкаст (цифровий запис, розміщений в інтернеті для завантаження на персональні аудіоплеєри)
point [pɔɪnt] крапка, пункт, думка
 to **point** [pɔɪnt] вказувати на
Polish ['pɒlɪʃ] польський, польська мова
polite [pə'laɪt] ввічливий, чемний
pollution [pɒ'lu:ʃn] забруднення
pop ['pɒp] поп
 pop star ['pɒp'stɑ:] поп-зірка
 to **pop** out ['pɒp'aʊt] вискочити, вилетіти, виступати, з'явитися
popular ['pɒpjələ] популярний
 popular newspaper [ˌpɒpjələ'nju:s,peɪpə] популярна газета з великим накладом
population [ˌpɒpjə'leɪʃn] населення; мешканці, жителі
 population density [ˌpɒpjə'leɪʃn'densɪti] густота населення
possible ['pɒsəbl] можливий, ймовірний
powder ['paʊdə] порошок, пудра
power ['paʊə] сила, влада
 power socket ['paʊə'sɒkɪt] розетка
practice ['præktɪs] тренування
 to **practise** ['præktɪs] займатися (чимось), практикувати(-ся); тренувати(-ся)
prediction [prɪ'dɪkʃən] передбачення, прогноз
 to **prepare** [prɪ'peə] готуватися
prescription [prɪ'skrɪpʃən] припис, рекомендації
present ['preznt] подарунок
 to **present** [prɪ'zent] представляти
presentation [ˌprezn'teɪʃn] презентація, представлення
prestigious [prə'stɪdʒəs] престижний
previous ['pri:vɪəs] попередній, що передував
pride [praɪd] гордість
primary ['praɪməri] початковий
 primary education [ˌpraɪməri,edʒu'keɪʃən] початкова освіта
primary school ['praɪməri'sku:l] початкова школа
profile ['prəʊfaɪl] профіль, стисла інформація
promise ['prɒmɪs] обіцянка
 to **promise** ['prɒmɪs] обіцяти
pros and cons ['prɒzænd'kɒnz] «за» і «проти»
 to **protect** [prə'tekt] захищати, охороняти
proteins ['prəʊti:nz] білки
proud of ['praʊdəv] пишатися, гордий, похвальний, задоволений
 to **provide** [prə'vaɪd] давати, забезпечувати
 to **pull** [pul] тягти
puzzle ['pʌzl] загадка, головоломка
 crossword puzzle ['krɒswɜ:d'pʌzl] кросворд

Q

queen [kwi:n] королева
 to **quench** ['kwentʃ] втамовувати
 to quench thirst ['kwentʃ'θɜ:st] втамовувати спрагу

question ['kwɛstʃn] запитання, анкета
queue [kju:] (brit) черга
 to **queue** [kju:] стояти в черзі
quick [kwɪk] швидкий
quiet ['kwaɪət] тиша, спокій
quiet ['kwaɪət] тихий, спокійний
quiz [kwɪz] короткий тест, вікторина, опитування

R

race [reɪs] змагання на швидкість (з бігу), перегони
 to run a race [ˌrʌn ə'reɪs] брати участь у перегонах
ramp [ræmp] рампа (площадка для скейтбордінгу)
range [reɪndʒ] хребет, діапазон
 mountain range ['maʊntɪn'reɪndʒ] гірський хребет
 wide-ranging [ˌwaɪd'reɪndʒɪŋ] багатий (про словниковий запас), великий, різноманітний
rap [ræp] легкий удар
 to **rap** [ræp] злегка бити, стукати
ratio ['reɪʃiəʊ] співвідношення
 I'd **rather** [aɪd'rɑ:ðə] Я б краще...
 to **rattle** ['rætl] стукати, брязкотіти
 to **reach** [ri:tʃ] досягати
recipe ['resɪpi:] рецепт
 to **reckon** ['rekən] вважати
 to **reconcile** ['rekən,səɪl] відновлювати зв'язок
 to **record** [rɪ'kɔ:d] записувати, реєструвати
recycling [ˌri:'saɪklɪŋ] переробка відходів
 recycling bin [ˌri:'saɪklɪŋ bɪn] корзина для сміття
 to **refer** [rɪ'fɜ:] означати, стосуватися
regardless [rɪ'gɔ:dɪlɪs] незважаючи на... / незалежно від...
regular ['regjələ] постійний відвідувач
rehearsal [rɪ'hɜ:səl] репетиція
 to **rehearse** [rɪ'hɜ:s] репетирувати (виставу)
 to **relive** [ˌri:'lɪv] переживати, пережити
 to **remember** [rɪ'membə] пам'ятати
 to **repeat** [rɪ'pi:t] повторювати
 to **report** [rɪ'pɔ:t] повідомляти
rescue ['reskju:] порятунок
 to **rescue** ['reskju:] рятувати, звільняти
 to **resolve** [rɪ'zɒlv] вирішувати (про конфліктну ситуацію)
resolution [ˌrezə'lju:ʃən] вирішення
respect [rɪ'spekt] повага
response [rɪ'spɒns] відповідь, відгук, реакція
rest [rest] відпочинок
 to **rest** [rest] відпочивати
 to **retain** [rɪ'teɪn] зберігати
review [rɪ'vju:] огляд, рецензія
reversion [rɪ'vɜ:ʃn] повторення
rhyme [raɪm] рима, римований вірш
role [rəʊl] роль
rough [rʌf] грубий, нерівний; вибоїстий (про дорогу), тяжкий (про життя)
RSVP [ˌɑ:r'esvi:'pi:] чекаємо на відповідь (примітка на запрошенні)
 to **ruin** ['ru:ɪn] завдавати шкоди, знищувати
rush [rʌʃ] поспіх, різкий рух
 in a rush [ɪn ə'rʌʃ] поспіхом, квапливо, похапцем

S

safe [seɪf] безпечний

- safely ['seɪfli] надійно; без ризику, безпечно
- sample** ['sæ:mpəl] зразок, взірець
- scavenger** ['skævɪndʒə] прибиральник, двірник
to do a scavenger hunt ['skævɪndʒə 'hʌnt] грати в «полювання за предметами» (американська гра)
- school** [sku:l] школа
school bag ['sku:l bæɡ] шкільний портфель
comprehensive school [kɒmpri'hensiv ,sku:l] загальноосвітня школа
independent school [ˌɪndɪ'pendənt 'sku:l] приватна школа
grammar school ['græmə ,sku:l] середня класична школа
primary school ['praɪməri ,sku:l] молодша школа, початкова школа
private school ['praɪvɪt sku:l] приватна школа
public school [ˌpʌblɪk 'sku:l] приватна школа
state school ['steɪt 'sku:l] державна школа з безкоштовним навчанням
- scholarship** ['skɒləʃɪp] стипендія, грант на навчання
- Science** ['saɪəns] предмет природничого циклу, наука
science room ['saɪəns ru:m] наукова лабораторія
science fiction [ˌsaɪəns 'fɪkʃn] наукова фантастика
- scientist** ['saɪəntɪst] учений, науковець, спеціаліст
- to **score** [skɔ:] забити гол; зараховувати (у грі), набирати (очки)
to score high [skɔ: haɪ] набрати високі бали
- script** [skrɪpt] сценарій, текст
- search** [sɜ:tʃ] пошук
search engine [sɜ:tʃ 'endʒɪn] інформаційно-пошукова система
- *to **see** [si:] бачити, дивитися, розуміти
See you! ['si: jə] До скорої зустрічі!
to see a doctor [si: ə 'dɒktə] бути на прийомі у лікаря
- *to **sell** [sel] продавати, торгувати
- *to **send** [send] посилати; відсилати
to send in [send 'ɪn] подавати заяву
to send off [send 'ɒf] відсилати, виганяти
- sense** [sens] відчуття
sixth sense ['sɪksθ 'sens] інтуїція, «шосте відчуття»
- sensible** ['sensɪbl] розсудливий
- sentence** ['sentəns] речення, вирок
- series, series** (pl) ['siəri:z] серія/серії; випуск/випуски
- session** ['seʃn] сесія (парламенту, суду); період
- *to **set** [set] ставити, налаштувати, розташовувати
to set off [set 'ɒf] заводити (будильник)
to set the table [ˌset ðə 'teɪbl] накривати на стіл
- *to **shake** [ʃeɪk] трясти, струшувати
- Shall we ... ?** ['ʃæl wi:] Давайте ... ?
- to **share** [ʃeə] ділитися
- shelf, shelves** (pl) [ʃelf; 'felvz] полиця, полиці
- to **shuffle** ['ʃʌfl] перемішувати, тасувати
- shuffle** [ʃʌfl] плутанина, мішанина
to get lost in the shuffle [get 'lɒst ɪn ðɪ 'ʃʌfl] загубитися
- shy** [ʃaɪ] сором'язливий
- sidewalk** ['saɪd,wɔ:k] тротуар
- sightseeing** ['saɪt ,si:ɪŋ] огляд визначних місць, пам'яток
- sign** [saɪn] знак, прикмета; вивіска
sign language ['saɪn 'læŋɡwɪdʒ] мова жестів
to **sign** [saɪn] підписуватися
- sign an autograph [saɪn ən 'ɔ:təgrɑ:f] дати автограф
- signing lesson ['saɪnɪŋ lesn] урок мови жестів
- *to **sink** [sɪŋk] (sank (pt) (sunk (pp))) тонути
- sister** ['sɪstə] сестра
half-sister ['hɑ:f ,sɪstə] сестра, рідна тільки по одному з батьків
- *to **sit** [sɪt] сидіти
to sit down [sɪt 'daʊn] сідати
to sit with ['sɪt wɪθ] сидіти з
- situation** [ˌsɪtʃu'eɪʃn] стан, ситуація, обстановка
- to **skate** [skeɪt] кататися на ковзанах
- skates** (pl) [skeɪts] ковзани
- ski** [ski:] лижа
- skill** [skɪl] майстерність, уміння
- skimming** ['skɪmɪŋ] швидке читання з метою вилучення змісту тексту
- skip** [skɪp] стрибати, скакати, перестрибувати
- sky** [skai] небо
- poetry **slam** ['pəʊətri ,slæm] змагання у віршуванні
- slamster** ['slæmstə] учасник конкурсу віршування
- *to **slide** [slaɪd] ковзати
- to **slip** [slɪp] прослизнути / вислизнути
- smell** [smel] запах, нюх
- *to **smell** [smel] відчувати запах, пахнути
- to **smile** [smaɪl] посміхатися
- to **sneeze** [sni:z] чхати
- soap** [səʊp] мило
docu soap ['dɒkju ,səʊp] розважальна телепередача про життя відомих людей
soap (opera) ['səʊp ,ɒpərə] «мильна» опера, спектакль
- song** [sɒŋ] пісня
- soon** [su:n] скоро, незабаром
The sooner the better! [ðə 'su:nə' ðə 'betə'] Якнайшвидше! (Чим швидше, тим краще).
- sorry** ['sɒri] який жалкує, шкодує (про щось, за чимось)
I'm sorry about ... [aɪm 'sɒri ə,baut] Я шкодую про ...
to be sorry [bi: 'sɒri] шкодувати
to feel sorry for [fi:l 'sɒri] жаліти/шкодувати
- sort** [sɔ:t] вид, сорт, тип
- to **sort** [sɔ:t] сортувати, вибирати
to sort out [sɔ:t 'aʊt] з'ясувати, розібрати (проблему)
- sound** [saʊnd] звук, шум
- to **sound** [saʊnd] звучати, давати звук; дзвеніти
- sour** ['sauə] кислий, прокислий
- spare** ['speə] запасний
spare parts ['speə 'pɑ:ts] запасні частини
spare time ['speə taɪm] вільний час
- speaker** ['spi:kə] доповідач; промовець, оратор
- special** ['speʃəl] спеціальний; особливий
today's special [tə'deɪz 'speʃəl] страва дня
- speciality** [ˌspeʃɪ'ælɪti] спеціальність, фах
- to **specialize** in [ˌspeʃə,ləɪz ɪn] спеціалізуватися
- spectacular** [spek'tækjələ] ефектний; імпазантний
- speech bubble** ['spi:tʃ ,bʌbl] хмаринка з текстом (підпис до малюнку)
- *to **spell** [spel] писати, вимовляти по літерах
- spelling** ['speliŋ] правопис, орфографія
- sponge** [spʌndʒ] губка
- spot** [spɒt] пляма, місце
- spooky** ['spu:ki] страшний

sport [spɔ:t] спорт
 sports field ['spɔ:tɪs fi:ld] ігровий майданчик
 sports shop ['spɔ:tɪs ʃɒp] спортивний магазин
 to do sports [du: 'spɔ:tɪs] займатися спортом

sporty ['spɔ:tɪ] спортивний

staff [stɑ:f] персонал, колектив

stairs (pl) [steəz] сходи

at **stake** [steɪk] під питанням

stall [stɔ:l] кіоск, намет (з товаром)
 stall holder ['stɔ:l ,həʊldə] власник кіоску
 white elephant stall [,waɪt 'elɪfənt stɔ:l] прилавок з непотрібними речами

*to **stand** [stænd] стояти, терпіти
 I can't stand [aɪ kænt 'stænd] Я терпіти не можу...

state [steɪt] держава, штат; державний
 state school ['steɪt 'sku:l] державна школа з безкоштовним навчанням

statement ['steɪtmənt] заява, твердження

to **stay** [steɪ] зупинятися (у готелі), залишатися
 to stay cool ['steɪ 'ku:l] зберігати спокій
 to stay out late [steɪ 'aʊt leɪt] затримуватися
 to stay with ['steɪ wɪð] зупинитися у

stepdad ['stepdæd] вітчим

strait [streɪt] протока

strange [streɪndʒ] чужий; незнайомий;

*to **stick** [stɪk] (stuck (vb: pt, pp)) прилипати
 to get **stuck** [get stʌk] застрягати
 to stick one's nose up [stɪk wʌnz 'nəʊz 'ʌp] задирати носа
 I was stuck [aɪ wəz 'stʌk] Я застряг.

student ['eɪ stju:dənt] учень, студент
 'A' student ['eɪ stju:dənt] відмінник

subject ['sʌbdʒɪkt] тема, шкільний предмет
 core subjects [kɔ: 'sʌbdʒɪkts] обов'язкові предмети

to **substitute** ['sʌbstɪtju:t] замінити, підставляти

suggestion [sə'dʒestʃn] припущення, пропозиція

to **suit** [sju:t] помістити, пасувати

suitable ['sju:təb(ə)l] придатний

suite [swi:t] зал, кімната
 computer suite [kəm'pjʊ:tə ,swi:t] комп'ютерний зал
 hotel **suite** [həʊ'tel ,swi:t] номер в готелі

summary ['sʌmri] короткий виклад, підсумок

summer ['sʌmə] літо
 summer term ['sʌmə tɜ:m] літній семестр

superlative [su:'pɜ:lətɪv] найбільший, найвеличніший, найвищий ступінь порівняння прикметників

supper ['sʌpə] вечеря
 for supper [fə 'sʌpə] на вечерю
 to have supper [hæv 'sʌpə] вечеряти

sure [ʃʊə] звичайно, безумовно
 to make sure [meɪk 'ʃʊə] переконатися, упевнитися

to **survive** [sə'vaɪv] вижити, зберігатися; пережити

to **surf** [sɜ:f] займатися серфінгом
 to surf the Internet [,sɜ:f ði 'ɪntənət] шукати інформацію в інтернеті

survey ['sɜ:veɪ] опитування

*to **swim** [swɪm] плавати

swimmer ['swɪmə] плавець

swimming pool ['swɪmɪŋ ,pu:l] басейн

swimsuit ['swɪmsju:t] купальник

T

tablet PC ['tæblɪt ,pi:'si:] планшетний комп'ютер

table-tennis ['teɪbl tennis] настільний теніс
 to set the table [set ðə 'teɪbl] накривати на стіл

to **tag** [tæg] переслідувати; причепитися, прикріпитися
 to tag along ['tæg ə'lɒŋ] переслідувати; слідувати по п'ятах; впасти на хвіст

*to **take** [teɪk] брати, взяти
 to take notes [teɪk 'nəʊts] записувати, занотовувати
 to take part in [teɪk 'pɑ:t ɪn] брати участь у
 to take pictures [teɪk 'pɪktʃəz] фотографувати
 to take place [teɪk 'pleɪs] відбуватися
 to take the wrong turn [teɪk ðə rɒŋ tɜ:n] неправильно повернути
 to take turns [teɪk tɜ:nz] робити щось по черзі
 to take your chance [,teɪk jɜ: 'tʃɑ:ns] зважитися, ризикнути (на щось)

talisman ['tæɪlsmən] талісман, оберег

*to **teach** [ti:tʃ] вчити, навчати

teacher ['ti:tʃə] вчитель

teaching ['ti:tʃɪŋ] навчальний
 teaching block ['ti:tʃɪŋ blɒk] навчальний корпус

team [ti:m] спортивна команда

Technology [tek'nɒlədʒi] технічні предмети, технології

teen [ti:n] підліток

teenage ['ti:neɪdʒ] підлітковий

teenager ['ti:n,eɪdʒə] підліток

*to **tell** [tel] розповідати, говорити

temperature ['temprətʃə] температура
 annual mean temperature [ænjʊəl mi:n 'temprɪtʃə] середньорічна температура

to **text** [tekst] набирати текстове повідомлення (СМС) на телефоні

than [ðən] ніж (у порівнянні)

to **thank** [θæŋk] дякувати
 thank you ['θæŋk ju:] Дякую!

thanks [θæŋks] Дякую
 thanks to ['θæŋks tə] завдяки

that [ðæt] той, який
 that (bad) ['ðæt bæd] так погано
 that evening [,dæt 'i:vnɪŋ] того вечора
 That's what I call ... [ðæts wɒt 'aɪ ,kɔ:l] Ось що я називаю ...
 that's why ['ðæts ,waɪ] саме тому

the [ðə; ði] означений артикль

there [ðeə] там
 over there [əʊvə 'ðeə] он там
 there are [ðer 'ɑ:] є, існує (для множини)
 there is [ðer 'ɪz] є, існує (для однини)

thesaurus [θi'sɔ:rəs] тлумачний словник, словник синонімів та антонімів

these [ði:z] ці

thing [θɪŋ] річ

*to **think** [θɪŋk] думати, гадати
 to think about ['θɪŋk ə ,baʊt] думати про
 to think of ['θɪŋk əv] думати про

third [θɜ:d] третій

thirst [θɜ:st] спрага
 to quench thirst ['kwentʃ 'θɜ:st] вгамувати спрагу

thriller ['θrɪlə] трилер
through [θru:] через, кризь, по
throw [θrəʊ] кидок
 *to **throw** [θrəʊ] кидати, закидати
 to throw a fit ['θrəʊ ə 'fɪt] розгніватися, влаштувати істерику, заводитися
 to **tick** [tɪk] робити позначку
tip [tɪp] кінчик; чайові
tired ['taɪəd] стомлений
 dog-tired [ˌdɒg 'taɪəd] зморений
 to get tired [ˌɡet 'taɪəd] стомлюватися
title ['taɪtl] заголовок, назва
toe [təʊ] палець ноги
tongue twister ['tʌŋ 'twɪstə] скоромовка
too [tu:] занадто
tool [tu:l] пристрій, інструмент
tooth, teeth (pl) [tu:θ; ti:θ] зуб, зуби
 at the **top** [ət ðə 'tɒp] вгорі
topic ['tɒpɪk] тема
torch, torches (pl) [tɔ:tʃ; 'tɔ:tʃɪz] факел, факели
tortilla [tɔ:'ti:ə] тортилья
 to **toss** [tɒs] викидати, жбурляти
 to **touch** [tʌtʃ] (до)торкатися; торкати(ся)
 Keep in touch! ['ki:p ɪn 'tʌtʃ] Залишайся на зв'язку / Не пропадай / Бувай!
tough [tʌf] сильний, «крутий»
tour [tuə] екскурсія
 virtual tour ['vɜ:tʃʊəl 'tuə] віртуальна екскурсія
track [træk] трек, доріжка
 to be **trapped** [bi: 'træpt] попадати в халепу
trendy ['trendi] модний, стильний
triangle ['traɪæŋɡ(ə)] трикутник
tributary ['trɪbjʊtəri] притока
trick [trɪk] хитрість
trident ['traɪd(ə)nt] тризуб(-ець)
trip [trɪp] подорож
 to **trust** [trʌst] вірити
trustworthy ['trʌst.wɜ:ðɪ] той, хто заслуговує на довіру, надійний, вірний
T-shirt ['ti:ʃɜ:t] теніска
tuition [tju:'ʃjən] плата за навчання
tunnel ['tʌnl] тунель, підземний хід
 It's your **turn**. [ɪts jɔ: 'tɜ:n] Твоя черга
 to **turn** [tɜ:n] повертати
 to turn back [tɜ:n 'bæk] повернути назад
 to turn down [tɜ:n 'daʊn] відмовлятися, відхилити
 to turn left/right [tɜ:n 'left/'raɪt] повернути ліворуч/праворуч
 to turn off [tɜ:n 'ɒf] вимкнути
 to turn round [tɜ:n 'raʊnd] повертатися
tutor ['tju:tə] вчитель, репетитор
 tutor group ['tju:tə 'gru:p] група для додаткових занять з тьютором

U

umpire ['ʌmpaɪə] суддя, арбітр
 to **undergo** [ˌʌndə'ɡoʊ] зазнавати (змін)
underground [ˌʌndə'graʊnd] метро
 to **underline** [ˌʌndə'laɪn] підкреслити
underlined [ˌʌndə'laɪnd] підкреслений

*to **understand** [ˌʌndə'stænd] розуміти
unfair [ʌn'feə] несправедливий; неправильний
unhappy [ʌn'hæpi] нещасний
unhealthy [ʌn'helθi] нездоровий
uniform ['ju:nɪfɔ:m] форма
union ['ju:njən] союз, спілка
until [ʌn'tɪl; n'tɪl] доти, поки
 to **update** [ʌp'deɪt] модернізувати
use [ju:s] вживання; застосування
 to **use** [ju:z] застосовувати, використовувати
useful ['ju:sfʌl] корисний
useless ['ju:sləs] некорисний; непотрібний

V

valuable ['væljuəbl] цінний, коштовний
van [væn] фургон, міні-автобус
vast [vɑ:st] переважний, широкий
 vast majority [vɑ:st mə'dʒɔ:ntɪ] переважна більшість
verb [vɜ:b] дієслово
view [vju:] вигляд; вид; краєвид
viewer ['vju:ə] глядач; телеглядач
 a viewing platform [ə vju:ɪŋ 'plætfɔ:m] оглядовий майданчик
violence (no pl.) ['vaɪələns] жорстокість, насилля
virtual ['vɜ:tʃʊəl] віртуальний
 virtual tour ['vɜ:tʃʊəl 'tuə] віртуальна екскурсія
vision ['vɪʒən] видіння
vital ['vaɪtəl] важливо, необхідно
voice [voɪs] голос

W

to **wait** [weɪt] чекати
 to wait for ['weɪt fɔ:] чекати на
waiter ['weɪtə] офіціант
 *to **wake** [weɪk] вставати
 to wake up [weɪk 'ʌp] вставати, прокидатися
walk [wɔ:k] прогулянка
 to go for a walk [ˌɡəʊ fə ə 'wɔ:k] ходити на прогулянку
 to **walk** [wɔ:k] ходити, гуляти
 to walk the dog [wɔ:k ðə 'dɒg] вигулювати собаку
 to walk up to [wɔ:k 'ʌp tə] підійти до
wall [wɔ:l] стіна
wallet ['wɒlɪt] гаманець
 to **want** (to) ['wɒnt tə] хотіти
 to **watch** [wɒtʃ] переглядати
 Watch out! [wɒtʃ 'aʊt] Обережно!
 to **water** ['wɔ:tə(r)] поливати, розбавляти
 eye-watering [ˌaɪ 'wɔ:tərɪŋ] захмарний, надзвичайно великий/коштовний
way [weɪ] спосіб, шлях
 He is on his way to ... [ˌhi: ɪz ɒn hɪz 'weɪ tə] Він на шляху до...
 Which way ...? [wɪtʃ 'weɪ] В який бік...?
 *to **wear** [weə] носити, одягати
weight [weɪt] вага, маса
weird [wɪəd] дивний
what [wɒt] що
 What a week! [ˌwɒt ə 'wi:k] Що за тиждень!
 What does it say? [ˌwɒt dɪz ɪt 'seɪ] Про що йдеться?

What's the film about? [ˈwɒts ðə ˈfɪlm əˌbaʊt] Про що фільм?

What's the matter? [ˈwɒts ðə ˈmætə] У чому річ?

What's the time, please? [ˈwɒts ðə ˈtaɪm ˌpliːz] Котра година?

What's up? [ˈwɒts ˈʌp] У чому справа?

wheelchair [ˈwiːlˌtʃeə] інвалідний візок

to **whisper** [ˈwɪspə] шепотіти

wicked [ˈwɪkɪd] злий, недобрий, неперевершений, крутий, чудовий (додає емоційності основному значенню прикметника – страшенно)

wife, wives (pl) [waɪf; waɪvz] дружина, дружини

*to **win** [wɪn] перемагати

wish [wɪʃ] бажання, побажання

to **wish** [wɪʃ] бажати

I wish I had... [wɪʃ] Якби я мав...

woman, women (pl) [ˈwʊmən; ˈwɪmɪn] жінка, жінки

word [wɜːd] слово

word star [ˈwɜːd stɑː] слово, що закрите зірочкою

work [wɜːk] робота

to **work** [wɜːk] працювати

to work out [wɜːk ˈaʊt] тренуватися

worksheet [ˈwɜːkʃiːt] письмове завдання

workshop [ˈwɜːkʃɒp] майстерня; цех, семінар

world [wɜːld] світ

*to be **worried** [biː ˈwɒrɪd] бути стурбованим

worry [ˈwɒrɪ] тривога

to **worry** [ˈwɒrɪ] турбуватися

worse [wɜːs] гірший

worst [wɜːst] найгірший

***would** [wʊd] модальне дієслово, що виражає упертість, наполегливість, бажання

would like [wʊd ˈlaɪk] хотілося б

Would you mind ...? [ˌwʊd jə ˈmaɪnd] Ви не заперечуєте, якщо ...?

Y

you [juː; jə] ти, ви

Here you are! [ˈhiə juː ˌɑː] Ось, будь ласка!

thank you [ˈθæŋk juː] Дякую!

you're lucky [ˌjuə ˈlʌki] Вам пощастило!

You're welcome. [ˌjuə ˈwelkəm] Ласкаво просимо!

young [jʌŋ] молодий

youth [juːθ] молодь

Z

zipper [ˈzɪpə] застібка «блискавка»

zoo [zuː] зоопарк

zookeeper [ˈzuːkiːpə] працівник зоопарку

Irregular verbs

to be [bi:]	was/were [wɒz/wɜ:]	been [bi:n]	бути
to become [br'kʌm]	became [br'keɪm]	become [br'kʌm]	ставати
to begin [br'gɪn]	began [br'gæn]	begun [br'gʌn]	починати (ся)
to bet [bet]	bet [bet]	bet [bet]	битися об заклад
to beat [bi:t]	beat [bi:t]	beaten ['bi:tɪn]	бити
to build [bɪld]	built [bɪlt]	built [bɪlt]	будувати
to blow [bləʊ]	blew [blu:]	blown [bləʊn]	дути
to break [breɪk]	broke [brəʊk]	broken ['brəʊkɪn]	ламати
to bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносити
to burn [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]	горіти, палити
to buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	купувати
to catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	ловити
to choose [tʃu:z]	chose [tʃəʊz]	chosen [tʃəʊzɪn]	вибирати
to come [kʌm]	came [keɪm]	come [kʌm]	приходить
to cut [kʌt]	cut [kʌt]	cut [kʌt]	різати
to dig up [dɪg_ʌp]	dug up [dʌg_ʌp]	dug up [dʌg_ʌp]	копати, рити
to do [du:]	did [dɪd]	done [dʌn]	робити
to draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	малювати, тягти
to drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	пити
to drive [draɪv]	drove [drəʊv]	driven ['drɪvɪn]	кермувати автівкою
to eat [i:t]	ate [et / eɪt]	eaten ['i:tɪn]	їсти
to fall [fɔ:l]	fell [fel]	fallen ['fɔ:lɪn]	падати
to feed [fi:d]	fed [fed]	fed [fed]	годувати
to feel [fi:l]	felt [felt]	felt [felt]	почувати (ся)
to fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]	боротися, битися
to find [faɪnd]	found [faʊnd]	found [faʊnd]	знаходити
to fly [flaɪ]	flew [flu:]	flown [fləʊn]	літати
to forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtɪn]	забувати
to freeze [fri:z]	froze [frouz]	frozen ['frouzən]	морозити
to get [get]	got [gɒt]	got [gɒt]	діставати (ся), розуміти,
to give [gɪv]	gave [geɪv]	given ['gɪvɪn]	давати, дарувати
to go [gəʊ]	went [went]	gone [gɒn]	йти, їхати
to hang out [hæŋ_ʌʊt]	hung out [hʌŋ_ʌʊt]	hung out [hʌŋ_ʌʊt]	гуляти, зустрічатися
to have [hæv]	had [hæd]	had [hæd]	мати
to hear [hɪə]	heard [hɜ:d]	heard [hɜ:d]	чути
to hide [haɪd]	hid [hɪd]	hidden ['hɪdn]	ховати (ся)
to hit [hɪt]	hit [hɪt]	hit [hɪt]	вдарити
to hold [həʊld]	held [held]	held [held]	тримати
to hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	завдавати болю
to keep [ki:p]	kept [kept]	kept [kept]	тримати
to know [nəʊ]	knew [nju:]	known [nəʊn]	знати
to lay [leɪ]	laid [leɪd]	laid [leɪd]	класти
to learn [lɜ:n]	learned/learnt [lɜ:nd/lɜ:nt]	learned/learnt [lɜ:nd/lɜ:nt]	вчити (ся)
to leave [li:v]	left [left]	left [left]	залишати, покидати
to lend [lend]	lent [lent]	lent [lent]	позичати

to let [let]	let [let]	let [let]	дозволяти
to lie [laɪ]	lay [leɪ]	lain [leɪn]	лежати
to lose [luːz]	lost [lɒst]	lost [lɒst]	втрачати, губити
to make [meɪk]	made [meɪd]	made [meɪd]	робити
to mean [miːn]	meant [ment]	meant [ment]	означати
to meet [mi:t]	met [met]	met [met]	зустрічати
to pay [peɪ]	paid [peɪd]	paid [peɪd]	платити
to put [pʊt]	put [pʊt]	put [pʊt]	класти
to read [ri:d]	read [red]	read [red]	читати
to ride [raɪd]	rode [rəʊd]	ridden ['rɪdn]	кататися, їхати
to ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]	дзвонити
to rise [raɪz]	rose [rəʊz]	risen ['rɪzn]	підніматися
to run [rʌn]	ran [ræn]	run [rʌn]	бігти
to say [seɪ]	said [sed]	said [sed]	сказати
to see [siː]	saw [sɔː]	seen [siːn]	бачити
to sell [sel]	sold [səʊld]	sold [səʊld]	продавати
to send [send]	sent [sent]	sent [sent]	посилати
to set [set]	set [set]	set [set]	налаштувати, встановити
to shake [ʃeɪk]	shook [ʃʊk]	shaken ['ʃeɪkn]	трясти
to shoot [ʃu:t]	shot [ʃɒt]	shot [ʃɒt]	знімати (фільм)
to show [ʃəʊ]	showed [ʃəʊd]	shown [ʃəʊn]	показувати
to sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]	співати
to sit [sɪt]	sat [sæt]	sat [sæt]	сидіти
to sleep [sli:p]	slept [slept]	slept [slept]	спати
to smell [smel]	smelt [smelt]	smelt [smelt]	пахнути
to speak [spi:k]	spoke [spəʊk]	spoken ['spəʊkn]	говорити, розмовляти
to spell [spel]	spelt [spelt]	spelt [spelt]	писати, вимовляти по літерах
to spend [spend]	spent [spent]	spent [spent]	проводити, витрачати
to stand [stænd]	stood [stʊd]	stood [stʊd]	стояти, терпіти
to steal [sti:l]	stole [stəʊl]	stolen ['stəʊln]	красти
to swim [swɪm]	swam [swæm]	swum [swʌm]	плавати
to take [teɪk]	took [tʊk]	taken ['teɪkn]	брати
to teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	навчати
to tell [tel]	told [təʊld]	told [təʊld]	розповідати, сказати
to think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	думати
to throw [θrəʊ]	threw [θruː]	thrown [θrəʊn]	кидати
to understand [ˌʌndə'stænd]	understood [ˌʌndə'stʊd]	understood [ˌʌndə'stʊd]	розуміти
to wake [weɪk]	woke [wəʊk]	woken ['wəʊkn]	будити
to wear [weə]	wore [wɔː]	worn [wɔːn]	носити, одягатися
to win [wɪn]	won [wɒn]	won [wɒn]	перемогати
to write [raɪt]	wrote [rəʊt]	written ['rɪtn]	писати