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Англійська мова 6

(2-й рік навчання)

Підручник для 6-го класу
загальноосвітніх навчальних закладів

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**Zoom-in****ZOOM AROUND BOOK 2****Unit 1****BACK TO SCHOOL**

Check-in	Our school starts at ... We talk about problems in drama. School uniform is a good idea. I like this. I don't like that	10 10 10 11
Language 1	Let's talk about Sam's timetable.	12-13
Language 2	Who's that boy?	14-15
Language 3	→ Grammar skills	16
Chats with Charlie	Life 'down under' religious [dʒ] and group [g]	17 17
Story	You're boy funny, Emma!	18-19
Wordwise	→ Vocabulary skills	20
Check-out		21

Unit 2**WHAT A WEEK!**

Check-in	I'd like to go to Camden Market. For my folder: Pocket money	22-23 24
Language 1	How is your weekend?	25
Language 2	On Monday she is writing ...	27-28
Language 3	Look at your hair, Terry!	29
Chats with Charlie	Charlie chats with people at the zoo. Looks, plays and watches	30 31
Story	That's why Barker barks!	32-33
Wordwise	→ Vocabulary skills	34
Check-out		35

Revision 1

	Dave's free morning	36
	A letter from home	37

Unit 3**WE ALL NEED FRIENDS!**

Check-in	Problem page For my folder: My best friend	38 39
Language 1	Every week For my folder: I'm sorry about ...	40 41
Language 2	How do you do that?	42-43
Language 3	Books which you can read	44
Chats with Charlie	Friends and enemies "hi" and "high" We're watching you!	45 45
Story	→ Vocabulary skills	46-47
Wordwise		48
Check-out		49



Unit 4 YOU ARE WHAT YOU EAT!

Check-in	Takeaways in Greenwich For my folder: A menu	50 51
Language 1	Curry is spicier than pizza.	52-53
Language 2	Do I need to go on a diet?	54-55
Language 3	Have you got any potatoes?	56
Chats with Charlie	Listening skills	57
	Charlie's diet	57
	When I eat vegetables, I feel fit	57
Story	Sport can be dangerous!	58-59
Wordwise	→ Vocabulary skills	60
Check-out		61

Revision 2

	Do you see Jake every day?	62
	Pupils get fit.	63
	Happy birthday!	63

Unit 5 MEDIA: MUSIC AND MORE!

Check-in	Update your media! For my folder: Our favourite music	64 65
Language 1	There is always something for you, Terry!	66-67
Language 2	Have you two gone bananas?	68-69
Language 3	What's with your hair, Terry?	70
Chats with Charlie	The evening of the audition	71
	Which word is it?	71
Story	Where's my bag?	72-73
Wordwise	→ Vocabulary skills	74
Check-out		75

Unit 6 IT'S OUR WORLD!

Check-in	A trip to Exmoor For my folder: A class trip	76 77
Language 1	I'll give them ten minutes! Promises, promises	78 79
Language 2	What will the weather be like?	80-81
Language 3	Teen horoscopes	82
Chats with Charlie	A school project	83
	Mr Rose's tongue twister about the weather	83
Story	The rescue	84-85
Wordwise	→ Vocabulary skills	86
Check-out		87

**Revision 3**

Things change	88
Lisa's horoscope	89

Unit 7**A HOLIDAY IN IRELAND**

Check-in	Swapping houses	90
	For my folder: A project on Ireland	91
Language 1	She's busily packing a bag.	92
	If you go to ..., they will ...	93
Language 2	→ Visual skills	94
Chats with Charlie	On holiday in Ireland	95
	Limericks	95
Story	Things that go bump in the night!	96
	→ Writing skills	96
Wordwise	→ Vocabulary skills	97
Check-out		98

Vocabulary

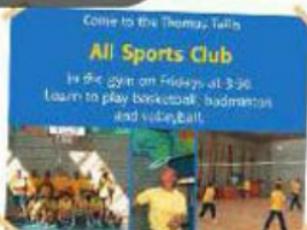
English-Ukrainian	109
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Dictionary

156

Grammar

176



Zoom around Book 2

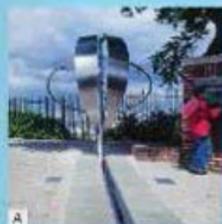
THE BRITISH ISLES



1. Look at the list of places.
Where are they?
2. Look at the pictures. Match them
with the names of the places.
Which picture is not in the British Isles?

PLACES

- | | |
|----------------------|------------------|
| 1. Loch Ness | 5. London |
| 2. Limerick | 6. London Zoo |
| 3. Exmoor | 7. Camden Market |
| 4. Perth (Australia) | 8. Greenwich |



Unit 1 Back to school

The start of term

1

I try to be at school at 8:30, but I sometimes arrive late for an assembly. My friends laugh, but my class teacher gives me a dirty look!

Always wear the correct school uniform.

- Tallis T-shirt or sweatshirt.
- Black trousers, skirt or shorts.
- Yellow T-shirt and blue shorts for PE.

PE is Physical Education.



C

Every week all pupils in Year Eight have a Drama lesson in the hall or outside. Before the lesson starts, pupils must put their bags in their lockers.

A



2

3



Pupils can use computers in History and Geography, Science and Technology, Maths, Foreign Languages, Art and Music.

B

School uniform is a good idea, but I hate our PE shirts. They're yellow! Ugh!

I must buy a new pen before lessons start.

The school shop opens every morning before school and at lunch time. New pupils must buy their PE kits and their sweatshirts here. They can also buy pens, pencils, etc.

E

The caretaker opens the school doors at 8:00. Pupils must be in their classroom for registration or in the assembly hall before 8:35.

D



4

Drama is great! We talk about problems and do role plays. Sometimes we do drama outside.

1 Thomas Tallis School (→ p. 4/ex. 1-2)

Match texts A-E with pictures 1-4.

One text hasn't got a picture. Can you find it?

2 Let's talk: Thomas Tallis and our school (→ p. 5/ex. 4)

Make two lists. What is the same?

What is different? Underline the words.

Pupils at Thomas Tallis start at 8:35. We start at ...



Yes, but they've got ...

WRITING

S K I L L S

Notes:

Thomas Tallis | our school

start at 8:35
assembly or
registration

start at ...
no assembly
no registration

lessons: PE, ...

lessons: PE, ...

I hate ...



D1, 1 3 Let's listen: Love or hate? (→ p. 4/ex. 3)

Choose the right words as answers.

1. What doesn't Pete really like?
2. What doesn't Miss Brown like?
3. What does Mr Marco teach?
4. Who says Mr Marco is a good teacher?
5. What colour does Kate go?
6. Who is Laura with?
7. Why is she with him?

White. • Italian. • Sue's sister. •
Pete. • He's really nice. • Science. •
Drama. • Kate's sister. • Silly jokes. •
German. • He's really cool. •
Richard Black. • Red.

4 For my folder: A crazy school day

Imagine you go to school and it is different. Your teacher isn't there, school starts late Make a plan for a crazy school day.

time	crazy thing
11:00	school starts
first lesson	crazy tricks
teacher	Harry Potter
second lesson	...
teacher	...

Revision: Simple present

Sam's timetable

At T.T. we have a ten-day timetable.
On Day 8 pupils can go home early
because the teachers have meetings.



Timetable - Spencer, Sam 8 CA

Lesson		Day 1/Mon	Day 2/Tues	Day 3/Wed	Day 4/Thurs	Day 5/Fri
1	8:50 - 9:50	Drama	Italian	German	History	Science
2	9:50 - 10:50	Technology	RE	Art	English	Maths
	10:50 - 11:10	B	R	E	A	K
3	11:10 - 12:10	Technology	Music	English	Geography	Italian
4	12:10 - 13:10	Maths	PE	PE	Science	Geography
	13:10 - 14:10	lunch	lunch	lunch	lunch	lunch
5	14:10 - 15:10	History	Science	Music	German	English
Lesson		Day 6/Mon	Day 7/Tues	Day 8/Wed	Day 9/Thurs	Day 10/Fri
1	8:50 - 9:50					
2	9:50 - 10:50					
	10:50 - 11:10	B	R	E	A	K
3	11:10 - 12:10					
4	12:10 - 13:10					
	13:10 - 14:10			class teacher - 14:30		
5	14:10 - 15:10					

We write 13:10 and we say "ten past one."

RE is Religious Education.

1 Sam's week (→ p. 6/ex. 5-6)

- a) Copy the timetable with times and days for Day 6 to Day 10 into your exercise book.
- b) Look at the pictures for Day 6 to Day 10. What does Sam have on different days and when?

Example: On Day 6 he has

English
from 8:50 to 9:50,
RE from ...

- c) Look at Sam's timetable for Day 1 to Day 10 again and answer the questions.

- How many foreign languages does Sam learn?
- What does he have on Day 8?
- What time does he have lunch on Day 1 to Day 5?
- How many PE lessons does he have?
- When does he have German?
- When does he have Geography?
- What does he have after Art on Day 10?

2 School subjects

(→ p. 6/ex. 7; p. 7/ex. 8-9)

a) Look at the pictures. Guess where Sam is. Example: 1. He's in his Geography lesson.



b) Complete the sentences with the correct forms of the verbs and match them to the pictures.

Example: 1. I really love this subject, but it's difficult to draw people. – Picture 3.

- I really ... (*love/hate*) this subject, but it's difficult to draw people.
- We always ... (*take/have*) fun in this lesson. We ... (*walk/talk*) about problems and ... (*buy/do*) role plays.
- I always ... (*try/take*) to do experiments, but the teacher isn't always happy.
- My favourite subject! We ... (*drink/learn*) about people in the past.
- Here we ... (*learn/like*) all about numbers.
- We ... (*speak/sing*) stupid songs in this class. I ... (*write/hate*) it.
- We ... (*learn/leave*) to read maps and we ... (*hear/watch*) videos about other countries.
- I ... (*try/know*) some words already like 'pizza' and 'spaghetti'.
- We ... (*wear/read*) stories and books, and then we ...
(*talk/eat*) about them in this class.

▶ Sam loves Art.
Sam has ...
→ G1

c) Write about Sam's lessons.

Example: 1. Sam really **loves Art**, but it's difficult to draw people.



3 Let's talk: A quiz

Look at the timetable on page 12.

A: What word am I thinking about? The first clue is:

We haven't got this in our school.

B: Is it lunch?

A: No, it isn't. The second clue is: The pupils do role plays.

C: Is it Drama?

A: Yes, it is. Now it's your turn. Go on, please.



Lesson	Mon	Tues	Wed
1	Art	Maths	
2	English		
3			

4 For my folder: My school week

Make a timetable for your school week.

Revision: Question words

D1, 2 **Who's that boy?**

Sam, Emma and Terry are outside the cafeteria.

Terry: Hey, who's that boy? I bet he's new.

Emma: What boy? Where?

Terry: He's over there with Mrs Carter.

Mrs Carter: Good morning. This is Jake!

He is new. Can you all look after him, please?

Terry: Yes, of course, Mrs Carter. Hi, Jake!

Emma: Hi. I'm hungry! Let's have lunch! Which menu do you want: A, B or C?

Jake: Let's see. What tucker have they got?

Terry: 'Tucker'? We haven't got tucker on the menus today.

Emma: Oh, Terry. He means 'food'. That's what they say in Australia.

Terry: (to Emma) Well, why can't he speak English? I'm having fish and chips.

Jake: Fish and chips. That's what I call tucker! I'm having that, too.

Sam: There's Lisa over there. Come on! We can sit with her.

**1 Do you know?** (→ p. 8/ex. 10)

Work in pairs and test if your partner knows the characters in the conversation. Practise as in the example. Take turns asking question.

Example: Student A: Who says "I am hungry"?

Student B: I think Emma does.

Student A: That's right (that's false). Thank you.

- I am hungry.
- We haven't got a tucker on the menu.
- I am having fish and chips.
- I call fish and chips tucker.
- Tucker means food in Australia.
- Let's have lunch.

**2 Questions for Jake** (→ p. 8/ex. 11-12)

Jake has a lesson with Sam and Lisa. They ask Jake a lot of questions.

Look at his answers and ask questions. Practise them with a partner.

Example: What's your family name? - My family name is Howard.

My family name is Howard.

My family comes from Perth in Western Australia.

We say "G'day" in Australia.

My favourite singer is Robbie Williams.



▶ How do you say "Hello" in Australia?
What's the best thing ... ?

→ G1

The best thing in Australia is the weather.

My hobbies are music and surfing - but not the Internet.

In Australia school starts at nine o'clock.

3 There's a new kid in town (→ p. 9/ex. 13)

Make a list of English questions for a new pupil.

name country languages

Example: What's your name?
What are your ... ?

hobbies

family

music

4 That's wrong

Lisa and Sam know a lot about Jake. They tell Terry and Emma what is right.

Example: Terry: I think Jake says "Great day" to people. (Lisa: G'day)

Lisa: No, he **doesn't say** "Great day." He says "G'day."

Emma: I bet Jake listens to rap music. (Sam: Robbie Williams)

Terry: I'm sure Jake likes surfing the Internet. (Lisa: surfing)

Emma: I'm sure Jake's school in Perth starts at 7:00. (Lisa: 9:00)

Terry: I think Jake's dad lives in Bristol. (Sam: Perth)

Emma: I bet Jake spells his name with 'aik'. (Sam: 'ake' as in 'make')

Terry: I think Jake lives here with his dad and his brother. (Lisa: his mum and brother)



5 Let's talk: What food do you like?

Talk to a partner about food and drinks.



What drinks ... ?

I like milk.

What drinks do you like? – I like milk/...
What food ... ? – I like fish and chips/...
What fruit ... ? – I like bananas/...
What vegetables ... ? – I like carrots/...

▶ Which apple do you want:
the red apple or the green
apple?

→ GS

6 Which food do you want? (→ p. 9/ex. 14–15; p. 10/ex. 16)

a) At lunch Emma tries to be nice to Jake.

Look at the pictures.

What does she ask him?

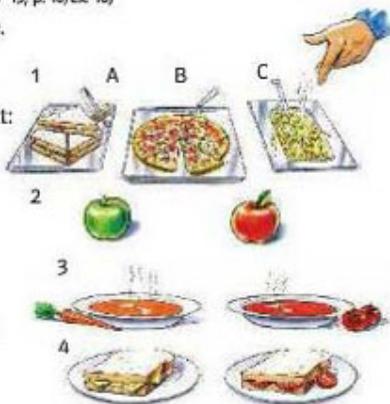
Example: 1. Which food do you want:
A, B or C?

apple

soup

food

sandwich



b) Make up a dialogue with a partner.

A: Which food do you want?

B: I want ...

A: Which apple ... ?

Learning to learn: Grammar cards

GRAMMAR

SKILLS



Grammar card

1

simple present

He, she or it, (e)s.

You like / You don't like ...

He likes / He doesn't like ...

Do you like ...? / Don't you like ...?

Does he like ...? / Doesn't he like ...?

What do you like? /

What does he like? /

What don't you like?

What doesn't he like?

simple present (SP) = Silly Pat

Silly Pat doesn't play hockey.



1 Now try it! (→ p. 11/ex. 17)

- a) Make a grammar card for the 'Simple present'.
- b) Tell your partner about it. Can he/she understand it? You can now make a grammar card when you learn new grammar.
- c) Work in pairs. Complete these sentences.

You

Every morning I ...

In the afternoon I always ...

I never ... in the evening.

When I am tired, I usually ...

My friend

Every morning he / she ...

In the afternoon he / she always ...

He / she never ... in the evening.

When he / she is tired, he / she usually ...

D1, 3 **1 Let's listen: Life Down Under**

- a) Charlie makes notes because he wants to interview Jake about his school in Australia.

Write his notes in your exercise book and listen to the interview. He forgets to ask about two things. What are they?

Charlie's notes for Jake Howard

pupils and teachers -
 timetable -
 start -
 finish -
 registration -
 school uniform -
 lunch -
 after school -
 school rules -



- c) Write Charlie's questions in your exercise book. He forgets two questions. Add them to the other questions.

Example: 1. How many pupils and teachers has your school in Australia got?

- b) Listen again: What do you learn about Jake's school in Australia? Complete the notes.

D1, 4 **2 Sounds: [dʒ] or [g]?**

Listen to the words and write them in the correct column.

- | | |
|---------------|-----------------|
| 1. Technology | 6. again |
| 2. garden | 7. get |
| 3. gym | 8. good |
| 4. G'day | 9. registration |
| 5. German | 10. joke |

[dʒ]	[g]
religious	group
...	...

D1, 5 **3 A poem: Down under in Australia**

Down under in Australia
 The world is on its head.
 The people don't say "Hi!"
 to friends.
 They shout "G'day" instead.
 The water in the bathroom
 Flows anti-clockwise down,
 And birds are brightly coloured,
 Not just boring black or brown.

And all those funny animals
 We only see in zoos
 Like wombats and koala bears
 Or jumping kangaroos!
 But people in Australia
 Are just like you and me,
 And one day when I'm older
 I shall visit them and see.



D1, 6-8  You're boy funny, Emma!

1 Before you read

Which boy do you think Emma likes?

Why do you think so?

A It's Wednesday afternoon and Lisa and Emma are at their lockers. They are packing their bags. Jake Howard walks past. He says, "Bye, girls," and leaves. Lisa smiles and says, "Bye, Jake." Emma just watches him.

"Isn't he cool?" Emma whispers to Lisa.

"You're lucky. You've got Italian with him. You can sit and look at him all day!"

Lisa doesn't want to sit and look at Jake all day. She thinks Emma is strange.

"Maybe I can do Italian, and then I can be in your German class, too," she says.

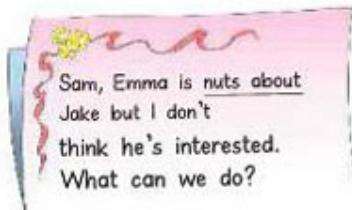
Lisa is surprised. "But you don't like Italian, Emma!" she says. "Remember? That's why you're doing French with Terry."

Emma laughs, "Terry! Who's Terry? Jake is ... well, he's just cool! I must find a way to see him after school. Maybe I can -"

"Emma!" Lisa says. "The bus leaves in ten minutes. Come on! Let's go!" The two girls go to the door of the school. Then Lisa whispers to Emma, "Don't look now, but Jake Howard is behind you."

"Oh, right," says Emma. "And Robbie Williams is with him."

"It's true," says Lisa. "He's just behind you." Emma goes red and turns round. The corridor is empty.



Jake is 4 me.
I really ♥ him. He
wants me 2 meet his
mum 2morrow.
CU on Monday. M

(M is pronounced as /em/,
short for Emma)

More stories? P. 133

2 Talking about the story

What do you think is the best part in the story and why?

Examples: It is where Lisa drops the note.
It is where Jake phones Emma.
It is where Emma says that she's sorry.
It is where ...



3 What happens next?

Complete the sentences.

- Jake walks past and then ...
- The girls meet on the bus and later ...
- Lisa writes a note to Sam and then ...
- Emma talks on her mobile and later ...
- Emma says "Hi, Lisa!" but after that ...
- Lisa gets onto the bus and then ...

4 Match sentences 1-7 to a-g

- The girls are packing their bags
- Emma thinks Lisa is lucky
- Emma is doing French
- Jake rings Emma
- Emma sends Lisa a text message
- Lisa doesn't see Emma on the bus
- Two weeks later Emma is sitting there

because
when
but

- Lisa gets onto the bus.
- Emma gets home from the cinema.
- Jake walks past.
- Emma walks home with Jake.
- he wants to invite her to the cinema.
- she wants to do Italian to see Jake.
- Jake is in her Italian class.

5 A different ending for the story

(→ p. 12/ex. 18-19)

Look at the picture and write a different ending for the story.
Write a short dialogue.



1 Definitions (→ p. 13/ex. 20)

VOCABULARY

S U I O L S

Sometimes you don't know a word. Try to find a good definition!

- a) Read the definitions of the school words and match them with the correct words in the backpack.

Example: They have it every morning and afternoon in schools in England. – registration

1. In this class, pupils do role plays about their problems.
2. Pupils do this in the gym.
3. Technology is one of thirteen of these.
4. You must wear it in Thomas Tallis.

- b) Now write your own definitions for these words:
lunch • locker • sweatshirt • timetable • backpack



2 Schools in Ukraine and England (→ p. 13/ex. 21)

Match sentences 1-5 to a-f. Use the correct verbs.

1. Pupils in Ukraine
2. Ukrainian pupils often
3. Drama teachers in England
4. Pupils in England
5. A lot of English boys and girls

can
needn't
want to
try to

- a. do their homework in school.
- b. leave their books in their lockers.
- c. help pupils with problems.
- d. learn English.
- e. go home when it is very hot.
- f. wear a uniform.

3 Australia, England and Ukraine (→ p. 13/ex. 22)

Collect the information about Australia, England and Ukraine.
Make posters.



1 The new boy (Revision of Simple present → G1) (→ p. 14/ex. 23)

Emma writes to her friend in Bristol about the new boy, Jake.

Complete the sentences with the correct forms of the verbs in brackets.

Hi, how are you? And how is Bristol? I must tell you about the new boy in our year. He's really nice! His name is Jake and he ... (come) from Australia. His dad still ... (live) there. His mum and his brother... (live) near us, and he sometimes ... (take) the bus home with me. They ... (not wear) a uniform in his school in Australia, but they ... (get) a lot of homework. He ... (not play) football, he ... (play) hockey and after school he and his friends ... (go) surfing. He ... (say) it's great! I want to go there next year. But I ... (not have) the money.

2 Questions for the first day (Questions with question words → G1) (→ p. 14/ex. 24)

Join a sentence beginning with an ending to make questions.



- | | |
|--------------|----------------------|
| 1. Where do | we ask? |
| 2. How do | we get the bus? |
| 3. When does | we need for gym? |
| 4. Who do | we get to the sports |
| 5. What do | hall? |
| 6. Why does | he say "G'day"? |
| | lunchtime finish? |

3 Test your understanding

Read text 1 again. With your partner decide if statements 1-6 are true (T), false (F) or there is no information (NI). Find the information in the text to prove your answers.

- Jake is from Australia.
- He lives with his father and mother near Emma.
- He never takes the bus home from school, he always walks.
- Pupils in Australia never wear a uniform.
- Emma wants to go to Bristol.
- Emma and Jake are in the same class.

4 There's a choice (What/Which ... ? → G5) (→ p. 14/ex. 25)

Complete the sentences with **what** or **which**.

Example: Which sports do you play: hockey, football or basketball?

- ... sports do you play: hockey, football or basketball?
- ... languages do you speak?
- ... English towns do you know?
- ... English towns are in your book: Bristol, Bath or London?
- ... languages do you learn at school: French, Italian or German?
- ... animals have you got at home: cats, dogs or fish?
- ... sports do you like?
- ... animals do you like?

Unit 2 What a week!

D1, 9  What do you do in this weekend?

Friday, great! The London Knights are playing at the Arena tomorrow. I must ask the others. Maybe they want to go with me.

Mum is coming after school and tomorrow she's taking me to the Science Museum.

Oh, no! I've got Jade with me all day tomorrow. I'd rather watch football, but she wants to go to London Zoo. Ah, well! On Sunday I can do what I want.

What a week! But tomorrow is Saturday. I get my pocket money. I'd like to go to Camden Market. Maybe Mum can go with me.





1 Who's going where? (→ p. 15/ex. 1-2)

a) Look at the four friends in the picture on p. 22. They are discussing the coming weekend. Where are they going? Use the example.

Example: Terry is going to the

Example: He is going to... in London.
in Kyiv.

We write:	We say:
300,000	three hundred thousand
1,000,000	a/one million

b) Read paragraphs A-D and decide which friends are interested in the places.

A A lot of visitors to London go to Harrods. It's a big department store, and it's expensive. At Camden Market you can buy cheap presents and clothes. It's open every day from 9:00 to 5:30 p.m.

B There are more than 300,000 things here. Young people love the Flight Lab. You can see a lot of different planes there.

C Thousands of people come to the ice rink to watch the London Knights ice hockey team. It is just 15 minutes away from the centre of London and has seats for 500 to 12,500 people.

D Every year more than 1,000,000 visitors come to see the 18,000 different animals here. Tickets for children from three to fifteen are £9.75.

E A lot of visitors to Kyiv go to Ocean Plaza. It's a big shopping centre and it's cheap on sales days. There you can buy different presents. It's open every day from 9:00 to 24:00.

F Museum of Water tells its visitors about the planet hydrosphere and about water in Ukraine. It is interesting to see how people use water. Here you can see functional models which demonstrate how people often waste water. This museum is one of the most interesting attractions in Kyiv.

G The Olympic Stadium /the Olympic National Sports Complex/ is located in the centre of Kyiv. It has seats for 83, 450 football fans. The Stadium is the official home ground of the Ukrainian national football team.

H The collection of Kyiv Zoo numbers over 2,000 animals. Over 130 kinds of trees and bushes decorate the Zoo lands. The Zoo is open from 9 am to 7 pm on weekdays except Mondays, and from 9 am to 8 pm weekends and holidays. The entrance fee is from 10 to 25 UAH.

2 Time and place

Complete the sentences with the words in the box.

to the Arena • to London • every day • to the zoo • at the Science Museum •
 from the centre • in the centre • weekdays • its visitors • on sales days •
 has seats for • one of the most

Example: The market is open every day from 9:00 to 17:30.

1. The market is open ... from 9:00 to 17:30.
2. The Arena is fifteen minutes away
3. The Flight Lab ... is very popular.
4. More than one million visitors come ... every year.
5. The Zoo is open from 9 am to 7 pm on
6. People come ... to watch the ice hockey team.
7. A lot of visitors ... go to Harrods.
8. The Olympic National Sports Complex is located ... of Kyiv.
9. Museum of Water tells ... about the planet hydrosphere
and about water in Ukraine.
10. It's a big shopping centre and it's cheap
11. The Olympic Stadium ... 83,450 football fans.
12. Museum of Water is ... interesting attractions in Kyiv.

3 Let's listen: Plans for the weekend (→ p. 15/ex. 3)

a) Copy the table into your exercise book. Collect the information from the texts about the places.

b) Listen. What new information do you get?

place in London	1. The Arena	2. Camden Market	3. The Science Museum	4. London Zoo
from the texts	ice rink, ...	...	...	...
new	concerts,			
	...			

place in Kyiv	1. The Olympic Stadium	2. Ocean Plaza	3. Museum of Water	4. Kyiv Zoo
from the texts	ice rink, ...	...	...	...
new	concerts, ...			

4 Let's talk: Things to do with friends

- A: Let's go to the ... tomorrow/next
 B: No! That's boring. I'd rather go
 A: OK. I can ask Mum for my pocket money.
 But I'd like to ... before we go there.
 B: OK. Let's meet at ... o'clock at the

5 For my folder: Pocket money

I get pocket money every week on Saturdays. My dad gives it to me. I get ... UAH. I buy presents and ... with it. I always put ... UAH in my piggy bank.



Saying where you are and what it is.

D1, 11 How is your usual weekend?

On Mondays the friends meet to talk about their weekends at school.

Emma: What do you usually do on your weekends, Terry?

Terry: Sam and I go to watch ice hockey matches when London Knights play. They are very good. There are always thousands of people there. But when Sam's mom comes with us, she is always bored.

Sarr: I think she is not bored, Terry. She is just always cold. Do not forget she is from Greece.

Emma: Lisa and I can get cold too when we go to the zoo.

Sam: The zoo? You like the zoo more than Camden Market, Emma?

Emma: Yes, every weekend we go to the zoo, because little Jade fancies the animals.

Terry: Is it always good?

Lisa: Not really. Sometimes Jade is difficult. Then we are fed up with her.

Terry: Why? Is she that difficult?

Lisa: Difficult is not the word. She can be horrible.

Emma: But it's ok. It's not only Jade. We like to go to the zoo too.

There are always little animals there: little elephants, bears...

Sam: There's the bell. Let's go. You can tell us about your weekends after school.

1 How is it? (→ p. 16/ex. 4)

Match sentences 1-7 to a-g. Use the correct verbs.

Example: 1. Terry's weekends are great. Lisa and Emma are ...

- Terry's weekends
- Lisa and Emma
- The London Knights
- Terry and Sam
- Jade
- Sam's mum
- The zoo

is
are

- cold.
- surprised.
- fed up.
- horrible.
- very good.
- terrible.
- great.

▶ The match is cool.
The boys are surprised.

→ G2



2 Let's talk: Where are you?



How is your weekend?

Where are you?

It's great/OK/
boring/...

I am at/in/
with ...

How is your weekend?



There is a bit too much action!



▶ How is it?
Where are you?

→ G4

3 It is Saturday

Complete the sentences with *is* or *are*.

It is Saturday. Sam and Terry ... with Sam's mum in the Arena. There ... an ice hockey match between the Nottingham Panthers and the London Knights. There ... thousands of people at the match. Sam and Terry ... happy because they ... near the ice. But Sam's mum ... cold. There ... a sign behind them: "Café downstairs". And there ... a lot of hot drinks and soups on the menu! But there ... a lot of people in the café. There ... one seat at a table near the window, and the game ... on TV, so she ... happy. The Knights ... really good. It ... a great game, so Sam and Terry ... happy. Sam's mum ... happy, too, because now she ... warm.



- ▶ There is a match ...
There are thousands of people ...
→ G2

4 Sam's dad asks about Saturday (→ p. 16/ex. 5)

Answer Mr Spencer's questions.

Example: Is your mum late this morning? – No, she isn't late.
She is at the station before me.

- Are you with your mum at the Science Museum, Sam?
– No, we ... at the museum. We ... at the Arena.
- Oh, is it a boring game? – No, it ... boring. It ... very good.
- Is your mum happy at the game?
– No, she ... happy at the game. But later she ... happy inside the warm café.
- Are you and Terry cold near the ice? – Yes, we ... cold, but we ... excited.

- ▶ She isn't late.
You aren't at the museum.
→ G3

5 What is right? (→ p. 16/ex. 6-7)

Make questions and answers.

Example: Are Lisa and Emma happy?
– No, they aren't.
Are they fed up?
– Yes, they are.

- ▶ Is she ... ?
– Yes, she is. / – No, she isn't.
Are they ... ?
– Yes, they are. / – No, they aren't.
→ G3



happy • fed up



bored • cold



difficult • horrible



terrible • good

6 For my folder: A great day

Imagine you have a great day every Saturday.
Write a postcard about it to a friend.

My Saturday is a great day. I am
at the zoo with my aunt and
uncle from Turkey. There are
thousands of people here. It is
very cold but it is fun. The tiger
and the elephant are great.



Telling a story

D1, 12  On Monday is writing ...

On Monday evening Emma is writing an e-mail to her friend in Kyiv.

Hi, Kate!

Thanks for your mail. I am happy when the weekend comes. I like to go to London Zoo with my friend Lisa, but not the days when she takes her little sister with her. Jade is only 6. We are happy with her only for an hour. When she is hungry, Lisa usually gives her an apple. Ouch! It always falls on the ground. One of the pigs takes it and eats it. Jade is so unhappy! Sometimes I also have problems with Amina because my little sister can be horrible too.
Write soon. CU, M



1 A terrible week (→ p. 17/ex. 8-9)

Read Emma's e-mail and choose the correct words.

- I am happy when ... comes.
the weekend • school year • holidays
- I like to go to London Zoo ...
with my friend Lisa alone • with my parents • with my friend Lisa and her little sister
- When Jade is hungry, Lisa gives her ...
a candy • a hot dog • an apple
- Jade is always ... at the zoo.
terrible • good • happy



2 A game: Verb dominos (→ p. 17/ex. 10; p. 18/ex. 11-12)

Make 15 cards. Play in groups.



Make two sentences with the verbs given to tell about your weekend.

3 A trip to the zoo (→ p. 19/ex. 13-14; p. 20/ex. 15)

Here are pictures of Emma's trip to the zoo. Put them in the right order and tell the story. The text on page 27 can help you.

Example: 3. Lisa **has** Jade for the day. They



be • give



be • leave



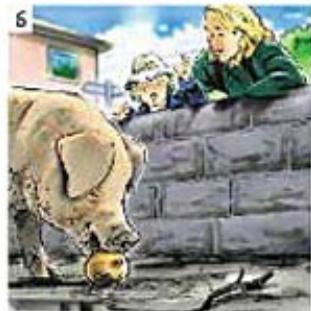
have • go



sit down • fall



find • throw



fall • eat

4 Later that afternoon ... (→ p. 20/ex. 16-17)

How does the story continue? Here are some ideas. Write three or four sentences.

come • go •
see • have • eat •
leave

zoo • burger •
boys • girls •
home • supper

5 Tom's lunch (→ p. 21/ex. 18)

Tell the story. Use the words in the boxes.

Example: Every Saturday Tom goes

go • park

sit • wall

see • cat

sandwich • fall

cat • eat • sandwich

throw • apple



Saying what happens

D1, 13  **Look at your hair, Terry!**

On Wednesday Terry arrives late for school. At break time in the playground he talks to his friends.

Sam: Hey, Terry! What is the matter?

Terry: I've got a problem. Look!

Emma: Good grief, Terry! What is wrong with your hair?

Terry: My dream is always to be blond.

Lisa: But it's green, Terry!

Terry: I know. That's why I'm looking funny.

Lisa: But you can't go to lessons like that.

Sam: Ask your parents to give you a sick note.

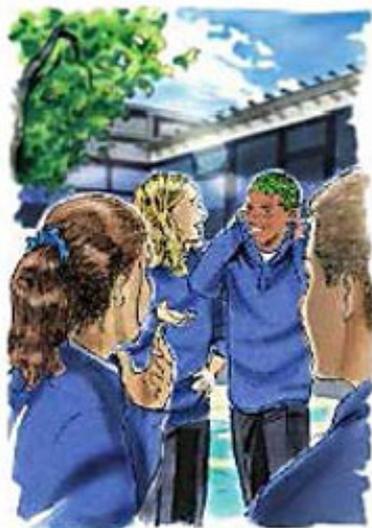
Terry: No! I know my mom is against sick notes. She does not like when I ask her.

Sam: And your dad?

Terry: Oh, he smiles and says "School! School!"

Lisa: Listen, Terry. I've got an idea.

There are two wigs in our drama club for our play. Come on, Emma! Let's find a drama teacher!



▶ Terry wants ...
His dad laughs ...
Lisa and Emma borrow ...

→ G1

1 At break (→ p. 22/ex. 19-20)

a) Complete the sentences with the correct verbs.

Example: 1. Terry **asks** his parents for a sick note.

1. Terry **asks** his parents for a sick note.
2. Emma ... Terry about his hair.
3. Lisa and Emma ... a wig.
4. Terry's dad just ...

5. Terry ... his hair blond.
6. Terry ... late for school.
7. Terry ... to his friends in the playground.

b) Put the sentences in the correct order.

2 What happens next? (→ p. 22/ex. 21)

Complete the sentences with the verbs in the box.

1. Lisa and Emma ... a wig.
2. They give it to Terry and he ... it.
3. They ... it ... OK.
4. When she sees Terry, the teacher ..., "Who's your hairdresser, Terry?"
5. Terry ..., "Lisa and Emma."
6. The teacher is surprised but Sam just ...

borrow • try • say • look •
ask • answer • laugh

▶ He tries ...
They say ...

→ G1

1 Before you listen: Think of the names of animals you can see at different places

Example: At the zoo: elephant, ...

At home: dog, ...

On a farm: sheep, ...



L1, 14

2 Let's listen: Charlie chats with people at the zoo

Listen and correct the sentences.

- Charlie is talking to an old man.
- Every month the zoo has more than ten thousand visitors.
- The zoo opens at eleven o'clock.
- When the first visitors come, Steve plays with them.
- A boy leaves his school bag on the wall.
- A young elephant takes it and puts it in the river.
- The boy shouts and tries to get his mobile.
- Then the boy falls and drops his cap.

LISTENING 3 4 1 1 3

Notes:

- Read the sentences.
- Listen and write down the wrong words.
- Listen again and correct the words.

L1, 15

3a Let's listen: The children's zoo

Listen again. Look at the pictures.

Which animals are not in the dialogue?
Why not?



3b Animals and pets

Read the conversation and do the survey about animals in our life

Kirsty: My family has two pets: Bobby, a dog, and Honey, a hamster. Mum!

Where's the dog food? Bobby's hungry.

Mum: It's in the cupboard next to the cereal.

Kirsty: Here you are, Bobby.

Joe: Is Bobby eating his dinner?

Kirsty: Yes, he is.

Joe: Good dog. I'm going to clean the hamster's cage.

Kirsty: Can I help?

Joe: Yes, please! Are you OK, Honey? Do you want to play with Honey, Kirsty?

Kirsty: Yes, I do. Honey!

Mum: Where are you, Joe?

Joe: I'm cleaning the hamster's cage, Mum.

Mum: Thanks, Joe. I'm going to walk Bobby. Where's his lead?

Kirsty: Here it is.

3c Animal in my life

Talk to your friend and write a short story about animals in his/her life.

1. Do you like animals?
2. What animals do you like?
3. Have you got a pet?
4. What is its name?
5. Do you feed your pet?
6. Where do you get animal food?
7. Does your pet live in your house?
8. Where do you keep your pet?
9. Do you take your pet for a walk? (Do you walk your pet?)
10. Do you enjoy playing with your pet? Why?
11. Does your pet bring joy to you?
12. Can you tell me any interesting stories about your pet?

Do a school survey: *Our School Students and Their Pets*

Write down the results of the survey.

Pet	Class	Number of students	Number of pets	Average per student	The most popular pet	The second most popular pet	The third most popular pet
Cat							
Dog							
Fish							
Bird							
Hamster							
Turtle							
Exotic animal							
Other							

D1, 16 4 Sounds: [s], [z], [ɪz].

a) Listen and notice the pronunciation of the words in the Simple present.

Put the words in the correct column. Practice saying the words.

b) Add the underlined words to the correct column.

1. The friend walks to the elephants.
2. It happens to him.
3. He talks to the visitors in the morning.
4. The elephant plays with the cap.
5. He borrows two wigs.
6. My dad watches football.

[s]	[z]	[ɪz]
...
...

7. Instead of her school uniform, she dresses in her favorite jeans.

D1  **That's why Barker barks!**
17-20



A On Thursday afternoon after school the four friends go to Greenwich with Barker. Terry wants to find a hairdresser. They see a new department store with a sign on it.

It says, "Dogs must stay outside!" So Barker stays at the door. Inside the shop Terry says, "I'd like to go to the hairdresser upstairs." But Emma wants to look at the clothes. Sam and Lisa go with her.

Soon it is six o'clock. A store detective comes over to Sam and the girls. "I'm sorry," he says, "but you must leave. We're closing now".

"OK. But our friend is still in the store, I think," says Emma.

"I'm sorry. You must go now," says the store detective.

"OK. Maybe he's outside with Barker," says Lisa. The three friends walk to the doors with the store detective and he closes the doors behind them. They wait there with Barker. Ten minutes later Terry still isn't with them.

"Where is he?" asks Lisa. "It's cold and I'm hungry. I want to go home."

"Maybe he is in a different store," says Sam. "Or maybe he is at home."

It is dark now. The friends start to go down the street.

More stories? P. 134

What happens next?

Work in pairs. Read the sentences and choose the three that will help you to finish the story.

Begin your sentences with the phrases:

I think....

I guess...

Maybe...

I am sure...

1. Terry goes to the cinema with the hairdresser.
2. Terry hides in the store.
3. Terry is behind the store.
4. Terry is still in the shop.
5. Terry is in the toilet.
6. Terry knows that the store is closing.
7. Terry does not know that the store is closing.

8. He is in a different store.
9. Terry is outside with Barker.
10. The store detective helps the friends to find Terry.
11. Terry is at home.
12. The three friends meet Terry near his house.
13. Terry is in the hospital.
14. The friends go to Terry's parents and tell them about Terry.
15. The friends look for Terry everywhere in the town.
16. The friends find Terry in the park.
17. The friends see Terry in a café.
18. The friends go to the police and ask for help.
19. The police find Terry and bring him home.
20. The police don't find Terry.
21. Barker finds Terry behind the store.
22. Barker hears Terry's voice.
23. Terry's friends help him get out of the store.
24. The police help Terry get out of the store.
25. The four friends are together again.

1 Who says this?

Look at the story quickly and find which people say these things.

Example: 1. You can go home now. **The police officer.**

- | | |
|--|--------------------------------------|
| 1. Dogs must stay outside. | 5. Our friend is still in the store. |
| 2. Maybe he is at home. | 6. Maybe he is outside with Barker. |
| 3. I'd like to go to the hairdresser upstairs. | 7. Maybe he is in a different store. |
| 4. You must leave. | 8. We are closing now. |

2 Terry's adventure

Join a sentence beginning with an ending. Use **when**, **because** or **and**.

Example: 1. The friends are in Greenwich **when** they see a shop with a sign on it.

- | | | |
|---|---------------------------------|--|
| <ol style="list-style-type: none"> 1. The friends are in Greenwich 2. Barker stays at the door 3. Emma wants to look at the clothes 4. The friends want to look for Terry 5. The friends must leave 6. The three friends go out of the shop 7. Lisa wants to go home | <p>when
because
and</p> | <ol style="list-style-type: none"> a. Sam and Lisa go with her. b. it's dark and she is hungry. c. the store is closing. d. the store detective closes the doors behind them. e. dogs must stay outside. f. he isn't with them yet. g. they see a shop with a sign on it. |
|---|---------------------------------|--|

D1, 21 **1 Let's listen: Numbers and pounds** (→ p. 24/ex. 24)

Listen to these numbers and say them. Then write the words in your exercise book.

Example: 1. Fourteen pounds, twenty-five p.

- | | |
|--------------|-----------------|
| 1. £14.25 | 7. £650,000 |
| 2. 1,046 | 8. 325,000 |
| 3. 1,500 | 9. £623,75 |
| 4. 3,000,000 | 10. 16,500,000 |
| 5. £5.15 | 11. 2007 |
| 6. 2010 | 12. £24,000,000 |

▶ 100 = one hundred
 150 = one hundred and fifty
 1,005 = one thousand and five
 1,500 = one thousand five hundred
 100,000 = one hundred thousand
 1,000,000 = one million

D1, 22 **2 Let's listen: Fact-file on London**

- a) Sam and Terry are surfing the Internet for things to do in London at the weekend. Terry finds a page of facts. Listen and complete the table.

- *** b) Make a fact-file for the capital of Ukraine – Kyiv. Use the same table.

fact	number
people in London	7,000,000
languages in London	...
people on buses	
visitors every year	
child's ticket	
group ticket	
street markets	

3 Word Stars

Guess words marked by stars to name the places in the pictures below.

**4 Where are they?** (→ p. 24/ex. 25-27)

Use **in**, **at** or **on**.

- | | | |
|---------------------------|---------------------|------------------------|
| 1. in a café | 5. ... the DLR | 9. ... the ice rink |
| 2. ... a bike | 6. ... the museum | 10. ... a horse |
| 3. ... the market | 7. ... the bathroom | 11. ... a zoo |
| 4. ... a department store | 8. ... the bus | 12. ... the playground |

1 Jade's story (Simple present : is/are; isn't/aren't → G2/G3) (→ p. 25/ex. 28)

Jade tells a friend about the zoo, but Lisa corrects her. What does Lisa say?

Example: Our parents *are at home*. – No, they *aren't*, Jade. They *are at the café*.

- The zookeeper is really *happy*.
- I am very happy *all day* at the zoo.
- I am not really hungry *all day*.
- The elephants are *boring*.
- It is *easy* to get my hat.
- Lisa is very angry with the pig.

2 Barker's story (Simple present) → G1 (→ p. 25/ex. 29)

Complete the sentences in Barker's story with the correct forms of the verbs in brackets.

I usually (*wait*) outside with the other dogs. Sometimes people (*stop*) and (*play*) with us. They even (*give*) us their sandwiches. From time to time little boys (*talk*) to me and then they leave. When the store (*close*) and Lisa (*come*) out, I (*be*) really happy. When I'm happy I always (*jump*) up on her and then she and her friends (*follow*) me. Sometimes we stop and (*play*) in the playground where there (*be*) many other dogs. Lisa (*play*) with me and her friends (*watch*) us. When I get hungry I (*bark*). Lisa (*understand*) me and we (*go*) home. I like our outings together.

3 Telling a story (Simple present) → G1 (→ p. 25/ex. 30)

Look at the pictures and tell the story. Use the words in the box. Begin your story with:

Every Saturday Tom watches TV.

He watches Supermouse. Every day ...

every Saturday • then •
every evening



watch • see



go • buy



look at • put on



dye • say



find • be



shout • wash

1 Dave's free morning (Simple present → G1/G13 and present progressive → Band 1)

Dave works on a farm. He often has a lot of things to do. But he has a free morning.

What does he often do? What is he doing this morning?

- 6:00 – feed the cows
- 8:00 – take the vegetables to market
- 9:30 – feed the dogs
- 10:00 – collect eggs
- 10:30 – check on the sheep
- 11:00 – help the farmer with the pigs

I'm working.
He's sleeping.
They're playing.
→ Band 1

Example: 1. At 6:00 Dave often feeds the cows. At 6:00 this morning he is sleeping.



6:00 sleep



8:00 listen



9:30 have



10:00 check



10:30 read



11:00 phone

2 A boring day (Simple present → G1/G13 or present progressive → Band 1)

Put the verbs in brackets into the correct form of the Simple present or Present progressive. Look for signal words.

Example: Emma and Lisa **sometimes** go to the park on Sundays.

But **today** they **are sitting** in Lisa's room.

- They often (*take*) Barker out in the afternoon but it (*rain*) now.
- It is June but at the moment Emma (*wear*) a warm sweatshirt. She never (*wear*) a sweatshirt in June but it (*be*) cold today.
- At the weekend the two girls sometimes (*meet*) Terry and Sam in Terry's shed. They often (*play*) computer games there.
- But at the moment Terry (*visit*) his cousins. They (*have*) a party today.
- Mr Taylor always (*make*) scones or a cake on Sundays. He (*make*) scones in the kitchen at the moment.
- Barker (*want*) to go outside but the girls (*want*) to stay at home.
- So now Mr Taylor (*take*) him to the park and Lisa and Emma (*make*) scones.
- Lisa never (*make*) scones. She (*hate*) cooking. But today she (*have*) fun.

Simple present
always / sometimes / often / never
Present progressive
at the moment / now / today

3 It is terrible. ('be' → G2/G3)

Complete the sentences with *is/isn't* or *are/aren't* or *am/am not*.

Sam: How ... your weekend, Terry?

Terry: Don't ask. It ... terrible!

Sam: But ... you in Bristol?

Terry: No, Sam, we ... in Bristol. We ... in Bath.

Sam: So what ... so terrible?

Terry: It is Saturday afternoon. Dad and I ... at a football match.
The Greenwich players ... very good.

I ... really angry. What about you? ... you out with Lisa and Emma?

Sam: No, I ... I ... with my dad. The girls ... at Lisa's house and I ... at his fishing club.

Terry: Oh! ... that a bit boring?

Sam: Yes, it ...

Terry: Oh, it's time for me to go. Call you soon.

4 Super Barker! (Question words with 'is/are' → G4)

Barker helps a store detective. A reporter interviews Lisa. Complete his questions.

Example: 1. Where is your dog on Thursday afternoons? – Barker is in my mum's café. He ...

Who?

What?

1. ... your dog on Thursday afternoons? – Barker ... in my mum's café.
He ... at the window.

2. ... with Barker in the café? – My mum ... there. But she ... busy.

3. ... time ... it? – It ... half past four.

How?

4. ... the two men? – They ... outside the music shop.

5. ... Barker excited? – The men ... very strange. They ... small but their jackets ... very big.

Why?

Where?

6. ... under their jackets? – There ... a lot of CDs.

7. ... the store detective? – She ... there, too. She ... with one of the men.

8. ... the other man? – He ... under Barker.

9. ... Barker when he gets his new bed? – He ... very happy. Now he has got two beds.

5 A letter from home (Simple present → G1/G2)

Complete the sentences with the correct forms of the verbs in brackets.

Hi, Jake!

How (be) you and how (be) Greenwich? We often (talk) about you and your family here in Perth. I (start) my new school and (meet) my new teachers. Mrs Peters (be) our class teacher. Guess what she (do) on the very first day! She (give) us homework. It (be) Maths and the questions (be) very difficult. In class I (sit) next to this girl. Her name (be) Sophie. Every year she and her family (come) here from Germany. She (think) that all Australians are good at surfing. I (ask) her, 'Do all Germans (wear) Lederhosen?' She (laugh).

How (be) you? Please write and tell us.



Unit 3 We all need friends!

Problem page



Susan writes:

The kids in my new school don't want to play with me at lunchtime and they laugh at my Scottish accent. I often cry. What can I do? Have a good time.
Susan

Here are your answers:

Dear Susan,
Two boys in my last school try to take my pocket money. In such situations my parents usually speak to the teacher.
The teacher talks to the boys and their parents. After that they stop.
Yours, Jake

Hey Susan!
I have a problem with some boys in my class. I'm very small. My cousin Todd from America visits me every summer. He's really tall. When they see him with me, they are very surprised.
They stop laughing at me.
Roger



Hi Susan!
A new girl in our hockey team, Debbie, hates me because I'm so good at hockey. She hits me on the head in a game. But then she says she is sorry. Now we often meet at my house and talk.
We are best friends now.
Nicole



1 Sentence composition

Join a sentence beginning with an ending. Use the correct form of the verb **bully**.

(p. 27/ex. 1-2)

1. The bullies in the class	bully	Susan	because	she has got a Scottish accent.
2. Debbie		Nicole		he is small.
3. Two horrible boys		Roger		they want his money.
4. The kids at school		Jake		she is good at hockey.



2 An answer to the problem (→ p. 28/ex. 4)

- Work in pairs. Discuss Susan's problems and decide what advice to give Susan. Write a letter to the problem page. Compare letters with a partner.

D1, 23 3 Let's listen: 'Friends' at night (→ p. 28/ex. 3)

Lisa and Emma are talking about 'Friends'. Their names are Phoebe, Monica, Rachel, Ross, Joey and Chandler.

Listen and match the conversations to the pictures. Guess the characters.

Example: Phoebe must be number 1 because she's ...
Monica must be ...

WRITING

How to write a letter:

Start with: Dear ... ,

What ... (The first word has a capital letter.)

Finish with: Yours, (your name)



4 Let's talk: A good friend

Tell the class about your friend.
Answer the questions.



5 For my folder: My best friend

Who is your best friend?

Write about your best friend.

Name?
Where from?
Things you do together?



D1, 24  I'm sorry

On Friday at six o'clock Terry sends a text message to Jake: "meet u at the youth club at 7". Terry goes to the club, but Jake doesn't come. The next day he goes to Jake's house. Jake opens the door and takes Terry to his room.



Terry: What's up, Jake? You don't answer my message.

Jake: Erm... No. We are with Liza. We ... are doing my Maths homework.

Terry: You what?

Jake: Terry, don't tell the others, please! I have a real problem with Maths.

1 Find the questions (→ p. 29/ex. 5)

How does Terry ask about

1. Jake?
2. his friend?
3. a message?
4. a club?

Do I do my homework?



▶ ... you ... ?

... she ... ?

→ G1

▶ Does he send ... ?

- Yes, he does.

- No, he doesn't.

→ G1

 2 Do they do that? (→ p. 29/ex. 6-7)

a) Put the words in the correct order to make questions. Answer the questions.

- | | |
|--------------------------------------|--|
| 1. Does • Jake? • visit • Terry | 4. they • Do • play • computer games? |
| 2. do • they • Jake's homework? • Do | 5. Lisa? • phone • Do • they |
| 3. Terry and Jake • TV? • Do • watch | 6. to Jake's house? • go • Does • Lisa |

 b) Work in pairs. Test your partner like this.

Example:

A: Does Jake go to Lisa's house?

B: No, he doesn't. Does Terry ... ? Go on, please.

- | | |
|---------------------------------------|-------------------------------------|
| 1. Jake goes to Lisa's house. | 4. Terry goes over to Jake's house. |
| 2. Terry sends a postcard to Jake. | 5. Lisa invites Terry for supper. |
| 3. Lisa helps Jake with his homework. | 6. Terry goes to the club. |

3 A plan: To do or not to do? (→ p. 30/ex. 8)

Emma has a lot of plans for the weekend.
What does she do? What doesn't she do?

Example: She **doesn't** send a present to Fiona.

Saturday

- send a present to Fiona ✗
- do English homework ✗
- learn her lines for the play ✓
- visit Terry ✗

▶ Emma **doesn't** send a present to Fiona.

→ G1

Sunday

- finish Geography project ✗
- go shopping with Lisa ✓
- learn words for German ✗
- call Sam ✗



4 A survey: Every week

a) Work in small groups. Think of five different activities and write them in the table. Ask 'Do' questions about their activities and listen to the answers.

Example:

You: Gabi, do you watch TV every week?

Gabi: Yes, I do.

You: Do you go to a youth club?

Gabi: No, I don't.

You: Do you ...? Go on, please.

b) Use your table. Tell the class about activities in your group.

Example: In our group four pupils watch TV. Six pupils go to ...

Activities every week	Gabi	Linda	...
1. watch TV	☹		
2. go to a youth club	☹		
3. ...			
4. ...			
5. ...			



5 Let's talk: Your teacher

Ask your teacher.

▶ Do you go to discos?

- ... eat at burger bars?
- ... have a girlfriend?
- ... wear strange clothes?
- ... have long hair?



Yes, I do.

Do you go to discos?

6 For my folder: I'm sorry about Sunday

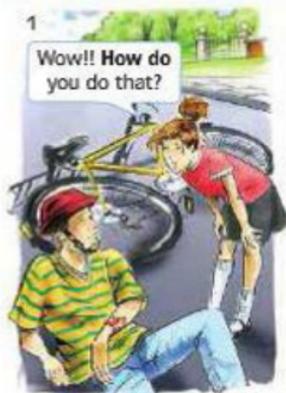
Write a polite letter to your teacher.

Say why you don't do your homework.

Dear ...
I'm sorry I ...
I am ...
Yours, ...

I'm always polite!

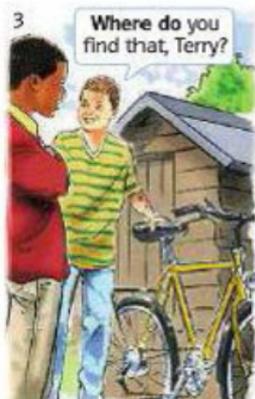


D1, 25  How do you do that? (→ p. 30/ex. 9)

a. On Saturday Sam borrows his dad's bike. He tries a trick in the park, but he falls off. He hurts his arm and his face. He phones his friend, Terry.



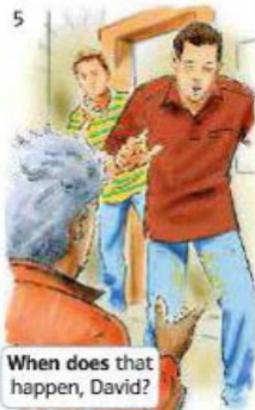
b. Sam is worried. The chain is off and it isn't easy to put it back. Terry helps him. Then the boys go to Terry's house.



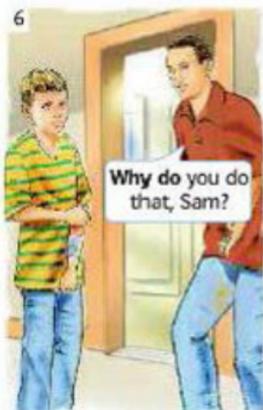
c. The boys clean the bike, but there are still black marks on it. Terry finds some yellow paint and soon the bike looks like new.



d. Sam's dad takes him to the doctor. She tells him a lot of jokes. Then she checks his eyes, his ears and his arm. His arm isn't broken and his head is OK.



e. Later, Sam's dad rides his bike. He comes home and Grandma sees a terrible yellow mark on his new blue trousers. Sam feels terrible!



f. He tells his dad about the paint. "But, Sam," says his dad, "those are old marks. That's why it is so cheap."

1 What does 'that' mean? (→ p. 30/ex. 10)

Look at the pictures.

Example: In picture 1 'that' means
'fall off the bike'.

► What does Sam do?
How does Sam feel?
→ G1

fall off the bike ✓ •
hurt your arm •
yellow paint •
put marks on the bike •
paint the bike •
a yellow mark on
his trousers

2 Questions about the accident (→ p. 31/ex. 11)

Ask your partner about Sam. Begin your questions
with *what, where, when, why* and *how*.

D1, 26 3 Let's listen: Parts of the body (→ p. 32/ex. 12-13)

a) Match the words to the numbers.

Example: Number 1 is 'eye'.



b) Work in pairs.

Test your partner like this.

A: What do you hurt?

B: I hurt number 2.

A: Ah! You hurt your ...

Go on, please.

finger

elbow

nose

knee

toe

hand

stomach

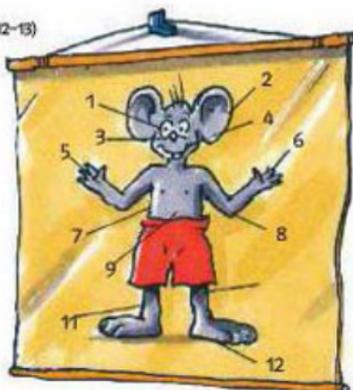
leg

eye

back

mouth

ear



4 A joke a day keeps the doctor away

Here are some of the doctor's jokes.

Match questions 1-8 to answers a-h.

Example: Why does the chicken cross the road?

- To get to the other side.

Questions

- Why does the chicken cross the road?
- Why does the fox cross the road?
- Where does the sheep go at break time?
- Why does the elephant wear red trousers?
- What does the mouse say to the camera?
- Why does the farmer buy a brown cow?
- Why does the Maths book look unhappy?
- Where does the sheep go on holiday?



Answers

- His white trousers have a mark on them.
- Cheese!
- To Baaaaaath.
- To the baaaaaathroom.
- To get to the other side.
- Because it has a lot of problems.
- He wants that chicken!
- Because he wants chocolate milk.

Defining people and things with *who* and *which*

Books which you can read

Mrs Carter's class is doing a project about these books.

Two friends who come from Australia

The accident which changes my life

Animals which live in town

The bully who cries

1 Book titles (→ p. 33/ex. 14-15)

a) Which title goes with which book?

The bully who cries

b) Join two sentences into one using *who* or *which*.

Animals which live in town

Example: This is the story of a kid. He has problems at home.

This is the story of a kid **who** has problems at home.

- This book is about animals. They live in town.
- In this story we read about young people. They come from Australia.
- Under the title you can see an accident. It happens in the street.
- This is a story about a school. It has a lot of difficult pupils.
- In this book there are animals. They hide in the park.
- This story is about a girl. She does tricks on her bike in the street.

w	h	w
h	h	h
person		thing
		c
		h

→ GS

c) Work in pairs. Match the sentences from 1b to the book titles in 1a, as in the example.

Example: This is the story of a kid who has problems at home.

– That's *The bully who cries*.

d) Write a book title about bullies or friends. Make a cover for your book.

2 People and things in a crossword puzzle

Explain the words in the puzzle, as in the example.

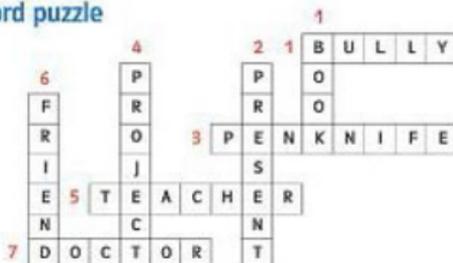
Example:

1 across: A person who hurts other people.

1 down: A thing which you can read.

2 down: A thing ...

Go on, please.



D1, 27  **1 Let's listen: Friends and enemies**

Today Charlie is talking to two young people about a film.

Find the following information:

1. The title of the film.
2. The hero.
3. His enemy.
4. His friend.

D1, 28  **2 Let's listen: What's the film about?**

Listen again. Write five sentences about the film.

You can use these words:

magazine

kitchen

the President

lemonade

the White House



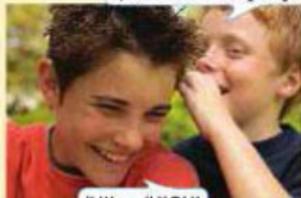
The President lives in the White House.

D1, 29  **3 Sounds: The same sound, different spelling**

a) Look at the pairs of words below and listen to the sentences. Which word can you hear? If you hear the word on the left, clap one time. If you hear the word on the right, clap two times.

- | | |
|-------------------|-------------------|
| 1. write or right | 4. their or there |
| 2. ours or hours | 5. high or "Hi!" |
| 3. "Bye!" or buy | |

How do you spell the word [hai]?



'Hi' or 'HIGH'.



b) Find more words with the same sound but a different spelling. Ask your partner to spell them.

A: How do you spell the word ['hai]?

B: You can spell it 'H I' or 'H I G H'.

A: Right! Now it's your turn.

B: How do you spell ...? Go on, please.

too or ... • they're or ... •
know or ... • hear or ... •
where or ... • ... or ...

D1, 30  **4 A song: You've got a friend in me** (Text: Randy Newman © Walt Disney Music)

You've got a friend in me (2x)
When the road looks rough ahead
And you're miles and miles
From your nice warm bed
You just remember what your old pal said
Boy, you've got a friend in me
You've got a friend in me (2x)
If you've got troubles, I've got 'em too
There isn't anything I wouldn't do for you
We stick together and can see it through
Cause you've got a friend in me
You've got a friend in me



D1
31-34

1 We're watching you!

1 Before you read

Are there any bullies in your school? How can you tell? What do they do?

A On Monday Lisa's class have a Maths test. At break time the pupils talk about it. "How do you find the test, Jake?" asks Terry. "I find it difficult."

"It isn't easy," says Jake. "Do you know all the answers, Lisa?"

"No, I don't know all of them," she says. "But I think I get most of them right."

On Friday they get their marks and Lisa is very happy because she only gets two questions wrong. Later at home Emma says, "Let's go into town."

"OK," says Lisa. "But I must tell my mum." Lisa takes her mobile phone from her bag. "Wait, I've got a message," she says. She looks at it.

"Who's it from?" asks Emma. Lisa doesn't want to say. Emma thinks it must be a boy.



More stories? P. 135



2 Answer the questions, choosing the correct phrase. (→ p. 34/ex. 16)

- How does Terry find the Maths test?
 - easy
 - difficult
 - tricky
- When do the pupils talk about the test?
 - after school
 - in the break
 - at lunchtime
- Where do Lisa and Emma go after school?
 - to the cafeteria
 - into town
 - to the zoo
- Where do they meet Sam and Terry?
 - at the jazz café
 - in the cafeteria
 - at the burger bar
- What do the four friends do on Monday?
 - talk to Mrs Richards
 - phone Mr Rose
 - talk about the test
- When do they get their marks?
 - on Monday
 - on Friday
 - on Wednesday

3. Test your understanding

Read a continuation of the story on p. 135. Work with your partner and decide if statements 1-8 are true (T) or false (F). Find the information in the text to prove your answers.

- Lisa is happy when she gets messages.
- Lisa doesn't show the message to Emma.
- Terry knows who writes messages.
- The messages come often.
- The four friends talk to the teacher.
- Lisa does not know why she gets the messages.
- Some pupils write to her to say they are sorry.
- The teacher is happy that Lisa shows her the messages.



4 How does the story end? (→ p. 34/ex. 17)

What do you think happens next? What do the bullies do next? What does the teacher do then? What do the friends do then? Do they catch the bullies? Write an ending.

WRITING 5 4 1 1 1 5

Before you write:

- Read the story again.
- Answer the questions.
- What do you think happens?



5 The bullies say they are sorry

Imagine the bullies are writing a note to Lisa. They want to say they are sorry. Finish the e-mail.

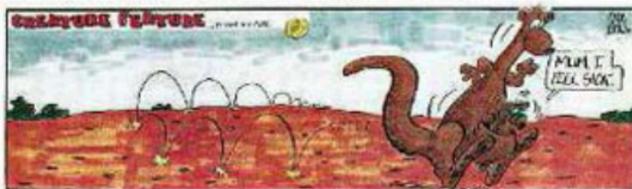
Hi Lisa,
On Friday we get our Maths marks. My friends and I are bad at Maths, but you are so good. We ...

Some more ideas:

be jealous • have some fun •
don't want to worry you •
I'm sorry

1 Guessing words

Look at the baby kangaroo's face. Guess what "I feel sick." means.



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2 Using a dictionary (→ p. 35/ex. 18; p. 36/ex. 19-20)

If you can't guess a word, you can look it up in a dictionary.

LOOKING UP WORDS

S T I L L E

- a) The words are in alphabetical order. For example, you don't know the word 'sick'.

Look under the letter 's' first. Now look under 'si'. The word 'sick' comes between 'shy' and 'side'.

S

sa-

sc-

se-

sh- sha- ... shy

si- **sick** ... side

sick means *ill* especially American English, suffering from a disease or illness, for example,
 His mother's very **sick**.
 a **sick** child
 a **sick** animal
 [+ with] I am **sick** with flu.

Many English words have more than one meaning. We use the word 'sick', for example, to tell about people who worry, feel tired/bored, are going to vomit. If we say "a sick joke" we mean 'a strange joke'.

- b) Work in pairs. Read the sentences below and identify what meaning is used.

- The sick child needs a doctor.
- They are sick of life in the big city.
- They are worried sick about the boys.
- Can I go to the toilet, please? I feel sick.
- Terry, that's a really sick joke.
- The baby is sick on her new jacket.

* 3 More meanings

If you are not sure you know the word, look it up in a dictionary.

- It makes him sick when he sees fish in a supermarket.
- She always has a sick bag when they go to Scotland by car.
- The school has a sick bay for kids who are sick.
- When you are sick and can't work, you get sick pay.

1 Grandma gets it wrong (→ p. 37/ex. 21)

fall off

yellow

terrible

new ✓

doctor

trick

trousers

What does Sam say?

Work in pairs. Take turns giving statements and responding to them, as in the example.

Example: Grandma: Sam borrows his dad's old bike.

Sam: I don't borrow his **old** bike. I borrow his **new** bike.

1. Sam tries a new game in the park.
2. Some boys push him off the bike.
3. He and Terry put black paint on the bike.
4. Sam's dad takes him to the school nurse.
5. I see a horrible mark on his T-shirt.
6. Sam feels really happy.

2 Sam's accident (→ p. 37/ex. 22)

Complete the dialogue using the phrases in the box below.

Example: Emma: **Do you see Terry every day?** ✓

Sam: **Yes, I do.**

Yes, I do. ✓

No, I don't. ✗

Emma: ... to the park? ✗

Sam: ... Terry have homework?

Emma: ... some tricks? ✓

Sam: ... But I fall off.

Emma: ... your bike? ✗

Emma: Oh! ... your arm? ✗

Sam: ... I take my dad's bike.

Sam: ... But it still hurts.

Emma: ... it to you? ✗

Emma: ... to the doctor? ✓

Sam: ... I borrow it.

Sam: ... I'm OK.

Do you break ...

Do you go ...

Do you take ...

Do you do ...

Do you two go ...

Does he give ... ?

Do you see ... ✓

3 Guess who or what it is (→ p. 37/ex. 23)

Work in pairs. Make the sentences with the information given, as in the example. Ask your partner to guess a word.

Example: name of a tunnel / it goes under the Thames.

It's the name of a tunnel which goes under the Thames.

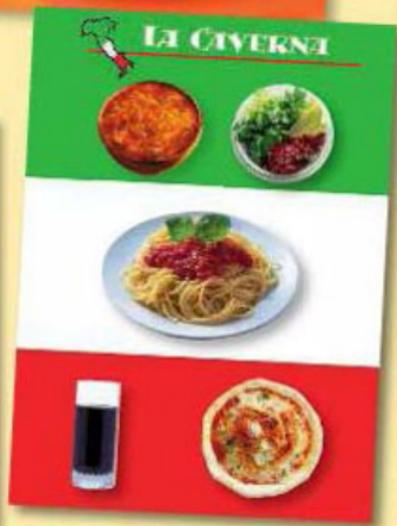
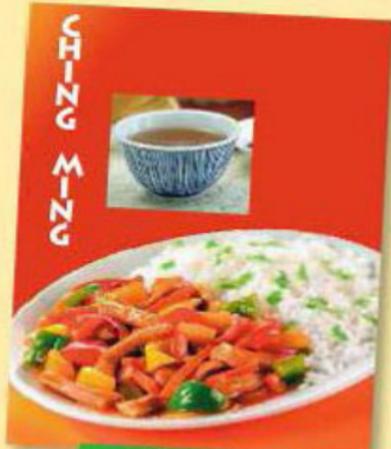
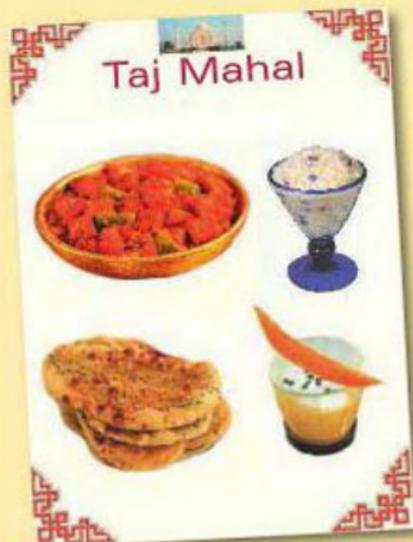
- The Foot Tunnel.

1. a person / works in a hospital at night
2. a game / begins with the letter 'h'
3. a place in London / has got a lot of animals
4. a very famous woman / lives in Buckingham Palace
5. a part of your arm / is between elbow and fingers

Unit 4 You are what you eat!

Takeaways in Greenwich

Sam and Emma are looking at these takeaway menus.





1 Takeaway menus (→ p. 38/ex. 1-2)

- a) Which restaurant sells foods and drinks given in the table below? Match the words in the table to the pictures above, as in the example. Example: Spicy lamb curry is on the menu from the Taj Mahal.

- b) Copy the lists from part a) and add more menu words to them.

Main courses	Starters, desserts	Drinks
pizza with ham and cheese	minestrone soup	
spicy lamb curry	Indian bread	lassi
sweet and sour pork	rice	tea
sausage and chips	salad	mineral water
chicken and chips	rice pudding	lemonade
fish and chips		coke
spaghetti		



2 Let's talk: What food do you like?

Work in small groups.
Tell about your favourite food.
Use the prompts below.

- ▶ I like ...
- I don't like ...
- I hate ...



DZ 1 3 Let's listen: What's for supper?

(→ p. 38/ex. 3)

- Which food does Sam hate?
a. soup b. spaghetti c. fish d. chips
- What can't Grandma eat now?
a. Indian food b. fish and chips
c. Italian food d. Chinese food
- What doesn't Mr Spencer order?
a. soup b. salad c. spaghetti d. sandwiches
- Where do they order their takeaway?
a. Taj Mahal b. Greenwich Supper Bar
c. Ching Ming d. La Caverna

My favourite food: Turkish tea and 'baklava'



4 For my folder: A menu

- a) Make a list of your favourite foods and drinks. You can illustrate them with pictures or photos.
- b) Tell the class about your favourite foods and drinks, as in the example. Example: My favourite food is Turkish. On my menu there is a dessert. It's ...

Comparing things and people

D2, 2

Fast food

Sam and Emma are setting the table.
The bell rings.

Emma: That's what I call 'fast food'.

Sam: I think Ching Ming is faster.

Emma: Yes, but the food at La Caverna is better.

Sam: Well, Ching Ming can't be worse than school lunches.

Emma: School food isn't bad. The rice pudding is the best. The worst place is the Supper Bar. Everything is with chips!

Mr Spencer: Supper is ready! The soup is Grandma's and the salad is for me. Hands off!

Sam: Salad? No thanks, Dad. Nothing is more boring than salad.

Mr Spencer: Or healthier? Salad is healthy!

Emma: It's maybe the healthiest food, but it's also the most boring. Pizza is tastier. But this pizza is bigger than I can even imagine.

Sam: Don't worry. We can help you!



GRAMMAR SKILLS

Making a grammar rule:

1. Find examples in the text and add them to your table.
2. How do you make the comparative of adjectives like 'fast', 'big' and 'healthy'?
3. How do you make the superlative of these adjectives?

1 Comparing

a) What do Sam, Emma and Mr Spencer think about salad?

b) Copy the table and complete it with the comparative and superlative adjectives.

adjective	fast	...	...
comparative	faster	bigger	...
superlative	...	...	(the) healthiest

c) Make a grammar rule for comparing adjectives.

2 Different kinds of food (→ p. 39/ex. 4)

Compare the foods, as in the example.

Example: **sweet** A banana is **sweet**. A cake is **sweeter than** a banana.
But chocolate is **the sweetest**.

1. healthy cheese • fish • vegetables
2. big German burgers • American burgers • Australian burgers
3. hot soup • tea with milk • tea without milk
4. nice apple cake • chocolate cake • birthday cake



3 I think pizza is the best! (→ p. 39/ex. 5)

- a) Compare the foods in the pictures, as in the example. Use the words in the box.



Example: I think chicken is good. It's **better than** ...
But ... is **the best**.

good → better → (the) best
bad → worse → (the) worst
→ G6

food ✓ • seasons • tests • days



- b) Draw more things and compare them.

4 Comparing food (→ p. 40/ex. 6-7)

Choose adjectives in the boxes and compare different ideas, as in the example.

Example: I think Italian food is interesting, but Chinese food is **more** interesting. Indian food is **the most** interesting.

- Italian food • Indian food • Chinese food
- green salad • old vegetables • cold soup
- old cheese • fish • cat food
- school food • fast food • baby food
- party food • food at home • food in a restaurant
- the recipe for pizza • the recipe for scones • the recipe for a chocolate cake

interesting → more interesting
→ (the) most interesting
→ G6

interesting

exciting

boring

expensive

terrible

difficult



5 A group opinion: Food

- a) Collect superlatives about food from your group.

Example: The most interesting is
Indian food.
The cheapest is ...
The best is ...

WRITING

S T I L L S

Reporting on opinions:

- Make notes and use them.
- Start with "We think ..."

- b) Tell the class about your group's opinions. Make a class chart.



6 Let's talk: People in your group

Find the three smallest/tallest/fastest/... in your group and compare them.

Example: Derek is tall. But Daniel is taller than Derek.
Robert is the tallest boy in our group.

small • tall • fast
• old • young •
heavy • funny

Giving advice or instructions, making suggestions

D2, 3   **Should I go on a diet?**

Mr Jackson isn't as fit as he would like to be. He imagines himself to be a child who is able to run. But now he feels tired and his trousers are too small.

Mr Jackson: Wow! I need to lose a few pounds. I must go on a diet!

Terry: Dad, we're learning about food in Science at the moment. Dr Bell comes to our lesson and talks about diets. He gives us these tips.

Mr Jackson: These tips look good, Terry. Let's go jogging in the park together!

DR BELL'S TIPS

1. You must watch what you eat, but you needn't go on a diet, and you mustn't stop eating.



2. You must plan your day. You mustn't go without a meal. Don't forget breakfast!



3. You needn't go without your favourite food, but you should eat a salad and fruit and vegetables every day.



4. You shouldn't eat between meals. But you should drink a lot of water.



5. You should exercise 3 or 4 times a week, but you needn't exercise for hours. Thirty minutes is OK.



6. Go to a doctor before you go on a diet or start to exercise.

 **1 How to get fit** (→ p. 41/ex. 8-9; p. 42/ex. 10)

a) Which tip do you think is the most important? Why?

b) What advice does Dr Bell give to Terry's class? Join a sentence beginning with an ending to make suggestions.

Example: You **must** see a doctor before you go on a diet.

▶ You **must** watch ...
You **mustn't** stop ...
You **needn't** go on ...

→ G7

You **must**
You **mustn't**
You **needn't**

+ eat more salads and vegetables. • feel hungry. • exercise. •
eat more fruit. • do sports every evening. • go without
breakfast. • watch what you eat. • plan your day.

 **2 You mustn't do that here!**

Make lists: What **must/mustn't** you do at home/at school?

What **needn't** you do at home/at school?

At home I **must** ...

At home I **mustn't** ...

At home I **needn't** ...

...

At school I **must** ...

At school I **mustn't** ...

At school I **needn't** ...

...

3 Terry's suggestions (→ p. 42/ex. 11; p. 43/ex. 12)

What are Terry's suggestions for his dad?

Match sentences 1-6 to a-f. Use **should/shouldn't** in your suggestions, as in the example.

Example:

Mr Jackson: I'm on a diet and I'm always hungry.

Terry: You **shouldn't** go on diets! You **should** eat small meals.

- | | |
|--|--|
| 1. I'm on a diet and I'm always hungry. ✓ | a. eat a lot of fast food • try different salads |
| 2. I get tired and red in the face when I run a lot. | b. go without a meal • always eat breakfast |
| 3. I'm not fit, but I can't do sport every day. | c. run • exercise every day |
| 4. I like fast food and hate boring salads. | d. go on diets • eat small meals ✓ |
| 5. I need sweet things when I'm tired. | e. do sport every day • exercise every week |
| 6. I never eat breakfast; I don't have time. | f. eat sweet things • eat fruit |

▶ You should eat more fruit. You shouldn't eat a lot of sweets.

→ G7

4 What do you eat?

a) Do this quiz. How many points do you get?

- How many times do you eat **vegetables** every week?
7 or more = 10 points 6-4 = 5 points fewer than 4 = 0 points
 - Do you have **breakfast** before school?
yes = 10 points no = 0 points
 - How much **milk** do you drink every day?
two glasses = 10 points one glass = 5 points none = 0 points
 - How many **apples** do you eat every week?
five or more = 10 points 2-4 = 5 points 0-1 = 0 points
 - How many times do you eat **sweets** every week?
0-1 = 10 points two or three = 5 points more than three = 0 points
 - How many times do you eat **chips** every week?
0-1 = 10 points two or three = 5 points more than three = 0 points
- 0-20: You don't eat the right food. Ask your parents or friends about healthy food.
21-35: Think more about what you eat. Don't eat between meals.
36-50: Not bad. You usually eat the right things. Don't forget a good breakfast!
more than 50: Very good. You always eat the right things.



b) Compare answers with your partner. What can/must/needn't you change?



5 Let's talk: My own questionnaire (→ p. 43/ex. 13; p. 44/ex. 14)

Make your own questionnaire. Use other words for the words in **colour** in exercise

4 a). Use your list of foods and drinks. Ask the people in your group and tell the class about the answers.

6 For my folder: Healthy or unhealthy?

Imagine your mum or dad wants to go on a diet.

Make a list of healthy and unhealthy foods and drinks.

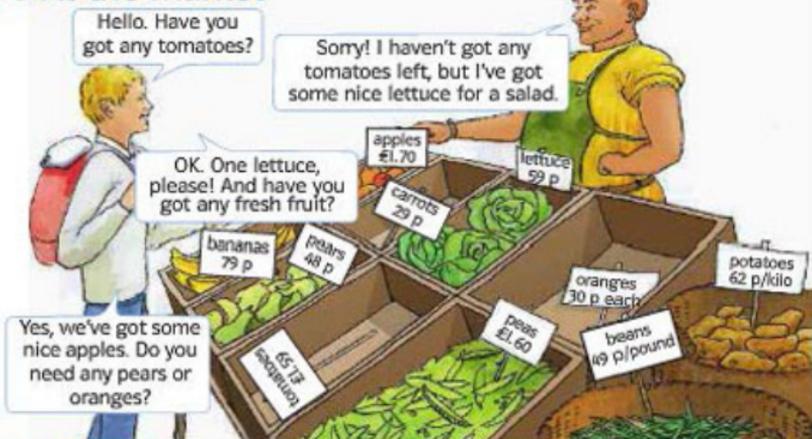
Healthy foods	Unhealthy foods
salad, apples, ...	crisps ...

Healthy drinks	Unhealthy drinks
water, ...	coke ...

Using *some* and *any*

D2, 4

At the market

1 *Some* or *any*? (→ p. 45/ex. 15)

Look at the picture of the stall at Greenwich Market and then make sentences.

Example: The stall holder has got **some** ..., but he hasn't got **any** ...

+ = some

- = any

? = any

→ G8

2 Grandma makes supper

Some or *any*? Choose the right word.

Sam: Can we have a fruit salad? We've got (*some/any*) apples and pears.

Grandma: I can't make a fruit salad. There aren't (*some/any*) bananas.

I'd like to make a salad, but we haven't got (*some/any*) tomatoes.

Have we got (*some/any*) lettuce?

Sam: I can find nice lettuce at the market.

Grandma: How about a green salad? And we can have peas and carrots with chicken. You can buy really nice food at the market these days.



3 Let's talk: A shopping dialogue (→ p. 45/ex. 16)

Work in pairs. Help Sam to finish his shopping, using the words from his list. Ask your partner to be a stall holder.

A: Have you got any carrots?

B: Yes. I've got some nice carrots today.

A: How much are they?

B: They're ...

A: Have you got any oranges?

B: No, I'm sorry, I haven't. Go on, please.

beans	lettuce
carrots	oranges
potatoes	pears
tomatoes	bananas
	peas

1 Before you listen: Healthy food

You want to get fit. What should or shouldn't you eat?

D2, 5 2 Let's listen: Charlie's diet

Charlie is having a break today. Burt Brown phones him but he doesn't tell Charlie that he is on the air.

Use the listening skills and find the right answers.

- | | |
|--------------------------|-----------------------|
| 1. Charlie wants to lose | 3. Tracy and Todd are |
| a. 10 pounds. | a. his doctors. |
| b. 30 pounds. | b. his children. |
| c. 20 pounds. | c. two young people. |
| 2. He is having | 4. Charlie orders |
| a. lunch. | a. a big green salad. |
| b. breakfast. | b. rice pudding. |
| c. a snack. | c. spicy chicken. |

D2, 6 3 Let's listen: At the café

Listen and answer the questions.

1. What would the parents like?
2. What do they order for dessert?
3. How much change do they give the waiter?

D2, 7 4 Let's listen: Tongue twisters

a) Listen and practise saying the tongue twisters.

1. My favourite foods are fish and fresh vegetables.
2. When I eat vegetables and drink water, I feel very fit.

b) Make up your own tongue twister with [v] and [f] sounds.

5 Let's talk: At the restaurant

Work in pairs. Use the phrases in the box to have a conversation in a restaurant between a waiter and a customer.

Good afternoon. What can I bring you?
 Would you like to order now?
 Would you like a starter/dessert/drink/...?
 We'd like ..., please.
 May we have the bill, please?
 Here's Keep the change.
 Thank you very much. Have a nice day.

LISTENING

1 2 3 4 5

1. Before you listen:

- Write down some words about the topic.
- Read the title of the text and make sure you understand it.
- Read the introduction.

2. When you listen the first time:

- Don't take any notes.
- Try to find out who is talking, where and about what.

3. Before you listen the second time:

- Read the questions. Make sure you understand them.
- Write down the answers which you already know.

4. When you listen the second time:

- Write down the answers which you now know.

5. When you listen the third time:

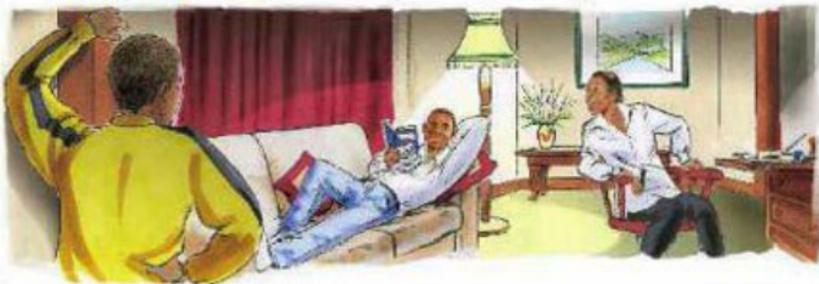
- Check your notes. Are they correct?



D2
8-10

Sport can be dangerous!

1 Before you read: What dangerous sports do you know?



A It is six o'clock on Tuesday evening and Mr and Mrs Jackson are in the living room. Terry comes in. "Hey, Dad, we aren't having supper until a quarter to seven. Let's go jogging," says Terry.

"I am very tired after a busy day at work. Besides, it's dark now. I don't like jogging when it's dark. It can be dangerous," says Mr Jackson.

"Don't worry," says Terry. "It isn't dangerous. There are two of us. And do not forget that your doctor keeps saying you need more exercise."

"Terry is right," says Mrs Jackson. "He advises you to do something like jogging or swimming."

"OK, OK, you two," says Mr Jackson. "Let's go jogging. But tell me first what we're having for supper. I'm getting hungry."

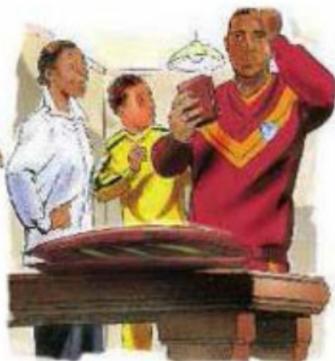
"It's fish and a salad for you," says Mrs Jackson.

"Should I buy some chips?" asks Mr Jackson.

"No, you shouldn't," says Mrs Jackson. "We don't need any tonight."

More stories? P. 136

OK. No problem.



2 First impressions

Does the end make you laugh?

Do you want to know what may happen next?

3 Test your understanding

Read a continuation of the story on p. 136. Work with your partner and decide if statements 1-8 are true (T) or false (F). Find the information in the text to prove your answers.

1. Terry's dad doesn't want to go jogging after a busy day at work.
2. Terry and his dad see a young man in front of them because it is light in the park.
3. Mr Jackson thinks that the young man has got Mr Jackson's wallet.
4. The young man feels sorry when Mr Jackson is shouting at him.
5. Mr Jackson feels very happy after he gets a wallet back.
6. Back at home Terry and father discuss the accident with Mrs Jackson.
7. Mrs Jackson can see Mr Jackson's wallet on the table.
8. They decide to go to the police.

4 What happens first?

Look at the sentences and put them in the correct order.

Example: 1. – "Let's go jogging," says Terry.

- Mr Jackson and Terry run after the young man.
- "This isn't my wallet," says Mr Jackson.
- "Terry, it's so cold and dark, and I don't see any other people who are jogging," says Mr Jackson.
- "Let's go jogging," says Terry.
- "It's here on the kitchen table."
- "Oh, Terry, I'm so tired," says Mr Jackson.
- He takes the wallet from his pocket and throws it to Mr Jackson.

5 Mr Jackson's phone call (→ p. 46/ex. 17)

Work in pairs. Take turns asking the questions.

What does Mr Jackson say to the young man when he phones him?

What does the young man say?

What do they want to do?

Write a short dialogue and act it out.

Mr Jackson: Hello! This is Is that ... ?

Young man: Yes, it is.

Mr Jackson: I need to see you.

I am in the park.

Go on, please.

▶ Hello / Good evening / ...
 This is ... / My name is ...
 Is that ... ? / Are you ... ?
 We meet ... /
 I am in the park ...
 I'm very sorry, but ... /
 You won't believe it, but ...
 I don't know how to tell you
 this, but ...

D2, 11  1 Let's listen: A picture rhyme (→ p. 47/ex. 18)

VOCABULARY

SKILLS

Pictures and rhymes can help you to remember words.

a) Look at the pictures and say the words.

I don't like stupid vegetables like  ,  and  .

I never eat  but I always like some  .

I sometimes eat an  or an  or some  .

But I never eat  and there's nothing worse than  .

You can always give me  or  legs with  .

And I sometimes like a  with a  and  - that's nice!

But my favourite food's  and I don't care what you say;

With a  and  I can eat it every day!

b) Listen and check. Have you got the correct words?



c) Rewrite the last two lines. Use different food words.

2 Time for a rhyme

Start a list of rhyming words.
Add more rhyming words to your list.

peas	ham	tea	rice
cheese	lamb	me	nice
trees	...	...	...
...			

3 A food quiz (→ p. 47/ex. 19-20)

- Where can you find the spiciest food?
- Where can you get the healthiest food?
- Where can you buy the cheapest food?
- Where can you eat the nicest food?

café • Indian restaurant •
fish and chips shop
cake shop • burger bar • salad bar
restaurant • burger bar •
school cafeteria
at home • at school •
in a burger bar

1 Comparing things (er, est/more, most → G6) (→ p. 48/ex. 21)

Complete the sentences with the comparative or superlative forms of the adjectives.

Example: Soup must be ... It should be ... than spaghetti, but tea should be ...
(hot)

Soup must be **hot**. It should be **hotter** than spaghetti but tea should be **the hottest**.

- The vegetable curry is ... It is ... than the fish curry but the lamb curry is ... (spicy)
- The ham sandwiches are ... They are ... than the cheese sandwiches.
But the fish sandwiches are ... (expensive)
- Fish and chips are not ... food. Are they ... than a cake? Salads and vegetables are ... food. (healthy)
- Sam thinks salad is ... food. It's even ... than soup. But vegetables are ... food. (boring)
- The doctor thinks walking is ... But jogging is ... and swimming is ... sport. (good)
- Terry's teacher says cakes are ... for you. Are they ... than sausages? She says burgers are ... food for you. (bad)

2 In town (must/shouldn't → G7) (→ p. 48/ex. 22)

What do these signs mean?

Match pictures 1-5 to descriptions a-e.



- You shouldn't give bread to the birds.
- You must turn off your mobile.
- You shouldn't eat ice-cream on the bus.
- You mustn't go right.
- You shouldn't ride your bike here.

3 Have we got any tomatoes? (Using some and any → G8) (→ p. 48/ex. 23)

Complete the sentences. Then put them in the correct order.

What do Terry and his dad have for lunch?

Mr Jackson: Oh, no! I must eat ... vegetables today.

Mr Jackson: I want to make ... lunch for us, Terry. Have we got ... tomatoes or ... lettuce?

Terry: Well, we've got ... carrots and ... beans. You can make ... vegetable burgers.

Terry: No, we haven't got ... salad things.

Terry: You're right. But there's ... rice in the cupboard.

Mr Jackson: But we haven't got ... potatoes. I can't eat just burgers!

1 Do you see Jake every day?

Complete the conversation with *do/don't*, or *does/doesn't*.

- Sam: ... you see Jake every day at school, Terry?
 Terry: No, I But ... he go to the club with you and Emma?
 Emma: No, he And he ... leave a message on my mobile.
 Terry: I think he can be at Lisa's house this evening. ... he tell you, Sam?
 Sam: No, he Lisa invite him for supper?
 Terry: Yes, she
 Emma: Lisa ... tell me about it. ... Jake phone you, in the morning, Terry?
 Terry: Yes, he ... But he ... want to talk about it.
 Sam: Well, let's ask them. There they are at the lockers!

2 A phone call from Mum!

a) Sam's mum phones him from Greece to hear how his week is going. What are her questions?

Example: ... in History class? (What / do?)

– What do you usually do in History class?

- ... late for school on Wednesday? (Why/be)
- ... at the ice rink? (Who/meet)
- ... at the weekend? (What/do)
- ... your computer game? (Where/find)
- ... the football match? (How/be)
- ... in English every week? (What/write)

– What do you usually do ...



b) Match sentences a-f to sentences 1-6 in part 2 a).

- | | |
|------------------------------------|--|
| a. Emma and Lisa. | d. Terry and I go to a football match. |
| b. Terrible! Our team loses. | e. My bike chain falls off, so I walk to school. |
| c. Stories about our best friends. | f. Under my bed! |

3 A new plan

The school is about to make a new plan. Some teachers are not at school this week. *Work in pairs. Look at the new plan on the right and compare it with the old plan on the left. What can't the pupils do? What can they do? Answer the questions using the correct forms of the verbs. Take turns.*

Example: They can't interview the teacher on Monday. They can read a book.

- Week 6
- Monday - English : interview the teacher
- - Maths : learn about money
- Tuesday - PE : play football
- Wednesday - Science : do experiments
- - History : finish project
- Thursday - German : go on class trip
- - French : start Unit 4
- Friday - Drama : talk about problems

- Week 6 - new
- Monday - read a book
- - play computer games
- Tuesday - jog in the park
- Wednesday - make a poster
- - watch a video
- Thursday - tell stories
- - do exercises on worksheet
- Friday - act role plays

4 Pupils get fit.

Thomas Tallis School magazine does a survey on the student after-school activities. What does the reporter write? Complete the sentences with the correct forms of the adjectives.

Do you know that pupils at Thomas Tallis fancy sport? We talk to fifty pupils at school. Eight out of ten think the (*more/most*) interesting activities after school or at the weekend are sport or exercise. They find these activities (*more/most*) exciting than soaps on TV! Only two out of ten think TV is the (*good/better/best*) activity of all.



First we talk to the teachers. They tell us that pupils who play in a team are not just (*healthy/healthier/healthiest*) than other kids. They are also (*good/better/best*) at lessons than kids who watch a lot of TV.

Now let us see what the pupils say. Some are (*more/most*) interested in sport than at exercise. We ask them, "What is the (*good/better/best*) thing of all about team sports?" They say, "It is (*more/most*) fun to play in a team than to do exercise."

Others don't like team sports. "It's just so much (*cool/cooler/coolest*) to take my skateboard out to the park than to run around a football field," says Robert Fisher. "The (*bad/worse/worst*) thing is when it rains. Then we must find something that's (*good/better/best*) than TV."

Some pupils say they do a sport or exercise because they think they are not (*fit/fitter/fittest*). "It's much (*easy/easier/easiest*) to go on a diet if you also go jogging or swimming two or three times a week," says Sue Brown. And what about TV?

"TV isn't so (*bad/worse/worst*). But you must know where to find good programmes," says Paul Hunter. "You can learn a lot from some shows, and it can't be (*bad/worse/worst*) than playing computer games. I like to watch a good film about Australia. Do you know that the biggest crocodiles live in Australia?"

5 Happy birthday! (Some and any → G8)

Lisa and her mum are planning Lisa's birthday party later in the week.

Complete the dialogue with *some* or *any*.

Example: Mrs Taylor: Do you want a burger, Lisa?

Lisa: No, I don't want a burger. I'd rather have some Italian food.

Mrs Taylor: Can you give me ... ideas then?

Lisa: Yes, Mum. I'd like ... pizzas, ... salads and ... fruit. I don't want ... chips and please don't buy ... biscuits; ... of my friends are on a diet.

Mrs Taylor: Don't you want ... cake at the party, then?

Lisa: Oh, yes, we need ... cake, and ... ice-cream, too.

Mrs Taylor: Funny diet! Do you want ... coke? Or would you rather have ... milk?

Lisa: Milk? No, thanks. I don't want ... milk, just ... coke. Have we got ... more of that nice fruit tea?

Mrs Taylor: No, we haven't got ... fruit tea. But I can get ... green tea at the Indian shop.

Unit 5

Media: Music and more!

UPDATE YOUR MEDIA

Take pictures with your digital camera!

Listen to music with your MP3 player!

Surf the Internet on your laptop!

Watch DVDs with your DVD player!

1 Who are they? (→ p. 52/ex. 1-2)

Do you know these people?

I know Napoleon from History classes

Shakespeare

Elizabeth I

Beethoven

✓
Napoleon

2 Busy people

Match the activities with the famous people and say what they are doing.

Example: Napoleon is taking pictures with his digital camera.



3 Other uses

What else can you do with the things on the poster?

Example: A digital camera: You can copy pictures onto your PC or laptop.
You can also delete pictures which ...
Go on, please.

Take / delete pictures ...
Surf the Internet ...
Download ...
Send a text message ...
Send an e-mail ...
Record / watch ... DVDs ...
Download / listen to music ...
Play games / do homework ...



4 Let's talk: My media



PC

digital camera

mobile phone

Have you got a ... ?

Yes, I have.

Can you ... with it?

laptop

MP3 player

DVD player

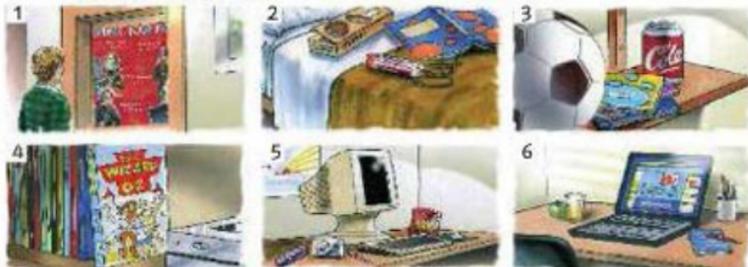
...

02, 12 5 Let's listen: Terry's new webcam (+ p. 52/ex. 3)

Sam and Terry are sending pictures of Terry's room to Sam's cousin, Phil, in New York.

Listen and look at the pictures. Are these pictures of Terry's room? Why or why not?

Example: Number 1 is a picture of Terry's room. There is a poster on the door. Number 2 isn't ...



6 For my folder: Our favourite music

- a) Work with a group of three or four pupils. Ask and answer what favourite songs your partners have. Make a list. Tell the class what you learn about your partners.
- b) Put a photo of your favourite star in your folder.

favourite songs:

1. ...
2. ...
3. ...
4. ...

Saying what you usually do and what you are doing at the moment

D2, 13

There's something for you, Terry!

At 4:00 on Friday afternoon Sam arrives at Terry's house. They want to make a CD.



Sam and Terry are making a CD for Phil for his birthday. Sam is downloading music and Terry is taking pictures of Sam for the cover.



The CD is great! There are ten songs there. And look at the cover, the photos on it are fantastic!



Sam is surfing the Internet. He is looking for things to do this weekend. He is clicking on Greenwich Youth Club's address.



There's a text about an audition for *The Wizard of Oz* on their website. Terry and Emma like to act in it at the school Drama club.



Terry wants to go to the audition with Emma. She is going to Bristol today. Maybe she's still at home. Sam phones her to explain.



Emma is in Bristol now. Her parents stay at home. Emma is busy. She is looking for her phone. She can't find it.



Terry and Sam are filling in two forms. They have to send them in today. They are writing Emma's e-mail address on one form.



He can't tell Emma about the audition. Her phone does not answer. But he can see her tomorrow.



1 A CD for Phil

(→ p. 53/ex. 4-5)

Join parts of the sentence to describe the boys' usual activities.

Example: Sam visits Terry at the weekends.

Sam
Terry
Sam and Terry



visit Terry
make a CD
download some music
surf the Internet
print the cover
take pictures



in the afternoons.
on Fridays.
at the weekends.

▶ Sam visits ...
Sam and Terry
decide ...

→ G1

2 An interesting website

(→ p. 54/ex. 6)

Arrange the words to make sentences about pictures 2-4 on page 66 to add some more information.

Example: Sam likes to surf the Internet and he always finds many interesting websites.

1. Sam • like • surf the Internet • and • always • find • many interesting websites
2. Terry and Emma • usually • act in it
3. Terry • decide to go to the audition
4. Sam • always • phone Emma
5. Parents • at home • Emma's • stay • usually
6. Emma • usually • go • to Bristol • on holidays

▶ Sam always finds ...
Emma and her
parents usually leave

→ G1

3 In the evening

(→ p. 54/ex. 7; p. 55/ex. 8-9)

What do the Taylors do in the evening?

Example: Ben makes spaghetti for supper.

1. Ben • make spaghetti for supper
2. The Taylors • eat supper
3. Mr and Mrs Taylor • go to the cafe
4. Lisa • do her homework
5. Lisa and Jade • take Barker to the park
6. Barker • play with • his ball
7. Jade • always • leave her caps in the park
8. Ben • find the cap again

4 Let's talk: Things to do

What do you
have to do?



And I have to
do...

I have to clean
my shoes...

WRITING

SKILLS

Making a list:

- Write the things-to-do.
 - Tick what you have to do.
- do my homework
clean my shoes ✓
send a card to Grandma ✓
phone ...

Questions and short answers

D2, 14  Have you two gone bananas? (→ p. 56/ex. 10)

It's Saturday evening. Emma is at home. She wants to meet her friend Lisa and to tell her some news. But first she reads her e-mail, when the doorbell rings.

Emma: Hi, Lisa! Come in. Look at this. There's an e-mail from Steve Jones about *The Wizard of Oz* in my mail-box.

Lisa: Who's Steve Jones? Do you know him? And do you go to Greenwich Youth Club?

Emma: No, I don't.

Lisa: Maybe Mrs Carter knows him. Is there an e-mail from her too?

Emma: Let's look. Hmm ... No, there is not. Wait, the doorbell is ringing. Listen!

Sam: Hi, Emma! Hi, Lisa!

Terry: Hi, Emma. Is there an e-mail from Steve Jones?

Emma: Yes!?

Terry: Calm down, Emma. That's us. Steve Jones has got your two forms because of us.

Emma: So it's you! Have you two gone bananas? An audition tomorrow? OK, we usually act parts of *The Wizard of Oz*, but we don't do it outside school.

Lisa: But you are really good at dancing and singing.

Sam: Oh, come on, Emma. It's Saturday. You can practise tomorrow.

Emma: But I don't have the plan for my story for English yet.

Lisa: I can help you, Emma. I have it.

Dear Wizard of Oz fan,
I am reading your e-mail about the audition. It's on Sunday evening at six o'clock in the hall at Greenwich Youth Club. Do you like our youth club? Can your mum or dad sign the form? Please, call me before Sunday.
Steve Jones

1 Questions about the audition (→ p. 56/ex. 11)

What are you doing now? Rearrange the words to make questions in the Present progressive.

Example: now? • dancing • Emma and Terry • singing • are • and
– Are Emma and Terry dancing and singing now?

- now? • an e-mail • is • sending • she
- in • are • you • at the moment? • a play • acting
- your mum or dad • now • signing • the form? • are
- two forms • are • now? • sending • Sam and Terry
- practising • now? • Emma and Terry • are
- her English homework? • is • now • Lisa • doing



▶ Are they singing...?
Is she doing...?

→ G14

2 Things they are doing

Arrange the words to make negative sentences in the Present progressive.

Example: Terry/ close/ the door at the moment

- Terry isn't closing the door of his shed at the moment.

- Emma/ phone/ Lisa/ at the moment
- The girls/ make/ cake/ at the moment
- Ben/ put on/ jacket/ at the moment
- Barker/ eat/ food/ at the moment
- Emma's parents/ sign/ form/at the moment
- Sam/ do/ homework/ at the moment

▶ He isn't eating ...
at the moment.
They aren't making
...at the moment

→ G15

3 Does Emma ... ? (→ p. 56/ex. 12, p. 57/ex. 13)

a) Work in pairs. Practise the conversation about Emma, as in the example.

Example:

A: Does Emma act in plays in school?

B: Yes, she does.

A: Does she ...? Go on, please

b) Do you also do these things?

act in plays in school

act outside school

sing and dance

know Steve Jones

go to Bristol

...

4 Mr Brook's shop assistant (→ p. 58/ex. 14)

Alison is Mr Brook's new shop assistant.

She wants to go home, but she still has a lot of things to do.

Look at the picture and her 'to-do' list. Say what she has still to do.

Example: She has to close the window.



Things to do:
close window
phone Mr White
put new CDs on the shelf
turn off computers
clean tables
throw away old boxes
find the key to the cupboard

▶ Do you ...?

- Yes, I do./ No, I don't.

Does she ...?

- Yes, she does.

No, she doesn't.

→ G1

5 Let's talk: A class survey

A: Do you like to act out in plays?

B: Yes, I do. What about you?

Do you like...?

Go on, please.

▶ to go to a play • to make music
• see the *Wizard of Oz* •
to cook supper for friends •
to work in a shop • ...

Asking questions with question words

D2, 15  What's with your hair?

It's five o'clock on Sunday, an hour before the audition. Emma and Terry are practising their song and they are now getting ready. Sam and Lisa are helping them.



Emma: Where are my red shoes? I can't play Dorothy without them. Maybe they're in the car.

Sam: And where's the CD player? I can't find it.

Lisa: I think it's in Terry's bag. Oh, Terry! What's with your hair?

Terry: Don't worry. It's only a wig!

Lisa: Whose wig is it?

Terry: I don't know.

1 Five o'clock

1. What are Emma and Terry doing?
2. Where are Emma's shoes?
3. Where's Lisa's CD player?
4. What's with Terry's hair?

► What is...?
Where is...?

→ G4

2 An hour before the audition

Rearrange the words to make the questions.

Example: Terry's • with • hair? • is • What

– What is with Terry's hair?

1. CD player? • Where • the • is
2. my • is • camera? • Where
3. Where • jacket • Lisa's • is?
4. What • my wig • with • is • ?
5. forms? • Where • are • the
6. is • my • MP3 player? • Where

3 Where? Who? What? and Why? (→ p. 58/ex. 15; p. 59/ex. 16)

Complete the questions with the correct forms of the verbs in brackets.

Example: The boy often loses his hat when he plays outdoors.

"Where ... (to be) ...?" Lisa asks, "Where is his hat?"

1. The boy often loses his hats when he plays outdoors
"Where... (to be) ...?"
2. The girl's shoes aren't there. She asks, "Where... (to be) ...?"
3. The man can't find his glasses. He asks, "Where ... (to be) ...?"
4. The child feels sick. Her mum asks, "How... (to be) you?"
5. Sam comes late. Lisa asks, "Why... (to be) ... late?"
6. Emma leaves for a party. Mum asks her, "Why... (leave) ...?"
7. Lisa starts crying. Emma asks, "Why ... (cry) ...?"



Barker's bowl
is bad.



4 Let's talk: Today

Work in pairs. Practise the conversation about today.

- What are you doing?
Where are you going?
Who is driving you home after school?

D2, 16 **1 Let's listen: The evening of the audition**

- a) Charlie is talking to Steve Jones from Greenwich Youth Club about their play, *The Wizard of Oz*.
Listen for the answers
to finish sentences 1-8.



1. The youth club is in
 2. Steve and Charlie are in Steve's
 3. Steve likes to work in the club.
His work experience here is ...
months.
 4. The bullies are
 5. They have a ... every week.
 6. The wizard lives in
 7. The auditions are this
 8. A name for Australia.
- b) Now write down the first letter of your answers in part a). Sort the letters and finish this sentence:
Dorothy must find the wizard because she wants

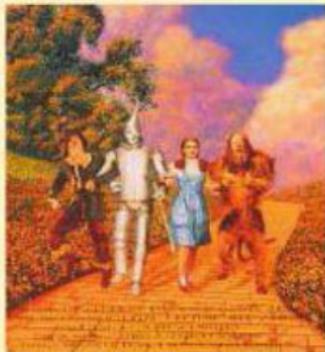
D2, 17 **2 Sounds: Which word is it?**

Listen to the sentences. Look at the words and write down the words which you hear.

- | | |
|--------------------|-----------------------|
| 1. free/three/tree | 4. plays/place/please |
| 2. bed/bad/bet | 5. cats/kits/kids |
| 3. big/pig/pick | 6. Oz/does/ours |

D2, 18 **3 A song: We're off to see the wizard** (Text: E. Y. Harburg © Leo Feist Inc.)

Follow the Yellow Brick Road.
Follow the Yellow Brick Road.
Follow, follow, follow, follow,
follow the Yellow Brick Road.
Follow the Yellow Brick, follow the Yellow Brick,
Follow the Yellow Brick Road!
You're (we're) off to see the wizard,
the wonderful Wizard of Oz.
You'll find he is a whiz of a wiz
if ever a wiz there was.
If ever, oh ever, a wiz there was,
the Wizard of Oz is one because,
because, because, because, because -
Because of the wonderful things he does!
You're (we're) off to see the wizard, the Wonderful Wizard of Oz!



D2
19-21**Where's my bag?****1 Before you read***Do you know what audition is? Can you describe it?*

A It's 6:30 on Sunday evening. It is time to start an audition. Terry and Emma are worrying, though their preparation is at a high level and their music is wonderful. Now they are changing their clothes. Terry is going to the toilet for the third time. Lisa is waiting outside the hall with Emma.

Emma: Is my make-up OK, Lisa? What about my hair? And my shoes?

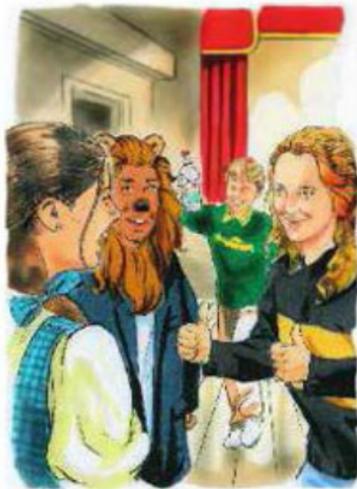
Lisa: Yes, Emma. You're asking me the fourth time. They're still fine. Don't worry. You look great. It's only an audition.

Emma: I know but -

Lisa: Here's Terry. Wow, you look like a really fierce lion, Terry. Is this a new jacket?

Terry: No, it's not. It's my dad's. I sometimes borrow it.

Sam: Come on, you're on.

*More stories? P. 137*

2 What is happening now?

Look at the three pictures. What is happening?

Example: Picture 1: Emma and Terry are changing ...

3 Impressions (→ p. 60/ex. 17)

- a) What can you say about the people in the story? How do you think they feel? Match the names to the adjectives.

Example: I think Terry feels nervous.

Terry ✓ Steve Jones Emma Lisa worried nervous ✓ helpful excited angry

- b) There are clues in the story which tell you that the people feel like this. Write sentences about how people feel.

Find the information to support your idea.

Example: I think Terry feels nervous. He is going to the toilet for the third time.

4 Emma's e-mail (→ p. 60/ex. 18)

- a) Terry can't find his e-mail about the auditions, so he writes some notes from Emma's e-mail. Finish his notes.

Auditions

The auditions start at 6 o'clock on Sunday. The doors are open from 4 o'clock. When you arrive, go to the room behind the hall and change there. Then put on your make-up in the toilets. Please bring a drink and sandwiches or fruit with you.

WRITING

S T I L L S

Finding facts:

Write down what you need to know.

- the time
- the place
- the date
- ...

Use short forms of words, e.g. Sun = Sunday



- b) Write notes about one part of the story. Use your notes and tell this part of the story to your partner.

Notes:

start: 6:00 Sun

open: 4:00

change: room behind hall,

make-up: ...

bring: ...

VOCABULARY

SKILLS

1 Things you can make, do and take (→ p. 61/ex. 19)

- a) Use the words in the box and make three lists under **make**, **do** and **take**.
 a cake • a mistake • my dog to the park • your homework • exercise • scones • a lot of noise • different things • a photo • notes • a wallet • a role play • a CD • a list • the bus

make	do	take
a list	different things	a photo
different things	...	...
things	...	...
...

- b) Add more words to your lists.

- c) Which of the things on your lists do you do at the weekend?

Example: I take my dog to the park, but I don't do my homework.

2 The odd one out (→ p. 61/ex. 20)

Look at the things on the magazine covers. What is the odd one out and why?

watch DVDs

phone your friends

listen to music ✓

send an e-mail

Example: 1. In the first magazine cover the odd one out is the digital camera. You can't listen to music with it.



3 A picture story (→ p. 61/ex. 21)

Work in pairs and name the pictures to make a complete story.

Terry is making a . He's  the Internet. He pushes some  off his  and then he can't find his . He's looking behind a  when Sam comes in. Sam thinks his friend has gone . "Can I help you?" asks Sam. "No!" says Terry. "I'm looking for my . I think it can be behind this .

"Well, maybe Tiger can help. All  can catch .

1 Saturday morning at the Taylors' house (→ p. 62/ex. 22)

Look at the pictures. What can you see? What do they do? Use **always, when, after, because** to join the sentences.

Example: 1. Barker's bowl is always empty, because he eats his food.



empty • eat food



clean • wash



helpful • set the table



hungry • jog in the park



late •
turn off the alarm clock



happy •
get a new sweatshirt

2 On the phone

Complete the conversation with **is/isn't, do/don't, does/doesn't, are/aren't**.

Emma: Hi, Lisa....you.... (have) breakfast now?

Lisa: No, I ..., but I... (go) ...to eat now.

Emma: ...your Dad ... (make) breakfast this morning?

Lisa: Yes, he Mum ... (go) to the park.

Emma: ... she (keep) ... a diet these days?

Lisa: No, she She wants to start tomorrow.

Emma: Oh, ... we ... (go) to hang out this evening?

Lisa: Yes, we We can go to the cinema, but I don't have any pocket money.

Emma: Don't worry. I've got ten pounds.

Lisa: Great! I must go, Emma. Mum ... (wait) ... for me.

3 Steve's questions (→ p. 62/ex. 23)

Steve isn't happy about many things. What questions does he ask? Work in pairs.

Example: 1. He can't find his shoes. (Where / shoes)?

- Where are my shoes?

1. He is looking for his book. (Where / book)?

2. His sandwich looks funny. (Why / funny)?

3. He needs the manager. (Where / he)?

4. His water glass is empty. (Where / the water)?

5. He can't read a message without his glasses. (Where / the glasses)?

Unit 6 It's our world!

D2, 22  A trip to Exmoor (→ p. 63/ex. 1)

Terry's class is doing a project on water. They learn about the weather, flash floods, water power and rivers. They want to find out more about these things on Exmoor.

A TRIP TO EXMOOR



YOU CAN:

- learn about water power
- ride ponies
- walk on the moor
- learn about the environment
- study our plants and trees
- fish in our rivers
- sleep and eat at our school centre

Why are we going to Exmoor? It's miles from the nearest town. Why can't we stay here and watch the weather in Greenwich?



Oh, Terry! Don't be a wet blanket! Exmoor is great! You can ride ponies there. You're just mad because Tracy Brown isn't coming on the trip.



OK, I know the environment is important and I like walking – even in an April shower – and I think a trip to Exmoor is a great idea, but I haven't got any rubber boots!



Oh, Sam! I'm sure you can borrow some. I'm more worried about the showers in the centre. I hope we can wash our hair!



1 Important things

What is important for the friends?

1. Sam is thinking about ...
2. Emma is worried about ...
3. Terry is mad because ...
4. Lisa wants ...

02, 23 2 Let's listen: A week before the trip

a) Listen for the missing words.

1. ... asks about his laptop.
2. Sam hasn't got any ...
3. It can be very wet on Exmoor in ... and May.
4. Mr Rose tells them a bit about the ...
5. Lisa! ... in big trouble.
6. The day room has got a lot of ... and games.
7. The centre is not a fast food ...
8. The trip is ... for pupils in Year Seven.
9. The showers aren't very ...
10. The centre is not ... the road.

b) Why does Terry want to stay in Greenwich?

You will know the answer if you write the first letters of the missing words in part 2 a.

Are there any more questions about our trip?

Can Tracy Brown come with us?



3 Let's talk: Let's go on a day trip!

Work in pairs. Plan a class trip. What should you take? What shouldn't you take? What can you do? Use the phrases in the box. Compare your ideas with the class.

Take	Don't take	Do
rubber boots	MP3 player	go swimming
...

- ▶ Let's plan a day trip. *
- Where can we go? *
- We can go to ... *
- What can we do there? *
- We can visit the museum/ go swimming/ ... *
- What should/shouldn't we take?

4 For my folder: A class trip (→ p. 63/ex. 2)

Imagine your class goes on a trip. Write about it.

Where do you usually go?
What do you usually do?
How is the trip?
What happens?

Offering help and making promises

D2, 24  I'll give them ten minutes!

Hey, where are Sam and Martin?

They'll be late. I'll give them ten minutes. I won't wait for them this time.

Wait! The boys will help you, Emma.

I know you'll miss Barker. Don't worry! He'll be fine.

It won't fit inside!

Peter and I will check the weather on the Internet, Miss.

1 Just before they leave (→ p. 64/ex. 3-4)

Join sentence beginnings 1-8 with endings a-h, as in the example.

Example: 1. It won't fit inside.

1. It
2. The boys
3. You
4. He
5. Peter and I
6. They
7. I
8. We

will
won't

- a. check the weather on the Internet.
- b. miss Barker.
- c. give them ten minutes.
- d. fit inside.
- e. help you, Emma.
- f. wait for them this time.
- g. be late for their trip.
- h. be fine.

 2 Let's help!

Work in pairs. Match sentences 1-8 to a-h, as in the example.

Example: 1. I'm bringing my MP3 player with me.

- I will not tell the teacher.

1. I'm bringing my MP3 player with me.
2. Look, there's Sam!
3. Look! That dog likes your sandwich.
4. I don't have any ideas for a project.
5. I have the best idea for a project: rivers.
6. Oh, no. I forgot my alarm clock.
7. Have you got a pen?
8. My bag is too heavy.

Don't worry.
That's OK.
Wait.

- a. I'll wake you up.
- b. I'll tell Mrs Carter.
- c. I'll tell the teacher.
- d. He won't eat it.
- e. I'll help you think of some.
- f. I'll help you carry it.
- g. I won't steal your idea.
- h. I'll look in my bag.

► I'll /He'll
I won't
He won't
→ G9

3 What can you say?



close



get



open



feed



help



carry

4 Promises, promises (→ p. 65/ex. 6; p. 66/ex. 7)

What do they promise? Use **will** or **won't**.

Example: 1. Terry: I promise I won't forget to phone.

2. Sam: I promise I will wake up early.

1. Terry: not forget to phone
2. Sam: wake up early
3. Mrs Taylor: take Barker to the park
4. Barker: take Jade to the park
5. Tiger: not sleep on the roof
6. Mr Rose: not drive too fast



5 Let's talk: I'll help you!

Your partner tells you about a problem which he or she has. You offer some help.

I don't know what to do for the English homework

I'll help you. It's easy.

In the afternoon I walk with the dog, but this time I'm going to the club.

I'll go with you!



- ▶ finish English homework
- ▶ write to Grandma
- ▶ wash the car
- ▶ do the shopping
- ▶ walk the dog
- ▶ get you some food

Forecasting: Asking questions about forecasts with and without question words

D2, 25 What will the weather be like?

(→ p. 66/ex. 8; p. 67/ex. 9)

>Home >Weather >Europe >UK
 Search Southwest  Devon, Cornwall and the Scilly Isles

Morning



Evening



Forecast: On Friday it will be foggy and cold in the early part of the morning in the far west and on Exmoor. Later it will be warm and sunny there. Temperatures will rise to fifteen to eighteen degrees Celsius. In the early evening rain will move in from the Southwest and it will be cloudy and stormy. By midnight there'll be rain over most of Devon and Cornwall. On the Scilly Isles it will be hot most of the day. There will be some rain in the late evening.

Mr Jones from North Devon asks, "What will the weather be like in the Southwest at the weekend? Will I still need heating at the weekend?"
 Our answer: *Well, you will need heating on Exmoor and in North Devon. It will be windy and rainy there. You can escape to the Scilly Isles. It will be hot and sunny there. South Devon and Cornwall will be cloudy but warm, with temperatures around twenty degrees Celsius.*

1 Weather maps (→ p. 67/ex. 10)

What do the symbols on the maps mean?

sunny • rainy • cloudy • stormy • foggy



2 The weather in England (→ p. 68/ex. 11)

a) Ask your partner.

- Will it be cold in Devon on Friday morning?
- Will the temperatures rise to 20°?
- Will it be foggy on Exmoor?

▶ Will it be cold? Yes, it will.
 No, it won't.
 Will the temperatures reach...?
 Yes, they will.
 No, they won't.

b) Make a dialogue about the forecast.

→ G10

3 Questions for the weatherman (→ p. 68/ex. 12; p. 69/ex. 13)

Look at the forecast and answer the questions.

- Where is it hot in the afternoon?
- What time is a good time to go to Exmoor?
- What is the weather like on Exmoor?
- When is it rainy on the Scilly Isles?
- Where is the best weather?
- Where will the best weather be at the weekend in the Southwest?

▶ Where is it hot?
 When is a good time ... ?
 → G4

4 A card game: Weather forecasts

a) Make 40 cards with words on them (ten for each colour):



b) Shuffle the cards. Each pupil gets five cards and tries to make a sentence with four of them.

Example: A: It's often foggy in London.

B: It doesn't snow in Kyiv in summer.

c) Sometimes you don't have the cards which you need. Then you can take a new card and miss a turn. The person who makes the most sentences wins.

5 Let's talk: The weather in Kyiv

a) Write a weather forecast for today.

b) Draw a map with symbols.

c) Present your weather forecast in class.

GRAMMAR

3 7 1 1 1 3

Presenting a forecast

1. Use will/won't for forecasts.
2. Your symbols must match your forecast.
3. Say what you are forecasting.
4. Leave time for questions.

6 From CO₂ to flash floods

Match pictures 1-6 to sentences a-f. What happens?

Start like this: 1. → e. Cars, planes and heating produce more CO₂.



- a. The heat doesn't escape from the earth.
- b. CO₂ forms a blanket around the earth.
- c. The temperature rises.
- d. We have more floods.
- e. Cars, planes and heating produce more CO₂.
- f. There are more storms and rain.

Making predictions

D2, 26 TEN HOROSCOPES



AQUARIUS: Be careful! You won't be bored in the next few days. You will have a big adventure. Water will play an important role. Something frightening will happen. But stay calm and use your head. You won't find the answers to the problems at first. Some people don't know how important you are and will laugh at you. Don't worry! Your friends will see you as a leader at the end. You will save the day!

1 Emma's horoscope (→ p. 69/ex. 14-15)

Emma tells Lisa about her horoscope on the bus. What does she say?

Match sentences 1-8 to a-h.

- | | |
|--------------------------|--|
| 1. It says I | a. will not find the answers to their problems at first. |
| 2. Aquarius people | b. will happen. |
| 3. Some of us | c. should be careful. |
| 4. Water | d. won't be bored in the next few days. |
| 5. Something frightening | e. will see me as a leader in the end. |
| 6. I | f. will have a big adventure. |
| 7. Some people | g. will laugh at me. |
| 8. My friends | h. will play an important role. |

**You will have an adventure.
You won't be bored.**

→ G9

2 For my folder: A horoscope

Write a horoscope for a person in your group. Write about two of these things:

money

family

friends

job

love

adventure

Example: You have a good job which you enjoy. You have a lot of ...

D2, 27 3 Let's listen: The signs of the zodiac

a) Look at the names of the signs and listen.

What dates are they?

Example: Leo is from 23rd July to 22nd August.

b) What is your sign?

What do you know about it?

zodiac ['zəʊdiæk]

Leo ['li:əʊ]

Scorpio ['skɔ:piəʊ]

Pisces ['paɪsɪz]

Cancer ['kænsə]

Gemini ['dʒɛmɪnaɪ]

Capricorn ['kæprɪkɔ:n]

Libra ['li:brə]

Aries ['eəri:z]

Aquarius [ə'kwɛəriəs]

Sagittarius [sædʒɪ'tɛəriəs]

Virgo ['vɜ:gəʊ]

Taurus ['tɔ:rəs]



D2, 28 **1 Let's listen: A school project** (→ p. 70/ex. 16)

Listen. What can you say about ... Match questions 1-7 to answers a-g.

- | | |
|---|---|
| 1. ... the weather today in London? | a. There are floods more often now. |
| 2. ... changes in the weather? | b. They walk or go by bike. |
| 3. ... the weather project at T.T.? | c. It's rainy and cold. |
| 4. ... how a lot of the pupils get to school? | d. They close doors and windows. |
| 5. ... how careful they are in the school? | e. It has got plants, flowers and trees. |
| 6. ... the garden? | f. They want to buy umbrellas and tables. |
| 7. ... their plans for the garden? | g. They call it "Stop the rain". |

D2, 29 **2 Let's listen: More rain will fall**

Listen and find the missing words. Listen for the missing words.

- | | |
|---|--|
| 1. Charlie just chats to ... | 5. We must ... or the temperature will rise. |
| 2. Let's talk to their ... teacher Mr Rose. | 6. And then we get more storms and bad... |
| 3. We all know about ... | 7. More rain falls and we have ... |
| 4. We are... in a big green house. | |

D2, 30 **3 Let's listen: Mr Rose's tongue twister**

Whether the weather be fine
or whether the weather be not.
Whether the weather be cold
or whether the weather be hot.
Whatever the weather,
We'll weather the weather
Whether we like it or not.

D2, 31 **4 Sounds: Which letter is missing?**

- b* or *p*? _lane, _roject, _oots, Su_ertram_, ex_lain, im_ortant, _onies, esca_e, _lanket
- t* or *d*? Lon_on, momen_, star_, _ry, ri_e, gar_en, a lo_ of

D2, 32 **5 A song: It's raining again**

It's raining again.
Oh no, my love's at an end. 
Oh no, it's raining again
and you know it's hard to pretend.
Oh no, it's raining again
Too bad I'm losing a friend. 
Oh no, it's raining again 
Oh, will my heart ever mend?
Oh no, it's raining again

(Text: Rick Davies and Roger Hodgson © Almo Music Corp./
Delicate Music Ltd. Rondor Musikverlag GmbH, Berlin)



D2, 33  **The Rescue****1 Before you read** (→ p. 71/ex. 17-18)

What do you already know about Exmoor?

What can you do and see there?



EXMOOR
NATIONAL PARK

In April Emma's class goes to a center in Exmoor National Park. They want to do a project on the rivers and streams there.

"It's raining at the moment," says Mr Rose. "The radio says it is going to be wet and windy today, so make sure you've got anoraks and rubber boots. And don't forget your bottles, your worksheets and your pens".

Terry, Emma, Sam and Lisa are in the group with two other boys, Peter and Martin.

"I've got my digital camera in my bag," says Peter. "So we can get some good pictures for our project."

"Please be back here at Tarr Steps at one o'clock," says Mrs Carter. "And stay together in your groups".

"There's a path over there," says Terry. "We can try that".

Five minutes later it starts to rain.

"Hey, wait for me," says Emma. She stops and opens her pink umbrella.

Sam laughs. "Just the thing for a field trip! Emma, what else have you got in your bag?"

"Oh, just some things," says Emma. "An extra sweatshirt and some lip balm because it's windy on the moor, my mobile...".

"Lip balm? We're doing a project on rivers, Emma," says Terry, "not on fashion! Ha-ha! Come on now!"

Soon they find a good place on the river. There are large stones in the water and a small island with a tree on it. They walk over to the island on the stones. They take out their bottles, worksheets and pens and leave their bags under a tree. There they take pictures of different plants and collect water in bottles from the stream. It starts to rain harder, so they sit down under the tree to do their worksheets. An hour later, Emma jumps up.

"Oh, my God!" she says.

"What is it now, Emma?" laughs Terry. "Where is your lip balm?"



More stories?
P. 138

2 After you read

Work in pairs. Test how well you remember the details in the text.

Mark the sentences true (T) or false (F)

1. In April Emma's class goes to a center in Exmoor National Park.
2. They want to do two projects on the river and wildlife in the National Park.
3. They are sure about the forecast.
4. They can leave their worksheets at home.
5. They need a camera to take some good pictures.
6. Pupils can work individually.
7. Sam likes Emma's pink umbrella.
8. Emma thinks it is important to take some lip balm on the trip.
9. They can't find a good place on the river.
10. They collect water in bottles from the stream.

3 Finding evidence (→ p. 71/ex. 19)

a) What have all the kids got with them on their trip? What has Emma got?
How does she use it to save the day?

b) Complete these sentences.

1. The radio says ...
2. The pupils want to do a project on ...
3. Emma opens her umbrella because ...
4. When it starts to rain harder ...

4 Work in pairs. Match sentences 1-8 to a-h.

- | | |
|--|--|
| 1. If they don't take a camera | a. they won't walk over to the island. |
| 2. If it isn't wet | b. they won't take pictures for their project. |
| 3. If it isn't windy | c. They won't collect water from the stream. |
| 4. If there are no large stones | d. they won't go to Exmoor National Park. |
| 5. If there are no bottles | e. they won't take rubber boots. |
| 6. If they do not do a project on the rivers | f. they won't take their notes. |
| 7. If they don't take worksheets and pens | g. Terry won't laugh at her. |
| 8. If Emma doesn't have her lip balm | h. Emma won't have some lip balm in her bag. |

5 Peter's photo

Look at Peter's photo. What happens before?

- ... find an island • ... under a tree •
 ... start to rain • ... it is very fast •
 ... shout • ... call Mr Rose •
 ... wave her umbrella • ... rescue us



Start like this: On the way to the river it starts to rain. We find an ...

1 A trip to Exmoor

a) Complete the table with the words in the box.

an anorak • an umbrella • an MP3 player • rubber boots • a football •
a torch • a worksheet • trousers • a sweatshirt • some flowers •
a blanket • a pen • an alarm clock • a helicopter • ...

	You will need	You won't need
Projects	a worksheet, ...	an alarm clock, ...
Activities	...	...
Clothes	...	...

b) Add five more things to your table which you will/won't need.

2 Weather photos (→ p. 72/ex. 20)

a) What do these weather photos show?

1



2



3



b) Draw your own pictures for: stormy, hot, cold, sunny and foggy weather.
Can your partner guess what kind of weather you have?

3 A word puzzle (→ p. 72/ex. 21)

Find the letters and then the word. The pictures can help you.

My first is in project and promise and phone.

My second is always in pony and own.

My third is in weather but isn't in rain.

My fourth is in ticket but isn't in train.

My fifth you can find
at the end of a shower.

Now look at the pictures –
the word must be ...



4 Words with two meanings

Find words with two meanings and use them in sentences.

Examples: 1. Do they have **showers** in the centre?

The bathroom has a separate shower
cubicle.

words
shower ✓
soap
head
foot
fly

1 Girls are girls (Will, will or won't → G9) (→ p. 73/ex. 22-23)

When they get back to Greenwich, Lisa phones Emma with a problem.

Lisa: Hi, Emma. Have you got this week's "Star" magazine?

Emma: No, Amina has got it at the moment. I ... go and get it from her.

Lisa: No, wait. Listen to my horoscope for the next week.

Emma: OK, just a moment. I ... close the door. What does it say?

Lisa: It says, "Be really careful! Things ... go wrong for you at the weekend. A new friend ... not be very nice to you. Saturday ... not be a very happy day for you."

Emma: So what's the problem? Just don't go out with a boy on Saturdays and everything ... be OK.

Lisa: But I want to go to *Spiderman III* with Peter tomorrow.

Emma: Lisa, Peter isn't a new friend. You know him and Martin and I ... go to the cinema too. Tell Jake too.

Lisa: Who? Me? I ... not say a word. But what's all this with Martin?

Emma: I ... tell you later. Bye!

2 European weather (Will → G10)

Look at the countries. What will the weather be like in Italy, Poland and Ireland next week?



3 Is the note right? (Will, won't → G9/G10)

Today Tina has got a note. Read what the note says and look at the picture. Is it right?

Go to the café at the station. An old mouse comes to your table. He doesn't order anything. He gives you a big book. There is some money with it. He doesn't smile, but he asks you a question.



You can:

1. Describe the weather.
2. Ask questions about the forecast.
3. Make predictions.

1 Things change.

Put the verbs in brackets into the correct form of the Simple present.



Taras's grandma (*live*) in Kyiv. She (*be*) more than sixty years old. She (*see*) all the changes in the city. Some of her school friends (*move*) to other towns or they (*live*) in other countries. Two of her friends (*be*) in America.

The street (*change*) too. They (*take*) away the old buildings and (*put*) new houses there. A little café near the station (*change*) too. It is now a burger bar. There (*be*) no shops in the old centre only the old market. The old hospital (*disappear*), too. A lot of people (*forget*) about it. There is a really nice new hospital near the river now.

They (*close*) the little church school and the youth club (*use*) it now. "Times (*change*)," says Grandma. "And sometimes things are really better".

2 Help!

Emma is calling Fiona. Complete the conversation, using the correct form of the verbs.

Emma:you (*like*) to send e-mails, Fiona?

Fiona: Yes! It (*be*) lovely! But if the letter (*not*) arrive, then this (*be*) the problem with PC.

Emma:you often (*have*) problems with your PC?

Fiona: Well, it (*be*) slow sometimes.

Emma: Then you send it again, don't you?

Fiona: Yes, I try to do it again and again.
I always (*send*) e-mails.

Mrs Brook: Hurry up, Emma. Supper (*be*) ready.

It (*be*) on the table.

Emma: Just three minutes. I (*wait*)
for Fiona's e-mail.



3 Are they doing it?

a) Mrs Taylor leaves a list for her children. She is phoning them to check what they are doing now. Lisa is answering. Work in pairs. Ask and answer the questions, as in the example.

Example: Lisa, is Ben doing his homework?
No, he isn't. (or)
Yes, he is.

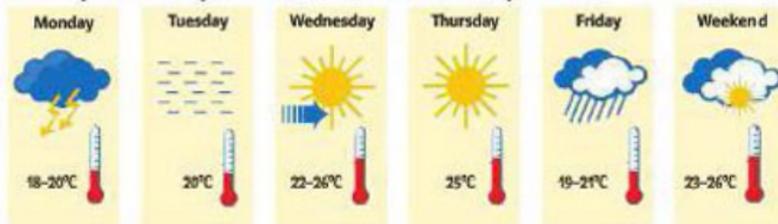
- Ben, do your homework ✗
- Lisa and Ben, make the beds. ✓
- Lisa and Jade, take Barker to the park. ✗
- Lisa, turn off the computer. ✓
- Jade, put your games back in the cupboard. ✗
- Barker, find my keys. ✗
- All of you eat your supper. ✓

4 Visitors to Greenwich (will-future → G9)

a) Look at the forecast for next week and answer the questions.

Example: What days are good for a trip to the museum?

– Monday and Friday because the weather is rainy.



1. What is the weather at the weekend?
2. When does it rain in Greenwich this week?
3. When is it sunny?
4. What is it like on Friday?
5. Is an umbrella necessary on Thursday?
6. Is Tuesday a good day for photos?

b) Write a weather forecast for next week in Greenwich.

Start like this: On Monday it will be cloudy and there will be ...

5 Lisa's horoscope (will-future → G9)

Look at the picture. What is the weather like? What happens to Lisa?

Example: It is a beautiful, sunny day.



I can see:

- ... a beautiful, sunny day
- ... you with a young man in the park
- ... two boys arrive
- ... they have a football
- ... one boy kicks the ball
- ... it goes into the river
- ... you run and get it

6 Wait! I'll help you. (will-future → G9)

What can you say? Match sentences 1-6 to a-f.

- | | |
|---|---|
| 1. Your dad wants to clean the windows. | a. I won't see you very often. |
| 2. It is starting to rain. | b. Stop! You will fall and break your arm. |
| 3. You see a boy doing tricks on his bike. | c. I hope you will have good weather. |
| 4. You are saying goodbye to a friend at a station. | d. I will get the water for you. |
| 5. Your sister goes to Italy. | e. They will look great with your pink T-shirt. |
| 6. Your friend buys new trousers. | f. Wait, we will take our umbrellas. |

Unit 7 A holiday in Ireland

D3, 1  Swapping houses (→ p. 75/ex. 1)

The O'Briens live with their children Patrick and Helen in an old farmhouse on the west coast of Ireland, not far from Limerick. They are good friends with a family from Kyiv and every year they want to swap houses with them.



I know Dublin. We go there every summer and it's great. And Limerick is the place where there are a lot of old castles. Some of my friends like this place very much. I know that there are a lot of old castles in the west of Ireland.



And three weeks with my parents and my sister is not my idea of an exciting holiday. Mum says the clean air and peace and quiet will be good for us all. But I'd rather go out with my friends in dirty air.

There is a play room in the barn. We can play table-tennis, basketball or computer games there. Grandad says there is a ghost there, but we don't believe him.



You probably think it's boring here, but in the summer there's lots to do. We all go swimming in the sea or spend an afternoon fishing or riding the farmer's ponies.

I'll miss him and my dog, Rover, when we fly to Kyiv, but I can't wait.

The Petrenkos live in a flat in Kyiv. Mrs Petrenko speaks English and her children Oksana and Nazar speak two foreign languages.





1 Two different worlds

Oksana and Nazar have different ideas about the west coast of Ireland. What are they? Use these words:

clean air

peace and quiet

ghost

old castles

lots to do

play room

2 Let's talk: Swapping houses

(→ p. 75/ex. 2)

I'd like to swap houses with a family from ...

Why?



Because ...

That's a good idea, I'd rather swap ...

Because:

I like big cities.

The sea is calm near ...

I want to visit ... and it's near ...

I like ... food/music/ ...

I have friends/family/ ... there.

D3, 2 3 Let's listen: What's wrong? (→ p. 75/ex. 3)

Oksana and Nazar are in the kitchen. Their Mum is talking over the telephone. Listen and correct the sentences.

1. Everything is OK for the house swap this month.
2. They'll give us the keys to their flat and their car.
3. He's worrying about the airport in Ireland.
4. I'd like to spend the weekend with my friends, too.
5. They can't all be over 40.
6. I'm sure they've got lots of friends.

4 For my folder: A project on Ireland

Imagine you and your family want to go to Ireland. Find out more about Ireland.

Collect pictures, draw a map and make a poster.

Ireland has two parts,
Northern Ireland and
...
people?
rivers?



Saying how people do things

D3, 3

That's a good idea!

It's the evening before the Petrenkos leave for Ireland. Mrs Petrenko is ironing happily in the kitchen. Then she goes to her bedroom. She's busily packing a bag for the journey and Nazar is quietly surfing the Internet. Oksana is worried. She's looking for her anorak. "I must find it," she says worriedly.

"If you can't find it," says her brother helpfully, "I'll lend you my green coat. Maybe they'll think you're a leprechaun."

Oksana looks at him. "What's a leprechaun?" she asks.

"An Irish goblin," says Nazar. "He makes shoes and guards a pot of gold." The phone in the kitchen rings.

Mrs O'Brien: Hello, Ivan. I'm just calling you quickly to say that there's a problem with our meeting tomorrow. Our flight time is 12 o'clock. Your plane arrives at 10:30. Is that right?

Mr Petrenko: Yes, that's right. But we'll need to collect our luggage and get through customs.

Mrs O'Brien: OK. Let's say 11:15. If you come to the departures desk near gate 10 by 11:15, I'll give you the car keys and the map. If you aren't there, I'll leave the keys in an envelope at the information desk. I'll write your name on it clearly, so there shouldn't be any problem. I'll leave the house key with the neighbours. Just one more thing, we've got a new burglar alarm. We'll set it before we leave. If you ask the neighbours, they will show you how it works.

Mr Petrenko: Thank you, Mary. ...

1 Getting ready (→ p. 76/ex. 4)

a) What are the people doing?

Example: Nazar is surfing.



Mrs O'Brien



Mr Petrenko



Oksana



Nazar



Mrs Petrenko

b) We use adverbs of manner to say how people do things.

Most adverbs of manner end in *-ly*. Find examples in the text.

c) How are the people doing the things in part a)?

Example: Nazar is quietly surfing the Internet.

▶ happily
quietly
→ G11



2 How do they do it? (→ p. 76/ex. 5)

a) Example: 1. She **sings loudly**.

sing • walk • smile • watch • write • drive



careful

clear

happy



worried

slow

loud

b) How do you or your parents do these things?

Adjectives	Adverbs
slow	slowly
happy	happily

▶ If you go to ..., they will ...

→ G12

3 If you have any problems ... (→ p. 77/ex. 6-7)

Mrs O'Brien leaves some notes for the Petrenkos.

Work in pairs. Match sentences 1-9 to a-i, as in the example.

Example: 1. If you have any problems, my sister will help you.

- | | |
|---|---|
| 1. If you have any problems, | a. the farmer's brother will bring it. |
| 2. If you go to the neighbours' house, | b. sheep will come into the garden. |
| 3. If you want a Ukrainian magazine, | c. it will make a terrible noise. |
| 4. If you need more milk, | d. they will give you the door key. |
| 5. If you leave the gate open, | e. the farmer will bring them. |
| 6. If you don't turn off the alarm, | f. he will be happy. |
| 7. If you ask the neighbours, | g. my sister will help you. |
| 8. If you walk our dog, Rover, every day, | h. the newsagent will order it for you. |
| 9. If you want fresh vegetables, | i. they will show you how it works. |

4 The 'if' game (→ p. 77/ex. 8)

Write 10 different wishes on cards. Shuffle the cards. Each person in the group takes a card and says what he or she will do if the wish comes true.

- A: If I win 1000 Euros, I will fly to ...
 B: Why? What will you do/see/visit there?
 A: I will ... What about you?
 C: If I meet ..., I will ...

win 1000 Euros

see a ghost

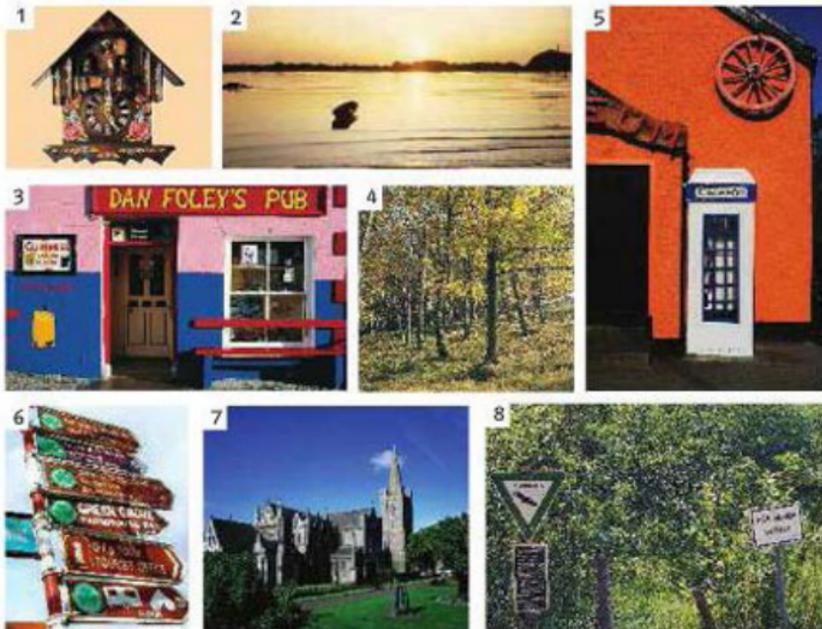
meet a leprechaun

...

get a ... for my birthday

'Reading' pictures

Ukraine or Ireland?



1 Where is it? (→ p. 78/ex. 9; p. 79/ex. 10)

GETTING INFORMATION FROM PICTURES SKILLS

Before you start:

1. Answer these questions:

- Are there any words in the pictures?
- Are there any signs?
- Do you know the things or places in the pictures?

2. Look carefully at the small things in the pictures.

Look at each picture and find out:

1. Is it in Ukraine? Why?
2. Is it in Ireland? Why?
3. Some pictures are difficult. You can't say where they are: Which pictures are they?

▶ I think it looks like ... because ...
 I think these pictures are of a place ...
 It looks like a place ... /town/
 street ...in ... because ...
 I'm not sure about this picture.
 The ... looks Ukrainian and Irish.

D3, 4  1 Let's listen: On holiday in Ireland

Where are Laura, Malik and Nazar? What can they do there?

The Cliffs of Moher

Kilkenny Castle

The River Shannon

D3, 5  2 Limericks

Limericks have five lines.

The last words in lines 1, 2 and 5 rhyme.

The last words in lines 3 and 4 rhyme.

a) Read the limericks.

There is a young lady of Wilts
Who walks up to Scotland on stilts
When they say it is shocking
To show so much stocking
She answers, "Well, what about the kilts?"

There once is a wonderful star
Who thinks she will go very far
Until she falls down
And looks like a clown
She knows she will never go far

b) Put in the missing words:

There once is a hungry, old.....
Which lives in a place near the.....
But it always comes.....
When the breakfast is.....
And it eats all the butter and

here

toast

near

coast

ghost

c) Find the rhyming words.

Easter Bunny
There once is a nice Easter bunny
He hops around looking very 1 _____
He injures his leg
While hiding his 2 _____
Then he doesn't feel very 3 _____.

Answers

1	2	3
funny	egg	sunny



D3, 6 Things that go bump in the night!

1 Before you read

What do you know about the house where the Petrenkos are staying?

It is the second week of their holiday in Ireland and the Petrenkos are all in bed asleep. It is a bit windy and there are a few clouds in the sky. Somewhere downstairs a window bangs, then again and again. Nazar wakes up. He turns over in bed and listens. A barn owl hoots somewhere not far from the house. He gets out of bed and goes to the window. All is quiet again but the light on the wall of the barn is on. Someone or something is in the garden. Suddenly ...

More stories? P. 139

2 Feelings

How do you feel about the story? Choose some phrases from the list.

Example: This story is ...

 This story is interesting/scary/boring/ ... because ...

3 All about stories (→ p. 80/ex. 11; p. 81/ex. 12)

- Who is in this story? When do things happen? Where are the people?
- Things happen in the middle part of a story. What happens in this story? Think about the garden, the figure and the camera.
- This story doesn't have an ending. What do you think will happen next? Here are some ideas. Choose a good ending and draw a picture.
 - The burglar alarm goes off and the kids run to their parents' bedroom.
 - Nazar and Oksana go down into the garden with a torch. The 'ghost' is a big white sheep!
 - Nazar wakes up. It is a dream.

WRITING

Finding the parts of a story:

Every story has got a beginning, a middle and an ending.

- Where? When? and Who?
The beginning tells you where it happens, when it happens and who is in the story.

- What?
The middle tells you what happens. There is often a problem or a question in it.
- Why?
The ending gives you an answer to the problem or question.



4 A good ending (→ p. 81/ex. 13-14)

Choose a good ending from Exercise 3c) and write a short story.

Who or what do you think the white figure is?

5 Let's talk: If I ever ...

What will you do if you ever see a ghost?



If I ever see a ghost,
I'll call for help!
run away/
talk to it.

1 Adjectives (→ p. 82/ex. 16)

VOCABULARY

SKILLS

Some adjectives have two forms: an *-ing* form and an *-ed* form.

Compare: The film is **exciting**. – The kids are **excited**.

a) Complete the sentences with the correct forms of the adjectives.

- Kevin is ... in ghosts. He finds them very ... (interesting / interested)
- Oksana thinks ghosts are very ... She is ... in the garden. (frightening / frightened)
- Some people think farms are ... They are ... in the country. (boring / bored)
- The Petrenkos are ... when they see the house. It is ... how many rooms it has. (surprising / surprised)
- Trips are ... The dog is ... when they arrive. (exciting / excited)

b) Collect more similar pairs of adjectives. You can find them on the vocabulary list at the back of your book.

2 An adjectives poster (→ p. 82/ex. 15)

a) Say how the people in the pictures are feeling.



b) Collect more adjectives and find pictures for them.
You can use old magazines or draw a picture.

3 Technical things

Match the words to pictures 1-6.

Example: 1. You can turn off an alarm.



turn off ✓

press

set

change

wave

use

put in

1 In town (Adverbs of manner → G11)

Complete the sentences with the correct adverbs.

1. Drive a car ... when the roads are wet.
2. If you ride your bike ..., there will be an accident.
3. Ring your bell ... before you go past people in the park.
4. Skate ... when you are near old people.
5. You can play music ... on the bus.
6. Give a sign ... before you turn left or right.
7. Peter is playing the violin ...
8. He speaks English ...

slowly

carefully

quietly

crazily

correctly

nicely

loudly

beautifully

2 Tom's week (Adverbs of manner → G11) (→ p. 83/ex. 17-18)

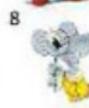
a) Copy the tables and complete them with the adverbs of manner.

adjective	adverb of manner	adjective	adverb of manner
angry	angrily	excited	...
bad	...	healthy	
beautiful		hungry	
correct		nervous	
quick		soft	

b) Use the adverbs with these verbs and say how Tom acts.

Example: 1. Tom shouts angrily.

shout ✓ • run • sing • cook • dance •
wait • watch • write • whisper • eat

**3 Finish the sentences** (If-clauses → G12)

Example: If it rains, I (take / umbrella).

If it rains, I will take my umbrella.

1. If it is sunny, we (go swimming / river).
2. If the plane is late, they (wait / café).
3. If sheep come into the garden, the dog (bark / angrily).
4. If you go to Ireland, I hope you (send / postcard).



Six situations in Greenwich

Work in pairs. Choose the conversation and talk with your partner.
You can change some information in the conversation.
Use the phrases below.



You are on holiday in London and want to buy something from a takeaway for lunch. Choose two dishes and order them.

Is this where the queue starts?
I'd like a chicken curry and a lamb curry with rice, please.
How much is a bottle of water, please?
That's £ 6.25 altogether, please.



You go to the doctor because you don't feel well. Tell the doctor what's wrong.

I've got a very sore throat.
I think I've got a temperature.
I'll give you a prescription for some tablets.
Go to bed and drink a lot of tea and water.



You are in a café. You order a drink and some sandwiches. You want to go to the toilet but the door is locked.

- ▶ Have you got any sandwiches without meat?
- ▶ May I have the key to the toilet, please?
- ▶ Yes, of course, but please, bring it back to me.



You go to the market to buy things for a party. Tell the stall holder what you want to make and buy the things you need.

- ▶ Have you got any new potatoes? I'd like some fruit for a fruit salad, please.
- ▶ How much are the grapes?



You are in a clothes shop. You want to buy a T-shirt. You find something, but it's the wrong size or colour. You ask the shop assistant for help before you buy it.

- ▶ Excuse me, have you got this in pink, please?
- ▶ Can I exchange it if it's too small?
- ▶ Yes, if you have the receipt.



You meet your neighbour in the park and offer to look after her dog for 5 minutes. She wants to run to the bakery. It's a nice dog and you are very happy.

- ▶ Could you look after him for 5 minutes, please?
- ▶ Sure. It's no trouble!
- ▶ Good dog, Bonzo! Sit!
- ▶ Oh, dear. Where is he going?

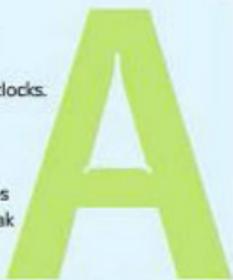
Poems and songs

A diamond poem: School



My letter poem: A

I am an "A"
I live in Australia,
with my aunt,
I don't like alarm clocks.
I like animals
and adventures,
And in autumn
I eat a lot of apples
and wear an anorak.
I am an "A".



Acrostic

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

Friend is
Ready to help,
Interested in your life,
Energetic,
Nice,
Different.

Alphabet

Each line begins with the letters of the alphabet in order.

A young girl is
Busy working on her school project.
"**C**an I do it nicely? I have many
Different ideas. It is not
Easy to choose one," she says

Step 1: Prepare your project

1. Work in groups of three to six pupils.
2. Practise reading poems.
Which poems do you like? Why?



Step 2: Collect ideas for your project

1. Find an idea for a poem or song.
2. Collect words, pictures, music or other things you need for your poem or song.

Step 3: Write your poem or song

1. Work in small groups. Write two or three poems.
2. Use your dictionary to help you. Ask your teacher for help.
3. Now read your poems again. Are you happy with them?
Can you make them more interesting?

An action poem: Barny the ghost

Say the poem and do the actions, too.

It's midnight	(close your eyes)
Barny, wake up!	(open your eyes)
Barny, fly around!	(wave your arms)
Barny, make a sound!	(clap your hands)
Barny, laugh madly!	(laugh)
Barny, sing sadly!	(sing)
Barny, dance!	(dance)
Barny, whisper!	(whisper)
Oh, no! It's morning!	(look worried)
Barny, disappear!	(hide under your desk)

A chant: Cats and dogs

You need two groups for this song, group A and group B.

A: Dogs

B: Cats

A: Dogs

B: Cats

A: We like dogs - they're very, very nice!

B: We like cats - they find a lot of mice!

A: Woof!

B: Meow!

A: Woof!

B: Meow!

A & B: Dogs and cats.

**Step 4: Present your poem or song**

1. You can make a poster or use your computer to illustrate your poems/songs.
2. In your group decide who will read a poem and practice telling it.
3. When practicing, be enthusiastic. Make your poem/song sound alive.
4. Ready for a project party? Let's listen to your poems and sing songs together (you may prepare lyrics for the class too).

Useful phrases:

I will tell you a poem about...
 I will sing you a song about...
 My poem/ song is about...
 Thank you for your attention.

Step 5: How good is your poem?

1. Now talk to your teacher and the other pupils in your class.
Which three poems are the best?
2. Which poems do you like? Why?

▶ I like the poem / song about ...
 The poem about ... is good because ...
 I like / the pictures / the actions / the music / ...
 I think ... is good.

Mediation and communication

Unit 1 School rules

COMMUNICATION

S T I L L S

You will learn about Thomas Tallis School more. Is it exciting to have school rules?

Situation:

You are reading Thomas Tallis School rules. Decide what school rules you have in your school and what school rules you would like to follow.

School Rules:

- 1) Be on time.
- 2) Do not shout in the classroom.
- 3) Keep mobile phones in bags and shut them off.
- 4) Raise your hand when you would like to speak.
- 5) Stay seated during the class.
- 6) Do not speak when another student or teacher is speaking.
- 7) Do not be afraid to ask questions if you are unsure.
- 8) Be respectful of others and yourself.
- 9) Do not eat in the classrooms.
- 10) Do not speak to or look at your classmates' papers during a test.



Unit 2 An exciting story

COMMUNICATION

S T I L L S

You can read a story. You will know what an exciting story is like. Is it interesting? Is it funny? Is it boring?

Is it an exciting story? Why?

A: I have two cats. Their names are Pumpkin and Shadow.

B: Oh! It's great. I have a cat, too. His name is Cookie.

A: I love taking care of my cats. I always brush their hair and feed them.

B: So do I. I usually clean his box, feed him, brush his hair.

A: My cats are very funny and energetic.

B: My cat isn't. Cookie is lazy and only loves to eat. He usually sits on my bed.

A: Pumpkin and Shadows are young. They are both two years old.

B: That's interesting! My cat is also young, he's three years old.

A: My cats are my best friends. I love them very much.

B: Me too! Cats are the best pets!

One more exciting story?

Work in pairs. Read the conversation and fill in the phrases.

Listen to your partner carefully.

Alison: We are on holiday in the West of Scotland.

We are camping in a really isolated place.

You: Isolated? What does that mean?

What does ... mean?

Alison: Well, there aren't other people or houses. OK. My parents are in the caravan and my sister and I are in our tent. I am fast asleep.

You: ...

Alison: Suddenly Katy wakes me up. She is frightened.

And then what?

You: ...

Frightened?

Alison: She is scared. There is someone outside the tent.

We think it is a poacher.

I don't understand what a ... is.

You: ...

Alison: That's a man who kills animals to sell or eat them. Then we hear strange noises. It is an animal – maybe a wild cat or a dog.

We are terrified.

You are what?...?

You: ...

Alison: We are really scared. The noises get softer.

What do you do then?

You: ...

Alison: We are curious! I take my torch and open the tent. But all we see is a big horse. It is eating grass!

Unit 3 Letters**COMMUNICATION**

E-mails are popular. Is writing letters a hard job? Is it the same as writing e-mails?

Holly and Dean enjoy their holidays in different places.

Read to get to know.

Every year we go to Devon with my friend Kerry and her mum and dad. We usually stay in a holiday flat with a fantastic garden and a swimming pool. It is always sunny and we meet

some really nice kids on the beach. I still write e-mails to one of them. His name is Steve and he lives in London. Maybe he can visit me for holidays.

Holly

I go to Wales with my class for a week every year in May. We usually stay in tents and do different activities every day. Sometimes we go rowing. I don't usually like water, but still it's great! And we

always have a karaoke competition. Mr Roberts, my teacher, sings songs and has fun with us. Mr Roberts is always strict at school, but out of it he is really cool.

Dean

Unit 4 A fast food menu

COMMUNICATION

5 7 1 1 1 5

Is eating out useful? What is your favourite eating out place?
Let's look through Burger King menu and choose something delicious.
Is fast food healthy? Can you explain your choice?

- David: OK, What can I eat?
What's number 2?
Jane: Small cheeseburger,
my favourite.
David: Hm. I'd like something without
cheese. Is number 3 without
cheese?
Jane: It's bigger size with cheese.
David: It's not interesting.
It looks funny for me.
What is more,
it is spicy, isn't it?
Jane: Why not to try number 8!
David: Really? What does "noodles"
mean?
Jane: They look like long strips of flour.
David: Woow! Can I have noodles, please?

Burger King	
1. Small Hamburger	1.29
2. Small Cheeseburger	1.59
3. Double Cheeseburger	2.29
4. Thickburger	2.99
5. Fries Sm	1.49
Med	1.59
Lg	2.29
6. Chicken soup	3.65
7. Vegetable soup	1.89
8. Noodles	2.20
Drinks:	
Coke (0,33 l)	1.25
Fanta (0,33 l)	1.25
Water (0,33 l)	1.00

Food Quiz

Let's see how much you know about food you eat. Take a quiz with your friend and find out. There are questions on food including fruit, vegetables and meat.

- Pig meat is known by what name?
- True or false? India is the world's largest producer of bananas.
- What is another name for crisps?
- True or false? Chips are fried strips of flour.
- What food is the base of a hamburger?
- We make butter and cheese from...
- True or false? Fast food is good for your health.
- What food do we dye at Easter?
- What is the popular food used to carve jack-o-lanterns during Halloween?
- Chocolate, cakes, ice cream are what?
- Apples, oranges, and grapes are what?
- Potatoes, beans, and peas are what?

Food Quiz Answers

1. Pork	2. True	3. Chips	4. False
5. Ham	6. Milk	7. False	8. Eggs
9. Pumpkins	10. Dessert / sweets	11. Fruit	12. Vegetables

Unit 5 Reading about your favourite stars

COMMUNICATION

STARTS

Why are people the best? Are they really special? You are one of them! You can tell your friends more about people whom you admire.

The best!

David Beckham is the best football player in the world. Now he isn't playing for Real Madrid. He is helping PSG Football Club and giving all his money to children who are in need.



Queen Elizabeth lives in Buckingham Palace in London. But she's also got four more castles in Scotland and England. She loves dogs.

Bill Gates has got his own Microsoft company. He introduces new technologies. Now he is one of the richest people in the world and gives a lot of money to charity.



Halle Berry is a popular film star. Her roles are very exciting. She is the first black actress to win an Oscar.

Practice

Write five sentences about the people in the photos.



Unit 6 What can they say?

COMMUNICATION

SKILLS

There are different real life situations. You can react to them saying in English.

Look at the pictures. Think what they are about.
Match the sentences with the pictures



Dad will go up the wall!

That'll teach you!

Wait! I'll give you a hand!

I will be in a minute.

She'll go a long way!

He feels on top of the world.

Unit 7 A joke

COMMUNICATION

SKILLS

You enjoy reading different stories. However, jokes are funnier than stories. It's time for a joke.

One day a violinist is in the jungles with his violin. He likes to play the violin everywhere. When he starts to play his violin all the animals come to listen to him. There's an old lion who immediately eats him. All the animals look at him with the question.

"What is bad about the violinist?" asks a gorilla.

The old lion holds his paw to his ear and says, "What?"

Funny questions

1. What does one snowman say to the other snowman?
2. How does a snowman lose weight?
3. What do you call an old snowman?
4. How does Easter end?
5. How many eggs can you put in an empty basket?
6. What does a hungry ghost want?
7. What does the boy squirrel say to the girl squirrel on Valentine's Day?
8. What do you call a very tiny Valentine?
9. What does the Valentine card say to the stamp?
10. Why does the teacher wear sunglasses?
11. What is black and white and very hard?

Answers

1. Can you smell carrot?
2. He waits for the weather to get warmer.
3. Water.
4. With the letter 'R'
5. Only one – after that it is not empty anymore.
6. Ice cream.
7. I'm nuts about you.
8. A valentiny!
9. Stick with me and we'll go places!
10. Because her class is so bright.
11. An exam paper.

"A day without laughter is a day wasted"

Charles Chaplin

Unit 1 Back to school

start [stɑ:t]	початок, старт
term [tɜ:m]	семестр, чверть
to try [traɪ]	намагатися, старатися
assembly [ə'sembli]	зібрання
correct [kə'rekt]	правильний
sweatshirt ['swetʃɜ:t]	бавовняний спортивний светр
trousers ['traʊzəz]	брюки
skirt [skɜ:t]	спідниця
shorts [ʃɔ:ts]	шорти
Physical Education [ˌfɪzɪkəl ɛdʒy'keɪʃn]	фізична культура (урок)
physical ['fɪzɪkəl]	фізичний
education [ɛdʒy'keɪʃn]	освіта
locker ['lɒkə]	шафка або індивідуальний ящик, що зачиняється
History ['hɪstəri]	історія
Science ['saɪəns]	природничі науки
Technology [tek'nɒlədʒi]	технічні науки
Maths [mæθs]	математика
foreign ['fɔ:rn]	іноземний
Art [ɑ:t]	мистецтво
(to) hate [heɪt]	ненавидіти, ненависть
PE kit [pi:'i: kɪt]	спорядження до уроку фізкультури
etc. [ɪt'setərə]	і так далі, та інші
registration [ˌredʒɪ'streɪʃn]	реєстрація
role [rəʊl]	роль
same [seɪm]	один і той же, однаковий
to underline [ˌʌndə'laɪn]	підкреслювати
skill [skɪl]	майстерність, уміння
note [nəʊt]	запис, примітка
as [æz; əz]	як, в той час як
to go red [gəʊ'red]	почервоніти
with [wɪð]	з

A lot of English schools have *assembly* in the morning.
to correct → *correct*



Emma's new *skirt* is very nice.

PE is short for *Physical Education*.

Sam is putting his things into the *locker*.



Robert isn't good at *Maths*.
Foreign Language

hate ↔ love

You can also buy pens, pencils, etc.

Pupils must be in their classroom for *registration*.
We do *role* plays in the drama club.

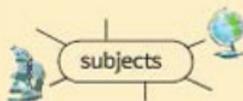
Emma goes *red*.

silly [ˈsɪli]	дурний
to imagine [ɪˈmædʒɪn]	уявляти собі
language [ˈlæŋɡwɪdʒ]	мова
timetable [ˈtaɪmtetl]	розклад, графік руху
meeting [ˈmiːtɪŋ]	зустріч, збори
Religious Education (RE) [rɪˈlɪdʒəs, edʒʊˈkeɪʃn]	релігійна освіта (урок)
religious [rɪˈlɪdʒəs]	релігійний
break [breɪk]	перерва
past [pɑːst]	після; минуле, минулий
subject [ˈsʌbdʒɪkt]	предмет, тема
difficult [ˈdɪfɪklt]	важкий
experiment [ɪkˈsperɪmənt]	дослід, експеримент
some [sʌm]	якийсь; децю, трохи
spaghetti [spəˈɡeti]	спагетті
clue [kluː]	натяк, ключ до розгадки
It's your turn [ɪts jɔː ˈtɜːn]	Твоя черга
to bet [bet]	укладати парі, битися об заклад
suntan [ˈsʌntæn]	засмага
to look after [lʊk ˈɑːftə]	доглядати за, піклуватися про
g'day [gəˈdeɪ]	доброго дня (австралійське привітання)
hungry [ˈhʌŋɡri]	голодний
which [wɪtʃ]	який, котрий
menu [ˈmenjuː]	меню
tucker [ˈtʌkə]	Їжа (австралійський вираз)
I'm having [aɪm ˈhævɪŋ]	Я їм

No, silly!
That's silly!



to meet → *meeting*



What do you know about the *past*? Not all.

easy ↔ *difficult*.

Some girls wear skirts, some boys wear shirts.

Is it *your turn* now?

Зараз твоя черга?

I bet he likes pizza.

Бюся об заклад йому подобається піца.

He has got a great suntan.

Він має чудову засмагу.

Ben, can you look after Jade, please?

Ben, can you *look after* Jade, please?



I'm hungry.

– Я голодний.

I'm having pizza.

chips (pi) [tʃɪps]

That's what I call ...

[ˌðætʃ wɒt 'aɪ kɔ:l]

to **practise** [ˈpræktɪs]

singer [ˈsɪŋə]

best [best]

weather [ˈweðə]

surfing [ˈsɜːfɪŋ]

to **surf the Internet**

[sɜːf ði 'ɪntənɛt]

to **surf** [sɜːf]

Internet [ˈɪntənɛt]

a lot [ə 'lɒt]

to **talk to** [ˈtɔːk tə]

fruit [fru:t]

banana [bə'nɑːnə]

vegetable [ˈvedʒtəbl]

carrot [ˈkærət]

soup [su:p]

grammar [ˈgræmə]

hockey [ˈhɒki]

to **understand**

[ˌʌndə'stænd]

Chats with Charlie.

life, lives (pl) [laɪf; laɪvz]

Down Under [daʊn 'ʌndə]

(to) **interview** [ˈɪntəvjuː]

чіпси, картопляна стружка
Ось що я називаю.

тренуватися, займатися
співак / співачка
найкращий
погода
серфінг

займатися пошуком в
інтернеті
займатися серфінгом
інтернет
багато
розмовляти з
плід, фрукт
банан
овочі
морква
суп
граматика
хокей
розуміти

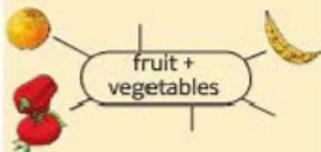
життя
Австралія,
Нова Зеландія
інтерв'ювати; інтерв'ю

chips; Chips – crisps

That's what I call good food.

to sing → *singer*

The *weather* is sunny today.
My hobbies are music and *surfing*.



I play basketball and *hockey*.
Sorry, I can't *understand* you.
I don't speak French.

Charly *interviews* Jake about his school.

Verb und Noun

work працювати,

робота

hate ненавидіти,

ненависть

call окликати, оклик

help допомагати,

допомога

love любити, любов

start

починати, початок

answer

відповідати,

відповідь

visit

відвідувати, візит

interview

інтерв'ювати,

інтерв'ю

look

виглядати, погляд

plan, planner, планувати, плановик

teach, teacher вчити, вчитель/

вчителька

sing, singer

співати, співак/співачка

run, runner

бігти, бігун

meet,

зустрічати,

meeting

зустріч

to **learn** [lɜːn]

вивчати

Story

to **leave** [li:v]

від'їжджати

to **whisper** [ˈwɪspə]

говорити пошепки,

шепотіти

mad [mæd]

божевільний;

захоплений чимось

class [kla:s]

курс (навчання), урок

The kids
are whispering.
You are boy, *mad*!



classes = lessons

surprise [sə'praɪz]
that's why [ðæt's waɪ]
French [frentʃ]

true [truː]
to turn round [tɜːn 'raʊnd]
empty ['empti]
angry ['æŋɡri]

to pick up [pɪk 'ʌp]

beside [bɪ'saɪd]
the next morning
 [ðə 'nekst 'mɔːnɪŋ]

on the bus [ɒn ðə 'bʌs]
time [taɪm]

to look round [lʊk 'raʊnd]
to be nuts about
 [biː 'nʌts ə'baʊt]

interested ['ɪntrəstɪd]
to underline [ˌʌndə'laɪn]
to pass to [pɑːs]

to drop [drɒp]
to believe [brɪ'liːv]
cinema ['sɪnəmə]
tomorrow [tə'mɒrəʊ]

that evening [ðæt 'iːvɪnɪŋ]

sad [sæd]
to see [siː]
to get onto [get 'ɒntə]
onto ['ɒntuː; 'ɒntə]
to turn back [tɜːn 'bæk]
each other [iːtʃ 'ʌðə]
next [nekst]
ending ['endɪŋ]
definition [ˌdefɪ'nɪʃn]
vocabulary [vəʊ'kæbjəlri]

own [əʊn]
verb [vɜːb]

дивувати, вражати
 ось чому
 французький

правдизий, справжній
 обертатися
 порожній
 сердитий, розгніваний

піднімати, заїжджати,
 заходити (за кимсь,
 чимсь)
 поруч з коло
 наступного ранку

в автобусі
 час, раз
 оглядатися навколо
 схиблений (на чомусь)
 шаленіти від (когось)
 зацікавлений
 підкреслювати
 передавати

крапати, падати
 вірити
 кіно
 завтра

того вечора

сумний
 бачити
 сісти в
 на, в, у
 повертати назад
 один одного
 наступний
 закінчення, кінець
 визначення
 словниковий запас,
 словник
 свій, власний
 дієслово

That's why I'm asking.
 Tim is learning *French* at
 school.



The bottle is *empty*.
 The teacher is *angry* with
 the children.
 There is a pen on the floor,
 please *pick it up*.

She sits *beside* her friend.
 The *next morning/evening/day*
 they meet again.
 He's *on the bus/on the train*.
 I help you, but it's the last *time*.

Lisa is nuts about football.
Emma is nuts about Jake.

Can you *pass* me the butter,
 please.
 to *drop* ↔ to *pick up*
 She can't believe it!

Tomorrow is Saturday! Great,
 no school!
 That evening/morning/day she
 writes a letter.



on + to = *onto*

They look at *each other*.

still [sti:l]
to **need** [ni:d]

ще, все ще
потребувати, бути
необхідним
вибір

They are *still* friends.

For my folder: I love/hate

I love/hate...because
She's boy mad
He goes red.
You are nuts about....

Word game

CU	see you	tlk	talk
GR8	great	TXY	thanks (=thank you)
FYI	for your information	2	to
PLS	please	2moro	tomorrow
PCM	please call me	u	you
RUOK	Are you OK?		



Unit 2 What a week!

What a week! [ˌwɒt ə 'wi:k]	який тиждень!
knight [naɪt]	лицар
arena [ə'reɪnə]	арена, кругла сцена
I'd rather [aɪd 'rɑ:ðə]	Я б краще...
zoo [zu:]	зоопарк
pocket money ['pɒkɪt ˌmʌni]	кишенькові гроші
pocket ['pɒkɪt]	кишеня
I'd like to [aɪd 'laɪk tə]	Я б хотів...
market ['mɑ:kɪt]	ринок
hundred ['hʌndrəd]	сто
thousand ['θaʊznd]	тисяча
million ['mɪljən]	мільйон



I'd rather watch TV, but she wants to play cards.

There are lots of animals in a zoo.

Don't spend all your *pocket money*.

Sarah has got 50p in her *pocket*.

I'd like to go to the zoo this afternoon.

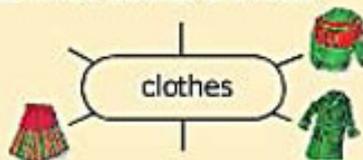
You can buy a lot of things at a *market*.

Numbers 101–1,000,000

101	one hundred and one [wʌn ˌhʌndrəd ənd 'wʌn]	1,000	one thousand [wʌn 'θaʊznd]
102	one hundred and two [wʌn ˌhʌndrəd ənd 'tuː]	2,000	two thousand [tuː 'θaʊznd]
110	one hundred and ten [wʌn ˌhʌndrəd ənd 'ten]	10,000	ten thousand [ten 'θaʊznd]
200	two hundred [tuː 'hʌndrəd]	100,000	one hundred thousand [wʌn ˌhʌndrəd 'θaʊznd]
300	three hundred [θriː 'hʌndrəd]	200,000	two hundred thousand [tuː ˌhʌndrəd 'θaʊznd]
451	four hundred and fifty-one [fɔː ˌhʌndrəd ənd 'fifti wʌn]	1,000,000	one million [wʌn 'mɪljən]

clothes [klaʊðz] [klaʊz]	одяг
open ['əʊpən]	відкривати/відкритий
flight [flaɪt]	політ
lab (laboratory) [læb; lə'bɒrətəri]	лабораторія
plane [pleɪn]	літак
ice rink [aɪs rɪŋk]	ковзанка
ice hockey [aɪs ˌhɒki]	хокей (на льоду)
ice [aɪs]	лід
team [tiːm]	команда
seat [siːt]	місце
popular ['pɒpjələ]	популярний
concert ['kɒnsət]	концерт
piggy bank ['pɪgi bæŋk]	скарбничка

Emma's *clothes* are nice.



skating *rink*, ice skating *rink*

There are six people in an ice hockey *team*.
The ice rink has *seats* for 12,500 people.
All my friends like her - she's really *popular*.
Let's go to the *concert* next Saturday!

Tomorrow the Knights are playing at the Arena. Завтра команда «Лицарів» грають на арені.
Sam's mum is coming after school. Мати Сема прийде після школи.

is [ɪz]	бути, він, вона, воно є
match [mætʃ]	гра/змагання
are [ɑː]	бути, ми, ви, вони є
bored [bɔːd]	що нудьгує
to be cold [biː 'kəʊld]	мерзнути
horrible ['hɒrəbl]	страшний, жахливий
that (bad) ['ðæt bæd]	так погано
bell [bel]	дзвоник
panther ['pæntə]	пантера

How *is* your weekend?
Can we watch the *match* this evening?
We *are* fed up.
to be boring – бути нудним
to be *bored* – нудьгувати
She *is* cold.

bells



warm [wɔ:m]	теплий
thanks [θæŋks]	дякую
half an hour [ˌhɑ:fən'aʊə]	півгодини
to go in [gəʊ 'ɪn]	заходити
to fall [fɔ:l]	падати
ground [graʊnd]	земля
to be angry with [bi: 'æŋgrɪ wɪð]	бути сердитим на
stick [stɪk]	палиця
zookeeper ['zu:ki:pə]	служитель зоопарку
embarrassing [ɪm'bærəsɪŋ]	збентежений
hat [hæt]	капелюх
to get [get]	одержувати, одержав
signal ['sɪgnl]	сигнал
domino ['dɒmɪnəʊ]	доміно
irregular [ɪ'regjələ]	неправильний
present ['preznt]	теперішній час

She is *warm*. Їй *тепло*.

She is *angry with* her little sister.

zoo → *zookeeper*

This *hat* looks nice.



to write	писати	to eat	їсти
to read	читати	to find	знаходити
to come	приходити	to throw	кидати
to go	їти	to see	бачити
to have	мати	to sit	сидіти
to buy	купувати	to leave	покидати
to give	давати	to put	покласти
to fall	падати	to run	бігати
to take	брати	to say	сказати

to continue [kən'tɪnju:]	продовжувати
hair [heə]	волосся
to talk to [ˈtɔ:k tə]	розмовляти з
Good grief [gʊd 'grɪ:f]	боже мій
to dye [daɪ]	фарбувати
blond [blɒnd]	білявий
sick note ['sɪk nəʊt]	пояснення відсутності у зв'язку з хворобою
wig [wɪɡ]	перука
hairdresser ['heə,dresə]	перукар
to mark [mɑ:k]	позначити
store detective ['stɔ: drɪ'tektɪv]	охоронець у магазині
store [stɔ:]	магазин, крамниця

Her *hair* is long.
Terry is *talking to* Lisa.

I want to *dye* my hair.
He has got *blond* hair.



the *hairdresser's* перукарня
Mark the short forms, please.
It says, '*Store detective*'.

department store

detective [dɪ'tektɪv]	детектив
to go down [gəʊ'daʊn]	опускатися, сходити вниз
down [daʊn]	вниз, донизу, внизу
high [haɪ]	високий
to look up [lʊk'ʌp]	дивитися вгору
up [ʌp]	угору
to jump [dʒʌmp]	стрибати
to climb [klaɪm]	видиратися, вилазити
no one [nəʊwʌn]	ніхто
voice [vɔɪs]	голос
police officer [pə'li:ɪs'ɒfɪsə]	поліцейський
office ['ɒfɪs]	офіс
to watch [wɒtʃ]	пилнувати, спостерігати
quickly ['kwɪkli]	швидко
adventure [əd'ventʃə]	пригода
fact-file (on) ['fækt,faɪl]	фактографічний файл (про)
fact [fækt]	факт

Unit 3 We all need friends.

to laugh at ['lɑ:fət]	сміятися над
Scottish ['skɒtɪʃ]	шотландський
accent ['æksnt]	акцент
to cry [kraɪ]	плакати, кричати, звати
once [wʌns]	колись, одного разу
bully ['bʊli]	задирака, хуліган
tall [tɔ:l]	високий
Dear [dɪə]	любий, дорогий
one day [wʌn'deɪ]	одного дня
to push off [pʊʃ ɒf]	відштовхнути
Yours [jɔ:z]	Ваш
to hit [hɪt]	ударяти, влучати
head [hed]	голова
hospital ['hɒspɪtl]	лікарня
how to ... ['haʊ tə]	як.....

down → downstairs
I can't look over the wall, it's too high.

up ↔ down

He is *climbing* out of the window.

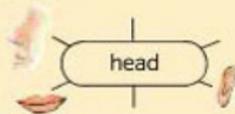
He wants to become a *police officer*.

Watch the time!

The kids *laugh* at Susan's Scottish *accent*.



Look! They are *pushing* him off his bike.



capital letter [ˌkæpɪtəl 'letə] велика літера
youth [ju:θ] молодь

message ['mesɪdʒ] повідомлення
to go out [gəʊ 'aʊt] виходити
tired ['taɪəd] втомлений

real [rɪəl] справжній

to go over [gəʊ 'əʊvə] переходити
for supper [fɔ 'sʌpə] на вечерю

for tea на чай
for me для мене
for my birthday на мій день народження
with a pen ручкою

I'm with Lisa. Я з Лізою.
go to school ходити до школи
talk to розмовляти з
a visit to the doctor відвідування лікаря

to think of ['θɪŋk əv] думати про
girlfriend ['gɜ:lfrɛnd] подруга
I'm sorry вибачте за ...

about... [aɪm 'sɔri əbaʊt] про
polite [pə'laɪt] ввічливий
to fall off [fɔ:l 'ɒf] падати, зменшуватися
to hurt [hɜ:t] завдати болю, боліти
arm [ɑ:m] рука
chain [tʃeɪn] ланцюг
to clean [kli:n] чистити
paint [peɪnt] фарба
doctor ['dɒktə] лікар
ear [ɪə] вухо
to feel [fi:l] почуватися

He's angry with his *girlfriend*.



My foot still *hurts*.

Clean the board, please,
 to *paint* → some *paint*
 'Dr' is short for 'doctor'.

How do you *feel*?

to hurt	завдати болю	to send	посилати	to feel	почувати
to tell	розповідати	to do	робити	to get	отримувати
to hit	ударяти	to ride	їхати	to think	думати
				to begin	починати

accident ['æksɪdnt] нещасний випадок,
 аварія
body ['bɒdi] тіло
nose [nəʊz] ніс
mouth [maʊθ] рот



When your tooth hurts you,
 open your *mouth* to show it to
 a dentist.

hand [hænd]	рука
finger ['fɪŋgə]	палець (руки)
back [bæk]	спина
elbow ['elbəʊ]	лікоть
stomach ['stʌmək]	шлунок
leg [leg]	нога
knee [ni:]	коліно
toe [təʊ]	палець (ноги)
who [hu:]	хто/кого/кому/ким

which [wɪtʃ] який/якого/якому/яким

person ['pɜːsn]
to change [tʃeɪndʒ] людина, особа
 змінювати(ся),
 міняти(ся)

life, lives (pl) [laɪf; laɪvz] життя
title ['taɪtl] назва, заголовок

cover ['kʌvə]
across [ə'krɒs] палітурка, обкладинка
 вздовж
 (по горизонталі)
 вниз (по вертикалі)

down
enemy ['enəmi] ворог
film [fɪlm] фільм
following ['fɒləʊɪŋ] наступний
hero, heroes (pl) герої, герої
 ['hɪərəʊ; 'hɪərəʊz]

What's the film about? Про що цей фільм?
 [wɒts ðə 'fɪlm əbaʊt]

president ['prezɪdnt] президент
spelling ['speltɪŋ] орфографія
test [test] тест

to get ... right/wrong зрозуміти вірно/
 [get ... 'raɪt/wrɒŋ] невірно
mark [mɑːk] оцінка (в школі)
another [ə'nʌðə] ще один, другий, інший

to be upset [bi: əp'set] засмучуватися
What does it say? Про що йдеться?
 [wɒt dɪz,ɪt 'seɪ]

I'm scared, [aɪm 'skeəd] Я наляканий.

Clap your hands.

Emma is the girl *who* comes from Bristol.
 I like the house *which* you can see over there.

Change places with your partner.

Do you like the *title* of the book?

friend ↔ enemy
 a film



We have a Maths *test* every Monday.
 How many questions do you *get right*?

These cakes are fantastic. Can I have *another* cake, please?



They bully me.
 I'm scared.

They bully me. *I'm scared.*

jealous (of) [ˈdʒeləs]	заздрисний
jazz [dʒæz]	джаз
to catch [kætʃ]	піймати
The bullies say they are sorry.	Задиряки говорять, що вони просять вибачення.
[ðə ˈbuliz sei ðei ə ˈsɒri]	
to worry [ˈwʌri]	турбувати
kangaroo [ˌkæŋɡəˈruː]	кенгуру
to feel sick [fi:l ˈsɪk]	почуватися погано
sick [sɪk]	хворий
dictionary [ˈdɪkʃnəri]	словник
if [ɪf]	якщо
shy [ʃaɪ]	сором'язливий
side [saɪd]	бік
city [ˈsɪti]	місто
to get ... wrong	невірно зрозуміти
[get ... ˈrɒŋ]	
at night [ət ˈnaɪt]	вночі
to begin [bɪˈɡɪn]	починати(ся)
part [pɑ:t]	частина

Unit 4 You are what you eat!

takeaway [ˈteɪkəweɪ]	ресторан з готовими стравами, які можна купувати додому
opposite [ˈɒpəzɪt]	навпроти
main [meɪn]	головний
course [kɔ:s]	страва (за обідом)
ham [hæm]	шинка
spicy [ˈspeɪsi]	гострий
lamb [læm]	м'ясо молодого баранчика
curry [ˈkʌri]	гостра індійська приправа
sour [ˈsaʊə]	кислий
pork [pɔ:k]	свинина
sausage [ˈsɒsɪdʒ]	ковбаса

Are you *jealous* of other pupils?

Sorry, I don't want to *worry* you.

I feel sick.

Я почуваюся погано.

When I'm cold, I *feel sick*.

Do you sleep on your back or on your *side*?



At night you need a torch.

In England school *begins* with registration.

Let's get a takeaway from the new *takeaway* in town.

I'd like fish and chips for the *main course*, please.

Do you like lamb *curry*?

A pig is an animal. *Pork* is the name for pig meat.



chicken [ˈtʃɪkɪn]	курча
starter [ˈstɑ:tə]	закуска
dessert [dɪˈzɜ:t]	десерт
minestrone [ˌmɪnɪˈstrɔ:ni]	м'ясний суп з овочами
Indian [ˈɪndiən]	індійський
bread [bred]	хліб
rice [raɪs]	рис
salad [ˈsæləd]	салат
pudding [ˈpu:dɪŋ]	пудинг
lassi [ˈlasi]	солодкий індійський напій з йогуртом
mineral [ˈmɪnərəl]	мінеральний

coke [kəʊk]	кока-кола
Chinese [tʃaɪˈni:z]	китайський
to order [ˈɔ:də]	замовляти
fast food [ˌfɑ:st ˈfu:d]	їжа швидкого приготування
plate [pleɪt]	тарілка

bowl [bɔ:l]	чаша
knife, knives [naɪf; naɪvz]	ніж, ножі
fork [fɔ:k]	виделка
spoon [spu:n]	ложка

glass [glɑ:s]	склянка
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to **set the table** [set ðə ˈteɪbl] накривати (на) стіл

The bell rings. [ðə ˈbel rɪŋz] Дзвенить дзвінок.

fast [fɑ:st] швидкий

to **think** [θɪŋk] думати

better [ˈbetə] кращий

worse [wɜ:s] гірший

worst [wɜ:st] найгірший

everything [ˈevriθɪŋ] все

ready [ˈredi] готовий

Hands off! [hændz ˈɒf] руки геть

nothing [ˈnʌθɪŋ] нічого

healthy [ˈhelθi] здоровий

tasty [ˈteɪsti] смачний

Pizza is tastier. Піца смачніша.

[ˈpi:tə ɪz ˈteɪstɪə]

comparative [kəmˈpærətɪv] вищий ступінь

to start → *starter*

In the morning I always drink *mineral water*.

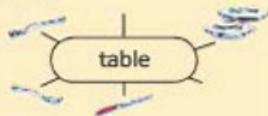
Let's *order* a pizza.
Hamburgers are *fast food*.

A *plate* for pizza must be big enough.

You eat soup from a *bowl*.

You can't eat pizza with a *spoon*.

Can I have a *glass* of coke, please?



Everything is okay!

Fruit and vegetables are *healthy*.

to taste → *tasty*



superlative [su:'pɜ:lətɪv]	найвищий ступінь
kind [kaɪnd]	добрий
American [ə'merɪkən]	американець
Australian [ɒs'treɪliən]	австралієць
interesting ['ɪntrəstɪŋ]	цікавий
exciting [ɪk'saɪtɪŋ]	захопливий
opinion [ə'pɪnjən]	думка
to report [rɪ'pɔ:t]	доповідати
heavy ['hevi]	важкий
should [ʃʊd]	слід (порада)
diet [daɪət]	дієта
to go on a diet [ˌɡəʊ ɒn ə 'daɪət]	сісти на дієту

Jake is an *American*.

You can see *interesting* things in a museum.
I am excited → this is *exciting*;
I am bored → this is *boring*.



I can't carry this, it's too *heavy*.

You don't eat? Are you on a *diet*?

to go to school	ходити до школи	to get lost	заблукати
to go down	спускатися, сходити	to get off	зійти, злізти
to go shopping	ходити за покупками	to get up	вставати, підводитися
to go on	продовжувати	to get to school	дістатися до школи
to get into	попасти		

as... as [æz ... æz; əz ... əz]	так само як
as [æz; əz]	оскільки, як
fit [fɪt]	придатний
would like [wʊd 'laɪk]	хотів би
to lose [lu:z]	губити
a few [ə 'fju:]	кілька
pound [paʊnd]	фунт
tip [tɪp]	натяк, порада
to jog [dʒɒg]	бігти підтюпцем
mustn't ['mʌsnt]	не повинен
to stop [stɒp]	припиняти
to plan [plæn]	планувати
to go without [ˌɡəʊ wɪ'ðaʊt]	обходитись
meal [mi:l]	їжа
to exercise ['eksəsaɪz]	тренуватися
a week [ə 'wi:k]	тиждень

Here's a new pencil. Don't *lose* it!

I can give you tips for your trip to England



I can give you a few *tips* for your trip to England.
You can go *jogging*.
You can go *swimming*.
You *must* ↔ You *mustn't* *Stop* making that noise!
To make a *plan*.
I can't go *without* chocolate!
The three *meals* are breakfast, lunch, and dinner.

We have English four times a *week*.

for hours [fɔː'aʊəz] протягом годин
advice [əd'vaɪs] порада
to match up ['mætʃʌp] підходити
to see a doctor [siː ə 'dɒktə] показатися лікарю
suggestion [sə'dʒestʃn] пропозиція
sweet [swi:t] солодкий
point [pɔɪnt] пункт, бал
usually ['juːʒli] зазвичай
questionnaire [ˌkwɛstʃə'neə] запитальник, анкета
unhealthy [ʌn'helθi] нездоровий

any [eni] будь-який
left [left] лівий, залишатися

nice [naɪs] гарний
lettuce ['letɪs] салат
fresh [freʃ] свіжий
pear [peə] груша
pea [pi:] горох
orange [ˈɒrɪndʒ] апельсин, помаранч
bean [bi:n] **beans** [bi:nz] квасоля
potato, potatoes [pə'tetəʊ, pə'tetəʊz] картопля
kilo ['ki:ləʊ] кілограм

1 mile (m)
1 foot (ft)

1,609 km
30.48 cm

1 kilo (kg)
1 pound (lb)

1,000 g
453.59 g

stall holder [ˈstɔ:l ˌhəʊldə] людина, яка орендує або працює у кіоску
to get [get] отримувати
on the air [ɒn ði 'eə] (передається) в ефірі
snack [sneɪk] легка закуска
to make sure [meɪk 'ʃʊə] впевнитися
introduction [ˌɪntrə'dʌkʃn] вступ
to take notes [teɪk 'nəʊts] записувати
change [tʃeɪndʒ] зміна
waiter ['weɪtə] офіціант

tongue twister ['tʌŋ ˌtwɪstə] скоромовка
restaurant ['restɹənt] ресторан
may [meɪ] можливо
bill [bɪl] рахунок
to keep [ki:p] тримати



That's right, one *point* for you!

Question = *questionnaire*

Un + healthy = *unhealthy*

Un + fit = *unfit*

Have you got *any* apples?

I'm hungry. Is there *any* pizza *left*?

Can you make some *fresh* tea?

Oranges are orange.



"Do you like *potatoes*?"
- "Well, I like *chips*."

to change = *a change*

The *waiter* brings your food in a restaurant.



I *may* be late.

Can I *keep* the CD for another day, please?

Have a nice day. [ˌhæv ə naɪs 'deɪ]	Гарного дня.
dangerous [ˈdeɪndʒərəs]	небезпечний
until [ən'tɪl; n'tɪl]	до, поки
to be right [bi: 'raɪt]	бути правим
something ['sʌmθɪŋ]	щось
to get hungry [get 'hʌŋɡri]	зголодіти
path [pɑ:θ]	доріжка
CD player [si:'di: 'pleɪə]	програвач компакт-дисків
headphones ['hedfəʊnz]	навушники
wallet ['wɒlɪt]	гаманець
back [bæk]	задній, назад
run [rʌn]	біг
through [θru:]	через
to steal [sti:l]	вкрасти
to pull [pʊl]	тягнути
somewhere ['sʌmweə]	десь
right away [raɪt ə'weɪ]	негайно
impression [ɪm'preʃn]	враження
end [end]	кінець
phone call ['fəʊn kɔ:l]	телефонний дзвінок
I don't care [aɪ dəʊnt 'keə]	Мені байдуже.
to rewrite [ˌri:'raɪt]	переписати
rhyming ['raɪmɪŋ]	те, що римується
instruction [ɪn'strʌkʃn]	інструкція
bird [bɜ:d]	пташка

Don't go so fast - it's *dangerous*.
We can stay in bed *until* 10.

I always get *hungry* after the second lesson.

wallet

to push ↔ *to pull*
some → something →
somewhere
Please call your parents *right away*.

to end → an *end*



The *bird* is eating my sandwich.

Unit 5 Media: music and more!

media ['mi:diə]	засоби масової інформації
to update [ʌp'det]	оновлювати
to take pictures [teɪk 'pɪktʃəz]	фотографувати
digital ['dɪdʒɪtəl]	цифровий
camera ['kæmərə]	фотоапарат
MP3 [em'pi:'θri:]	МП3 формат

Books, e-mails and the cinema are all *media*.

Sam takes a lot of pictures of Greenwich with his *camera*.

MP3 player [ɛmpi:'θri: ,pleɪə] МП3 плеєр
DVD [di:'vi:'di:] DVD формат
DVD player [di:'vi:'di: 'pleɪə] DVD плеєр
queen [kwɪ:n] королева
use [ju:s] використання
to copy ['kɒpi] списувати, копіювати
PC [pi:'si:] ПК
to delete [dɪ'li:t] видалити, стерти

to download [daʊn'ləʊd] завантажити

to record [rɪ'kɔ:d] записувати
webcam ['webkæm] веб-камера
star [stɑ:] зірка
to decide [dɪ'saɪd] вирішувати

cover ['kʌvə] палітурка,
титульна сторінка

to print [prɪnt] друкувати
photo ['fəʊtəʊ] фотографія
to click [klɪk] клацати
audition [ə:'dɪʃn] прослуховування
website ['websaɪt] веб-сайт

to explain [ɪk'spleɪn] пояснювати

to ask запитувати
to answer відповідати
to say сказати
to speak говорити
to talk розмовляти
to tell розповідати

to agree погоджуватися
to explain пояснювати
to ask for просити

to fill in [fɪl,'ɪn] заповнити
form [fɔ:m] бланк, анкета
to have to ['hæv tə] змушений

to send in [send,'ɪn] подавати (заяву)
to tick [tɪk] позначати галочкою



Don't *delete* your e-mail!
 The teacher will check it.
 I often *download* music from
 the Internet.

"Coke or lemonade?" – "I don't
 know, I can't *decide*."
 Is Robbie on the
cover of youth magazine?



That's a *photo* of your house.

You can find the Thomas Tallis
website on the Internet.
 Can you *explain* the rules of ice
 hockey to me?

to call звати
to cry кричати, плакати
to laugh сміятися
to shout кричати

to interview брати інтерв'ю
to invite запрошувати
to offer пропонувати

to fill in – to complete

You *have to* practice before you
 go to an audition.

Put a tick in the box if you
 agree.

<i>to do your homework</i>	робити домашнє завдання	<i>to make sandwiches</i>	робити бутерброди
<i>to do a project</i>	робити проект	<i>to make lunch</i>	готувати обід
<i>to do a play</i>	грати у спектаклї	<i>to make noise</i>	шумлїти
<i>to do sports</i>	займатися спортом	<i>to make a list</i>	складати список
<i>to do the shopping</i>	робити покупки	<i>to make your bed</i>	заправляти лїжко
<i>What are you doing?</i>	Що ти робиш?	<i>to make a poster</i>	виготовляти плакат

to go bananas	з'їхати з глузду
[ˌgəʊ bəˈnɑːnəz]	
not... yet	ще ні
[nɒt]	
doorbell	дверний дзвінок
['dɔːbɛl]	
fan	уболівальник, фан
[fæn]	
to sign	підписувати
[saɪn]	
ever	коли-небудь
['evə]	
to practise	практикувати(ся),
['præktɪs]	займатися
plan	план
[plæn]	

shop assistant	продавець
[ˈʃɒp əˈsɪstənt]	
key	ключ
[kiː]	
to get ready	приготуватися
[get 'redi]	

whose	чий
[huːz]	
lion	лев
['laɪən]	
to break	ламати
[breɪk]	

for	протигом
[fɔː]	
wizard	чарівник
['wɪzəd]	
fierce	лютїй, несамовитий
[fɪəs]	
to be on	проходити
[biː 'ɒn]	
over	через
['əʊvə]	
wicked	злий, недобрий
['wɪkɪd]	
brilliant	блискучий
['brɪljənt]	
judge	суддя
[dʒʌdʒ]	
part	роль
[pɑːt]	

above	вгорї, над
əˈbʌv]	
someone	хтось
['sʌmwʌn]	
to panic	панїкувати
['pænɪk]	
everywhere	всюди, скрізь
['evrɪweə]	

microphone	мікрофон
['maɪkrəfəʊn]	
floor	підлога
[flɔː]	

Have you got a dessert?
No, *not yet*.

He's a real football *fan*.



Draw a *plan* of your house,
please.

Get ready! I can see the school
bus coming.
Whose CD is this? - It's Sam's.

Be careful! Don't *break* your leg
when you go surfing."

I *break* my leg when surfing,
a wizard



The race *is on!*

I like this game. It's *brilliant*.

What *part* do you play in the
school musical?

I'm looking *everywhere*, but I
can't find my keys.



The book is on the *floor*.

owner [ˈəʊnə]	власник
few [fju:]	мало
to drive crazy [draɪv 'kreɪzi]	зводити з розуму
to collect [kə'lekt]	забирати з(в)
nervous ['nɜ:vəs]	знервований
helpful ['helpfəl]	корисний
to put on [put 'ɒn]	наносити
odd one out [ɒd wʌn 'aʊt]	викреслити зайве

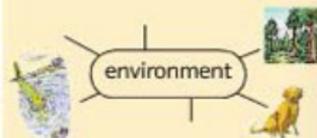
Unit 6 It's our world!

world [wɜ:ld]	світ
flood [flʌd]	повінь
flash flood ['flæʃ flʌd]	сильна повінь
power ['paʊə]	сила, потужність
pony ['pɒni]	поні
moor [mɔ:]	заболочена місцевість
environment [ɪn'vaɪrənmənt]	навколишнє середовище, довкілля
to study ['stʌdi]	вчитися, вивчати
plant [plɑ:nt]	рослина
mile [maɪl]	миля
wet blanket [wet 'blæŋkɪt]	людина, що псує іншим
wet [wet]	радість
blanket ['blæŋkɪt]	ковдра
important [ɪm'pɔ:nt]	важливий
shower [ʃaʊə]	злива, душ
rubber boots [ˌrʌbə 'bu:ts]	гумові чоботи
will, won't [wɪl; wɒnt]	допоміжне дієслово; слугує для утворення майбутнього часу
own [əʊn]	свій, власний
to fit [fɪt]	підходити, пасувати
to miss [mɪs]	сумувати за кимсь

He's got *few* friends.

Please *collect* your mobile from your teacher.

Put on your make-up!



If you *study* a subject, you learn about it.

1,609 m

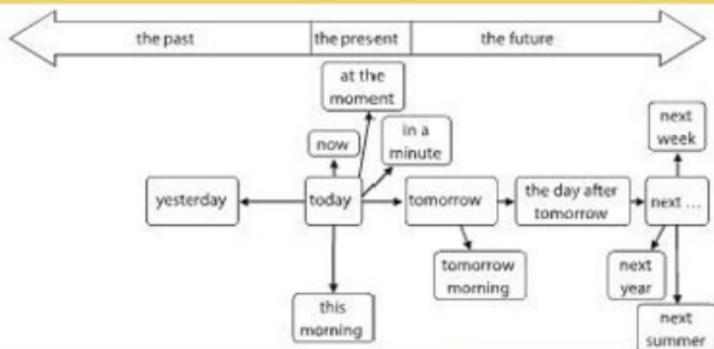
Our dog's bed is a box with a *blanket* in it.
This letter is *important*, Sam.
You must take it to school tomorrow.



won't = will not

my/your/his/her/ etc.;
Have you got your *own* room?

I'll *miss* you



promise [ˈprɒmɪs]
to promise [ˈprɒmɪs]
to offer [ˈɒfə]

обіцянка
 обіцяти
 пропонувати

southwest [saʊθˈwest]
forecast [ˈfɔːkɑːst]
far [fɑː]
temperature [ˈtemprətʃə]
to rise [raɪz]
degree [diˈɡriː]
Celsius [ˈselsɪəs]

південний захід
 прогноз погоди
 далекий
 температура
 підніматися, вставати
 градус
 Цельсій

rain [reɪn]
to move [muːv]
cloudy [ˈklaʊdi]
stormy [ˈstɔːmi]
by [baɪ]
midnight [ˈmɪdnaɪt]
heating [ˈhiːtɪŋ]
to escape [rɪˈskeɪp]

дощ
 рухатися
 хмарний
 штормовий
 до, на
 північ
 опалення
 втікати

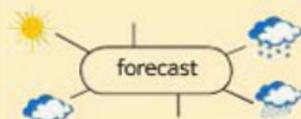
around [əˈraʊnd]
symbol [ˈsɪmbəl]
fog [fɒɡ]
to reach [riːtʃ]

навколо
 символ
 густий туман
 діставати, дотягуватися

weatherman, weathermen [ˈweðəməɪn; ˈweðəməɪn]
(to) snow [snoʊ]
to shuffle [ˈʃʌfl]

метеоролог,
 метеорологи
 сніг, йти (про сніг)
 човгати

to give a promise = *to promise*
 Can I *offer* you a drink? Would you like a drink?



Today the temperature will *rise* to 25 C.

to rain → *the rain*
 Please don't *move*!



Let's have a *midnight* party!

The sheriff can't catch Robin Hood. He always *escapes*.

foggy - *fog*
 I'm too small. I can't *reach* the books on the shelf.

to snow → *snow* → *snowy*

to **miss a turn** [mis ə 'tʃ:n] пропустити чергу
 to **win** [wɪn] перемогти
area ['eəriə] район
 to **present** [prɪ'zent] представити
 to **forecast** ['fɔ:kə:st] передбачити
teen [ti:n] підліток

horoscope [hɒrə'skɔ:p] гороскоп
Aquarius [ə'kwɛəriəs] Водолій
careful ['keəfl] обережний
adventure [əd'ventʃə] пригода
frightening ['fraɪtnɪŋ] що лякає
calm [kɑ:m] спокійний
at first [ət 'fɜ:st] спочатку
leader ['li:də] лідер, керівник

in the end [ɪn ði: 'end] в кінці
 to **save** [seɪv] рятувати
job [dʒɒb] робота
 to **enjoy** [ɪn'dʒɔɪ] насолоджуватися
umbrella [ʌm'brelə] парасолька
greenhouse ['grɪ:nhaʊs] теплиця

storm [stɔ:m] буря, шторм
rescue ['reskjʊ:] порятунок
national ['næʃnəl] національний
stream [stri:m] струмок, річка
 to **make sure** [meɪk 'ʃʊə] переконатися

anorak [ˈænərək] тепла куртка
lip balm ['lɪp bɑ:m] бальзам для губ
fashion ['fæʃn] мода
stone [stəʊn] камінь
island ['aɪlənd] острів
hard [hɑ:d] сильно, важкий

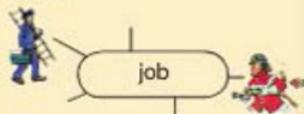
to **jump up** [dʒʌmp 'ʌp] скочити, зірватися з місця

My God! [maɪ 'gɒd] Боже мій!
 to **disappear** [ˌdɪsə'piə] зникати
 to **be trapped** [bi: 'træpt] потрапляти у пастку
 to **be frightened (of)** [bi: 'fraɪntnd] боятися
 to **rescue** ['reskjʊ:] рятувати

forecast → *to forecast*
Teens are between 13-19 years old.

It's dangerous. Be *careful!*

At first you look right.
 The group has to follow the *leader*.



We have a small *greenhouse* for tomatoes in our garden.

A stream is a small river.
Make sure you've always got some money with you.

A *fashion show*



Roger Federer hits the ball very *hard*. It's hard to play it back.

Some people are *frightened of* big dogs.
rescue → *to rescue*



to go	іти, йхати
to go down	спускатися, сходити
to go in	входити
to go out	виходити
to go over	переходити
to go up	підійматися, сходити
to come	приходити
to come in	входити
to come over	переїжджати
to get into	попасти
to get off	зійти, злізти
to get out	вибратися
to get up	вставати, підводитися
to turn back	повернути назад
to turn left/right	повернути ліворуч/праворуч
to turn over	перевертати(ся)
to turn around	обертатися
to walk	прогулянка пішки
to walk the dog	вигулювати собаку

to drive	вести (машину)
to fly	літати
to ride	їхати верхи
to run a race	брати участь в перегонях
to run away	тікати, ховатися
to leave	залишити, від'їжджати
to take home	доставляти додому
to arrive	прибувати
to carry	нести
to climb	вилізати, дертися (згору)
to disappear	зникати
to follow	іти слідом
to jog	бігти підпопцем
to skate	кататися на ковзанах
to jump	стрибати
to jump up	скочити, зірватися з місця
to move	рухати(ся)
to visit	відаїдувати

service ['sɜ:vɪs]	служба
helicopter ['helɪkɒptə]	гелікоптер, вертоліт
to get [get]	ставати, робитися
half [ha:f]	половина
to wave [weɪv]	махати (рукою)

evidence ['eɪdɪns]	доказ
end [end]	кінець

to go wrong [gəʊ'wrɒŋ]	розладжуватися, неладно
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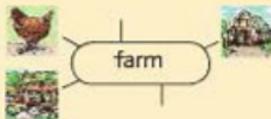
European [juərə'pi:ən]	європейський
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Unit 7 A holiday in Ireland

holiday(s) ['hɒlədeɪ(z)]	свято, канікули
swap [swɒp]	обмін
farmhouse ['fɑ:mhaʊs]	житловий будинок на фермі
coast [kəʊst]	морське узбережжя
barn [bɑ:n]	господарча прибудова
table-tennis ['teɪbl,tɛnɪs]	настільний теніс
to frighten away [fraɪn,ə'weɪ]	полохати

Emma waves at Sam when she sees him from the car window.

wrong - to go wrong



Tennis - table tennis
Frightened - to frighten away

probably ['prɒbəbli]

lots (of) ['lɒts, əv]

sea [si:]

to **fly** [flaɪ]

dump [dʌmp]

none [nʌn]

castle ['kɑ:sl]

peace [pi:s]

quiet ['kwaɪət]

city ['sɪti]

to **put down** [pʊt 'daʊn]

airport ['eəpɔ:t]

to **iron** [aɪən]

journey ['dʒɜ:ni]

if [ɪf]

to **lend** [lend]

coat [kəʊt]

leprechaun ['leprəkəʊn]

Irish ['aɪrɪʃ]

goblin ['gɒblɪn]

to **guard** [gɑ:d]

pot [pɒt]

gold [gəʊld]

luggage ['lʌgɪdʒ]

customs ['kʌstəmz]

departure [dɪ'pɑ:tʃə]

desk [desk]

gate [geɪt]

envelope ['envələʊp]

clear [kɪə]

neighbour ['neɪbə]

burglar ['bɜ:glə]

alarm [ə'lɑ:m]

to **set** [set]

adverb [ˈædvɜ:b]

adverb of manner

[ˈædvɜ:b əv 'mænə]

to **end in** ['end_m]

loud, loudly [laʊd]

ймовірно, можливо

багато

море

літати

звалище, смітник

ніхто, жоден

замок

мир

тихий, спокійний

велике місто

записувати

аеропорт

прасувати

подорож

якщо

позичати (комусь)

пальто

ельф

ірландський

домовик, гоблін

охороняти

горщик

золото

багаж

митниця

відправлення

письмовий стіл

ворота

конверт

зрозумілий

сусід

грабіжник

сигнал тривоги

установлювати

прислівник

прислівник способу дії

кінчитися

гучний, гучно

Lots of - a lot of

The *sea*

No - no one - nothing - *none*



London is a *city*.

Let's meet at the *airport*.

It's a long *journey* from here to Berlin.

A *coat* is longer than an anorak.

The *Irish* flag.



Gold is good for medals.

Departure time is the time when a flight or train leaves.

When you go out of the garden, please close the *gate*.

If something is *clear*, you can understand it.

Isn't the *neighbours'* house nice?



"quickly" is an adverb of *manner*.

Don't sing too *loudly*.

brave	хоробрий	alone	самотній
brilliant	блискучий	angry	сердитий
careful	турботливий	awful	жахливий
clever	розумний	bad	поганий
cool	крутий	boring	нудний
different	несхожий, інший	dangerous	небезпечний
excited	схвилюваний	difficult	важкий
famous	відомий	fierce	лютий
fantastic	вражаючий	gruesome	огидний
funny	смільний	mad	божевільний
good	гарний	nervous	нервовий
great	чудовий	odd	чудний
happy	щасливий	scared	переляканий, жхливий
important	важливий	scary	дурний
lucky	щасливчик	silly	дивакуватий,
nice	гарний	spooky	що лякає, страшний
popular	популярний	unhappy	нещасний

wish [wɪʃ]	бажання
to come true [kʌm 'tru:]	збуватися
to win [wɪn]	перемагати
cliff [klɪf]	стрімка скеля
to go bump [gəʊ 'bʌmp]	наштовхнутися, ударитися
to be asleep [bi: ə'sli:p]	спати
cloud [klaʊd]	хмара
sky [skaɪ]	небо
to bang [bæŋ]	ударити
to turn over [tɜ:n əʊvə]	перевертати(ся)
barn owl ['bɑ:n əʊl]	сіпуха
to hoot [hu:t]	кричати (про сову)
to get out of bed [gɛt əʊt əv 'bed]	встати
light [laɪt]	світло
to be on [bi: 'ɒn]	бути увімкнутим
to lean out [li:n əʊt]	вистромитися
figure ['fɪgə]	фігура
moon [mu:n]	місяць
to wake [weɪk]	прокидатися
to creak [kri:k]	скрипіти
in fact [ɪn 'fækt]	насправді
soft [sɒft]	м'який

He always wins the race.
The cliffs on the Irish coast are great.



The light is on.

You can't see the moon tonight; there are clouds in the sky.

fact → in fact

sleepy ['sli:pi]
rubbish ['rʌbɪʃ]
flash [flæʃ]
to press [pres]
button ['bʌtn]

сонний
 сміття
 спалах, виблиск
 натискати
 кнопка

to put in [pʊt_ɪn]
battery ['bætri]

вставляти
 батарейка

to set off [set_ɒf]
feeling ['fi:lɪŋ]
scary ['skeəri]
middle ['mɪdl]

вирушати
 відчуття
 жахливий
 середина

to think about ['θɪŋk_əbaʊt]
to go off [gəʊ_ɒf]

здуматися
 іти, покидати місце
 з якоюсь метою

beginning [bi'ɡɪnɪŋ]
surprising [sə'praɪzɪŋ]
at the back [ət ðə 'bæk]
technical ['teknɪkl]

початок
 дивовижний
 у кінці
 технічний

He's *sleepy*.



It's easy to take a picture – just press the *button*.

Your mobile won't work if the *battery* is old.

to feel → *feeling*
 to be scared → *scary*
 middle = *centre*

We are *going off* to have lunch.

Stories

You're boy funny, Emma!

B Emma is really angry. She picks up her bag and runs to the bus. Lisa follows her and sits beside her. "Sorry!" she says.

Emma looks at her and the two of them laugh. The next morning they meet again on the bus. Suddenly Lisa says, "Don't look now, but Jake Howard is on the bus. I'm not joking this time. He's behind us." Emma looks round. Jake is talking to a friend. He doesn't see her. She goes red and looks very unhappy.

Lisa wants to help Emma. She sends a note to Sam in their German class. She writes:

She underlines the words 'nuts' and 'about'. She tries to pass it to Sam, but she drops it and Jake picks it up. He reads it and then gives it to Sam. "Oh no," thinks Lisa. "What can I do now?"

The girls meet on the bus after school. Emma is talking about Jake again when suddenly Emma's mobile rings.

"Hello! Yes. Oh, hi, Jake. Well, yes.

That's great. See you at six o'clock! Bye!" She can't believe it! Jake wants to go to the cinema with her later. "I must go now," she says when they get off the bus. "See you tomorrow, Lisa."

C That evening Emma sends Lisa a text message:

Lisa is a bit sad, but she can always go and see Sam and Terry. On Monday morning Lisa gets onto the bus. Emma is sitting at the window with Jake.

"Hi, Lisa," Emma says. But Lisa turns back to Jake.

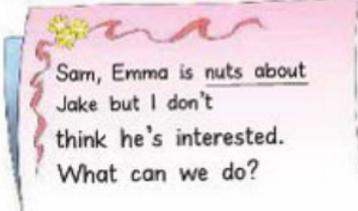
In the next week Lisa only sees Emma in lessons. Emma walks home with Jake. She doesn't go on the bus with Lisa.

Two weeks later Lisa gets onto the bus at five past eight and Emma is sitting there.

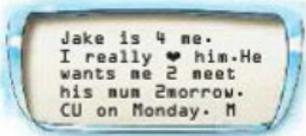
"Hi," says Lisa. "What are you doing here?" Emma doesn't want to talk about it.

"Lisa, I'm sorry," she says. "That thing with Jake and me -"

"Jake?" says Lisa. "Who's Jake?" And they look at each other and start to laugh.



Sam, Emma is nuts about Jake but I don't think he's interested. What can we do?



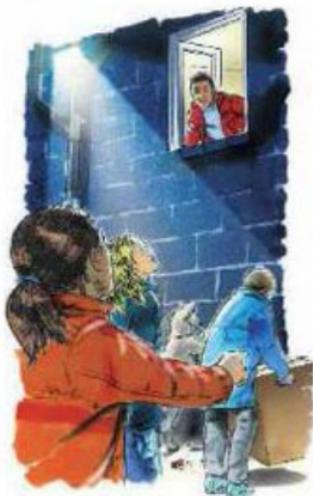
Jake is 4 me.
I really ♥ him. He
wants me 2 meet
his mum 2morrow.
CU on Monday. M



That's why Barker barks!

B They are behind the shop when suddenly Barker stops and listens. "He can hear a noise," says Lisa. Then he starts to bark. Lisa is worried. "What's up, Barker?" she asks. The dog runs behind the shop and the friends follow him. Barker stops at a high wall and looks up.

A boy shouts, "Sam!" The friends look up and see Terry. He is at a small window. "I'm in the toilet," he says. "I can't jump. It's too high. Can you help me?"



"That's why Barker barks!" says Lisa.

"Look," says Emma. "There's a big box over there. You can jump onto that." She and Sam put the box under the window. Terry climbs out of the window and jumps. "Thanks," he says.

"Let's go home," says Lisa.

C Suddenly a voice says, "Stop." It's a police officer. The store detective from the shop is with him.

"This young man is on the TV at my desk," says the store detective.

"I'd like to check all your bags. Please come with us," says the police officer.

The friends go to the store detective's office and the police officer looks in their bags.

D The store detective looks at Emma. "Wait a minute," he says. "I know you. I remember you. Is that your friend from the shop? I think the kids are OK, Matt. I'm sure their story is true."



"OK," says the police officer. "You can go home now. You've got a good dog there. But next time watch the time, and ask a police officer or a store detective for help before you jump out of a window."

"Thank you," says Terry. "And thank you, Barker!"

We're watching you!

B Lisa sends a message to her mum and then the two girls walk into town. Half an hour later Lisa gets another message on her phone. She is upset.

"What's up?" asks Emma. But Lisa still doesn't want to say. Then they see Sam and Terry in Burger Bonanza. "Let's go in here," Emma says. Lisa and Emma sit down next to the two boys. Lisa starts to talk to them, but then she gets another text message. Emma looks at Lisa. "Is it another message?" she asks.

"Yes," says Lisa. She is really upset now. "I want to go home."

"Why, Lisa? What does it say?" asks Emma. Lisa doesn't answer. "Tell me." Lisa shows the message to Emma. It says, "We know where you are."

C Sam and Terry read the message, too. "Who's it from?" asks Terry.

"I don't know," says Lisa.

"When does this start?" asks Emma.

"Today," says Lisa. "After last lesson."

This is the third message in two hours."

"Maybe it's a joke," says Sam.

"Maybe," says Lisa, but she isn't sure. They leave the burger bar at half past four. They want to look in the music shop, but then the next message comes. It says, "We're watching you."

"I don't know what I can do," says Lisa.

"I'm scared. Maybe they're here."

D On Monday the four friends talk to Mrs Richards before school. She listens to their story. "Can I have your phone, please, Lisa?" she asks. Mrs Richards reads all the messages. "Do you know why you get these messages?"

"No, but maybe it's because I'm good at Maths. We get our marks on Friday and then the messages start. Maybe some kids are jealous."

"OK, thank you, Lisa," says Mrs Richards. "You do the right thing. This is not a joke."



Sport can be dangerous!

B The paths in the park are dark because there are a lot of big, old trees along them.

"Terry, it's so cold and dark, and I don't see any other people who are jogging," says Mr Jackson. "Let's go and look in the department store next to the park. It's nice and warm there."

"Dad!" says Terry. "Come on, let's run!" Terry and his father don't see the young man in front of them. He has a CD player with headphones and he is running into Mr Jackson.

"Oh, I'm sorry," says the young man. "You know, it's so dark here under the trees."

"It's OK," says Mr Jackson. Terry and Mr Jackson start jogging again. After a minute Mr Jackson says, "Terry, stop. My wallet isn't in my right back pocket. I think that young man has got it." They run after him.

"Hey, you, give me my wallet," Mr Jackson is shouting at the young man.

"What?" says the young man. "What wallet?"

"It's in your pocket!" Mr Jackson is shouting. The young man feels really scared.

"OK," he says. "No problem." He takes the wallet from his pocket and gives it to Mr Jackson. Then he runs away.

"That is cool, Dad," says Terry.

"It isn't cool," says Mr Jackson. "I feel really scared. Let's go home now."

C Back at home, Terry and his father go into the kitchen. "How do you run through the park?" asks Mrs Jackson.

"A man has Dad's wallet!" says Terry. "After that Dad runs after him to get his wallet back," says Terry.

"His wallet?" says Mrs Jackson. "What do you mean? It's here on the kitchen table."

Terry and his father look at the table. There is a wallet on it. Then Mr Jackson pulls the wallet out of his back pocket.

"This isn't my wallet," says Mr Jackson. "Oh no! What should I do now?"

"I can't believe this! Look inside," says Terry.

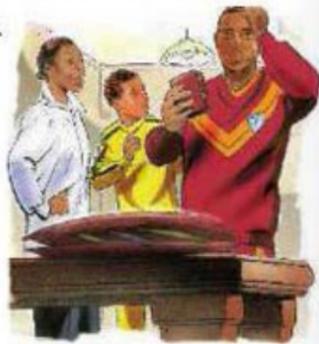
"The man's name must be in there somewhere."

We can look up his phone number and call him right away."

OK. No problem.



It's in your pocket!



Where's my bag?

B Ten minutes later it's all over.

Sam: Here's some water for you.

Lisa: You are brilliant. I can't wait to hear the judges' decision. I'm sure you've got the parts.

Emma: I don't know, Lisa. Steve Jones doesn't look very happy. Do you have any photos from the audition?

Lisa: Yes, I do. I have got a great picture of Terry on his knees.

Emma: I must phone my mum. Where's my bag, Lisa?

Lisa: It's on the shelf over there with the other bags, above the table.

Emma: OK, thanks. I'll go and get it.

Lisa: What's wrong, Emma?

Emma: My bag isn't there, Lisa? I can't find it anywhere. And my mobile phone.... Where is it?!

Lisa: OK, don't panic. Let's all look for it.



C The friends look everywhere – in the toilets, in the room where they change the clothes, in the cafeteria. But they can't find Emma's bag. They decide to ask Steve Jones to help them. When they go back into the hall, the auditions stop. Then they hear the voice at the microphone. It's Steve Jones.

Steve: Can you all listen, please? Someone finds this bag on the floor, and they give it to me. There's a mobile phone in it, and it is on. It rings every few minutes, and it is driving us all crazy. Can the owner please come and collect it and turn it off?

Terry: Well, now we know where your bag is, Emma!

Emma: Steve, I can explain everything.

D2, 33  The Rescue

2 What is there on the island

Look at the two pictures of the island.

"Look!" Emma shouts. "There are no stones." The others look at Emma. The stream is now a very fast river. "It's a flash flood," says Terry. "We learn about it in Geography." Peter is very excited. "This is a great picture," he says.

"How can you take pictures at a time like this?" asks Emma. "We're trapped on this island! Is it possible to get back?"

"I can't swim," says Martin. He is really frightened.

Sam tries to stay calm. "Let's shout," he says. "Maybe the others are near". They all start to shout. "Help! Help!" They wait for a moment.

"Don't worry," says Lisa. "I'm sure the teachers will come and rescue us." But no teachers come. Terry calls Mr Rose on his mobile and tells them where they are.

"Don't worry," says Mr Rose. "I will call the Rescue Services. They will send a helicopter."

"Don't be too late," says Peter. "The water is getting higher! Look over there! The trees are half under water. And it's raining really hard. I'm sure they will see us here under this tree".

"Tell us what to do?" asks Martin.

"I've got an idea," says Emma. "I hope it will work!" She jumps onto a stone next to the tree and waves her pink umbrella. The others shout.



D3, 6 Things that go bump in the night!

1 Before you read

What do you know about the house where the Petrenkos are staying? Look at the picture for help.

Suddenly the light goes out again and all is dark. Nazar opens the window and leans out. He thinks he sees a figure near the big tree. But it is difficult to see because the moon is behind some clouds. "Maybe Patrick and Helen's granddad is right," he thinks. "There is a ghost! I must wake Oksana and tell her." He walks to the door of his room and opens it. The floors creak in the old farmhouse. In fact everything creaks so he walks slowly and carefully to Oksana's bedroom.

"Oksana! Oksana!" he says softly. "Do you hear that noise?"

"You mean my door?" asks Oksana sleepily. "That wakes me up!"

"Oh, sorry, I see something outside in the garden. Do you remember what the O'Brien kids usually tell us about the ghost?" asks Nazar.

"Yes!" says Oksana. "But I hope you don't believe that rubbish."

"Of course not! But there's something or someone in the garden. Maybe it's a burglar. Mrs O'Brien tells us that there are burglars in the area. Let's wake Mum and Dad."

"Let's look from the bathroom window first. We can see more from there. If it is a burglar we'll tell them at once."

"Wait," says Nazar. "I want to get my camera."

They walk quietly past their parents' room to the bathroom. From the small window there, they can see the garden with the big tree and the barn. They wait for ten minutes. The moon comes out from behind a cloud. The figure is still there.

"Do you see that?" Oksana asks her brother.

"What?" says Nazar.

"Look!" says Oksana. There is a flash of white between the tree and the barn. "It's white, like a..."

"Ghost?" asks Nazar.

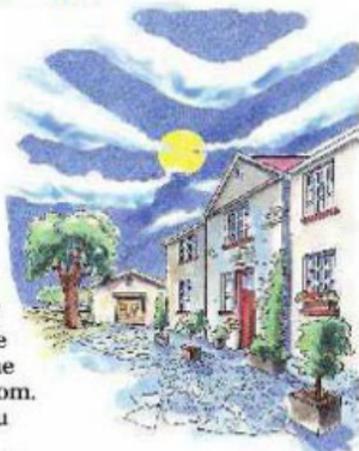
"Rubbish," says Oksana. "Take some pictures!"

Nazar tries to get a good picture, but when he presses the button nothing happens. "Oh, no! I'm always forgetting to put in a new battery," he says.

"OK," says Oksana. "If it is a burglar, he'll try to get into the house."

"If he opens a door or window, he'll set off the alarm," says Nazar. "And he'll wake Mum and Dad," says Oksana.

"So let's wake them first! Come on!"



The mystery of Loch Ness

1. Find Scotland on the map. Where is it?

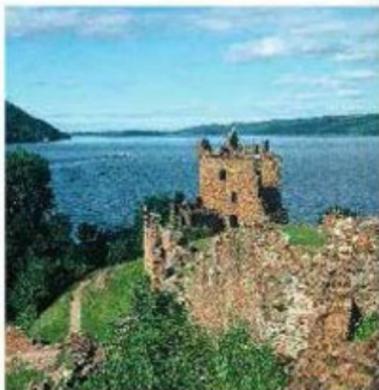
2. What do you know about Scotland?

A My family and I live in the most beautiful place in Scotland. From my bedroom window I can see Urquhart Castle and Britain's largest lake, Loch Ness. A "loch" is what we call a lake in Scotland.

Mum and Dad like Loch Ness so much that they don't want to live and work in the city.

My uncle and aunt live in a big city of Glasgow. My uncle works in a factory and aunt cleans other people's houses. My cousins get up really early every morning to catch the bus to a big school in the city. We like when they come to visit us. We go for walks in the green hills, walk along the blue waters of Loch Ness and visit Urquhart Castle. We enjoy a great holiday and don't want to go home.

We live near the lake and Mum and Dad have a bed and breakfast near the castle so they don't go out to work.



Is this the creature in Loch Ness?

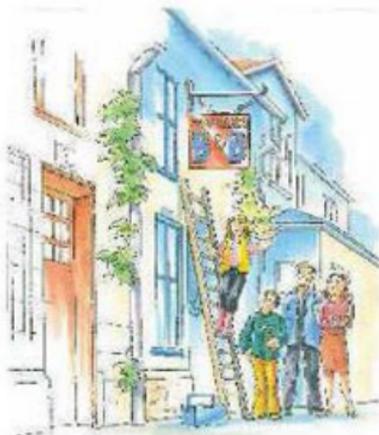


When they get home, they are always dog-tired.

Our school is really small and it's just down the road, so we can walk there.

B Sometimes in summer it rains a lot and not many guests come to stay at our B&B. Mum and Dad worry a lot because they don't want to close it and go to Glasgow.

"It's always raining. We're a new B&B, no one knows us. How are we going to live?"



"Don't worry, love», says Dad. "There are always lots of tourists at McArthur's B&B because of the mystery of Loch Ness".

Maybe I should explain. For more than thousand years people tell stories about something strange in the Loch. In one story a big fish comes out of water and eats fishermen and their boats! In another story, some kids see a strange creature 15 metres long! It comes out of the Loch and walks on the land. People call it a dinosaur.



Others say it looks more like an elephant. Old pictures in the newspaper show something in the water in front of Urquhart Castle, but it isn't very clear. The newspaper calls it "The Loch Ness Monster!" A lot of people call it Nessie. But no one really knows. It's a mystery.

C One Saturday evening our family goes to a concert at Urquhart Castle. We listen to some great Scottish bagpipe music.

At the concert old Mr Muir comes to talk to us. He's a really nice caretaker at the castle. "Well, do you young MacArthurs like the concert?" he asks Douglas and me.

"Yes, it's great," I say. "I love the bagpipes."

"And I love the drums," says Douglas.

"Ay, they all like the castle concerts," Mr Muir laughs. There are more than three hundred people here tonight. Well, I must start to put these chairs away. We keep them down in the old dungeons, you know."

"The dungeons?" says Douglas. "Are there the dungeons in the castle?"

"Oh, yes, there are the dungeons, my boy. Deep under the castle. In old days they put prisoners there. But today we only use them as the castle storerooms."

Mr Muir starts to walk away.

"Can I help you, Angus?" asks Dad.

"No, no, thank you, Tom, I have my workmen. And there's a lift down to the castle storerooms. It's old and slow like me, but it works."

Douglas and I watch the workmen put some chairs into the big lift. Mr Muir is right. The lift is old and slow. And it makes a terrible noise.

When we come home we see an old black van outside our B&B. There are a lot of boxes on its roof, but they don't look like the normal things that





tourists take on holiday. The van has no windows so we cannot see inside, but there are strange white letters on the doors: S.A.M.

"S.A.M. What does that mean?" asks Douglas.

"It means we've got guests!" says Dad.

Mum and Dad are always happy when new guests arrive.

D A woman and a man wait in front of the house. The woman is very tall with small crocodile eyes and red lipstick. She is carrying a strange black bag and is wearing a big black winter coat. The man is short and has short grey hair. He doesn't speak and he never even smiles.

"Two rooms on the east side of the house," the woman says. "We want to see the Loch." She does not say "please".

"Oh, yes, the Loch is beautiful in the morning," says Mum. "Breakfast is from seven until nine o'clock. Here are your keys."

The woman takes the keys, but she does not say thank you".

Dad asks, "Are you going fishing?"

The woman looks at Dad with her crocodile eyes. "Fishing?"

"Yes, all those things in your van. I hope you catch something."

The woman smiles for the first time, but it is not a nice smile. "If there is something to catch in the Loch, Mr McArthur, we will catch it. You can be sure!"

They go upstairs and we do not see them again until the next morning.

"That van is weird, Stella," says Douglas.

"Our new guests are weird, too," I say.

"You can say that again! What does S.A.M. mean? "It's on the van doors."

"I've got an idea," I say. "I'd like to know what's inside. And look at those things on the roof. That looks like part of a telescope."

"Yeah, and what's this? A microphone?" Douglas asks.

"I don't know, but they don't look like fishing things," I say. It is true. They look more like the things we use in science class. "Those two are not normal tourists," I say.

"You are right. Come on, Stella. Let's find out who our guests really are."

The next morning, the woman and the man sit in the breakfast room. They aren't eating breakfast. They are just drinking cup after cup of coffee. Black coffee.



Mum and Dad are telling them about nice places to visit, like Urquhart Castle and the gardens. "You can hear great concerts in the castle," says Mum. "Scottish bagpipe concerts are very popular." But our guests aren't really listening. They only listen when we tell them about Loch Ness.

"It's the deepest lake in Britain, and the largest, too," says Douglas. "A lot of people come here just to try to see Nessie."

The woman puts down her coffee cup. She looks at Douglas. "Nessie?"

"You know," laughs Douglas, "Nessie, the Loch Ness Monster. That's what they call the creature in the Loch."

"That's right, says Mum. "Tourists come here from all over the world to try to see her. But no one knows if there really is a creature in there. It's a mystery."

"Well. The Loch is really deep," I say. "They say there are deep caves under the water where a monster can hide."

"Yes," says Douglas. "I see pictures of a strange creature like a dinosaur. Some people say we can hear strange noises from the Loch at night."

The woman and the man look at us with big eyes.

"Now, Douglas and Stella. You are scaring our guests," laughs Mum. "They are going fishing on the Loch today, remember?"

"Oh, yes," says Dad. "What do you have in your van? A fishing boat? What fish do you want to catch?"

"Oh... fish. Just fish." The man and the woman get up suddenly. "We must go now."

E "I love to go fishing," says Dad. "May I go with you and show..."

The woman at the door turns round and says, "No!" Then she says, "Em, sorry, our boat is too small. There's only room for two."

Douglas and I go into the living room so Mum and Dad cannot hear us.

"Stella, those two aren't normal tourists," says Douglas. "They don't listen to a word Dad and Mum say about Urquhart Castle or going for walks in the hills."

"But they listen when we tell them about Nessie," I say.

"Why don't they want Dad to go fishing with them?" asks Douglas.



"Because they aren't going fishing!"

"Well, where do you think they are going, Stella?"

"I've no idea," I say. "But there's only one way to find out."

Douglas and I run and get our bikes, but the black van is not there.

"I think they are near the Loch!" I say. We take a shortcut to the lake through the castle gardens. Outside the castle, we pass the caretaker and his workmen.

"Hi, you two. We're just having a break," says Mr Muir. "We're still taking the chairs from the lawn down to the storeroom. It's a long way down." Mr Muir wants to talk but we are in a hurry. "If you have some time now I can show you the dungeons deep under the castle. Would you like that?"

"Wow!" says Douglas. I know Douglas really wants to see the dungeons. But this is not the time for a visit to the dungeons. We need to find out what the strange pair is doing! We don't want to lose them.

"Thanks, Mr Muir," I say. "Maybe another time, we're in a hurry just now."

"But it's the holidays," says Mr Muir. "Kids today are always in a hurry."

"You see," I say. "We've got new guests at our B&B, and ... Mum needs bacon and eggs... for breakfast. We must go now. Good bye, Mr Muir! Come on, Douglas!"

Douglas really wants to stay but he comes with me. As we ride away, we hear Mr Muir say, "Breakfast? It's already 11 o'clock!"

When we get to the road, we cannot see the black van.

"We do not see them!" I say.

"Now we don't know where they're going!"

"Or what they're doing!" says Douglas. "Oh. Well. Hey! Let's just go back and ask Mr Muir if we can visit the castle dungeons."

"Douglas!" I say. "Don't you want to find out what those two are doing? And what S.A.M. means?" Just then we see the black van! It is turning down a little road to the Loch.

"There they are!" I say. "Come on! After them!" We follow the van down a quiet road. It stops by the Loch where there are no people. Douglas and I put our bikes down and hide behind a tree. The man and woman get out of the van.

"W - What are they doing?" says Douglas.

"Shh!" I say. "They mustn't see us!" We see them open the backdoors of the van. Together they take out a strange boat. It isn't a fishing boat. It looks more like a mini-submarine!

"Quick, put the underwater microphones in the sub," the woman says to the man.





"Yes, Professor," he says. It is the first time we hear him speak.

"Don't forget the infrared camera. We'll show them! There's no monster in Loch Ness. Nessie is a fake! The fake in the lake! Ha-ha! Science Against Monsters will show them! Let's go!"

Douglas and I watch them put the little submarine in the water. Then they get into the sub and close the doors.

"Look! It's going under!" says Douglas. We ride home on our bikes as fast as we can to tell Mum and Dad.

"What!? says Mum. "Science Against Monsters?"

"Yes, she's a professor," I say. "They're calling Nessie 'The Fake in the Lake.'"

"And they have got this cool submarine," says Douglas. "But they want to prove that there's no creature in the Loch."

"Oh, no!" says Dad. "This is the end! Now we must go back to live in Glasgow"

"B-But why?" we ask. "We love it here!"

"Dad and I love it here, too," says Mum. "But when people hear that there's nothing in the Loch, we will have no guests. And without guests, how can we live?" "Your mother is right," says Dad. "We must sell McArthur's B&B."

"No more playing at the Loch," I say.

"No more bike rides and walks in the hills," says Douglas.

"No more concerts in the castle," says Mum. We are all very sad.

Suddenly the door opens. The strange pair runs into the breakfast room. They look really scared.

"Quick!" shouts the woman. "We're leaving! We are back to get our things!"

They run upstairs and then come down again with their bags and get into the van.

"Run for your life!" they shout to us and run out of the door.

The next day the phone rings all morning. "More guests!" Mum says every time she answers it.

Suddenly a lot of guests want to stay at McArthur's B&B. "I just can't understand it," says Dad.

Scientists Hear Monster Noises in Loch Ness

When the newspaper arrives later in the morning, this is what we read:

Scientists from London come back from a visit to the famous Loch Ness in Scotland. Professor Gruntle and Dr Bland use a special submarine with infrared cameras and underwater microphones in the Loch just beside Urquhart Castle.

"We hear some very scary noises under the water. Terrible noises!" the Professor says. "It's no mystery! We are sure a terrible monster is hiding in the deep caves under Loch Ness! And this monster is big!"

"Now we know why so many people are calling our B&B," I say.

"Does this mean we don't have to go back to the city?" asks Douglas. "Can we stay here?"

"Yes, maybe," says Dad. "But what makes those terrible noises? Maybe there really is something in the Loch."

That afternoon, Douglas and I walk in the castle gardens. We see the caretaker.

"Hi, kids," calls Mr Muir. "Are you too busy to see the dungeons today?"

"No, we aren't!" says Douglas.

Mr Muir takes us into the castle. There are a lot of visitors there. But Mr Muir still takes the two of us down into the dungeons. We get into lift and close the door. It starts to go down. It is really loud in the lift so we cannot talk. When we get to the bottom, Mr Muir opens the door. It is dark and very cold down there. When we speak, there is a loud echo.

"This is cool!" we say. "Thanks, Mr Muir. It is interesting to be in the castle dungeons."

"Well, we're right under the castle here, and we're under the water of the Loch, too."

It is really scary. When it is time to take the lift back up, Mr Muir asks us about our weird guests. We tell him about the van full of unusual things like underwater microphones and infrared cameras. We also tell him about a mini-submarine.

"Now it's all in the newspapers," says Douglas.

"Really?" says Mr Muir. "Well, I have no time for newspapers."

"These people want to prove that Nessie is a fake," I tell him.

"Nessie a fake?" says Mr Muir. "Pah! Well, what do they know about it? Is it something unusual?"

"Yes! They tell about terrible noises... just like a monster! They are really scared! They tell us to run for our lives!"

Mr Muir just laughs.

"Do you think there really is a creature in the Loch, Mr Muir?" we ask.

"I don't know, kids. But I think I know what those scientists speak about."

Mr Muir presses a button and the lift starts to come down with a lot of noise.

It makes a terrible echo in the dungeons.

"Do you hear that?" he asks. "If you're in the submarine under the Loch, I'm sure it sounds just like a terrible monster!"

"Wow!" we say. "You mean that's your old lift?"

"It's just an idea," smiles Mr Muir.

After the story

1. What is the best part of the story for you? Why? How does it feel?
2. Would you like to have a holiday in a place like Loch Ness? What can you do there?

A play: Robin Hood and his merry band



Robin Hood
Maid Marian
Dickens
Will Scarlet
Little John
Friar Tuck
a poor farmer
his wife
his son
the Sheriff of
Nottingham
the Sheriff's men
Storyteller

D3, 7 Scene 1. Robin Hood's camp in Sherwood Forest.

Robin Hood: Look at this poster, everyone. The sheriff of Nottingham and his men are coming to Sherwood Forest to collect taxes.

Maid Marian: It's terrible, Robin! They come to people's doors and ask for money.

Dickens: And poor people don't have any money to give them!

Will Scarlet: If you can't pay taxes, the Sheriff takes your animals, your cows or horses.

Little John: Or he puts you in jail!

Friar Tuck: That Sheriff of Nottingham is a cruel, cruel man.

Dickens: What does he do with all the taxes that he collects?

Robin Hood: He gives them to cruel King John.

Dickens: When is the sheriff coming to Sherwood Forest?

Robin Hood: On Monday.

Friar Tuck: B-But that's today, Robin!

Robin Hood: You're right. Listen to this: the cruel Sheriff of Nottingham is in the forest today. He's collecting taxes. He's even collecting taxes from the poor.

Maid Marian: Down with the Sheriff! Down with King John!

Robin Hood: We must stop them!



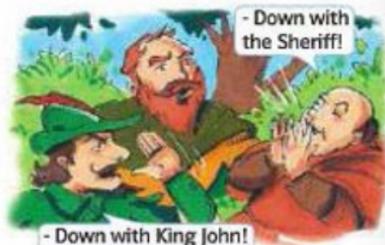
All the merry band:

We're Robin Hood and his marry band!
 We live in Sherwood Forest and
 We take from the rich to give to the poor!
 So when the Sheriff knocks on your door,
 Don't be scared, that does no good!
 Give a call to Robin Hood!
 He's the man they're talking about!
 He's the man who can sort it out!

Maid Marian: How can we sort it
 out Robin?

Robin Hood: Er... I don't know...
 er ... That's why
 I am calling you.

Maid Marian: I have a plan!



D3, 8 **Scene 2 The Sheriff visits the poor farmer:**

Storyteller: *The Sheriff of Nottingham and his men arrive in the forest.
 His first man knocks on the door of a poor farmer's home.*

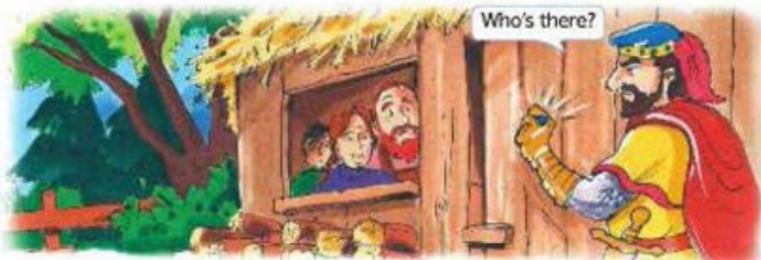
Poor farmer: Who's there?

Sheriff: It's the Sheriff of Nottingham! It's time to pay taxes to your
 King! Open the door!

Poor farmer: G-Good day, Sheriff of Nottingham.

Wife: H-How do you do?

Son: (from behind his mother): Good morning, Mr Sheriff.



Sheriff: How many people live in this house?

Poor farmer: J-Just me and my wife.

Sheriff: But I hear three voices!

Wife: No, really! Only we two live here!

Sheriff: Hmm. Taxes from two people. That's ... 50 pounds!

Wife: 50 pounds!

Poor farmer: We don't have money like that!

Sheriff: No money, eh? *(to his men)* Take these two! It's jail for you!
Ha-ha-ha!

Storyteller: *They take the farmer and his wife and they all leave.
Then the boy runs out of the house and looks around.
He runs off the other way.*

Poor boy: Only one man can help us!

D3, 9  Scene 3 The boy asks for help.

Poor boy: Robin Hood, Robin Hood! The Sheriff and his men are taking my mum and dad to jail! Just because we can't pay taxes to cruel King John!

Merry band: Down with the Sheriff! Down with King John!

Poor boy: My dad says that you take from the rich and give to the poor! You must help us, Robin Hood!

Robin Hood: Don't worry, my boy. Take us to the Sheriff and his men. I have a plan.

Maid Marian: It is my idea.

Robin Hood: OK, OK. We have a plan!



D3, 10  Scene 4 The Sheriff's men want to sleep.

First man: It's too late to go back to Nottingham, Boss.

Second man: Yeah, Boss. I'm dog-tired. Let's sleep here for the night.

Third man: Sleep in Sherwood Forest? It's too windy.

Fourth man: A-And Robin Hood can find us!

First man: Or Maid Marian. She has all the ideas!

Second man: They take from the rich to give to the poor!

Sheriff: I'm not afraid of Robin Hood! Or Maid Marian! I'm the Sheriff of Nottingham! *(He looks around.)* But you are right. We can't sleep here.

Storyteller: *The boy comes out from behind a tree. His parents see him, but he puts his finger to his mouth to tell them not to say anything.*

Poor farmer: *(to his wife)* Look, it's our son!

Wife: Ooh, my baby!



- Sheriff: *(to the parents)* What do you say?
 Poor farmer: N-Nothing, Sheriff!
 Poor boy: Good evening, sirs! Excuse me, can I help you?
 First man: Yes. We're looking for a good place to sleep.
 Poor boy: Oh, I know the perfect place to sleep in the forest, Sir.
 It's out of the wind. Follow me!

D3, 11 Scene 5 They find a place to sleep.

- Storyteller: *The Sheriff and his men, the farmer and his wife arrive. There are lots of green trees which are moving in the wind.*
 Poor boy: This is the perfect place to spend the night, Sheriff. The wind isn't so bad under these trees.
 Sheriff: Ha! And Robin Hood can never find us here. Or Maid Marian. Tomorrow we go to Nottingham to give King John all this lovely, lovely money!
 Storyteller: *The boy leaves. They all lie down to sleep. The trees are moving, but they are strange trees. They are Robin Hood and his merry band! They are wearing green and brown and have tree branches in their hands. When the Sheriff and his men are sleeping, Robin and his merry band take the bag of taxes, free the poor farmer and his wife, and tiptoe away.*



D3, 12  Scene 6 Robin helps the poor people.

Storyteller: *Robin and his band come back to the camp with the poor farmer and his wife. The boy runs to his parents.*

Poor boy: Mum! Dad!

Wife: Our baby!

Robin: Ha-ha-ha! The Sheriff is cruel, but he's stupid too!

Maid Marian: We trick him and his men!

All: Down with the Sheriff! Down with King John!

Robin Hood: Here you are. Here's some money. Now you aren't so poor!

Poor farmer: Oh! Thank you, Robin Hood! Thank you all!

Robin Hood: You're welcome!

All the merry band

We're Robin Hood and his merry band!
 We live in Sherwood Forest and
 We take from the rich to give to the poor!
 So when the Sheriff knocks on your door,
 Don't be scared, that does no good!
 Give a call to Robin Hood!
 He's the man they're talking about!
 He's the man who can sort it out!
 We hope you like our little play.
 Come back and see us soon one day!



The Wizard of OZ

Dorothy lives on a farm in Kansas with her Aunt Em and Uncle Henry. They always have a lot of work to do. Her dog Toto is her only friend.

Dorothy is very unhappy. She wants to run away, but a big twister comes and she gets worried. She goes back to the house in a hurry.

- Aunt Em, wicked Miss Gulch tries to hurt Toto!

- Dorothy, we're busy!



Dorothy goes into the house. Suddenly a window flies open and hits her on the head. Then the house flies through the sky.

- Look, Toto! A twister! Let's go back home!



- Aunt Em! Uncle Henry! Where are you?



After the house lands, Dorothy goes to look outside and sees that she is not in Kansas anymore.

- Welcome to OZ. I'm Glinda, the Good Witch of the North. Because of you there is no wicked Witch of the East any more.



The people of Oz are grateful

Oh, no. It was an accident.

Glinda gives the dead witch's magic shoes to Dorothy. Suddenly the wicked Witch of the West appears. She is angry with Dorothy because her sister isn't alive anymore.

Dorothy is scared of the witch. She wants to go back to Kansas. But how? Glinda tells her where to get help.

- Because of you my sister isn't alive any more.

- It is not my fault.



- I can't have your shoes as long as you're alive, but I can get you, my little pretty, and your dog too!

On the way, Dorothy makes friends: Scarecrow, Tin Man, and Cowardly Lion. They all need help.

- The Wizard of Oz can help you to get home. He lives in the Emerald City.

- How can I get there?



- Just follow the Yellow Brick Road.

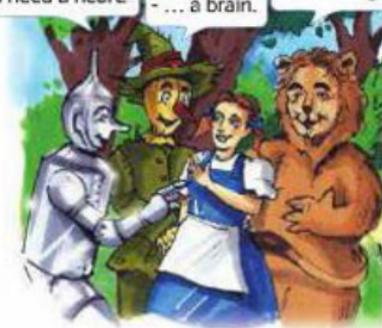
Dorothy tells her friends about the Wizard of Oz. She invites them to go with her to see him.

After a long trip, they arrive at the Emerald City. They ask the wizard for help.

- I need a heart.

- ... a brain.

- ... courage



- We're off to see the wizard, the wonderful Wizard of Oz.



On their way to the witch's castle, the witch captures Dorothy and Toto.

- I can help you, but first bring me the broomstick of the Witch of the West.



- But then we must kill her first.

Dorothy throws water on the fire. It saves Scarecrow, and it kills the witch. Everyone thanks Dorothy.

- You don't have much longer to live. I can have those magic shoes soon.



- But I really don't want the shoes! I just want to go home.

Dorothy's friends want to rescue her. As they start to leave the castle, the witch sets fire to Scarecrow.

The friends take the broomstick to the wizard, but he is not a real wizard. He tries to help them with a diploma, a ticking heart and a medal.

- Don't throw that water!

- Help, I'm on fire!

- Can we have her broomstick, please?

- Ding-dong, the Wicked Witch is dead!



- Here. Please take it with you!

The wizard's hot-air balloon leaves Oz without Dorothy. But Glinda tells her how to get home all by herself.



- You're just a fake!

- You're right. But I can show you that you already have a brain, a heart and real courage. And I can help Dorothy get home, too.



- Just tap your magic shoes together three times and think to yourself...

- There's no place like home...

When Dorothy opens her eyes, she is back in Kansas. She is very happy to see her family and friends again. She tells them about her trip.



- Can you tell us about your dream?

- I'm on a trip. Some of it is beautiful, but there's no place like home!