

Лілія Морська, Марія Кучма

# English



*Другий рік навчання*



УДК 811.111(075.3)

М 79

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*Навчальне видання*

МОРСЬКА Лілія Іванівна, КУЧМА Марія Олександрівна

**АНГЛІЙСЬКА МОВА**

**(3-й рік навчання)**

**ПІДРУЧНИК ДЛЯ 7 КЛАСУ**

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Художниці *Свєгенія Рудюк, Олеся Томків, Лілія Рейко*

Обкладинка *Ростислава Крамара*

Комп'ютерна верстка *Зоряни Сидор, Ірини Демків*

Художній редактор *Ростислав Крамар*

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тел./факс (0352)52-06-07

*office@bohdan-books.com www.bohdan-books.com*

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## Дорогі друзі!

Вітаємо вас із початком нового навчального року — третього у вашій історії вивчення англійської мови. Сподіваємося, перших два роки були цікавою і захопливою мандрівкою у світ Великої Британії, Сполучених Штатів Америки, Канади, Австралії та інших країн, де люди спілкуються однією з найпопулярніших мов світу.

Цього року ви навчитеся розповідати англійською мовою про свою домівку, кімнату, дізнаєтеся, як діти в англомовних країнах проводять свій вільний час, про те, як вони святкують їхні (та й ваші, мабуть, також) свята, дотримуються традицій свого народу тощо.

Старанно навчаючись упродовж року, ви також зможете вільно спілкуватися англійською мовою про українську кухню, природу та визначні місця нашої країни.

Працюючи наполегливо, не забувайте і про відпочинок. У вас будуть канікули, упродовж яких ви відвідаєте багато цікавих місць, гратиметеся з друзями і, безперечно, дивитиметеся фільми. А чому б не спробувати переглянути їх англійською мовою (їх ви зможете знайти в інтернеті, у друзів чи у свого вчителя)?! Спробуйте!

Тож бажаємо вам успіхів у навчанні, приємної праці із книжкою, сторінки якої ви гортатимете упродовж року!

Як кажуть англійці: “May success attend You!”

*Авторки*

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## УМОВНІ ПОЗНАЧЕННЯ



Listen!





Additional tasks



Grammar



Interactive exercises

Піктограмами ,  у підручнику позначено ті його складові, які можна відкрити в електронній версії за посиланням:  
<https://edodatok.com/8772-8/>



## Lesson 1

1. a) Mykhailyk meets his new classmate Jane. Complete their dialogue, using the sentences given below.

Mykhailyk: Hi! What's your name?

Jane: (0) I am Jane. What's your name?

Mykhailyk: I am Mykhailyk. Nice to meet you.

Jane: Nice to meet you, too.

Mykhailyk: (1) \_\_\_\_\_

Jane: I am from Great Britain.

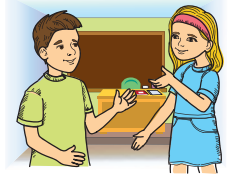
Mykhailyk: That's great.

Welcome to Ukraine!

Jane: (2) \_\_\_\_\_

Mykhailyk: You may sit here.

Jane: (3) \_\_\_\_\_



I am Jane.

Where are you from?

Thank you!

With pleasure.

- b) Listen and check.

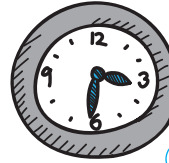
2. Look at the clocks and tell the time.



1



2



3



4



5



6

Model: What is the time? — It's (a) quarter past twelve.

3. **Work in pairs. Interview your friend. The questions below can help you.**

What is your name?  
What is your surname?  
What is your patronymic?  
What is your full name?  
Spell your name, please.  
How old are you?  
What's your nationality?  
What country are you from?  
Where do you live?  
What street do you live in?

4. **Use the pictures to speak about Mykhailyk's summer holidays.**

*Model:* Mykhailyk had a great time during his summer holidays. He went to the seaside together with his parents. He played with other children there. He also went...



5. **Make up a story about your summer holidays. Then write it down in your exercise book.**



# Lesson 2

1. Listen and read. Give the titles.

 Dialogue 1

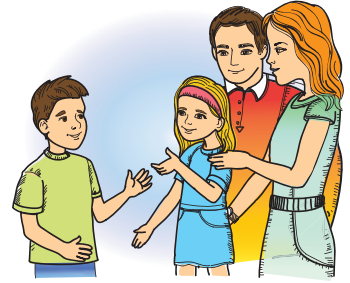
Jane: Mum and dad, this is my new friend Mykhailyk.

Mrs. Blake: How do you do, Mykhailyk?

Mr. Blake: How do you do?

Mykhailyk: How do you do? I am pleased to meet you. Jane is a good girl.

Mrs. Blake: Thank you. Jane is very happy to make friends with you.



**Dialogue 2**

Charles: Hello, I am Charles. This is my friend, Jack.

Jane: It's good to meet you, Jack and Charles. I am Jane.

Charles: My pleasure, Jane.

Jack: Hello, Jane. It's nice to meet you. It's a lovely birthday party.

Jane: Yes, it is. Everything is very nice.



2. Work in pairs. Ask and answer.

- |  |                                       |
|--|---------------------------------------|
| 1. What colour are your mother's eyes? | 6. What colour is your friend's hair? |
| 2. What colour are your father's eyes? | 7. Is your hair long?                 |
| 3. What colour is your mother's hair?  | 8. What colour is your hair?          |
| 4. What colour is your father's hair?  | 9. Are you grey-eyed?                 |
| 5. What colour are your friend's eyes? | 10. What colour are your eyes?        |

3. Find 10 differences in the pictures.

Model: There is (are) ... in picture A, but ... .



4. Look at the pictures and say what seasons they show.



5. Listen and repeat the rhymes. Learn one of them by heart.



### SEASONS

In spring the trees are green,  
 In autumn they are red and brown.  
 In summer the sun is bright,  
 In winter the snow is white.  
 But I can play and I can sing  
 In summer, and winter, in autumn, and spring.



“In winter I ski and skate,” says little Kate.  
 “In summer I like to swim,” says little Jim.  
 “And what do you do in spring?”  
 “In spring we play and sing.”



### CLOUDS

What’s fluffy, white, and floats up high,  
 Like piles of ice cream in the sky?  
 And when the wind blows hard and strong,  
 What brings the rain?  
 What brings the snow  
 That showers down on us below?



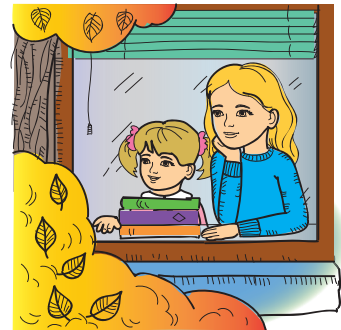
6. Describe your favourite season. Use the model.

*Model:* My favourite season is ... . The weather is ... . I usually wear ... .  
 I usually go ... .

7. Listen and read the dialogue. Do you like the season they are talking about? Why?/ Why not?



*Jane:* What season is it now?  
*Emily:* Look, the leaves are yellow, red and brown.  
*Jane:* Yes, and it is raining now. The sky is grey.  
*Emily:* And birds fly away to warm countries.  
*Jane:* I see. It’s autumn now.



# Lesson 3

1. a) **Work in pairs. Arrange in order. Act out.**

- Have you got a sister or a brother?
- Hi, Mykhailyk. Nice to see you, too.
- I have got a sister and a brother.
- 1 Hello, Jane. Nice to see you.
- What is your sister's name?
- Her name is Emily.
- Have you got a cousin?
- My family is very friendly. It is very large.
- Jane, tell me about your family.
- They live in London.
- Yes, I have got three cousins. Their names are Nick, Laura, and Ted.
- Where do your aunt and uncle live?



 b) **Listen and check.**

2. a) **Match the words with their definitions.**

- |             |   |
|-------------|---|
| 1. parents  | a) the daughter of your brother or sister                                 |
| 2. cousin   | b) the man that somebody is married to                                    |
| 3. relative | c) the sister of your mother or father                                    |
| 4. child    | d) the woman that somebody is married to                                  |
| 5. daughter | e) person's father and mother   |
| 6. husband  | f) a child of your aunt or uncle  |
| 7. niece    | g) a member of your family  |
| 8. aunt     | h) someone's female child   |
| 9. wife     | i) a young human who is not yet an adult;<br>a son or daughter of any age |

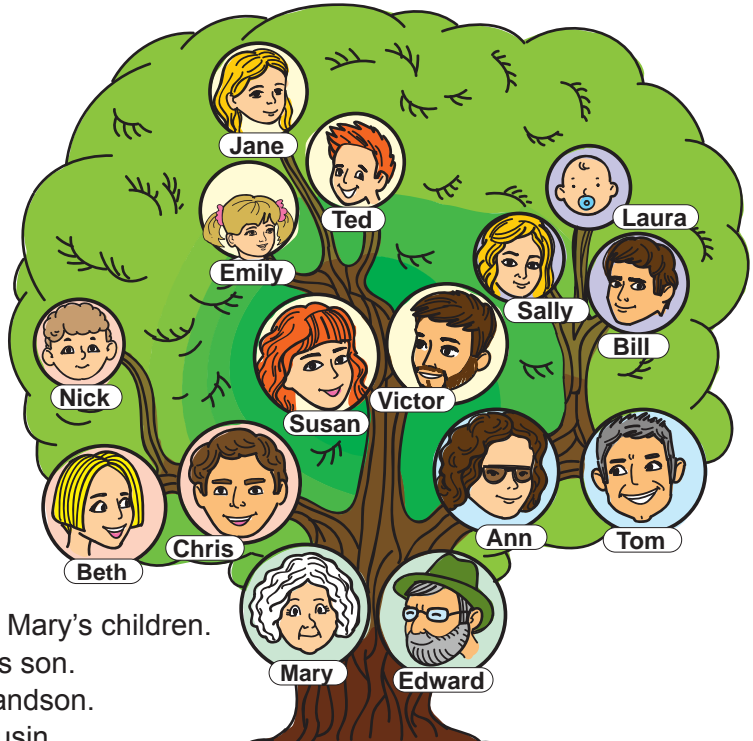
 b) **Listen and check.**

3. **Agree or disagree as in the model. Use the picture of Jane's family tree.**

*Model:* Ted is Jane's brother. — Yes, he is.  
 Victor is Jane's brother. — No, he isn't. He is Jane's father.

1. Sally is Jane's aunt.
2. Ann is Jane's aunt.
3. Edward is Jane's uncle.
4. Mary and Edward are Jane's grandparents.
5. Sally and Victor are Jane's parents.
6. Sally is Bill's wife.
7. Laura is Jane's cousin.
8. Ted is Bill's son.





9. Ann and Chris are Mary's children.
10. Victor is Edward's son.
11. Tom is Mary's grandson.
12. Beth is Nick's cousin.
13. Ted is married.
14. Ted, Jane, and Nick are Edward's grandchildren.
15. Susan is Jane's niece.

4. **Interview your friend. Use the table given below.**

Do	you		bring	bread?
Does	your parents	often	come to see	their friends?
	your friend	always	visit	presents to you?
	your sister	sometimes	write	your relatives?
	your relatives		go	breakfast?
	your uncle		send	letters?
			make	vegetables and fruit?
			buy	shopping?

5. **Ask your classmate about his (her) family (6–8 questions).**

- Model:* Is your family large or small?  
 How many cousins have you got?  
 Do your grandparents live in your house/flat?  
 Have you got an uncle/aunt? How many aunts and uncles have you got?  
 Where does your uncle/aunt live?  
 What is your mother's/father's name? How old is your mother/father?



# Lesson 4

1. a) Listen and read the dialogue.



*Jane:* What are your parents' jobs?

*Andy:* My father is a driver and my mother is a nurse.

*Mykhailyk:* My mother is a teacher and my dad is a doctor.

*Kate:* My parents are engineers. And what do your parents do?

*Jane:* My mother doesn't work and my father is a dentist.

b) Match the pictures to/with the children's names and what jobs their parents do.

*Model:* Picture 1 shows the job of a driver. Andy's father is a driver.



2. Look around. Say what things there are in your classroom, where they are, and tell their colours.

3. In pairs make up dialogues describing your rooms.

*Model:* — Have you got your own room?

— Yes, I have.

— What is it like? Is it large?

— No, it isn't large. But it is not small.

— How many windows are there in your room?

— There is one window in my room.

— Is there a table in your room? Where is it?

— Yes, there is. It's near the window.

4. **Answer the questions.**

1. What day is it today?
2. What date is it today?
3. What season is it now?
4. What is the time now?
5. How many pupils are there in the classroom?
6. What year is it now?
7. What year were you born?

5. **Imagine you met a boy from another country. Ask him the questions given below. Then write down his possible answers (into your exercise books).**

1. What country are you from?
2. What is your nationality?
3. Do you live in a village or a town/city?
4. Is your town (village) big or small?
5. What is the name of your town/city (village)?
6. What street do you live in?

6. **Work in pairs. Ask and answer.**

A: What's your classroom's name/number?

B: It's Art Room/number 38.

A: What is it like? Is it large?

B: No, it isn't. But it's not small.

A: How many windows (desks/lamps/pictures) are there in your classroom?

B: There are three/two windows (15 desks/6 lamps/4 pictures) in our classroom.

A: Where's the teacher's table (blackboard)?

B: It's by the window (in front of the pupils' desks).

7. **Describe the room in the picture.**



*Model:* This room is small. There is one window in the room. There is a desk at the wall. The lamp is on the desk. There is also a pen, a ruler and some paper on the desk. The ball is under the desk. There is a bed in the room. It's to the left of the desk...




# Lesson 5

1. Use the pictures in exercise 1 (lesson 4) and say as it is given in the model.

*Model:* The man in picture 1 is Andy's father.

2. Listen to the dialogue. Take roles and read it aloud.

 *Emily:* Jane, why are you still in bed? It's half past eight already.

*Jane:* Then what?

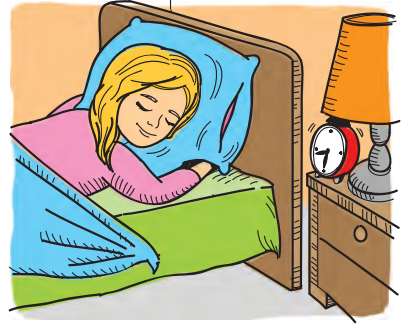
*Emily:* You must get up and go to school.

*Jane:* I don't go to school today.

*Emily:* But why?

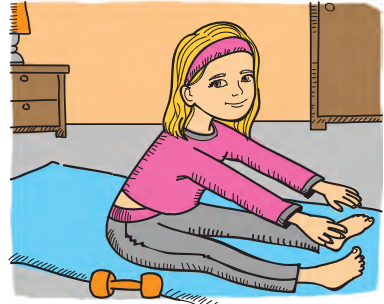
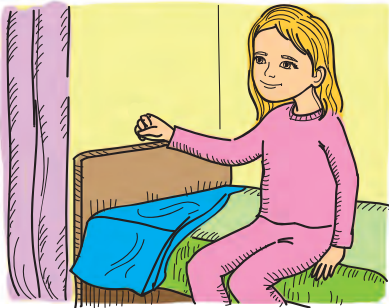
*Jane:* Because it's a weekend. Today is Saturday.

*Emily:* Oh!

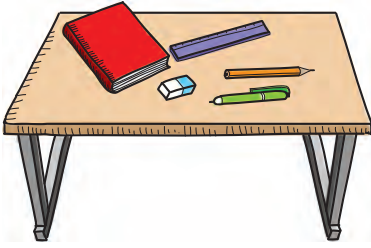


3. Look at the pictures and say what the girl usually does every day. Use the model to help you.

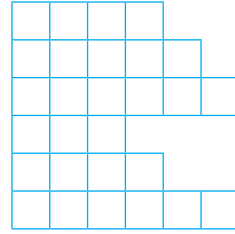
*Model:* The girl gets up at 7:30 every morning. She...



## 4. Look at the picture and do the puzzle.

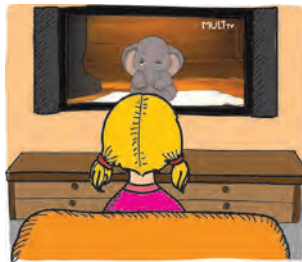


- 1 – d/k
- 2 – r/r
- 3 – e/r
- 4 – p/n
- 5 – b/k
- 6 – p/l



## 5. Write about your ordinary school day. Use the model.

*Model:* I get up at 7 o'clock every morning. Then I make my bed and do my morning exercises. After that I have my breakfast. At 8 o'clock I go to school. My lessons start at...



## 6. You are a reporter. Interview 3 classmates about their day. Ask these questions.

1. Do you always do your morning exercises? What time do you do them?
2. What time do you usually get up?
3. Who or what wakes you up?
4. Do you get up just after you wake up? (Do you stay in bed after you wake up?)
5. How much time does it take your parents to wake you up?
6. What do you usually do in the evening?
7. What time do you go to bed?
8. How much time does it take you to do your homework?



# Lesson 6

1. Listen and read. Play the game “What are they doing” with your classmates.



*Jane:* Hello, ladies and gentlemen. And welcome to “What are they doing?”

*Members:* Hello!

*Jane:* Now, listen. There is a girl. What’s she doing?

*Member 1:* I don’t know.

*Jane:* Well, where is she?

*Member 2:* She is in the bathroom.

*Jane:* Yes, she is. But what’s she doing?

*Member 2:* She is having a shower.

*Jane:* No, she isn’t. She isn’t having a shower.

*Member 3:* She is having a bath.

*Jane:* Yes. That’s right. She is having a bath. Congratulations!



2. Listen and complete the dialogue. Act it out with your partner and then make up a similar one.



*Jane:* Can you (0) help me, Sir?

*Man:* Sure. What’s the (1) \_\_\_\_\_?

*Jane:* What’s the (2) \_\_\_\_\_, please?

*Man:* It’s (3) \_\_\_\_\_ o’clock.

*Jane:* (4) \_\_\_\_\_ o’clock?

*Man:* Yes, it is.



3. **Read and then write down the children's telephone numbers. There is a model to help you.**

*Model:* Tom — 118-03-47

Tom's telephone number is double one eight zero three four seven.

Bill: 130-25-41  
Brenda: 991-82-75  
Ted: 848-82-72

Jack: 144-36-60  
Kate: 915-54-86  
Sam: 786-63-29

4. **Work in pairs as it is given in the model.**

*Model:* There are two large windows in my room. — My room has got two large windows.

There are four books in your bag. — You have got four books in your bag.

1. There is a nice door in our kitchen.
2. There are four rooms in my flat.
3. There are twenty five pupils in our class.
4. There is one child in my aunt's family.
5. There is a red pencil in your pencil box.
6. There is an apple in my bag.

5. **Write the answers to the following questions.**

1. Where do you live?
2. What street do you live in?
3. What floor do you live on?
4. How many rooms have you got in your flat?
5. What do you usually do in your room?
6. What is there in your room?
7. Have you got a telephone?
8. What's your telephone number?

6. **Object to the following statements. There is a model to help you.**

*Model:* We live in England. — You are not right. We do not live in England.  
We live in Ukraine.

1. London is the capital of Ukraine.
2. We can speak French.
3. Tom is a Ukrainian name.
4. We are the pupils of the third form.
5. We study at university.



# Lesson 7

1. You are going to listen to Mykhailyk and Jane talking about their plans for the evening. Listen and mark the sentences true (T) or false (F). Correct the false sentences.

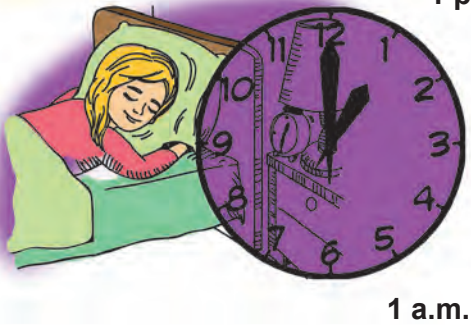
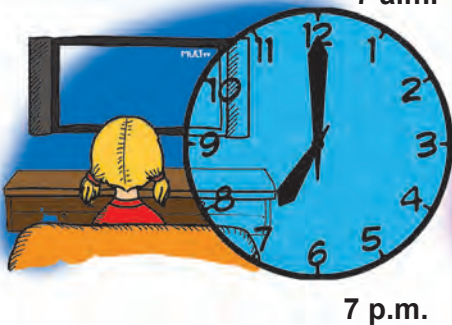


- 1. Mykhailyk is going to stay at home.
- 2. Jane is planning to go to the theatre.
- 3. Mykhailyk don't like cinemas.
- 4. Jane asks Mykhailyk to go to the cinema with her.

2. Look at the pictures and read the sentences. Then say what Jane usually does at the given time.

**!** 00:00–12:00 = a.m. (ante meridiem) — before noon  
 12:00–24:00 = p.m. (post meridiem) — after noon

Model: Jane usually gets up at 7 a.m.



- 1. 15:10 — It's ten (minutes) past three p.m.
- 2. 9:20 — It's twenty (minutes) past nine a.m.
- 3. 17:45 — It's (a) quarter to six p.m.
- 4. 4:30 — It's half past four a.m.



3. Look at the pictures and tell the time. Use a.m. or p.m.

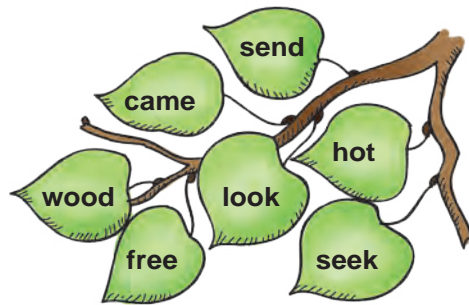
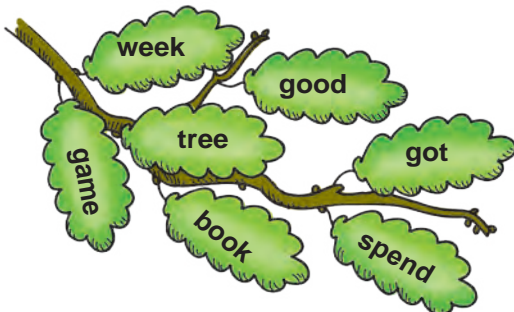


4. Read the names of the hobbies (use the dictionary if necessary) and say what hobbies the members of your family have got. There is a model to help you.

*Model:* My sister's hobby is listening to music.

Listening to music (the news on the radio), reading books (newspapers, magazines), watching TV, collecting stamps (coins, pictures), sports, singing, dancing, cooking, travelling, fishing, taking photographs, picking mushrooms.

5. Write down the names of the months (into your exercise books).  
6. Find the rhyming words.



7. a) Listen and read the dialogue.



*Jane:* Who is this in this photo, Mykhailyk?

*Mykhailyk:* That's my mother, and this is my father.

*Jane:* Is this your sister?

*Mykhailyk:* Yes, and this is my brother.

*Jane:* This is a nice house. Is this your house, Mykhailyk?

*Mykhailyk:* Yes, it is. Thank you.

*Jane:* Who is this?

*Mykhailyk:* That's my uncle. He is a very nice man. Well, that's all.

*Jane:* Thank you, Mykhailyk.

- b) What can you say about Mykhailyk's family? Use the model.

*Model:* Mykhailyk's family is ... . He has got ... . They live ... .



# Unit 1

## THE PLACE I LIVE IN. MY ROOM

### Lesson 8

1. a) Mykhailyk is talking to the policeman.  
Order their dialogue.

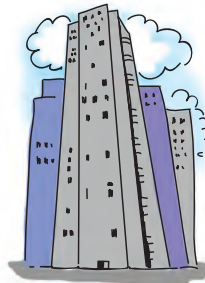
- The park? It's over there. On the left.
- I think I can. What's your problem?
- Where is the park?
- Oh, thank you very much.
- 1 Excuse me, Sir. Can you help me, please?
- You are welcome.



- b) Listen and check.

2. Look at the pictures and read the words.  
Try to guess their meaning.

skyscraper



city

village house



garden

multi-storey block of flats



storey

private cottage



suburb

## 3. a) Listen and read the text, pay attention to the words in bold type.

**THE PLACES WE LIVE IN**

People can live in **villages**, small **towns**, or big **cities**.

If a city is the place you live in, then you live in a **multi-storey** block of flats (or as the Americans call it — an **apartment building**) or a **private cottage** in the **suburb** of the city.

There are many tall buildings in such big cities as Kyiv, Kharkiv, Lviv and Donetsk. There are more than thirty **storeys** in such houses, that's why people call them **skyscrapers**. There is usually a **lift** in a skyscraper to help you get to the top of that building.

Many people live in small towns and villages. They have got their private houses or cottages. There is usually a **garden** with many vegetables and fruit trees in it. People like to work in their gardens.

## b) Look again at the words in bold. Guess the meaning of those you do not know. Match the words to their definitions.

- a very small town in the countryside
- a large building containing many apartments
- a large area with houses, shops, offices etc. where people live and work, that is smaller than a city and larger than a village
- a very tall modern city building
- a large important town an area of land next to a house, where there are flowers, grass, and other plants
- a small house
- an area where people live which is away from the centre of a town or city
- a floor or level of a building
- a machine that moves up and down between the floors in a tall building
- a building that has many levels or floors

## 4. Take turns to ask and answer the questions.

- Do you live in a town/city or village?
- Do you live in a private house or in a multi-storey block of flats? What storey is your flat on?
- Have you got a garden? Do you like to work there?

## 5. Unscramble the words and make up a sentence with each word.

iymltloreus, kspcaerysr, taecotg, eapvirt, brsubu, laevlgi, tafI

## 6. Listen and act out.



*Mother:* Johnny, what are you doing? Why are you littering in the street? Can't you see there is a litter bin over there?

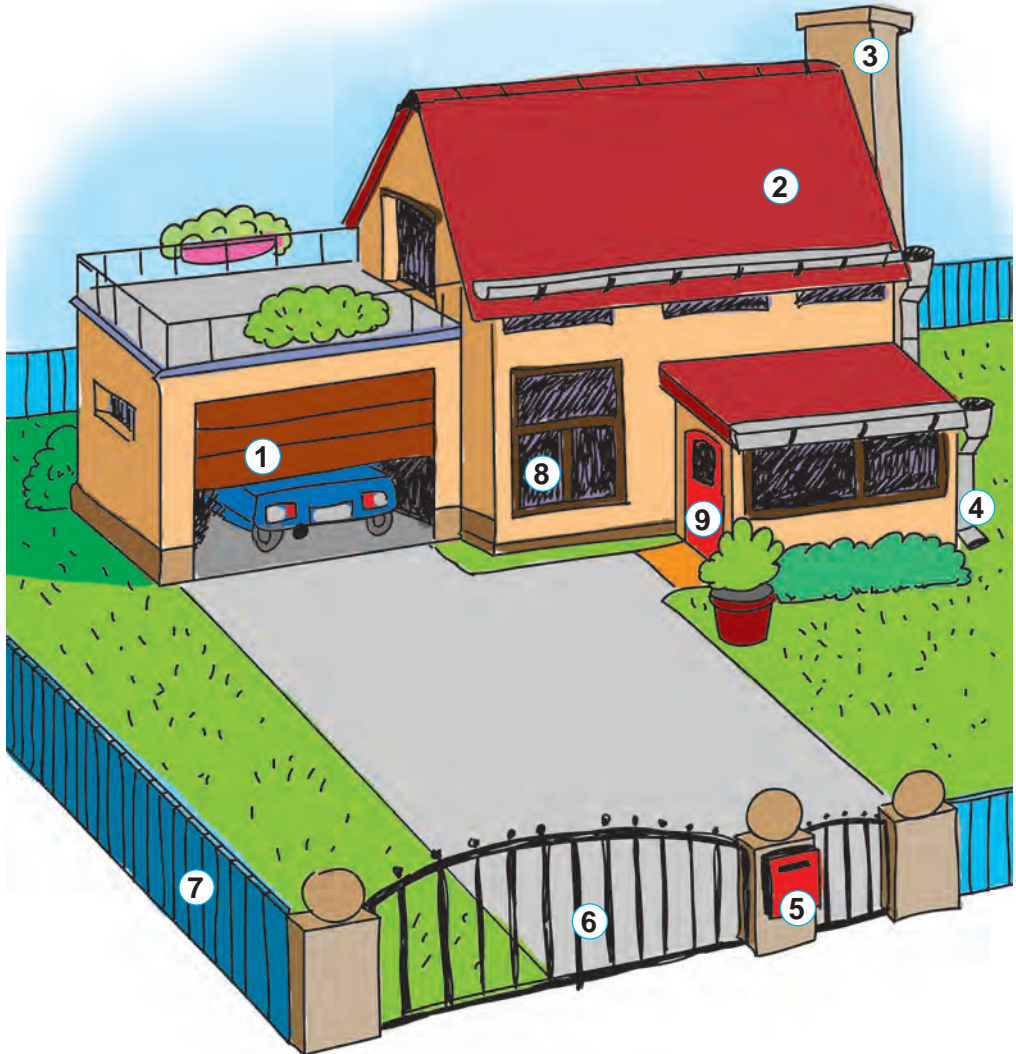
*Johnny:* But, mother, there is much dirt and litter in this street.

*Mother:* Because people like you throw things in the street. That's why it is dirty.



## Lesson 9

1. Look at the picture and read the words. Guess their meaning. Then write them down into your exercise books.



- |                                 |                         |                      |
|---------------------------------|-------------------------|----------------------|
| 1 — garage ['gærɪdʒ]/ [gə'ra:ʒ] | 4 — gutter ['gʌtə]      | 7 — fence [fens]     |
| 2 — roof [ru:f]                 | 5 — mailbox ['meɪlbɒks] | 8 — window ['wɪndəʊ] |
| 3 — chimney ['tʃɪmni]           | 6 — gate [geɪt]         | 9 — door [dɔ:]       |

2. a) You have words in column A and their definitions in column B. Match definitions with the words.

A	B
fence	• the structure that covers or forms the top of a building
roof	• land outside towns and cities, with fields, woods, etc.
chimney	• a set of rooms for living in, usually on one floor of a building
garage	• a structure made of wood or wire that is put around a garden, field, etc.
gutter	• a structure through which smoke or steam is carried up away from a fire, etc. and through the roof of a building
countryside	• a building for keeping a car in
flat	• a long curved channel made of metal or plastic that is fixed under the edge of a roof to carry away the water when it rains



- b) Listen and check.



3. Look, listen and repeat.



school



concert hall



grocery store



church



bank



police station



post office

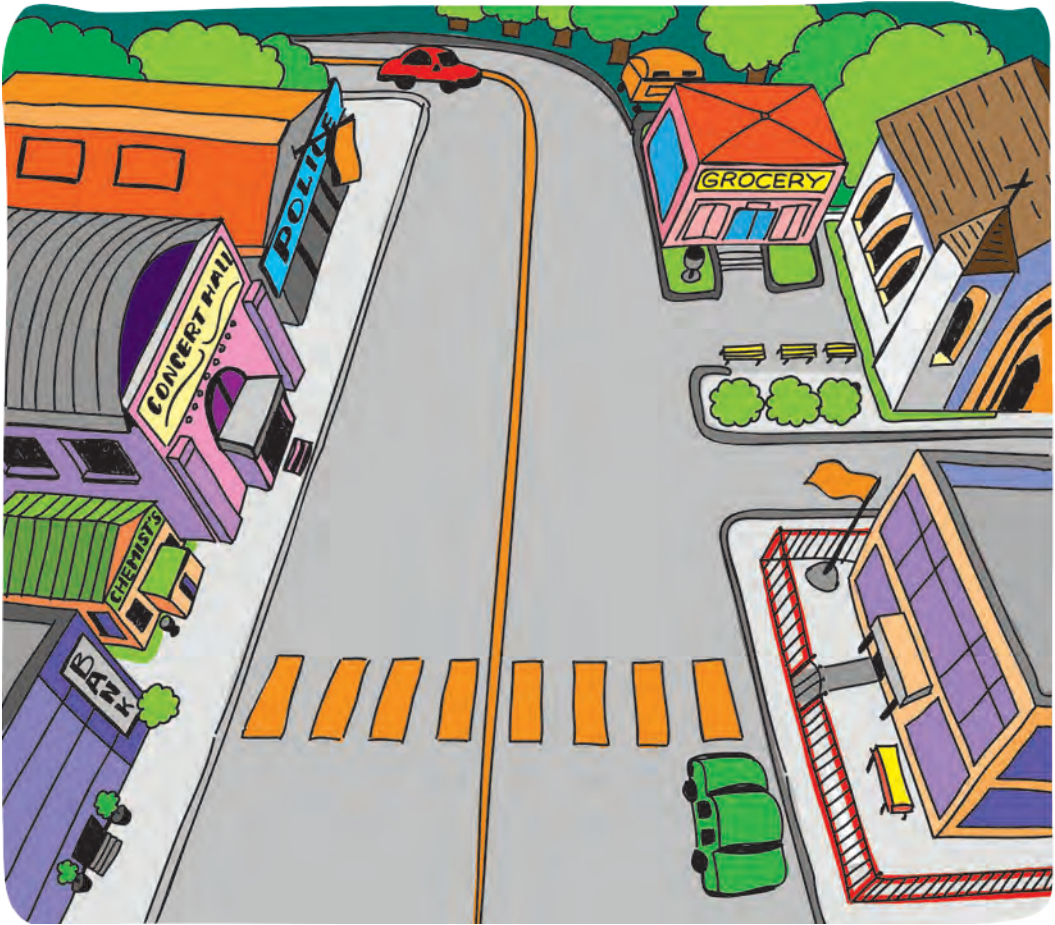


chemist's

4. Look at the picture and answer the questions. Use the prepositions from the box.

opposite, across, behind, to the left of, to the right of, next to, between

1. Where is the school?
2. Where is the concert hall?
3. Where is the bank?
4. Is the school opposite or behind the chemist's?
5. Where is the litter bin?
6. Where is the green car?
7. Where is the grocery store?
8. Is there a church next to the police station?
9. Is the chemist's to the left or to the right of the bank?
10. Where is the police station?



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

school, chemist's, post office, police station,  
church, grocery store, concert hall, bank

1. You can post your letters and parcels at a ... .
2. You can buy food at a ... .
3. You can go to a ... to glorify God.
4. Teachers teach you different subjects at a ... .
5. You can borrow money from a ... .
6. You can buy medicine at a ... .
7. You can see performances of different actors, singers, music bands in a ... .
8. When you are in trouble you call the ... .

**6. Interview your partner. The questions given below can help you.**

1. Do you like your street?
2. What can you see in your street?
3. Can you see many cars and buses there?
4. What must you do before you cross the street?
5. What must you do when the light is red?
6. What can you do when the light is green?

**7. Listen, read and learn the rhymes.**



\*\*\*

Trams and cars in our town  
 Run up and down.  
 Stop! Look at the light!  
 First look to the left  
 And then to the right.

\*\*\*

Stop! Look! Listen!  
 Before you cross the street.  
 Use your eyes, use your ears,  
 And then use your feet.

**TRAFFIC LIGHTS**

Look to this side,  
 Look to that side.  
 The green says, «Go!»  
 Now go slow.  
 The red says, «Stop!»  
 Now do so.

**8\*. Answer the questions.**

1. What kind of house do you live in?
2. How many storeys has your house got?
3. What floor is your flat on?
4. Is there a balcony in your flat/house?
5. Is there a telephone in your flat/house? What's your telephone number?
6. How many rooms have you got in your flat/house? What are they?

**9\*. Read the instructions and draw “the house of your dream”.**

- Draw a yard. There is a fence around it. The fence is brown.
- Draw some green grass in the yard. There are also some beautiful bright flowers. They are of different colours.
- Then draw a two-storey cottage with a chimney. The chimney is grey, but the roof is red.
- There are three windows on the first floor. They are yellow. And there are two windows on the ground floor. They are green.
- Then draw an orange door to your house.





## Lesson 10

## 1. Listen and read. Change the highlighted words and practise with a friend.



*Mykhailyk:* I know that you have got a new flat. Tell me about it.

*Jane:* Well, it's **large and comfortable**. It has got all modern conveniences, you know — gas, electricity, central heating, hot and cold running water.

*Mykhailyk:* Is there a high-speed internet connection in your flat?

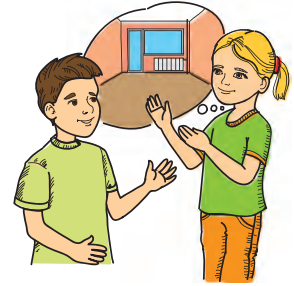
*Jane:* Oh, yes, there is.

*Mykhailyk:* How many rooms are there in your flat?

*Jane:* There are **three rooms** in it: a living room, a bedroom, and a study.

*Mykhailyk:* What floor is your flat on?

*Jane:* It's on the **third floor** in a **9-storeyed** building.



## 2. Read the words and word combinations.

modern conveniences

['mɒd(ə)n  
kən'vi:nɪənsɪz]

electricity

[,ɪlek'trɪsɪti]

gas

[gæs]

cold and hot running water

central heating

comfortable

['sentr(ə)l 'hi:tɪŋ]

to move into a flat

['kʌmf(ə)təb(ə)l]

high-speed internet connection

## 3. Match column A with column B to have words or phrases. Then make up 5 sentences with them.

*Model:* My country house is rather small, but it is very comfortable.

A	B
country	conveniences
central	cottage
mail	house
modern	scraper
multi	water
private	heating
sky	box
running	storey

4. Answer the questions given below.

1. Do you live in a flat or a private house?
2. What floor is your flat on?
3. How many storeys are there in the building you live in? Is there a lift in it?
4. How many rooms are there in your flat/house?
5. Is there a balcony in your flat/house?
6. What modern conveniences has your flat/house got?
7. Is there a post office near your flat/house? Is there a grocery store in your street?

5. Listen and repeat. Learn the rhyme.



**THE FARMER**

The sun is coming up — the farmer's out the door,  
 He is going to milk the cows, and start his daily chores.  
 The sun is going down — the horse is in the stable,  
 All the plants grow quickly now, the supper's on the table.

6. Look at the pictures and say what the people are doing. Use the words and the model given below to help you.

to feed the horse, to milk the cow, to repair the bicycle,  
 to water the flowers, to work in the garden, to feed the dog

*Model:* The old man is feeding the horse. The old woman is...



7. **Read the definitions and guess the words.**

- a very tall building in a city
- a rural region; land not in towns, cities, or industrial regions; people use it for farming
- a place where people live that is larger than a village but smaller than a city
- a place where people live that is larger or more important than a town
- an area where many people live and work
- a place on one floor where people live and which has several rooms
- a small town in the country

8. **Listen and act out.**



*Jane:* Where is Mykhailyk?

*Kate:* He is in the countryside.

*Jane:* What is he doing there?

*Kate:* He is helping his grandparents.

*Jane:* We also must go to the countryside.

*Kate:* Why?

*Jane:* To breathe some fresh air.

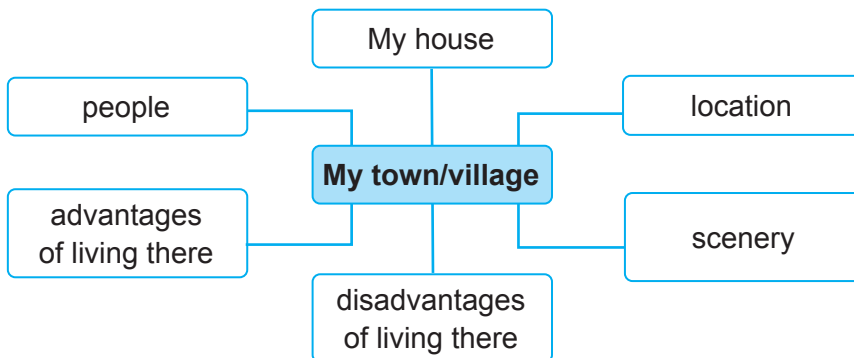


9\*. **Correct mistakes as it is given in the model.**

*Model:* People in the countryside live in skyscrapers. — People in the countryside don't live in skyscrapers. They live in private houses.

1. People in the countryside live in multi-storey blocks of flats.
2. People in the suburb live in skyscrapers.
3. People in large cities usually live in private cottages.
4. People in towns live in skyscrapers.
5. People in villages live in flats.
6. People in villages usually rent a flat.

10. **Speak about the place you live in.**



# Lesson 11

1. Listen and complete the dialogue. Act it out in pairs.



*Estate agent:* This is a nice (0) flat, Miss Brown.  
Here is the plan.

*Miss Brown:* Hmmm.

*Estate agent:* There is a (1) \_\_\_\_\_. There is a kitchen, a bedroom, a (2) \_\_\_\_\_, and there is a toilet.

*Miss Brown:* Is there a (3) \_\_\_\_\_ in it?

*Estate agent:* No, there isn't.

*Miss Brown:* Is there a high-speed internet connection?

*Estate agent:* No, there isn't a high-speed internet connection. But it is a (4) \_\_\_\_\_ flat, believe me.



living room, bathroom, balcony, nice, flat


2. Read the words and word combinations.

a bookcase	['bukkeɪs]
a carpet	['kɑ:pɪt]
a chair	[tʃeə]
a cosy sofa	
a lamp/chandelier	[læmp/ʃændə'liə]
a TV set	
a vase with flowers	
a wardrobe	['wɔ:drəʊb]
a windowsill	['wɪndəʊsɪl]
an armchair	['ɑ:mtʃeə]
a flowerpot	['flaʊəpɒt]
to have a rest	



by/at the wall  
behind  
in front of the sofa  
on/hang from the ceiling  
in the corner of the room  
in the middle of the room  
by the window  
to the left (right) of the sofa

3. Look at the picture of Jane's room, listen and read the text about it.

 Jane lives in a nice flat on the second floor in a new building. Her flat is large. It has got three rooms. Jane has got her room. It is large and light. There are two big windows in the room. A lot of flowerpots are on the windowsills.

There is a nice carpet on the floor. In the middle of the room there is a table. There is a vase with beautiful flowers on the table. To the right of the window there is a bookcase with many interesting books.

There is a bed at the wall. To the left of the bed there is a sofa. It is very cosy. Jane likes to have a rest there. In front of the sofa there are two armchairs. In the corner of the room there is a TV set. Jane likes to watch TV when she does not study or go to school. To the right of the TV set there is a wardrobe. There is also a desk near the wardrobe where Jane does her homework. A nice chandelier hangs from the ceiling.

Jane likes her room very much.



### 4. Choose the correct variant.

1. Jane lives in a \_\_\_\_\_ .  
 a) cottage                      b) flat                      c) hotel
2. Her flat is on the \_\_\_\_\_ floor.  
 a) first                              b) third                      c) second
3. There are \_\_\_\_\_ rooms in her flat.  
 a) two                              b) three                      c) one
4. There is a \_\_\_\_\_ on the table.  
 a) book                              b) vase                      c) lamp
5. There is a sofa to the left of the \_\_\_\_\_ .  
 a) bed                              b) table                      c) bookcase
6. Jane likes to \_\_\_\_\_ when she's not at school.  
 a) watch TV                      b) dance                      c) listen to music
7. Jane's clothes is in the \_\_\_\_\_ .  
 a) desk                              b) wardrobe                      c) bookcase
8. Jane \_\_\_\_\_ her room.  
 a) wants to change              b) likes                      c) doesn't like



**There is** a bed in my room.  
**There are** two armchairs in my room.  
**There is** no wardrobe in my room.  
**There are** no sofas in my room.

### 5. Read the rhyme and draw the room described in it.

#### THERE IS A ROOM IN MY HOUSE

There is a room in my house,  
 It's a very fine room,  
 It's a very fine room, indeed.  
 There is a bed in the room,  
 In the room in my house.  
 It's a very fine bed, indeed.  
 There is a lamp by the bed  
 In the room in my house,  
 It's a very fine lamp, indeed.  
 There is a wardrobe by the lamp,  
 By the bed in the room in my house.  
 It's a very fine wardrobe, indeed.  
 There is a table by the wardrobe,  
 By the lamp, by the bed  
 In the room in my house.

It's a very fine table, indeed.  
There is a chair by the table,  
By the wardrobe, by the lamp,  
By the bed in the room in my house.  
It's a very fine chair, indeed.  
There is a person on the chair,  
By the table, by the wardrobe,  
By the lamp, by the bed  
In the room in my house.  
It's a very fine person, indeed.  
That person on the chair is me.

**6. Look at the photo and answer the questions.**

1. What room is there in the photo?
2. Where is the table?
3. Can you see a chandelier that hangs from the ceiling?
4. How many windows has the room got?
5. Are there any flowers in the room? Where are they?
6. Is there a carpet on the floor?
7. Can you see a TV set there?
8. What else is there in the room? Where is it?



**7. Get ready to retell the text in exercise 3.**



# Lesson 12

1. Listen and repeat the dialogue. Make up a similar one.



Jane: Here we are. This is my house.

Mykhailyk: Really? It's huge! How many rooms are there?

Jane: Seven.

Mykhailyk: Where is your bedroom?

Jane: It's on the first floor.

Mykhailyk: And is there an attic?

Jane: Yes, it's very big and we use it as a study.

Mykhailyk: Can I see your room?

Jane: Sure. Let's go inside.

2. Look at the pictures, read the questions and answer them.



How many apples are there in the basket?



How many trees are there in the street?



Is there a TV set in the room? Where is it?



Are there two boys in the street?



How many flowers are there in the vase?



How many chairs are there in the room?



3. **Agree or disagree with the sentences given below as in the model. Use the picture of Jane's room.**

*Model:* There are three windows in Jane's room. — No, there aren't. It's not true. It's false. There are two windows in it.

Jane's room is large and light. — Yes, it is. It's true.

1. There is a TV set at the wall.
2. There are two armchairs in front of the sofa.
3. Jane's sofa is cosy.
4. Jane does not like to have a rest on her sofa.
5. There are many interesting books in Jane's bookcase.
6. To the left of the TV set there is a wardrobe.
7. Jane lives in a flat on the fifth floor.
8. There is a nice carpet on the ceiling.
9. There is a table in the middle of the room.
10. Jane doesn't like her room.

4. **Listen and read the telephone conversation, answer the questions and act it out in class.**



A: Hello, who's speaking?

B: This is Watt.

A: I'm sorry. What's your name?

B: Yes. Watt's my name.

A: Is this a joke? What is your name?

B: John Watt.

A: John what?

B: Yes. Look, who's this? Are you Jones?

A: No, I am Knott.

B: Are you going to tell me your name?

A: I'm Knott!

B: Why not?

A: My name is Knott.

B: Not what?



1. Who is "A" in the dialogue? What is "B's" name?
2. Does Watt tell his name? Does Knott understand him?
3. Does Knott get angry? Does Watt get angry?
4. Does Knott tell his name? Why doesn't Watt understand?

5. Look at the picture and read the words.

- 1 — twin beds
- 2 — mirror
- 3 — wardrobe
- 4 — pillow
- 5 — sheet
- 6 — blanket
- 7 — alarm clock
- 8 — bedside table
- 9 — carpet



6. Play a guessing game. Use the picture in exercise 5.

- Model:*
- Where's your pillow?
  - It's on the bed.

7. Read and put the parts of the text in order.

**A** There is also a big garden behind the house. I like our house very much.

**B** We live in a house. Our house is very beautiful and big. There are two floors in it. There is a living room, two bedrooms and a kitchen on the ground floor. There are two children's rooms, two bathrooms and my mother's study on the first floor.

**C** My room is on the first floor. I have got a big window in it. My room is big and light. There is a bed, a desk, a chair and a bookcase in my room.

**D** In the evening our family likes to get together in the living room. We watch TV and speak there.

8. **Read again. Mark the sentences true (T) or false (F). Correct the false sentences.**

1. Boy's house is small.
2. There are two floors in their house.
3. The kitchen is on the first floor.
4. There are two windows in boy's room.
5. There is a big garden in front of the house.
6. There is no desk in boy's room.
7. There are no bedrooms in their house.
8. They like to watch TV in their living room.

<input type="checkbox"/>
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**Is there** a piano in your house? —

**Yes, there is. / No, there isn't.**

**Are there** any books in your living room? —

**Yes, there are. / No, there aren't.**

9. **Look around your room. Ask and answer questions as in the model.**

*Model:* A: Is there a lamp in this room?

B: Yes, there is. It's white.

A: Are there any chairs in this room?

B: Yes, there are three chairs in this room.

10\*. **Work in pairs. Make a list of things in your room. Let your friend guess what you have got in it.**

*Model:* A: Is there a lamp in your room?

B: Yes, there is.



11. **Write about your friend's room.**



# Lesson 13

1. Listen and mark the sentences true (T) or false (F). Correct the false sentences.



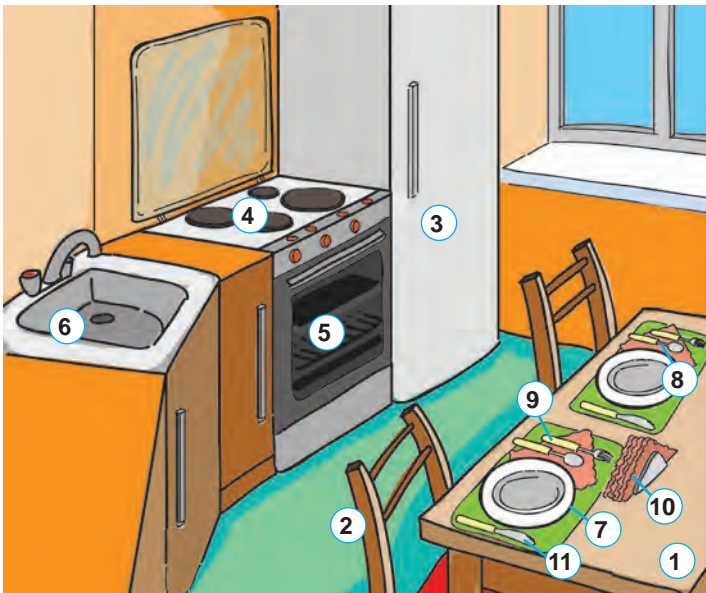
1. They are in Mykhailyk's house.
2. Mykhailyk thinks that the house doesn't look nice.
3. There are four rooms in the house.
4. There are no bedrooms in the house.
5. There is no garden near the house.



2. There are definitions of some things you can have in a flat. Guess the names of those things.

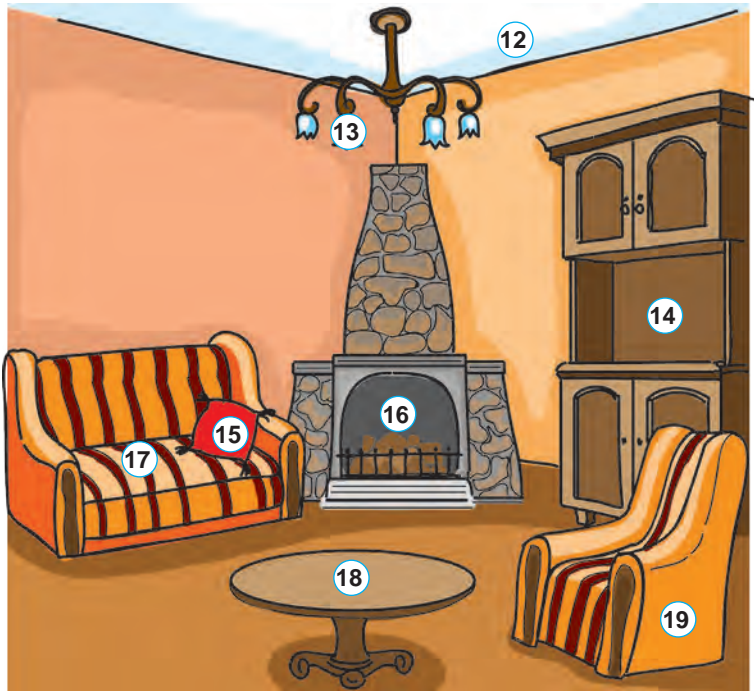
1. a piece of furniture on which you have your breakfast, lunch and dinner, or work at;
2. a piece of furniture you put your clothes in;
3. a piece of furniture you sleep on;
4. a piece of furniture you can sit on;
5. a thing you may put on the wall;
6. a thing you may put on the floor.

3. Look at the pictures and read the words.



- 1 — dining room table
- 2 — chair
- 3 — fridge
- 4 — stove
- 5 — oven
- 6 — sink
- 7 — plate
- 8 — spoon
- 9 — fork
- 10 — napkin
- 11 — knife

- 12 — ceiling
- 13 — chandelier
- 14 — storage unit
- 15 — cushion
- 16 — fireplace
- 17 — sofa
- 18 — coffee table
- 19 — armchair



4. Use the pictures in exercise 3 and practise speaking as it is given in the model.

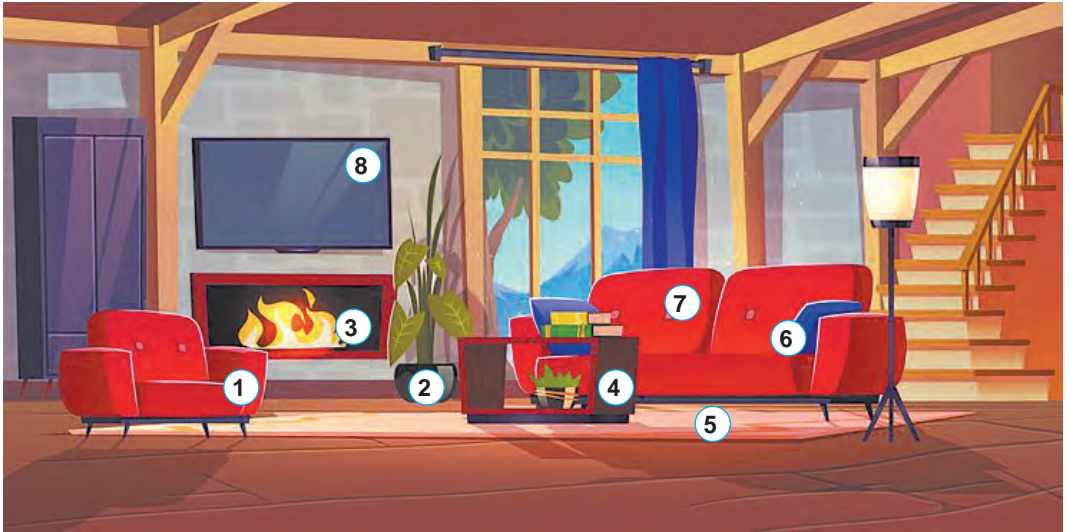
Model: A: Where is the fork?  
 B: It's in the kitchen.

Chandelier, napkin, cushion, oven, coffee table, fireplace, fridge, sofa, plate, storage unit, sink, armchair, stove, spoon.

5. Help Jane tell the story about her house. Fill in *is* or *are*.

1. There \_\_\_\_\_ two bedrooms in the house.
2. There \_\_\_\_\_ three doors in the hall.
3. There \_\_\_\_\_ no windows in the hall.
4. There \_\_\_\_\_ a kitchen in the house.
5. There \_\_\_\_\_ a living room in the house.
6. There \_\_\_\_\_ a big bathroom in the house.
7. There \_\_\_\_\_ a lot of windows in the house.
8. There \_\_\_\_\_ no yard in front of the house.
9. There \_\_\_\_\_ a big garden near the house.
10. There \_\_\_\_\_ a garage near the house.

6. Look at the Blakes' living room. Number the words.



armchair  
 TV

coffee table  
 fireplace

flowerpot  
 cushion

sofa  
 carpet

7. Your friend didn't visit the Blakes. Tell him/her about their living room.

There's a \_\_\_\_\_ in their living room.

There are \_\_\_\_\_ in their living room.

8\*. Correct mistakes in the sentences.

1. There are a new school in our town. 2. There are a nice green trees in my street. 3. There is the room in a picture. There is big table with a four chairs in a room. 4. There is two window in girl's room. 5. Are there a bedroom in your house? — Yes, there are. 6. There are no sofa in boy's room. 7. There is no doors in my house. 8. Is there any chairs in your room? — No, there isn't.

9. Write about your room flat/house. Use the model.

*Model:* My house / flat is ... .  
It's got ... bedrooms and ... .  
It's also got ... .  
There's a ... .  
There are ... .



## Lesson 14

## 1. Listen and act out.



*Mykhailyk:* What a lovely neighbourhood! You are so lucky.

*Jane:* What do you mean?

*Mykhailyk:* It's so clean here, and the air is fresh. There are many trees and flowers, too. It's so quiet and relaxing.

*Jane:* Yes, it is. But it's a bit boring sometimes.

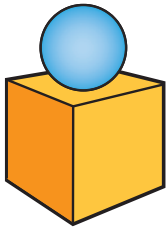
*Mykhailyk:* Why is that?

*Jane:* Well, look around. There is no cinema, no restaurants. You are the lucky one. Your house is in the city centre.

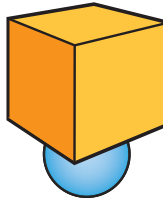
*Mykhailyk:* Yes, there are busy cafés, tall buildings and many people.

*Jane:* Well, that's perfect for me a city full of life.

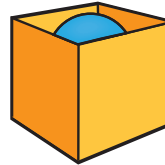
## 2. Look at the pictures. Then read the text and choose the correct prepositions.



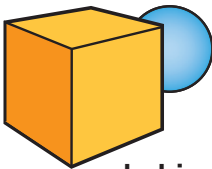
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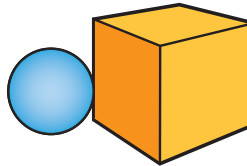
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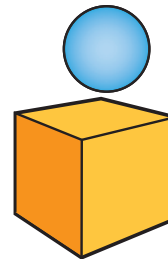
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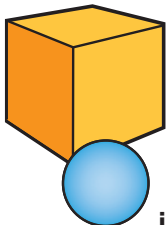
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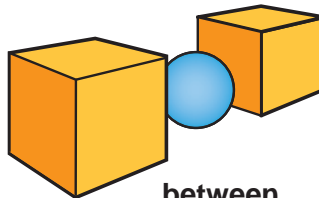
next to



above



in front of



between



There is a table in the room. There is a vase *in/on* the table with some flowers *in/on* it. There is a magazine *in/under/in front of* the vase. There is a ball *behind/under* the table. There is a chair *next to/under* the table. There is a plant *behind/in front of* the chair. There is a poster *on/in* the wall *next to/under/above* the table. There is a picture *above/under/in front of* the poster.

3. **Look at the picture. Practise speaking as it is given in the model.**

*Model:* A: Where is the table? — B: It's in the middle of the room.





## 4. Look at the picture and read the words.

- 1 — bathroom    3 — toilet    5 — soap    7 — toothpaste  
 2 — bath    4 — sink    6 — towel    8 — toothbrush



## 5. Sort out the words into the given columns.

Bookcase, garage, swimming pool, desk, dining table, armchairs, fridge, toilet, chairs, stove, towel, pillow, bedside table, soap, cushion, sheet, fireplace, mirror, garden, sink, spoon.

Living room	Bedroom	Bathroom	Kitchen	Outside the house

## 6\*. Find the odd word.

- chimney, antenna, mailbox;
- nursery, bathroom, second floor;
- kitchen, garage, bedroom;
- dining table, coffee table, blanket;
- sofa, chair, armchair.

**7. Listen and read. Change the highlighted words and practise with a friend.**



*Mykhailyk:* What street is your new flat in, Jane?

*Jane:* It's in **Ivan Franko Street**.

*Mykhailyk:* So, how do you like it?

*Jane:* Oh, it's great! There is much room there, and it's quiet too.

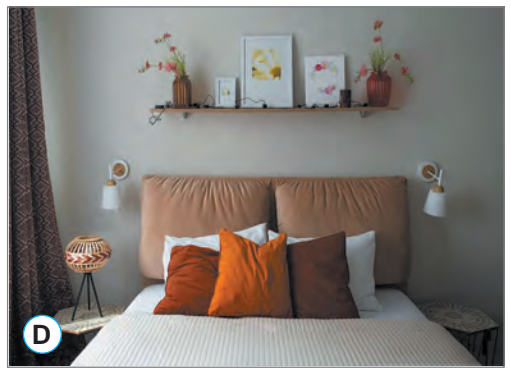
*Mykhailyk:* Yeah? What's the building like? Has it got a **swimming pool**?

*Jane:* No, it hasn't. But there is a big **yard** for the children to play in. Why don't you come and see my new flat?

*Mykhailyk:* OK. I'd like to.

**8\*. Look at the four pictures of rooms. Which room do you like more? Describe it. Use the model to help you.**

*Model:* I like the room in picture A. This is a living room. It is large and bright. There is an armchair and a small table in the middle of the room. There...



**9. Get ready to speak about the place you live in (your flat or house).**



## REVISION

## Lesson 15

## 1. Listen and repeat the dialogue. Make up a similar one.



Jane: Excuse me. Are you Dan Brian?

Dan: Yes, I am.

Jane: Hi. I am your new neighbour, Jane. Jane Blake.

Dan: Oh, hello, Jane. Nice to meet you.

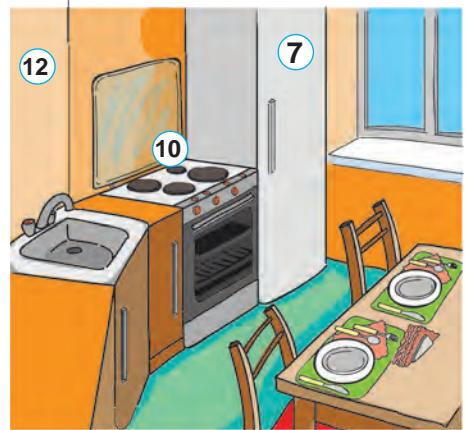
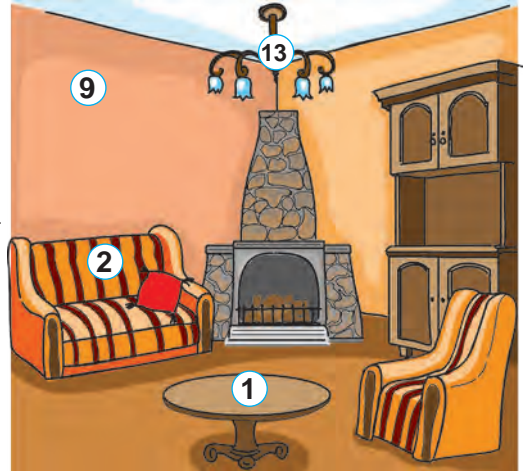
Jane: Nice to meet you, too.

## 2. Look at the pictures and make up the sentences as it is given in the model.

Model: 1. The cat is in the basket.



3. Match the numbers in the pictures with the words.



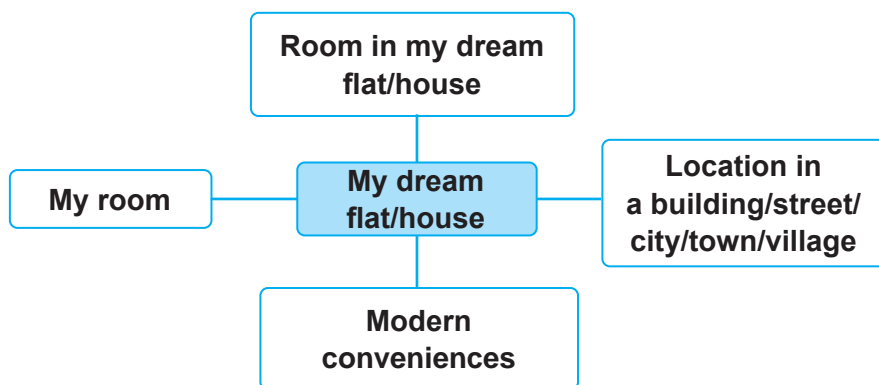
- a) bathroom ...
- b) kitchen ...
- c) sofa ...
- d) toilet ...
- e) living room ...
- f) fridge ...
- g) table ...

- h) bath ...
- i) stove ...
- j) carpet ...
- k) bed ...
- l) chandelier ...
- m) wardrobe ...
- n) towel ...

4. Complete the sentences with the correct word.

1. The car is in the ... .  
a) chimney                      b) study                      c) garage
2. You cook in the ... .  
a) bedroom                      b) kitchen                      c) dining room
3. Your flat is on the sixth floor. You use the ... .  
a) lift                      b) window                      c) driveway
4. You live on the second floor. The flat on the ground floor is the ... .  
a) upstairs flat                      b) downstairs flat                      c) lobby
5. The chimney is on the ... .  
a) roof                      b) garage                      c) second floor.
6. You sleep in the ... .  
a) bedroom                      b) kitchen                      c) garage
7. There are many trees in your ... .  
a) garage                      b) bathroom                      c) garden

5. Get ready to speak about your dream flat/house.



6\*. Ask your friend about his/her dream room. Then speak about your friend's dream room. Use exercises 3 and 6 (lesson 11) as models.

7\*. Find as many words as you can in the letterchain below. Make up 5 sentences with the words you have found.

tfafridgelampphobathroombedaicarpetoiletaleks ofatucstoved



## Lesson 16

## 1. Listen and repeat the dialogue. Act it out in pairs.

*Tom:* Hi, Mykhailyk.

*Mykhailyk:* Hi, Tom.

*Tom:* Mykhailyk, let's play basketball with my friends.

*Mykhailyk:* I don't like to play basketball.

*Tom:* But why?

*Mykhailyk:* Because the ball is very heavy and you must jump very high to throw it into the basket.

*Tom:* What game do you like to play?

*Mykhailyk:* I like to play football. Let's play football.

*Tom:* With pleasure. Let's go to the sports ground.

## 2. Read the jokes. Pay attention to the words in bold type. Say which verbs are regular and which verbs are irregular. Use the chart of irregular verbs (page 232).

Today a man **knocked** on my door and **asked** for a small donation towards the local swimming pool. I **gave** him a glass of water.

I **rang up** my local bowling club, I **said** "Is that the local bowling club?" He **said** "It depends where you're calling from."

My son **played** soccer in the mud all day. He **was** a little Messi!

I **got excited** when my son **joined** the cross-country team. But then I **learned** they don't cross the country and are back home in a few hours.



## Past Simple: Regular Verbs

Affirmative	Negative
I walked	I <b>didn't</b> walk.
You walked	You <b>didn't</b> walk, etc.
He walked	
She walked	Interrogative
It walked	<b>Did</b> I walk?
We walked	<b>Did</b> you walk?, etc.
You walked	
They walked	

### Short answers

Did I/you/we, etc. walk ... ?  $\left\{ \begin{array}{l} \text{Yes, I/you/we, etc. } \mathbf{did.} \\ \text{No, I/you/we, etc. } \mathbf{didn't.} \end{array} \right.$

### Form

- We form the affirmative of most regular verbs by adding **-ed** to the verb.

*I return — I **returned***

- Some verbs have got irregular affirmative forms:

*I go — I **went***

We use **the Past Simple** for:

- actions which happened or finished at a definite or stated time in the past.  
*We **left** the house at 7:30 p.m.*
- actions which happened repeatedly in the past but do not happen any more.  
In this case, we can use adverbs of frequency (always, often, usually, etc.).  
*He often **watched** football matches with his brother when he **was** a teenager (but he doesn't any more).*
- actions which happened immediately one after the other in the past.  
*First, he **opened** the window. Then, he **looked** down the street and **saw** a strange black car.*

### Time Expressions we use with the Past Simple:

**yesterday, last night/week/year/Monday, etc., a month/two years/three years, etc. ago, in 1960, etc.**

*Princess Diana **died** in 1997.*

### 3. Listen and repeat the following tongue twisters. Practise saying them. For an additional challenge, try repeating them several times in a row.



- Luke's duck likes lakes. Luke Luck licks lakes. Luke's duck licks lakes. Duck takes licks in lakes Luke Luck likes. Luke Luck takes licks in lakes duck likes.
- There those thousand thinkers were thinking how the other three thieves went through.

**4. Listen and read the text. Answer the questions after it.**



**FOOTBALL — AN INTERNATIONAL GAME**

Football is the most popular team game in the world. The game began in England. The first football clubs appeared in 1855.

Football spread internationally and won popularity in central Europe. Spain, Germany, Italy, and France, and other European countries took it up at the beginning of the last century, and established clubs. In 1971 women competed for the first time in the women’s World Cup match in Mexico City.

One nation that resisted football’s spread for a long time was the USA. 40 years ago the interest in football developed in the US. Great popularity of the Brazilian star player Pele helped much in this.

Two teams of 11 players play the game of football on a pitch. At either end of the field there is a goal post. A goalkeeper defends it. The main task for the players in a game is to force the ball into the small goal area. The winning team is the one which scores the most goals.



1. Where and when did football begin?
2. Is the European football popular in the USA?
3. When did women first play in a football world cup match?
4. How long is a football game?
5. How many players participate in a game?
6. How many goal posts are there on a football pitch?
7. Who defends the goal post?

**5\*. Practise the dialogues as in the model. Provide the dialogue with your own information.**

*Model:* — Did you sleep well last night?  
 — No, I didn’t. I slept badly last night. I had a nightmare.

wake up early this morning  
 eat breakfast this morning  
 ride your bicycle to school  
 lose your grammar book  
 say anything  
 do your homework last night  
 see the game on TV

take the bus to school  
 bring your books to class  
 give your friend a present  
 hear about the match  
 play football last week  
 find your grammar book  
 read the newspaper this morning



6. **Read the sentences and correct the mistakes.**

1. I go to school by bus last Monday.
2. We stay at home yesterday.
3. She didn't saw her friend yesterday.
4. He wake up at 10 on Friday morning.
5. My friends have a party last week.
6. I buy a present for my father last Thursday.

7. **Listen and read the rhyme. Learn it by heart.**



I like to skip, I like to jump,  
I like to run about.  
I like to play, I like to sing,  
I like to laugh and shout.

I can skip and I can run,  
I can play games in the sun.  
I can hear and I can see,  
Lucky me! Oh, lucky me!

8. **Listen to the dialogue and complete the table after it. Then act out the dialogue with your partner.**



*Mykhailyk:* Do you like sports?



*Jane:* Oh, yes, I do.

*Mykhailyk:* What sports do you like?

*Jane:* I like to watch swimming, skating, and tennis, and I like to play volleyball. I go running and skiing. What about you, Mykhailyk?

*Mykhailyk:* Well, I like football. I watch it and play it. I also like to watch boxing and rowing. But I hate swimming and basketball.

*Jane:* Well, I don't like boxing. It's a dangerous sport. And I hate hockey.

	plays/does	likes to watch	doesn't like/hates
<b>Jane</b> 			
<b>Mykhailyk</b> 			



## Lesson 17

1. **Listen to the dialogues. Give the titles. Act out in pairs. Make up one similar dialogue.**



**Dialogue 1** \_\_\_\_\_

*Mykhailyk:* Did you have a good time yesterday?

*Jane:* Yes. I enjoyed the party very much. Everyone was so happy.

*Mykhailyk:* What did you do at the party?

*Jane:* Well, it began at four o'clock but I came later. We danced and played different games.

*Mykhailyk:* Did Jack play his violin?

*Jane:* Yes, he did. It was wonderful. Then his cousin from France called.

**Dialogue 2** \_\_\_\_\_

*Tom:* Would you like to dance?

*Jane:* Oh, yes.

*Tom:* What school do you go to?

*Jane:* I go to school number 25.

*Tom:* Do you like your school?

*Jane:* Yes, it's a great place for me. And what about you? Do you like your school?

*Tom:* Well, not as much as you do, but I like it.

*Tom* (*two minutes later*): Well, thank you very much for the dance.

*Jane:* The pleasure was mine.

**Dialogue 3** \_\_\_\_\_

*Mykhailyk:* Would you like to go to the cinema tonight?

*Jane:* I'd love to.

*Mykhailyk:* Where can we meet?

*Jane:* How about the central square?

*Mykhailyk:* All right. What time?

*Jane:* Is four o'clock OK?

*Mykhailyk:* Yes, that's fine.

2. **Say what games you like (don't like) to play and why. There is a model to help you.**

*Model:* I like to play tennis because it is a fast game. I don't like to play chess because it is not interesting. Yesterday I played tennis. I didn't play chess yesterday.

3. **Say what games your friend likes (doesn't like) to play and why. There is a model to help you.**

*Model:* My friend likes to play chess because it is a funny game. But he doesn't like to play basketball because the ball is very heavy. Yesterday he didn't play basketball, but he played chess.

4. **Work in pairs. Ask and answer the questions given below.**

1. How old are you?
2. How old were you last year?
3. Have you usually got a party on your birthday?
4. Whom do you usually invite to your birthday party?
5. Do you like to get presents?
6. What presents did you get for your last birthday?
7. Do you like to give presents?
8. When did you go to your friend's birthday party?
9. What present did you give your friend?
10. What did you do at your friend's birthday party?
11. Was your friend happy with his presents?

5. **Listen and repeat the following tongue twisters. Practise saying them.**



- A big black bug bit a big black dog on his big black nose!
- Elizabeth's birthday is on the third Thursday of this month.

6. **Choose the correct sentence.**

1. a) We not go to school at weekends.  
b) We don't go to school at weekends.
2. a) I do not have lunch at school.  
b) I am not have lunch at school.
3. a) You no read the newspaper in the morning.  
b) You do not read the newspaper in the morning.
4. a) They not went to the village on Friday.  
b) They did not go to the village on Friday.

7\*. **Read the following sentences a) in the negative; b) in the interrogative.**

*Model:* Linda went home early.  
— Did Linda go home early?  
— Linda didn't go home early.

1. Tom hurt his foot yesterday.
2. She lost her way in the strange city.
3. They flew to California.
4. My father chose that hotel.
5. She lost her bag an hour ago.
6. The police caught the thief.
7. He hid the letter.
8. She thought about it last week.
9. They found my watch.
10. We left early.
11. Mr. Thompson fell off the bike and broke his arm.
12. My sister slept till ten.



# Lesson 18

1. Listen to the conversation and choose the word you hear.



George: Are you interested in *football/basketball*?

Phillip: Well, yes.

George: I am. Wonderful game, *baseball/football*. By the way, I like all sports and games.

Phillip: Oh, yes?

George: Yes. Football, *cricket/tennis*, swimming. *Can/Do* you swim?

Phillip: I am not a good swimmer, but I go swimming sometimes. *Volleyball/Tennis!* That's a good game.

George: Yes?

Phillip: Yes. I am very interested in tennis. I never miss Wimbledon, you know. I watch it every *month/year*.

2. Look at the pictures and compose one story on the picture you like most of all, telling what happened or is happening to the sportsmen in the pictures. Use the beginning to help you.

One winter day I decided to learn to ski. I took my skis and went to the park....



## 3. Look at the pictures and read the words.



**archery** ['ɑ:tʃəri]



**figure skating**  
['fɪgə'skeɪtɪŋ]



**fencing** ['fensɪŋ]



**gymnastics**  
[dʒɪm'næstɪks]



**cycling** ['saɪklɪŋ]



**ski jumping**  
[ski: dʒʌmpɪŋ]



**boxing** ['bɒksɪŋ]



**swimming**  
['swɪmɪŋ]



**skiing** ['ski:ɪŋ]



**horse racing**  
[hɔ:s-'reɪsɪŋ]



**skating** ['skeɪtɪŋ]



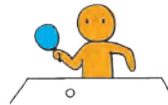
**weightlifting**  
['weɪtlɪftɪŋ]



**tennis** ['tenɪs]



**wrestling** ['reslɪŋ]



**table tennis**  
['teɪb(ə)'tenɪs]



**shot put** ['ʃɒtput]



**chess/draughts**  
[tʃes/dra:fts]

**4. Put the verbs in the following sentences into the Past Simple tense form.**

1. He always wears black. 2. I get to school by bus. 3. I meet her on Tuesday.  
 4. I know what he wants. 5. I dream every night. 6. I read a book every day.  
 7. I make cakes on Sundays. 8. He often feels ill. 9. He sleeps badly. 10. Her roses grow well.  
 11. They go to the seaside every year. 12. He takes the dog out twice a day.  
 13. This sportsman wins in every competition. 14. His dog always bites me.  
 15. We drink Pepsi. 16. It costs £30. 17. My back hurts. 18. These dogs fight whenever they meet.  
 19. I lie down after lunch. 20. We buy vegetables here.

**5. Listen and read the text. Complete the chart given after it.**



### KINDS OF SPORTS AND COMPETITIONS

You can imagine the different kinds of sports people play in the world as preferences of the people are also different. Some of the sports fans are fond of archery, fencing or cycling, while others still like boxing, swimming or horse races.

If you are strong you may participate in wrestling or weightlifting, or even shot put, but if you are quick-witted you may be good at chess or draughts. You should be very attentive if you want to compete in tennis, especially table tennis. Of course you should practise a lot if you choose gymnastics or figure skating as your favourite kind of sport. You should also combine your artistic talent together with your physical strength. Those who are crazy about winter sports may consider skiing, ski jumping or skating. There is also a great variety of indoor team games. Basketball, hockey, volleyball and especially football (or as Americans say — soccer) are very popular.

Summer sports	Winter sports	Water sports	Outdoor games	Team sports	Individual sports

**6. Look at the words in the chart. Choose those which are the names of sports.**

athlete	basket	complete	basketball	boxer	game
boxing	swimming	goal	play	athletics	racket
referee	skiing	serve	pool	score	gymnastics
football	player	fight	ring	race	match
slope	court	field	boots	lane	send off



## Lesson 19

## 1. Put the dialogue in the correct order. Act it out in pairs.

- 1 *Jane:* What was on TV last night?
- Mykhailyk:* "Fun Festival".
- Jane:* Was it good?
- Mykhailyk:* Don't worry. It will be on again on Friday.
- Jane:* Was there a football match on?
- Mykhailyk:* Yes, it was very interesting. And after that programme there was an American film, but it wasn't very interesting.
- Jane:* What was the title?
- Mykhailyk:* No, but there was a great tennis match.
- Jane:* Oh, I wanted to watch it!
- Mykhailyk:* There was a programme about the life in Africa.

## 2. Here are four players from the English football clubs. Match the pictures of the players with their descriptions.



A

**Bruno Fernandes**

I am from Maia, Portugal. I've got a red shirt, white shorts and black and red socks. I play for Manchester United.



B

**Mohamed Salah**

I am from Nagrid, Egypt. I've got a red shirt, red shorts and red socks. I play for Liverpool.



C

**Thiago Silva**

I am from Rio de Janeiro, Brazil. I've got a blue shirt, blue shorts and white socks. I play for Chelsea.



D

**Oleksandr Zinchenko**

I am from Radomyshl, Ukraine. I've got a red and white shirt, white shorts and white socks. I play for Arsenal.

3. Read the information about the British football clubs. Write the correct points total for each team and then write the name of the team in the correct place in the table.

**Manchester United:** won three games ( $3 \cdot 3 = 9$ ) and played one game in a draw —  $1 \cdot 1 = 1$ . So  $9 + 1 = 10$ .  
**Arsenal:** won three games and lost one game.  
**Chelsea:** won two games and lost two games.  
**Liverpool:** played four games in a draw.

No	Football club	win	lose	draw	Total points
1.	Manchester United	3	–	1	10
2.		–	–	4	
3.		3	1	–	
4.		2	2	–	

Win = three points

Draw = one point

Lose = no points

4. Get ready to retell the text about football (exercise 4, lesson 16).  
 5. Read the words and word combinations.

a competition  
 a championship  
 to take place  
 to revive  
 a champion  
 a contest  
 a contestant  
 to defeat  
 a representative  
 biathlon  
 bobsleigh  
 canoeing

[kɒmpə'tɪʃ(ə)n]  
 ['tʃæmpɪənʃɪp]  
 [rɪ'vaɪv]  
 ['tʃæmpɪən]  
 ['kɒntest]  
 [kən'test(ə)nt]  
 [dɪ'fi:t]  
 [ˌreprɪ'zentətɪv]  
 [baɪ'æθlən]  
 ['bɒbsleɪ]  
 [kə'nu:ɪŋ]



6. Listen and read the text. Say whether the statements after it are true (T) or false (F).



### KINDS OF COMPETITIONS

Competitions may be of individual, team or individual-team kind. An individual competition decides a champion. A competition of this kind is a championship. From time to time national, European, world, international, indoor, open championships take place. The greatest championships in sports are the Olympic Games. They take place every four years with representatives from more than 120 nations.

Summer Olympic Games revived in Greece in 1896, Winter Olympic Games originated in 1924. Competitions in the Summer Games normally include archery, basketball, boxing, canoeing, cycling, fencing, field hockey, gymnastics, judo, rowing, sailing, shooting, swimming, diving, athletics, volleyball, water polo, weightlifting, wrestling. Competitions in the Winter Games include biathlon, bobsleigh, speed skating, skiing, ski jumping, downhill slalom, figure skating, ice hockey.

A *champion* is the winner of the first place or the first prize in a competition. He defeats the other contestants in a contest.

The *World Cup* takes place every four years in such sports as wrestling, gymnastics, athletics, fencing and others.

1. Water polo is in the Winter Olympic games.
2. Summer Olympic Games originated in Greece in 1924.
3. Sportsmen play in Winter Olympic Games every four years.
4. Biathlon is a winter sport.
5. A championship means the same as a contest.
6. Canoeing is a summer sport.
7. The winner of the first place in a competition is a contestant.


- 7\*. Read the text in exercise 6 and complete the table. Then say which sports (summer or winter) you like to watch on TV.

Summer sports	Winter sports
fencing	skiing



## Lesson 20

## 1. Listen and read the conversation. Change the highlighted words and practise with friends.



Steve: Do you like sports?

Bob: Of course, I do. I like **football** most of all.

Jack: And I like **tennis**. What about you, Linda?

Linda: I like **gymnastics** and **figure skating**.

Jane: These are my favourite sports, too.

## 2. Guess what kind of sport it is.

№1. It is a team game. Both men and women can play it. The players have got a ball. They play with their hands. There are six players in every team.

№2: It is the most popular game in England and in Ukraine. It began in England. The players have got a ball. The game lasts for 90 minutes. It has 2 halves. The players kick the ball and run after it. There is a referee on the field. He blows a whistle from time to time. The players try to score a goal.

№3: It is one of the most popular games in the world. It began in Canada. It is a team game. It is a winter game. Many people like to watch this game on TV. The players don't run on the field. They skate. They have sticks in their hands.

№4: It is a very beautiful kind of sports. The sportsmen perform on the ice. It gives the sportsmen strength, rhythm and grace. The sportsmen do some exercises of dance to the music. The sportsmen have beautiful costumes on.

№5: People play this game everywhere in Ukraine: at schools, universities and sport clubs. It began in the USA. The team has got 5 players. They bounce the ball on the floor (or ground) up and down with one hand. They try to throw the ball into the basket.

## 3. Put the verbs in brackets into the correct tense form.

1. A: How ... (be) the party last night?

B: Great. We ... (have) a fantastic time, thanks.

2. A: Tony ... (call) while you were out.

B: Oh! ... (you/take) a message?

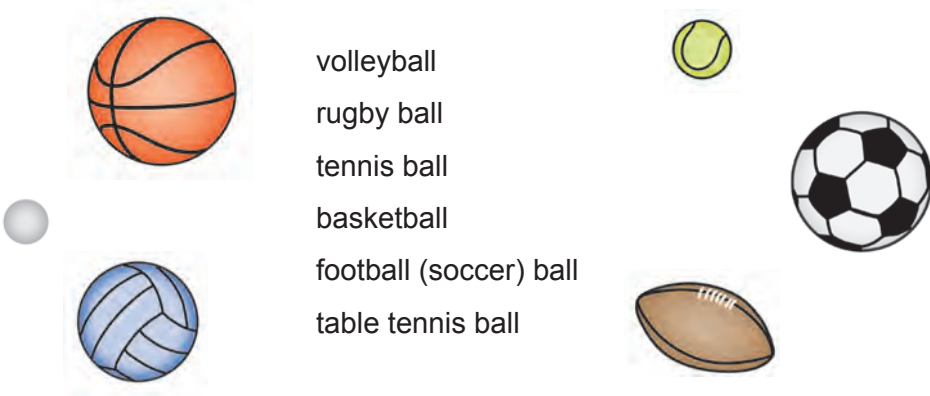
3. A: Rob ... (travel) all over Europe last year.

B: ... (he/have) a good time?

## 4. Unscramble the words and make up sentences with each word.

Tocpmeinito, eattnocnt, mahpconi, shpoihmaipcn, eefda, sntecoc

## 5. Match the pictures with the words.



## 6\*. Listen and read the texts. Then answer the questions after them.



## LET'S DANCE

**Ballet** began in Italy and France during the Renaissance. It is still a very popular art form in Western culture.



**Folk dance** is usually traditional and the members of a nation perform it, for example, the Ukrainian Hopak or Polka. Folk dances are usually group dances.

**Ballroom dances.** Ballroom dancing was a formal dance in a large room. It became popular in Europe and North America. Central European folk dances, such as the waltz and polka, changed and became the most popular examples of ballroom dances. Before the First World War, new ballroom dances came to Europe from American continents, for example, FoxTrot, Rumba, Cha-Cha. The Argentine Tango became internationally popular by Carlos Gardel, his songs and films. At present, there are two types of ballroom dances: Standard (waltz, tango, quickstep, foxtrot and Vienna waltz) and Latino-American (cha-cha, samba, rumba, jive and pasodoble).



**Popular/Modern dance.** Popular (social or modern) dances often came from folk dances. They are easy and couples dance them. But they are usually popular for only a short time. Two centuries ago social dances took place only in palaces or homes of rich people. Later they became more popular and spread among ordinary people.



1. What is the main difference between folk and popular dances?
  2. What are the two ballroom dances that came from folk dancing?
  3. What dances came to Europe from South America?
  4. Where did ballet originate from?
  5. What dances do people usually dance in groups?
  6. How many ballroom dances do you know? Name them.
7. **Complete the following questionnaire and then tell your partner about your dancing experience.**

### WOULD YOU LIKE TO DANCE?

1. Do you like dancing?
    - a) yes, I love it
    - b) it's OK
    - c) not really
  2. How often do you go dancing?
    - a) every week
    - b) only at parties
  3. Who do you dance with?
    - a) my dancing partner
    - b) my friends
  4. Where do you go dancing?
    - a) discotheques
    - b) friends' houses
    - c) other (say where)
  5. What kind of music do you like dancing to?
    - a) a slow
    - b) disco
    - c) folk
    - d) other (say what)
  6. How well can you dance?
    - a) very well
    - b) quite well
    - c) not very well
  7. What dances can you do?
  8. What dance(s) would you like to learn?
8. **Match column A with column B to make up words and word combinations. Then make up sentences with each word combination.**

A	B
ball	dance
rock	known
art	18 <sup>th</sup> century
well	room
folk	music
late	form



## Lesson 21

### 1. Listen to the dialogue. Take roles and read it aloud.



*Linda:* Did you see the Figure skating World Championship yesterday?

*Brenda:* Yes, I did. It was quite interesting.

*Linda:* Was it? I didn't like the performances of our figure skaters. They were too tired to skate well.

*Brenda:* Well, but the Spanish sportsmen weren't much better. They often fell on the ice in the jumps or failed to perform them at all.

*Linda:* Yes, I agree with you. The French figure skaters were the best, to my mind.

*Brenda:* I liked the Germans best of all.

### 2. Listen and repeat the following tongue twisters. Practise saying them.



- Can you imagine an imaginary menagerie manager managing an imaginary menagerie?
- While we were walking, we were watching window washers wash Washington's windows with warm washing water.
- I can think of six thin things and of six thick things too.
- A pleasant place to place a plaice is a place where a plaice is pleased to be placed.
- We surely shall see the sunshine soon.

### 3. Complete the sentences with *as... as*, *not as...as* and the appropriate form of the adjectives in brackets.

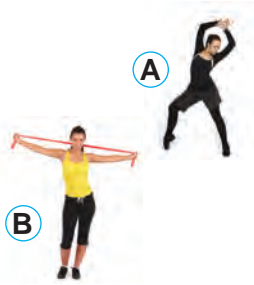
*Model:* Jack is strong. He can beat Fred in boxing. Nick can beat Fred too.

Jack is as strong (strong) as Nick.

Jack is strong, but he can't beat Fred in boxing. — Jack is not as strong (strong) as Fred.

1. Steve can run 100 metres in 16 seconds. Jack runs this distance in 15 seconds. Steve is ... (quick) ... Jack.
2. Last season Manchester United won 7 games, and played three games in a draw. Liverpool won 8 games and lost 2 games. Liverpool played ... (good) ... Manchester United last season.
3. Bred can jump 1m high. But David jumps 10 cm higher than Bred. Bred jumps ... (high) ... David does.

4. Match the pictures with the words.



- 1) squash
- 2) jazz dance
- 3) karate
- 4) aerobics
- 5) body building



5. Listen and read the advertisement of “Bella’s Better Body Club”. Which activities would you like to join? Why? Why not? Use the model.

**BELLA’S BETTER BODY CLUB:**  
offers you five activities to make you feel good

**Anne’s Aerobics.** Do you feel fat? Do you feel tired at the end of the day? Come to one of Anne’s aerobics classes!

Anne has got classes for everyone — young or old, male or female, fit or unfit.

**Karate.** Karate will help to make your mind and your body clean and fit! Roger Blake lived in Japan for three years, and studied karate with great masters of the art. Come to his classes, and see what karate can do for you!



**Jazz dance.** The musical way to keep fit! It’s fun, it’s friendly, and it’s good for you. If you want to look good at discos, try jazz dance!

**Body building.** If you want muscles, come to Body Building. Our coaches Dave Cook and Trisha Brown can help you choose the right exercise for you. Our gym is open from 11 a.m. to 10 p.m., Monday to Saturday. Mondays and Fridays are for men only; Wednesdays and Thursdays, women only. Dave or Trisha is in the gym from 3 to 7 p.m. Come and talk to them.

**Squash.** Our courts are the best in town. Our opening hours are the best, too — 10 a.m. to 10:30 p.m., seven days a week! If you want to improve your squash, English champion Bob Johnson is for you.



*Model:* I’d like to join an aerobics class, because it can make me feel fresh at the end of the day.

I’d like to join a karate class, because it can make me feel fit and healthy.

I wouldn’t like to join a body building class, because it’s a very tiring activity.

**6. Read again. Say whether the statements are true (T) or false (F).**

1. Jazz dance class teacher at Bella's Better Body Club is Roger Blake.
2. Body building gym is open for visitors every day except Sunday.
3. Squash courts are very good at Bella's Better Body Club.
4. Karate teachers are the great masters from Japan.
5. Squash courts have no days off. They are usually closed after 11 p.m.
6. Body building coach Bob Johnson can help you choose the right exercise for you.
7. Karate teacher's name is Anne Roger.
8. Anne hasn't got aerobics classes for men.
9. Karate classes are good for dancing.

**7. Listen and repeat the dialogue. Act it out with your partner and then make up a similar one.**



*Andy:* Where's Steve today? Is he at his cycling practice?

*Bill:* No, he's got a new hobby — roller skating.

*Andy:* That's interesting. Is he good at it?

*Bill:* I don't think so. But he enjoys it greatly.

*Andy:* Is that Steve on his roller skates?

*Bill:* Yes, that's him. I hope he is OK.

*Andy:* Is he?!



**8\*. Complete the sentences with Past Simple by using the verbs below.**

keep	read	cut	leave
shake	draw	have	steal
forget	buy	hear	feel

1. Chris hurt his finger last night. He ... it with a knife.
2. When I introduced Tom to Ryan, they ... hands and smiled to each other.
3. Alice called the police yesterday because someone ... her bicycle while she was in the library.
4. Jessica didn't throw her old shoes away. She ... them because they were nice.
5. I ... an interesting story in the newspaper yesterday.
6. Dick ... his flat this morning because he was late for school. That's why he ... to bring his books to class.
7. The children ... pictures in class yesterday.
8. Last night I ... a trailer of a new film so I went to the cinema and ... it.
9. My sister ... a bad dream last night.
10. I've got a cold. Yesterday I ... terrible, but I feel better today.



# Lesson 22

1. Read the first and the last exchange. What is the dialogue about?  
 Listen and read to find out.



Alan: Which winter sports do you like?

Steve: I like skating. We have got a skating rink in our yard every winter, and I skate there almost every day after school. And which sports do you like in winter?

Alan: Well, I like skiing very much. Every Sunday my father and I take our skis and go skiing in the country all day.

Steve: Isn't it cold to go skiing all day?

Alan: No. I enjoy it greatly. You get very warm when you go skiing in cold weather.

Steve: Don't you like ice hockey?

Alan: I like to watch hockey matches but I don't play this game.

2. Put the words from the box into the correct column.

football	weightlifting	basketball	cycling
skiing	judo	sailing	volleyball
jogging	swimming	cricket	rugby
gymnastics	walking	karate	fencing
aerobics	tennis	archery	

Open water	Pitch	Track	Gym	Court	Pool

3. Look at the pictures and match them with the sentences in the box and the conversations.





Bob is swimming. Jack is running. They are doing aerobics.  
They are bicycling. They are dancing.

- a) Do you exercise with someone or by yourself?  
I exercise with my brother.
- b) What do you do for exercise?  
I like to go dancing.
- c) How often do you exercise?  
I work out three times a week.
- d) Why do you run?  
I want to lose weight.
- e) Is the water in the pool warm?  
Yes, it is. Warm enough for me.

**4. Listen to the dialogues. What can you say about the coaches? Are they good or bad? Why? What do you think a good coach should do in situations like these? Act out the dialogues with your partner.**

- a)** *Athlete:* Coach, I'm a bit worried today...  
*Coach (Paying no attention to the athlete):* Okay boys, let's get ready for the warm-up.  
*Athlete:* I'd like to talk...  
*Coach:* Okay boys, let's go...  
*Athlete:* Coach, could I...  
*Coach:* What is it?  
*Athlete:* I am worried. I don't want to compete with...  
*Coach:* Don't worry, Johnny... *(Again to the other athletes).* Okay boys, let's get out there.
- b)** *Athlete:* Coach, I am a bit worried.  
*Coach:* I see.  
*Athlete:* Yes, I got this feeling since I talked to the boys.  
*Coach:* The boys?  
*Athlete:* Yes, the boys told me the other team is pretty good.  
*Coach:* So you're worried because the other team is good. Is that right?  
*Athlete:* Yes, that's it.  
*Coach:* Why do you worry about that?  
*Athlete:* I don't know... I guess because I am not good enough.  
*Coach:* John, do you remember when we talked about your goals? Well, your goal tonight is just to try to do your best. It doesn't really matter to me what anyone else does.  
*Athlete:* Okay, coach. I feel a bit better now.  
*Coach:* Good, I know you are great, John... Okay boys, let's get ready for the warm-up.

5. Listen and read the texts. Then answer the questions after them.



**SPEED SKATING**

**The Races.** Long Track Speed Skating takes place on a 400 m track. The skaters use blades up to 45 cm long. Skaters race in pairs counterclockwise on two lanes of an oval track, and the skaters change lanes every lap.



At competitions there are four distances for races — 500, 1,500, 3,000, and 5,000 m for women and 500, 1,500, 5,000, and 10,000 m for men.

The key to a good long track performance is to skate each lap at nearly the same speed.

**FIGURE SKATING**

One of the most beautiful types of skating is figure skating. There are different events in figure skating. The singles and pair events have got two parts, the short programme and the free skate. Skaters receive two marks.



1. What is the length of the blades in long track speed skating?
2. What are the distances for the long track speed skating competitions?
3. What is the key in a good speed skating race performance?
4. How many marks do figure skaters get?

6\*. Put questions to the words or word combinations in italics.

1. She saw the Smiths *last week*.
2. The new student worked *hard* last week.
3. They wanted to play football *in the street*.
4. Shakespeare wrote "*Romeo and Juliet*".
5. We decided to stay home *because we wanted to watch "Titanic" on "1+1"*.
6. The sun shone *brightly* yesterday.
7. *Ann* invited us to her birthday party.
8. He was late for the train as he *lost his way*.
9. He *came* home after school at three.
10. She bought that beautiful dress *for \$60*.
11. She visited *her friend* yesterday.
12. Our team won the competition *last month*.

7. Write 5–7 sentences about your favourite sport.

8\*. Interview your family members about the sports they like. Then report the information to your classmates. Use the questions and the report model below to help you.

- What is your most favourite sport?
- Do you play this sport?
- Why do you like this sport?

*The report model:* My mother likes ... . She doesn't play it, but she often watches matches on television. My mother loves ... because it is a very popular sport in Ukraine.



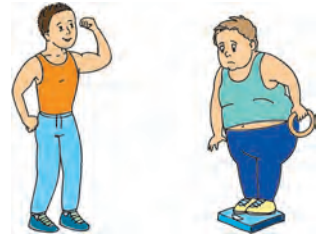
## Lesson 23

## 1. Can you name:

- five sports that don't use a ball?
- five sports ending in a "ball"?
- three sports played on a court?
- two sports that use a track?
- two sports that use a table?
- one sport that uses a ring?

## 2. Look at the pictures and say why people exercise (work out). Use the model to help you.

*Model:* Exercise is good for us! It keeps us fit. Regular exercise also helps us lose weight if we are overweight.



## 3. a) You are going to listen to Stephanie and David talking about the benefits of sports he does. Complete the table given below.



Sports	Its benefits
swimming	_____ _____
cycling	_____ _____
tennis	_____ _____
yoga	_____ _____
jogging	_____ _____

## b) Use the table to tell the class about David's favourite sports.

4. **Talk with a friend.**

1. Do you do exercises every morning?
2. Do you train in the school gym?
3. What else do you do to keep fit?

5. **Look at the pictures and name the sports.**



6. **Suggest the words for the following definitions. Use exercise 7 (lesson 19).**

1. The winner of the first place or first prize in competition;
2. an individual competition which decides a champion;
3. the greatest championship organized every four years with representatives from many nations;
4. a competition organized by international federations;
5. a major team championship open to the European national teams.

7\*. **Read the following sentences a) in the negative; b) in the interrogative.**

1. They drank all the juice. 2. She saw your brother. 3. He looked at the picture. 4. His nose bled. 5. I sent the e-mail to my friend. 6. They showed a nice film. 7. He shook the bottle. 8. The sun rose at six. 9. Jack kept his brother's money. 10. Jean rang the bell. 11. The boys did the long jump. 12. She sold her old car. 13. His wife came home at eight p.m. 14. He broke the chair and fell down. 15. She gave you the book. 16. His son wrote a novel. 17. We sat to dinner. 18. They spent all their money. 19. Her little daughter drew me a map. 20. Jane taught French.

8\*. **Put questions to the words or word combinations in italics.**

1. I thought *it was your mother* on the phone. 2. They didn't take part in the competition because *the girl was ill*. 3. Her father drove *the car* perfectly but very fast. 4. *The baby was afraid of the old lady*, that's why he ran to his mother and jumped into her arms. 5. I lost my book *last Friday*. 6. *Her* daughter felt bad in the wet weather. 7. At last he found the book *the teacher gave him*.



## REVISION

## Lesson 24

## 1. Listen and complete the dialogue. Use the words given below.



*William:* Did you watch the championship in (0) athletics yesterday?

*Jack:* Yes, I did. Our team performed greatly.

*William:* What were the results?

*Jack:* Our team won (1) \_\_\_\_\_ gold medals for the 100 metre and 1,000 metre races, two silver medals for the 800 and 400 metre and a (2) \_\_\_\_\_ medal for the 200 metre race.

*William:* What about the (3) \_\_\_\_\_?

*Jack:* In the high jump we won the first and (4) \_\_\_\_\_ places and in the (5) \_\_\_\_\_ we won the second place.

bronze, long jump, jumping, four, third, athletics

## 2. Complete the sentences with a proper word. Use the dictionary if necessary.

1. An archer uses a bow and ... .  
a) a ball                      b) a net                                      c) an arrow
2. A roller skater skates ... .  
a) on ice                      b) on a field                                      c) in a rink
3. A ... player does not use a racket.  
a) tennis                      b) handball                                      c) squash
4. ... does not use a ball.  
a) Karate                      b) Squash                                      c) Bowling
5. There are only two people in ... .  
a) ice hockey                      b) wrestling                                      c) volleyball
6. You play ... on a pitch.  
a) football                      b) tennis                                      c) hockey
7. Ping Pong is ... .  
a) volleyball                      b) tennis                                      c) table tennis
8. A ... has got two wheels.  
a) backpack                      b) bike                                      c) horse
9. ... does not use a net.  
a) Ping Pong                      b) tennis                                      c) squash
10. ... don't need a uniform.  
a) Hockey players                      b) Football players                                      c) Joggers

3. Complete the table.

	Water sports	Winter sports
sledding		✓
surfing		
rowing		
figure skating		
downhill skiing		
skating		
diving		
ski jumping		
swimming		

4. Look at the pictures and match them with the statements below.

- This is an oar.
- This is an ice skate.
- This is a hockey helmet.
- A skier uses this.
- This is a sled.
- This is a life vest.



5. Match the words in column A with the words in column B. Then make up sentences as in the model.

Model: A swimmer swims in a pool.

A		B
_____ swimmer	—	ice
_____ canoeist		paddle
_____ skater		towrope
_____ windsurfer		pool
_____ water skier		sail
_____ rower		oar
_____ downhill skier		pole
_____ cross country skier		trail

## 6. Complete the chart with the words from the box.

Sports that use a boat	Sports that use a helmet	Sports that use skis	Sports that use skates	Sports that use a ball

bobsledding, water skiing, downhill slalom, canoeing, figure skating, handball, cross country skiing, tennis, ski jumping, hockey, sailing, soccer, rowing, skating, volleyball, rugby, windsurfing

## 7\*. Make up 5 sentences with the words from exercise 6.

## 8\*. Put the verbs in the following sentences into the Past Simple tense form.

1. The curtain rises at 8:00. 2. I think I know what you mean. 3. You eat too much. 4. She speaks English very slowly. 5. He leaves the house at ten. 6. They shut the shop at six. 7. He often falls off his bicycle. 8. I get up at seven every day. 9. Who knows the answer? 10. She understands me. 11. Tom sings in the choir. 12. I like to play basketball. 13. My friend exercises every day. 14. Who plays tennis in your class?

## 9. Read the tongue twisters as quickly as you can and learn them.

- Lesser leather never weathered wetter weather better.
- Pick a partner and practise passing, for if you pass proficiently, perhaps you'll play professionally.
- If you notice this notice, you will notice that this notice is not worth noticing.

## 10\*. Work in pairs. Discuss the following statements.

1. Sport is not for entertainment.
2. Playing sports is more interesting than watching it.

## 11\*. Speak about your favourite kind of sports. Say:

- what the sport is;
- where you do it;
- how often you do it;
- what you need to do this kind of sports;
- why it is your favourite kind of sports.



# Lesson 25

1. a) Use the questions (A-E) to complete the dialogue. There is one question you do not need to use.

A: (0)     C    

B: Three to one.

A: (1)                     

B: In Arsenal's favour. It was a wonderful victory.

A: (2)                     

B: Gabriel Jesus scored the first and the third goals.

A: (3)                     

B: I don't remember.

- A In whose favour?
- B Who scored in the game?
- C What was the score in yesterday's game?
- D Did you watch the match on TV yesterday?
- E And the second?



b) Listen and check.

2. Look at the list of sports. Which of them follow the word *to play*? The word *to go*? The word *to do*? Fill in the blanks. Use the dictionary if necessary.

do	aerobics	go	ice skating	play	hockey
play	badminton	_____	jogging	_____	cycling
_____	skiing	_____	tennis	_____	walking
_____	(wind)surfing	_____	karate	_____	judo
_____	horse racing	_____	gymnastics	_____	volleyball
_____	football	_____	basketball	_____	weightlifting

3. Answer the following questions.

1. When and where did the first Olympic Games take place?
2. When did the modern Olympic Games revive?
3. What competitions are in the Summer Olympics? And Winter Olympics?
4. When and where did the first Winter Olympic Games take place?
5. When and where do the next Summer (Winter) Olympics take place?



4. **Get ready to speak on one of the following situations (in the form of a dialogue). There's a model to help you.**

*Model: You:* Hello, Mr. ... . My name is Mike. Nice to meet you.

*Sportsman:* Nice to meet you, Mike.

*You:* I know you took part in a tennis championship last week.

*Sportsman:* Yes, that's true. I took part in a very important tennis championship.

*You:* Was it difficult? Did you win a lot of games?

*Sportsman:* It was difficult, but I worked hard. I won 4 games, but I also lost one game. My opponent was very strong.

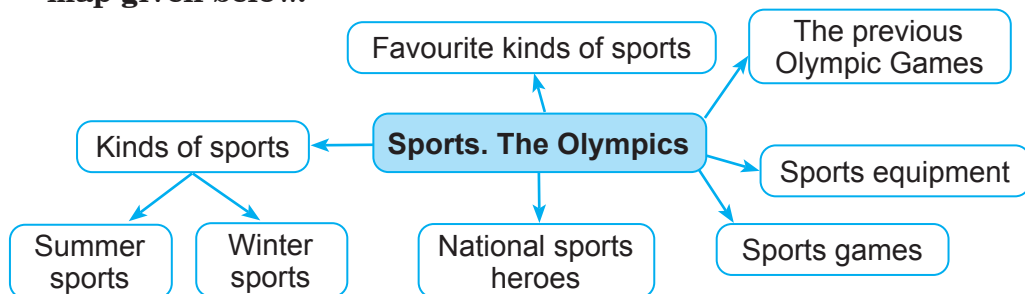
*You:* You did great! Congratulations!

1. You meet a famous sportsman who returned from an important sports competition. Ask him questions about the competition.
2. You didn't see a football (hockey, volleyball) match yesterday. Ask your friend about the game and its results.

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

1. When I went shopping yesterday, I (*buy*) some bread and a bottle of milk.
2. Alex (*bring*) his book to class with him. He didn't forget it.
3. I dropped my favourite vase. It fell on the floor and (*break*) into pieces.
4. My brother and his wife (*come*) to our flat to dinner last night.
5. Mr. Manning (*teach*) chemistry at the local school last year.
6. Last night, when I was asleep, the telephone (*ring*). It (*wake*) me up.
7. The sun (*rise*) at 6:04 this morning.
8. My dog (*bite*) my neighbour yesterday.
9. Last night I (*not sleep*) well. I (*have*) a bad dream.
10. I (*write*) a letter to my sister after studies yesterday evening.
11. It (*be*) really cold yesterday. The temperature was three below zero. I nearly (*freeze*) when I walked home!
12. The police (*catch*) the bank robbers.
13. I (*think*) about my plans for my holidays, and I finally decided to go to Paris.
14. Today Paul has a sports jacket, but yesterday he (*wear*) jeans and a shirt.

6. **Speak on the topic "Sports. The Olympic Games". Use the mind map given below.**





# Unit 3

## SHOPPING. FOOD AND DRINKS

### Lesson 26

1. **Alice is a pupil at one of London schools. She has a plan to organize a party for her classmates. Look at the clues and say what she is going to do as in the model.**

*Model:* arrange a party at a café — She is going to arrange a party at a café.

1. Invite a clown to entertain her friends.
2. Organize a lot of games.
3. Order her favourite meal at the café.
4. Take her classmates on a tour around London.
5. Bake a tasty cake with her mother.
6. Write invitation cards.



#### Be going to

Affirmative	Negative
<p>I'm going to work. You're going to work. He's going to work. She's going to work. It's going to work. We're going to work. You're going to work. They're going to work.</p>	<p>I'm not going to work. You aren't going to work. He isn't going to work, etc.</p>
	Interrogative
	<p>Am I going to work? Are you going to work? Is she going to work? etc.</p>

**Use**

We use **be going to** for:

- plans and intentions we have for the near future.

*I'm going to spend next summer sailing around the world.*

- predictions based on what we can see (evidence) or know.

*The sky is very cloudy. It's going to rain tonight.*

**Time Expressions we use with be going to:**

tomorrow, the day after tomorrow, next week/month/year, tonight, soon, in a week/month/year, etc.

**2. Put the verbs in brackets into the *be going to* form.**

1. What you (do) with this room? — I (paint) the walls in black and white.
2. The men in the helicopter (try) to help the man in the water.
3. These two men (cycle) across Africa.
4. The man is standing up. He (make) speech.
5. He (grow) a beard when he leaves school.
6. You (reserve) a seat?
7. I (plant) an apple tree here.
8. I (have) a bath.
9. I (not sleep) in this room. It is very small.
10. It (rain). Look at those clouds.
11. That man with the tomato in his hand (throw) it at the dog.
12. The cat (have) kittens.
13. That door (close).
14. When you (bake) a cake?
15. I (stop) her for a moment to ask a question.
16. You (ask) him to help you?
17. I've lent you my book once. I (not do) it again.
18. I saw the play. Now I (read) the book.

**3. Look at the nouns in the boxes. Which group can you count? Which can't you count? Label the nouns Countable or Uncountable.**

_____	
apples	grapes
carrots	plums
vegetables	calories

_____	
meat	fish
orange juice	coffee
tea	fruit
broccoli	milk

**4. Look at the expressions of quantity in A, B, C. Which group goes with plural, countable nouns? Which group goes with uncountable nouns? Which goes with both? Use the words in exercise 3 and the expressions in the box and make up 5 sentences of your own.**

A	B	C
How much ...? not much a little	How many ...? not many a few	some/any not any/no a lot of/lots of

## 5\*. a) Read the dialogue and choose the correct word.

(Jane and her father are in the supermarket)

Jane: What shall we buy?

Mr. Blake: We need *some/a few* meat and *a few/a little* sausages.

Jane: Yes, and let's buy *some/much* fruit.

Mr. Blake: I think we need *some/a little* bananas and *a few/a little* oranges. Also we must buy *some/a little* carrots and *some/much* onions.

Jane: Are there *many/much* eggs in the fridge?

Mr. Blake: There are some. I think we need to buy *some/many* milk.

Jane: Ok. And let's buy *some/a few* sugar because we don't have any sugar at home. Are you ready to go?



## b) Listen and check.

## 6. Read the text. Use the information from it and the model to talk about popular shopping malls in the area where you live.

## SHOPPING CENTRES

A shopping center is a building or set of buildings with different big and small shops. Large shopping malls provide a one-stop shopping for anything imaginable.

*The first shopping centres.* People knew the Grand Bazaar of Istanbul in 15<sup>th</sup> century. It is still one of the largest markets in the world with more than 58 streets and 4,000 shops.

The Oxford Covered Market in Oxford, England, opened in 1774 and still works today.

The Burlington Arcade in London opened in 1819.

*The largest shopping centres in the world.* The New South China Mall is the largest in the world and was also once the most unoccupied with over 99% of its space being unused.

Beijing's (Peking) Golden Resources Mall, opened in October 2004, is the world's second largest centre, at 600,000 m<sup>2</sup>.

West Edmonton Mall in Edmonton, Alberta, Canada, is currently the largest mall in the Americas. It includes the largest indoor amusement park in the world and the largest indoor waterpark in the world.

Dubai Mall is also one the world's largest destination for shopping, entertainment and leisure, located next to the world's tallest building, the Burj Khalifa.

*Shopping centres in Britain.* The majority of British shopping centres are in town centres. A number of large out-of-town centres such as Meadowhall, Sheffield and the Trafford Centre, Manchester appeared in the 1980s and 1990s. The Metro centre, Gateshead, is the largest indoor mall-style shopping centre in Europe with over 330 shops, 50 restaurants and 11 screen cinemas.



*Note (the names of centres in the photos):* 1. Azrieli shopping centre in Tel Aviv, Israel is the city's largest shopping centre; 2. The view of the largest shopping centre in North West England, the Trafford Centre in Greater Manchester; 3. The exterior of the Selfridges department store in the Bullring shopping complex in Birmingham, England; 4. Abasto Shopping Centre in Buenos Aires; 5. The Mall, an out-of-town shopping centre at Patchway, near Bristol, England.

*Model:* There aren't many shopping centres in my town. (There is a large shopping centre not far from my house.) It has got a huge supermarket and many smaller shops. I can buy everything there: vegetables, fruit, clothes, things for the house and gardening.



# Lesson **27**

1. **a) Read the first and the last exchange. What is the dialogue about? Listen and read to find out.**



*Salesperson:* May I help you?

*Customer:* Have you got this dress in a size ten?

*Salesperson:* We have got it in a ten, but not in that colour. What do you think of the blue?

*Customer:* Oh, it's nice! Can I try it on?

*Salesperson:* Sure. The changing room is right over there.

- b) Work in pairs. Make up a similar dialogue. Talk about the clothes you are wearing.**

2. **Read the situations and say what is going to happen. There is a model and words in brackets to help you.**

*Model:* Linda is skiing downhill. She is a bad skier. She can't ski very well. —  
Linda is going to fall down.

1. The sky is dark. There are many dark grey clouds in the sky (rain).
2. The girl's eyes are red and full of tears (cry).
3. Mother wants to bake a cake. She doesn't have any butter for the cake (send her daughter to the shop).
4. I don't feel well (see a doctor).
5. My grandparents don't have a cow, but they want to have it. They have the money for a cow (buy).
6. The shop usually closes at 7:00 p.m. It's 6:55 p.m. (close).

3. **Answer the questions. Pay attention to the words in bold type. Guess their meaning. Use the dictionary if necessary.**

1. Where do you shop for clothes, **furniture**, and **household goods**?
2. What are your favourite stores?
3. Has your favourite store got a **website**? Do you use it?
4. Has your city got **department stores** and shopping centres?
5. Do you prefer to shop in big stores or small shops? Why?



<b>Formal</b>	<b>Informal</b>
Could you bring me the check, please?	Can you open the door for me, please?
Could I have your name, please?	Can you call me later?

4. Read the conversations and identify the style (formal or informal). Suggest two examples of your own.

- a) A: Can I talk to you for a minute?  
B: Sure, what's up?
- b) A: Could I speak to you for a moment?  
B: Yes, of course.
- c) A: Could you come to my office, please?  
B: Yes, certainly.
- d) A: Can you come here for a second?  
B: I'm sorry, I'm busy.

5. Look at the pictures and learn the words. Then make up sentences with each word.



customer

wallet (for men)/  
purse (for women)

scales



shelf



barcode



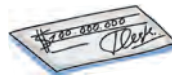
trolley



basket



escalator



cheque



cash



credit card

! A pair of ...



shoes



socks



gloves



shorts



pants



earrings

We usually use words like these in the plural. Sometimes the singular form is possible: a shoe, a sock, an earring. BUT NOT a pant, a short.

6\*. Use the given expressions for different conversational situations and make up four dialogues for each situation. Role-play your dialogues with your classmates.

<b>Finding a Shop</b>	
<p><b>Questions</b></p> <p>Can you recommend a good toy/clothes shop?</p> <p>Is there a chemist's/supermarket in the area?</p> <p>Where can I get toothpaste/pet food?</p> <p>Where's the nearest shopping centre?</p>	<p><b>Answers/comments</b></p> <p>There's a really good bookshop just around the corner.</p> <p>You can buy that here in the hotel.</p> <p>The best toy shop is in the shopping centre.</p> <p>The nearest one is round the corner.</p>
<b>Opening Hours</b>	
<p><b>Questions</b></p> <p>What time do you open, please?</p> <p>What time do you close, please?</p> <p>What are your opening hours?</p> <p>Are you open all day?</p> <p>Are you open on Sundays?</p>	<p><b>Answers/comments</b></p> <p>We're open 24/7. (24 hours a day/7 days a week)</p> <p>We're closed at lunchtime, between 12 and 2 p.m.</p> <p>We're open from 9 a.m. till 6 p.m. Monday to Friday.</p>
<b>Shopping for Clothes</b>	
<p><b>Questions</b></p> <p>Could you help me, please?</p> <p>Could you tell me where the ... department is?</p> <p>Excuse me, I'm looking for a ... .</p> <p>Can I try this on, please?</p> <p>Does it suit me?</p> <p>Have you got this in a (larger/smaller size) (different colour), please?</p>	<p><b>Answers/comments</b></p> <p>It's too long/short.</p> <p>It's too tight/loose.</p> <p>The ladies' changing rooms are over there.</p> <p>You can bring it back within two weeks.</p>



7. Listen and act out. Then make up a similar dialogue.



*Salesperson:* How does that pair feel?

*Customer:* They are more comfortable, but I like the other pair better.

*Salesperson:* I'm sorry. I haven't got the other pair in a twelve.

*Customer:* Could you order them for me?

*Salesperson:* Sure. It is going to take a week. Is that OK?

*Customer:* Yes, that's fine.



8\*. Pair work.

a) Role-play a conversation as suggested in the instructions.

*Pupil A:* Talk with your partner about the last time you went to a clothing store. What did you buy? What was the store like? Did the salesperson help you? How?

*Pupil B:* Ask your partner about a visit to a store. What store did she/he go to? What did she/he look for? What did she/he buy? Then tell the class about your partner's visit to the store.

b) Change the roles and role-play the conversation one more time.

9. Use the words from the lesson and speak about your shopping habits. Use the model to help you. Say:

- Whether you like doing the shopping and why;
- Where you go to do the shopping;
- What you usually buy.

*Model:* I love doing the shopping.  
It's always interesting. / Shopping is my hobby.  
I usually go to our local supermarket.  
I can find everything there.  
I buy food every day.  
Sometimes I can find good clothes there.



## Lesson 28

1. Read the text and try to guess the meaning of the words in bold type. The pictures below can help you.

## SALESPEOPLE

The people who sell different things are **salespeople**. But it is a very general word. There are different kinds of salespeople. Those who sell clothes, presents, shoes, or other things you can buy at the department store are **shop assistants**. But the salespeople who sell vegetables, fruit, and other things you can buy at the grocery store have different names.

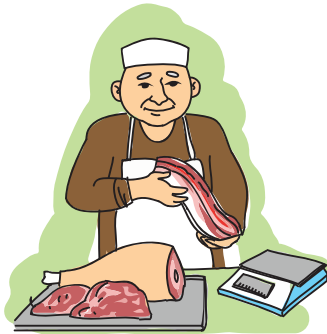
A person who sells meat is a **butcher**.

A person who sells fruit and vegetables is a **greengrocer**.

A person who sells sugar, milk, salt and other products is a **grocer**.

A person who bakes and sells bread is a **baker**.

A person who sells flowers is a **florist**.



2. Look at the pictures and try to match them with the names of different shops. Use the dictionary if necessary.

Where to buy what?



Chemist's  
Book Shop  
Jeweller's  
Electrical Store  
Greengrocer's  
Baker's

Ironmonger's  
Optician's  
Butcher's  
Haberdashery  
Fishmonger's  
Newsagent's

Grocer's  
Florist's  
Shoe Shop  
Ladies' Clothing Shop  
Men's Clothing Shop

**3. Listen and read. Change the highlighted words and practise with a friend.**



*Salesperson:* May I help you?  
*Customer:* Yes. How much is this necklace?  
*Salesperson:* £ 275.  
*Customer:* How about that one?  
*Salesperson:* This one?  
*Customer:* Yes.  
*Salesperson:* Let's see... This one is £89.  
 Would you like to try it on?  
*Customer:* Yes, thank you. Oh, it's very nice.  
 Wrap it up, please!



**4\*. Read the text about British money. Look at the pictures of British bank notes and coins. Correct the sentences after the text.**

Pound sterling refers to basic currency unit of the United Kingdom (UK).  
 The sign for the pound is £.

The pound sterling is one of the worlds most popular currencies along with the United States dollar, the Japanese yen and the euro.

British money comes in pounds (£) and pence (p). British paper money comes in denominations of £5, £10 and higher. Different denominations have different colours. There are £2, £1, 50p, 20p, 10p, 5p, 2p and 1p coins.



Sir Isaac Newton —  
1 pound bank note



Michael Faraday —  
20 pound bank note



Charles Darwin —  
10 pound bank note



George Stephenson —  
5 pound bank note



20 pence



50 pence



one pound



1 penny



2 pence



5 pence



10 pence

1. Pound sterling refers to basic currency unit of Ukraine.
2. British money comes in dollars and pence.
3. British paper money comes in denominations of £15, £25 and higher.
4. You can see a portrait of Michael Faraday on 10 pound banknote.

### 5. Role-play.

Role card A	Role card B
<p>You work in a clothing store. You have got these items: men's sweaters (sizes: small, medium and large; colours: black, blue, green; price: £75) and dresses (sizes: 6, 8, 10, 12; colours: red, blue, black, grey; type: cotton; price: £120). You haven't got dresses in sizes 8 and 12 in red and blue. A customer walks up to you. Begin the conversation. Use some of the following expressions:</p> <p>May I help you?            What size would you like?            Just a moment.            This one is ... (price).</p>	<p>You are a customer in a clothing store. You are looking for these items: brown or black woolen sweater, medium size, red or blue cotton dress, size 12. Go to a salesperson in the store. Ask about the sweater and the dress. Ask about the price and the size. Buy them, if you like them. Use some of the following expressions:</p> <p>I am looking for ... .            How much is it/are they?            How about that one?            That's expensive.            OK. That's exactly what I wanted. I'll buy it.</p>

- 6\*. **Work on the Internet. Compare the prices on three of your favourite food products in Ukraine and France or Germany. Prepare a brief report.**



## Lesson 29

## 1. Listen and choose the word you hear.



*Salesperson:* May/Could I help you?

*Shopper:* We are just talking/looking.

*Salesperson:* There is a sale on electronics today. TVs and stereo equipment are all 20% off.

*Shopper:* I guess I am going to buy a new TV/radio. What about the cabinet for it?

*Salesperson:* No problem. There is a sale on furniture, too!

*Shopper:* Really? What room/floor is that on?

*Salesperson:* Right upstairs — the third floor.

*Shopper:* Thank me/you very much!

*Salesperson:* You're welcome!

## 2. Ask your partner about his/her shopping habits. Then report to the class what you know about him/her.

1. Do you enjoy shopping? How often do you go shopping? How much time do you spend each time you go?
2. What's your favourite place to shop? Why?
3. Do you compare prices at different stores when you shop?
4. How important is good customer service when you are shopping?
5. Are you a price conscious shopper? Do you go to discount stores? Why (not)?
6. When you buy something, do you read the label? Why or why not?

## 3. Look at the pictures and learn the names of vegetables.



cauliflower



turnip



radish



carrot



aubergine



tomato



mushroom



potato



red cabbage



cucumber



peas



broccoli



spinach



onion

Brussels  
sprout

garlic



beetroot

4. Look at the picture and say what you can buy at this greengrocer's. You may use the vocabulary items from exercise 3.



*Model:* As far as I can see, I can buy some tomatoes at this greengrocer's.

I		a glass of orange juice.	I'd like ...
He		fish and chips.	He'd like ...
She	would like	a glass of water.	She'd like ...
We		two small pizzas.	We'd like ...
They		a salad.	They'd like ...

5. Listen to the dialogue. Choose the correct answer for questions 1-3.



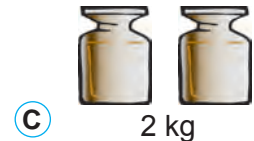
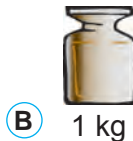
1. Where are they?



2. What does he want to buy?



3. How much cheese does he need to buy?



6. Look at the pictures and learn the words.



**BERRIES**



7\*. Listen and repeat the dialogue. Role-play it with your partner.



Then make up a similar one. Use the words from exercises 3 and 6.

Shop assistant: Can I help you?

Mrs. Jones: Yes, please. I would like some plums.

Shop assistant: How many kilos of plums do you want?

Mrs. Jones: Two kilos, please.

Shop assistant: Here you are. Anything else?

Mrs. Jones: Yes, please. I would like to buy some cucumbers. How much are they?

Shop assistant: A kilo of cucumbers is 10 hryvnias.

Mrs. Jones: It is rather expensive. Anyway, I am going to take two kilos.





## Lesson 30

1. Look at the pictures of the Ukrainian dishes, name them and say which ingredients you need to cook them. Say how healthy these dishes are. Use the model to help you.

*Model:* Picture 1 shows Ukrainian borshch. You need some cabbage, potatoes, some beetroot, some beans and some meat to cook it. I think borshch is a healthy dish. The vegetables are very useful for our health. But it's better not to put fat meat in borshch. Chicken is really good.

## Ukrainian Cuisine



2. Look at the pictures and learn the words.



cereal



pizza



sandwich



yoghurt



chicken



hamburger



milkshake



bacon



tea



peanuts



ham



crisps



spaghetti



ice cream



milk

3. Look at the pictures and match them with the names of the places to eat out. Use the dictionary if necessary.



1



2



3



4



5



6

- a) Fast Food Restaurant      b) Restaurant      c) Snack Bar
- d) Pub      e) Café      f) Bistro

4. Practise speaking as it is given in the models. Use the words from exercise 2.

Models:

A:	Would you like a cup of tea? Would you like a piece of cake? What would you like?	B:	Yes, please. No, thank you. We'd like some ice cream.
A:	Would you like some apple pie? What kind of pie would you like? Would you like some juice? What kind of juice would you like?	B:	No, thanks. Yes, please. I'd like chocolate cream pie. I'd like some apple juice.

5. **Culture corner: times for eating meals in different countries. What time do people usually have their meals in Ukraine?**

	USA	UK	Mexico
<b>Breakfast:</b>	7–8 a.m.	7–8 a.m.	7–8 a.m.
<b>Lunch:</b>	12–1 p.m.	12–1 p.m.	2–3 p.m.
<b>Dinner:</b>	6–7 p.m.	7–8 p.m.	9–10 p.m.

6. **Look at the pictures. Learn the words. Practise speaking as it is given in the model. Name some other foods that have got similar tastes.**

*Model:* How do the peppers taste? — They are spicy.

How do you like these pickled cucumbers? — They are sour but I like them.



spicy



sour



sweet



salty

- 7\*. **Fill in the blanks with the words from the box.**

### MY FAVOURITE RESTAURANT

I like to eat out and I go to a (1) ... for dinner twice a week. I (2) ... with my uncle, Bill.

Our (3) ... restaurant is an Indian restaurant in Cleveland Street in Surrey Hills. It is not very big (4) ... it is always busy. There are only a (5) ... tables in the restaurant and there is a white (6) ... on each table. There is also a vase with (7) ... flowers on each table. There are plants in the (8) ... . We usually (9) ... hot curries and eat them with rice. The food is (10) ... so we enjoy it very much. The service is (11) ... and friendly.

My uncle and I always have a (12) ... evening at our favourite restaurant.

favourite  
corners  
pleasant

tablecloth  
delicious  
but

go  
order  
quick

a few  
restaurant  
lovely



# Lesson 31

1. Listen to the conversation and choose the word you hear.



Mother: Put the *knife/napkin* on the *plate/table*.

Son: Where do the *forks/spoons* go?

Mother: Put the *salad/dinner* fork to the left of the *salad/dinner* fork.

Son: What about the *wine/water* glass?

Mother: Put it to the right of the *plate/cup*.

Son: And where should I put the *knife/napkin*?

Mother: To the right of the dinner plate. Put the *teaspoon/soupspoon* to the right of the *teaspoon/soupspoon*. And that's it!

2. Using the picture make up a list of table manners. Use the words and phrases from the box.

Model: Don't play when you eat.

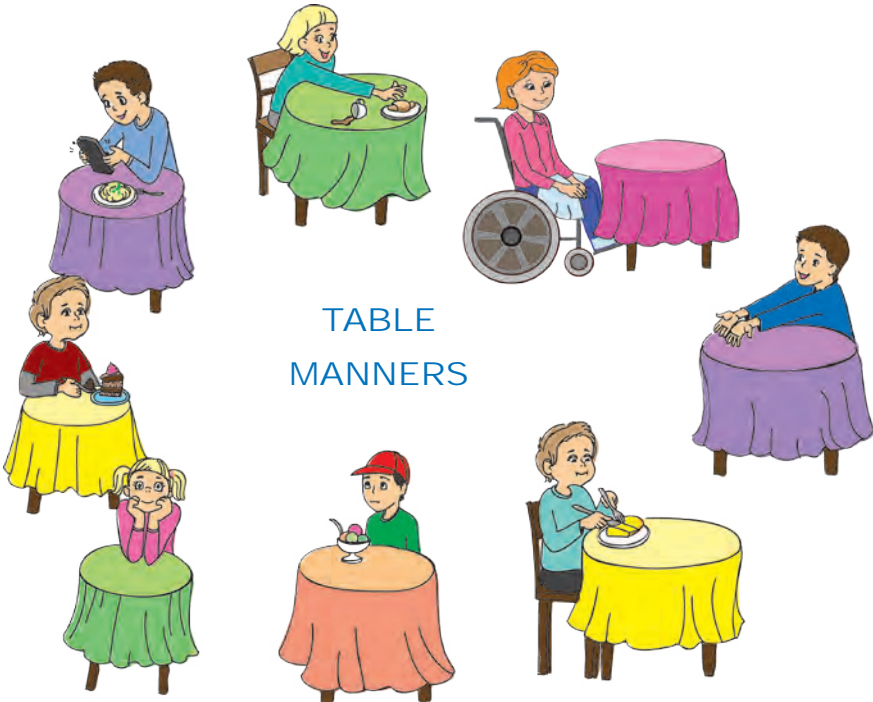


TABLE MANNERS

put elbows on the table, use a fork and a knife, put a napkin on the laps, wear a cap or a hat, wash your hands before you sit at the table, be careful, talk with full mouth

3. **Work in pairs. Use the expressions given below and make up a conversation to order food in a restaurant.**

I'd like the ... , please.

For starters I'd like to have the soup and for the main course I'd like the roast beef.

Could I have chips instead of potatoes, please?

Good evening, my name is Hand. I have a table booked for six.

Could we have an extra chair, please?

Could we have a table over there, please?

What is the house special today?

Is there anything you would recommend?

Could I see the menu, please?

Which juice would you recommend?

Have you got the menu in English/German/French ..., please?

I'm sorry, but I asked for a table by the window.

4. **a) In pairs complete the dialogue.**

*Shop assistant:* (0) Can I help you?

*A customer:* Yes, I am looking for a nice (1) \_\_\_\_\_.

*Shop assistant:* Do you want an evening dress or just a (2) \_\_\_\_\_ one?

*A customer:* Casual.

*Shop assistant:* Do you want a dress with a pattern or (3) \_\_\_\_\_?

*A customer:* With a pattern, please.

*Shop assistant:* (4) \_\_\_\_\_ this one, please. It's a very nice flowered pink dress.

*A customer:* Oh, I don't like the (5) \_\_\_\_\_ colour. And I prefer a polka dot pattern. Could you show me that purple dress with long (6) \_\_\_\_\_.

*Shop assistant:* Here you are.

*A customer:* (7) \_\_\_\_\_.



**b) Listen to the dialogue to check your answers.**

**c) Make up similar dialogues. Talk about the clothes in the pictures below.**



1



2



3



4



## Lesson 32

## 1. Listen and act out. Make up a similar dialogue.



*Waiter:* What would you like for dinner?

*Mrs. Miller:* I'd like the steak, please.

*Waiter:* And for you, sir?

*Mr. Miller:* I'd like the chicken with rice, please.

*Waiter:* Right away.

## 2. Answer the questions.

1. Did you have breakfast this morning?
2. Who do you eat breakfast with? Who do you eat lunch with?
3. What did you have for dinner yesterday?
4. What is your favourite restaurant or café?
5. Do you prefer fast food or your mom's cooking?
6. What is your favourite food?
7. What is your least favourite food?
8. Who cooks in your family? Who is a better cook: your mother or father?
9. Do you know how to cook well?
10. Do you enjoy spicy food?

## 3. a) In a letter to her Ukrainian friend Jane wrote about her favourite food. Read the letter and then answer the questions after it.

From:	Jane Blake janeblake13@gmail.com
To:	Oksana Pavelko oksipavel@gmail.com
Subject:	My favourite food

Dear Oksanka,

You asked me about my favourite food. Well, I eat cereal or toast, bread with peanut butter and hot chocolate for breakfast. My Dad loves bacon and eggs in the morning. I usually take a ham sandwich to school. But we get a hot lunch there too. It's pizza and fried chicken or hamburgers. I love hamburgers.

There's also a food shop at my school. You can buy crisps, and sweets there. I often buy ice cream there during a break.

At home I eat lots of different things — steak with potatoes, chicken or fish and chips. My Mum often makes a fruit cake and green salads. I like chocolate milkshake. I don't like spaghetti. My family eat a lot of fruit and vegetable salads. But my favourite food is pizza. I know how to make it.

Love, Jane

1. What does Jane like?
2. What does she hate?
3. What do Jane's family members like and hate?

## b) Write a similar letter to your friend.

4. In pairs, find out your partner's favourite fruit, vegetable, meat, soup, snack, sweet and drink and his/her three dislikes. Then, in groups of four, compare your results. What are the food hits and food hates? Use the model to help you.

*Model:* What food do you like? — I love steak and ice cream.

What food do you hate? — I hate cabbage and beetroot.

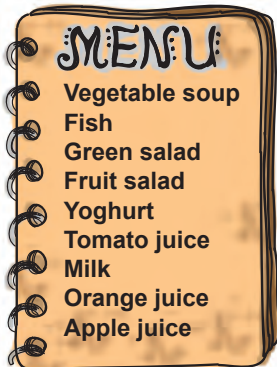
The food hits in our group are hamburgers, the food hates are porridge and onion.

5. Oksanka is coming to visit Jane on Sunday. Jane is a hospitable girl. Help her to make a Sunday menu.

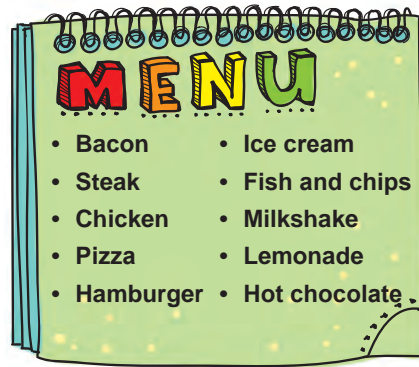
Breakfast	Lunch	Dinner
Tea		

6. Look at the menus of restaurants. Match the names of the restaurants with the menus.

BURGER KING



A SOUND MIND  
IN A SOUND BODY



- 7\*. Interview your classmates. Make a survey and then get ready with your report on what you know about them. Use the table on page 96.

What do you usually have for breakfast?

Where do you usually have lunch?

What do you typically have for lunch?

Where do you usually have dinner?

What time do you usually eat dinner?

Do you often go to fast food restaurants? How often? Why (not)?

Is your diet healthy? Why (not)?

- How often do your family eat out?
- Do your parents leave tips?
- How often do you order food at your home?
- Do you ever order pizza?
- Do you ever order Chinese food?
- What is your favourite food? How often do you eat it?
- Do you enjoy spicy food? What is the hottest food for you?

**Reporting results**

- The majority of the pupils in this class ... always/never ... .
- Most pupils in this class ... sometimes ... .
- Quite a few pupils in this class ... often ... .
- About half of the pupils in this class ... occasionally ... .
- Hardly any of the pupils in this class ... normally ... .
- Almost no one in this class ...

**Always, usually, often, sometimes, seldom, never, ever, normally, frequently, occasionally, rarely** are adverbs of frequency.

**Position of the Adverbs of Frequency**

Initial (at the beginning)	Middle (before the main verb, or after the link verb)	Final (at the end)
<i>sometimes, usually, normally, often, frequently, occasionally</i>	<i>always, never, seldom, rarely, often, usually, sometimes, ever, normally, frequently, occasionally</i>	<i>sometimes, usually, normally, often, frequently, occasionally</i>
<i>Usually</i> I get up early. <i>Sometimes</i> I think I'd like to live somewhere else.	I <i>never</i> eat Chinese food. I am <i>seldom</i> late for school. We <i>sometimes</i> go out for a meal. I <i>usually</i> eat at home.	I go to a café quite <i>often</i> . We eat out <i>occasionally</i> .

- always      100%      → *I always speak English at school.*
- usually      ↑      → *I usually speak English at school ...*
- sometimes      ↓      → *I sometimes speak English with friends.*
- never      0%      → *I never speak English at home.*





## Lesson 33

1. a) Mr Blake is calling to the restaurant. In pairs complete the dialogue with the words given below.

*Restaurant employee:* Southern Accent. Good (0) evening.

*Mr. Blake:* Yes, hello. I'd like to make (1) \_\_\_\_\_  
a for a party of (2) \_\_\_\_\_.

*Restaurant employee:* For what night?

*Mr. Blake:* For (3) \_\_\_\_\_ at 8:00.

*Restaurant employee:* Could you hold, please, while I (4) \_\_\_\_\_?

*Mr. Blake:* Yes, certainly.

*Restaurant employee:* Thank you for (5) \_\_\_\_\_. I'm sorry, sir, but 8:00 is going to be difficult tonight. Could you (6) \_\_\_\_\_ at 7:15 or 8:45 instead?

*Mr. Blake:* I think 7:15 is OK.

*Restaurant employee:* Very good. And the (7) \_\_\_\_\_?

*Mr. Blake:* Blake.

*Restaurant employee:* Thank you, Mr. Blake.



holding, reservation, check, come,  
seven, name, tonight, evening

-  b) Listen and check.

2. Use the expressions given below and make up a dialogue to complain about a restaurant service.

Excuse me, but my meal is cold.

Excuse me, this juice isn't chilled properly.

Excuse me, this steak is overdone, I ordered rare.

I'm sorry, but I ordered the salad not the vegetables.

*Model:* A: Excuse me, Sir, but my meal is cold.

B: Oh, really?

A: Yes, Sir. Could you bring another one, please?

B: Sure. Right away! I'm really sorry!

3. **Look at the pictures. Practise speaking as it is given in the model. Speak about other foods and the ways you cook them.**

*Model:* How do you prepare potatoes? — I boil them.

What about the chicken? Do you boil it **as well**? — No, I fry it.



boil



fry



bake



roast

- 4\*. **Food idioms. Learn the meaning of the idioms and then complete the sentences with the correct one.**

1. If something **makes your mouth water**, it makes you eat it.
2. If you say that someone **has a sweet tooth**, you mean that they particularly like sweet things.
3. If you feel that you **have egg on your face**, you feel stupid or embarrassed because of something you did.
4. If something **is your bread and butter**, it is the activity or job you do to get money you need.
  - a) You can ... if your plan doesn't work.
  - b) Driving is his ... though he also writes music.
  - c) One look at those delicious cakes ... .
  - d) Stop eating so much chocolate. You really ... .

5. **Listen to the dialogue and answer the questions given after it. Role-play the dialogue with your partner. Then make up a similar one.**



*Sam:* Where do you want to go for dinner?

*Miriam:* How about the sushi restaurant?

*Sam:* I love that place, but we went there last week.

*Miriam:* Would you like to have a pizza?

*Sam:* Sure! Do you want to go to Vito's?

*Miriam:* Yes, great!

1. What sort of restaurant does Miriam suggest for dinner?
2. Why doesn't Sam want to go there?
3. What kind of food does Miriam suggest next?
4. Do you like sushi? Do you like pizza? Why? Why not?

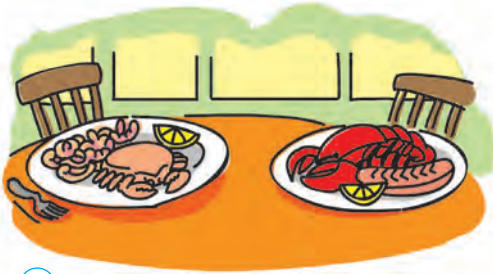
## 6\*. Types of restaurants. Match the pictures with the conversations.



1



2



3



4






a) What kind of food do they serve? — Prawn, crabs, lobsters and fish.

b) Where would you like to go for lunch? — Let's go to a pizza place.

c) Where do you want to go for lunch? — I feel like a light lunch. Let's go to the café.

d) What kind of food would you like? — How about a steak?

## 7. Write sentences about James, Linda and Tom, and finally about yourself. Use the table on page 96.

	 drink tea	 be late	 play tennis	 watch TV	 read a book
<b>James</b>	never	always	rarely	sometimes	often
<b>Linda</b>	usually	often	occasionally	often	rarely
<b>Tom</b>	always	never	sometimes	frequently	sometimes
<b>You</b>					

Model: James never drinks tea. He is always late. He...



## REVISION

## Lesson 34

## 1. Suggest English words for the given definitions.

- a shop that sells many different items in different departments.  
Harrods is probably the world's best known;
- a large shop that sells mostly food and household items;
- a shop that sells food;
- a shop that sells fresh fruit and vegetables;
- a shop that sells fresh meat;
- a shop that sells fresh bread and cakes;
- a shop that sells fresh fish;
- a shop that sells medicines and toiletries;
- a shop that sells newspapers and magazines;
- a shop that sells glasses / contact lenses;
- a shop that sells nails and screws;
- a shop that sells books.

## 2. Listen and read the text. Do the quiz.



## GOING SHOPPING

Mrs. Smith went shopping with her son. They looked for a present for Mr. Smith's birthday. Mrs. Smith wanted to buy him a new camera and Tom wanted to buy him a jumper.

They drove to the department store. Mrs. Smith used the escalator to go to the Electrical Department on the third floor and Tom took the stairs up to the Men's Clothing Department on the first floor.

When Mrs. Smith got to the Electrical Department she found that they sold cameras in the Photography Department on the ground floor. She took the lift down and asked the shop assistant there for some help. She didn't know much about cameras and needed some advice. He recommended an automatic camera by Olympus, but it was too expensive. She asked him if he had anything a little cheaper and he told her about a special offer. It still was expensive so she thanked the assistant and decided to look around first.

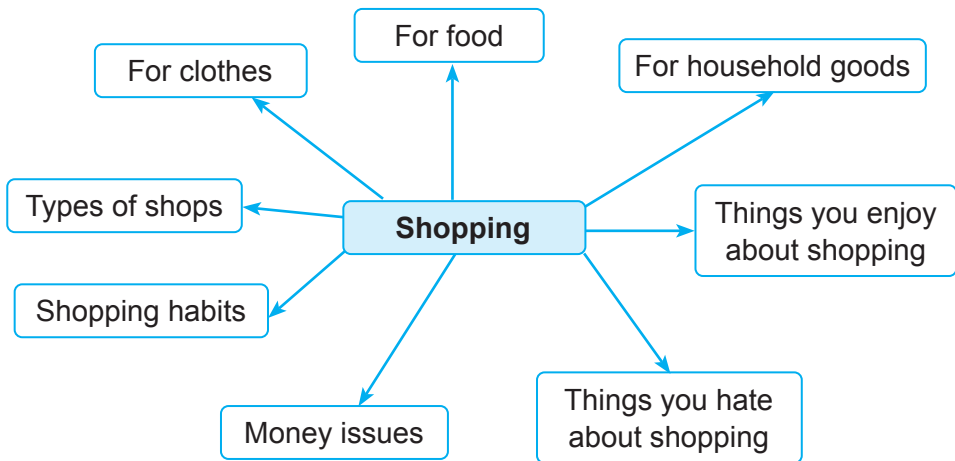


Meanwhile, Tom looked at the jumpers. He only had £10 to spend so he couldn't afford most of them. He saw his mother and they decided to go to the smaller shops round the corner.



1. How did Mrs. Smith get around the store?  
**A** She took the lift up and the escalator down  
**B** She walked up the stairs and took the lift down  
**C** She walked up and down the stairs  
**D** She took the escalator up and the lift down
2. Did they walk to the shops?  
**A** Yes                    **B** No
3. Did they look for a Christmas present?  
**A** Yes                    **B** No
4. Where did they sell the cameras?  
**A** in the Men's Clothing Department  
**B** in the Electrical Department  
**C** in the Photography Department
5. Mrs. Smith went to the shop alone.  
**A** True                    **B** False
6. How much did Tom have to spend?  
**A** £20                    **B** £15                    **C** £10
7. What department did Mrs. Smith go to first?  
**A** The Electrical Department  
**B** The Photography Department  
**C** The Men's Clothing Department
8. Where did Mrs. Smith and Tom go after the department store?  
**A** To the supermarket round the corner  
**B** To the shops round the corner  
**C** To the bakery round the corner
9. Could Mrs. Smith afford the Olympus camera?  
**A** Yes                    **B** No
10. What department did Tom go to?  
**A** The Women's Clothing Department  
**B** The Men's Clothing Department  
**C** The Photography Department

3. Get ready to speak on the topic “Shopping”. Use the mind map given below.



4. Listen to the conversation and choose the word you hear.



(Lisa and Susan are making breakfast.)

Lisa: Where is the coffee *cup/pot*?

Susan: I haven't got one. I have got a coffee *maker/pot*. It's next to the *plate/cup*.

Lisa: OK, and where are the *soups/spoons*?

Susan: To the right of the *bread/bottle*. Anything else?

Lisa: Bread.

Susan: It's in the *fridge/freezer*. And the *eggs/butter*?

Lisa: Here they are. And don't forget the *cups/pots*.

5. **Time to play.** Divide the class into two teams. Then take turns to suggest English words you know from this unit that mean the items of clothing and accessories, fruit or vegetables you can buy in shops. The team that names the most number of words wins the game.

6. Listen and act out. Make up a similar dialogue.



Mrs. Smith: John, I'm going to the shops. Is there anything you want?

John: Yes, please! Can you pick up my magazine from the newsagent's?

Mrs. Smith: Of course. Do you want to come with me?

John: No way, I'm going to Mike's house, sorry.

Mrs. Smith: No problem. Be home by 5 o'clock at the latest.

John: OK. See you later.

- 7\*. In what type of a restaurant would you find the following food? Use the dictionary if necessary.

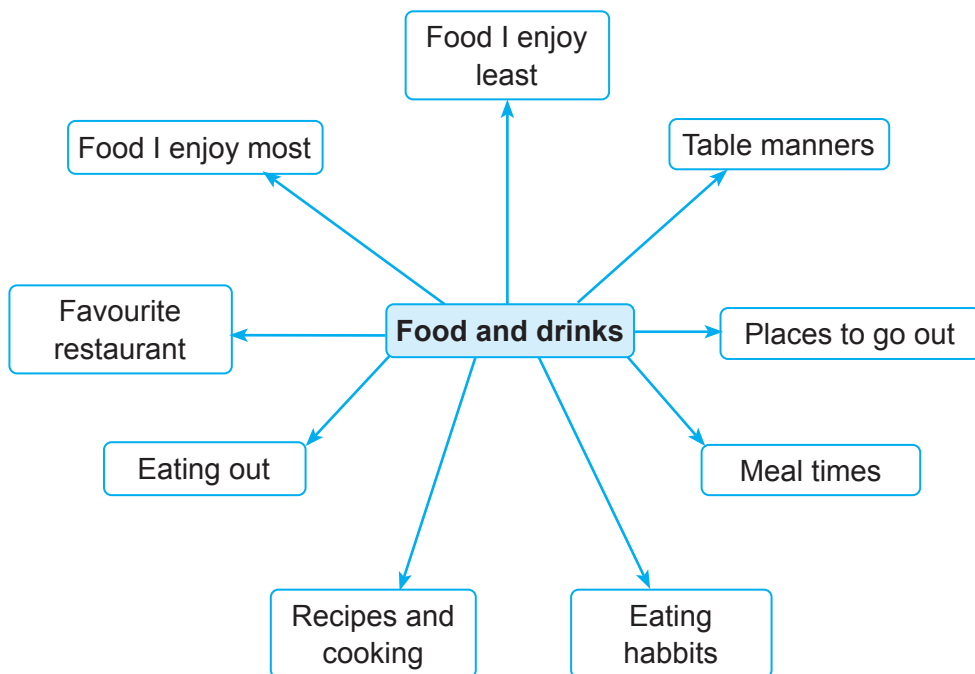
*Where do you find...?*

croissants  
scones and muffins  
hamburgers and French fries  
salads  
tuna rolls  
salmon  
fish and chips

*At a...*

café  
fast food restaurant  
vegetarian restaurant  
British pub

- 8\*. Get ready to speak on the topic “Food and Drinks”. You can use the mind map given below.



## Unit 4

# APPEARANCE AND CHARACTER

## Lesson 35

1. Use the models to talk about your family members and friends.

*Model 1:*

- What does your brother look like?
- He has got blond hair and green eyes.
- Is he tall or short?
- He's tall.
- And how old is he?
- He is young. He is 21 years old.

*Model 2:*

- What does your teacher look like?
- She has got grey hair and brown eyes.
- Is she kind or strict?
- Oh, she is very strict. But we love her very much.

2. Look at the pictures and describe the appearance of the people in the dialogue form as it is done in exercise 1.





## 3. Read the words and their definitions.

honest ['ɒnɪst]

generous ['dʒɛn(ə)rəs]

hospitable ['hɒspɪtəb(ə)l]

sociable ['səʊʃəb(ə)l]

patient ['peɪf(ə)nt]

stubborn ['stʌbən]

lazy ['leɪzi]

decisive [dɪ'saɪsɪv]

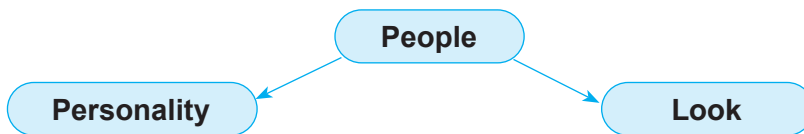
brave [breɪv]

intelligent [ɪn'telɪdʒ(ə)nt]

greedy ['gri:di]

- someone who is honest always tells the truth and does not cheat or steal
- willing to give money, spend time etc. in order to help people
- friendly, welcoming and generous to visitors
- friendly and likes to be with others
- able to wait calmly for a long time or to accept difficulties, people's annoying behaviour etc. without becoming angry
- determined not to change your mind, even when people think you are unreasonable
- someone who is lazy doesn't like work and physical activity
- good at making decisions quickly and with confidence
- dealing with danger, pain, or difficult situations with courage and confidence
- having a high level of mental ability, good at understanding ideas
- always wanting more food, money, power etc. than you need

## 4\*. Look at the mind map below and then make up sentences as in the model. Use the dictionary if necessary.



confident, easy-going, hard-working, sensitive, friendly, funny, impatient, helpful, honest, kind, lazy, romantic, quiet, sensible, shy, sociable, tidy, untidy, unhappy, talkative

attractive, good-looking, handsome, pretty, ugly  
 overweight, short, slim, skinny, tall, well-built  
 dark-, fair-, pale-skinned

*Model:* I have got a friend. Her/his name is ... . She/he is very *attractive*. She/he is *quite slim*. She/he's got *dark hair*. She/he is usually *easy-going and sociable*. Sometimes she/he can be *rather moody*.

**5. Calculate your and your parents' signs according to the Chinese horoscope.**

	<b>Rat</b>	1960	1972	1984	1996	2008	2020
	<b>Ox</b>	1961	1973	1985	1997	2009	2021
	<b>Tiger</b>	1962	1974	1986	1998	2010	2022
	<b>Rabbit</b>	1963	1975	1987	1999	2011	2023
	<b>Dragon</b>	1964	1976	1988	2000	2012	2024
	<b>Snake</b>	1965	1977	1989	2001	2013	2025
	<b>Horse</b>	1966	1978	1990	2002	2014	2026
	<b>Goat</b>	1967	1979	1991	2003	2015	2027
	<b>Monkey</b>	1968	1980	1992	2004	2016	2028
	<b>Rooster</b>	1969	1981	1993	2005	2017	2029
	<b>Dog</b>	1970	1982	1994	2006	2018	2030
	<b>Pig</b>	1971	1983	1995	2007	2019	2031

The Chinese calendar differs from the Western calendar. The beginning of a Chinese new year changes every year, on dates between late January and late February.

**6. Look at the photos of world stars. Define their zodiac sign in the Chinese horoscope. Try to guess what kind of people they are.**

*Model:* Angelina Jolie, 1975, Rabbit.

I think she is kind.

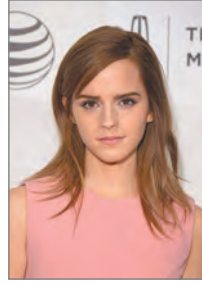
Angelina looks honest and sociable.



**Angelina Jolie**  
04.06.1975



**Brad Pitt**  
18.12.1963



**Emma Watson**  
15.04.1990



**Daniel Radcliffe**  
23.07.1989

7. Do you know what Chinese horoscope is? Listen and read to find out. Then practise speaking as it is given in the model. Use the dictionary if necessary.

### THE CHINESE HOROSCOPE

(Part I)

According to the Chinese horoscope there are twelve signs which have got the names of animals. The twelve-year cycle begins with the year of the Rat. The people born in the Rat year are usually sociable, honest, merry and intelligent, but greedy. The next is the year of the Ox — strong, proud, patient, and silent, but also stubborn and slow. The people born in the year of the smiling Tiger are strong, brave, generous. They are leaders. If you are the Rabbit you are clever, hospitable, sociable, friendly, but careful. You are probably healthy, generous, independent and stubborn if you are the Dragon. The Snake-year people are usually calm, decisive, but lazy.



*Model:* A: Rats are not only sociable, but also honest.

B: Yes, but although Rats are honest, they can also be greedy.

8. Make up as many sentences as you can using the table given below.

The Tigers	are can be are not only	brave	and but also	patient.
The Rats		sociable		strong.
The Oxen		greedy		stubborn.
The Rabbits		independent		slow.
The Dragons		generous		friendly.
The Snakes		lazy		decisive.
		calm		careful.
		honest		



## Lesson 36

1. Listen to the dialogues. Make up similar ones. Then act out your dialogues with your partner.



- a) A: I'm bored.  
 B: Well, do something.  
 A: What, for example?  
 B: Wash your hair.  
 A: I did it an hour ago.  
 B: Clean your room.  
 A: I cleaned it yesterday.  
 B: Well, then you are a boring person.
- b) A: Oh, dear!  
 B: What's wrong?  
 A: I can't find my key.  
 B: Really!  
 A: Don't laugh. It isn't funny.  
 B: Yes, it is.  
 A: Is it? Why?  
 B: It's in your hand.  
 A: Oops! I am so absent-minded.

2. Match the words with their definitions. Use the dictionary if necessary.

- |               |   |
|---------------|---|
| 1. cruel      | a) behaving in an unpleasant or rude way because you think you are more important than other people |
| 2. fair       | b) wanting to know about something  |
| 3. unfair     | c) making someone suffer or feel unhappy  |
| 4. arrogant   | d) not easily upset, worried or annoyed   |
| 5. modest     | e) caring only about yourself, not about other people   |
| 6. shy        | f) able to think of new, different and interesting ideas  |
| 7. easy-going | g) embarrassed about meeting and speaking to other people   |
| 8. deceitful  | h) treating everyone in a way that is right or equal  |
| 9. cunning    | i) not wanting to talk about one's abilities or achievements  |
| 10. reliable  | j) able to tell lies in order to get what they want   |
| 11. inventive | k) able to be trusted or depended on  |
| 12. selfish   | l) not right or fair  |
| 13. curious   | m) clever but dishonest and unfair  |

3. Listen and read the text. Then compare two signs of the Chinese horoscope as it is given in the model.

### THE CHINESE HOROSCOPE

(Part II)

The people born in the year of the Horse are often easy-going, cheerful, skilful, and powerful, but also cruel and impatient. The Goats are inventive, intelligent, easy-going, but they are not reliable. The Monkeys can usually be clever, inventive, skilful, but often arrogant and impatient. The Rooster is usually generous, brave and merry, but unfair and stubborn. The Dog is modest, brave, intelligent and responsible, but also stubborn and selfish. The last year in the cycle is the year of the Pig. The Pigs are usually honest, sociable and intelligent, but they are very shy and slow.



*Model:* The Horse is as cheerful as the Rooster. The Goat is not as reliable as the Dog.

4. Try to describe your friend's character. Be honest.
- 5\*. Let's play a game. Divide the class into two groups. Choose a leader in every group. Each group thinks a pupil from the opposite group, then the leader describes this pupil's character. If the opposite group guesses the pupil it gets one point. The group that has more points wins the game.
- 6\*. Complete the sentences using the words from the box.

generous, arrogant, stubborn, reliable, cunning, honest, fair, patient

- This girl never tells a lie. She is ... .
- ... people always do what they want even if somebody asks them not to do that.
- My father is ... . If you are right he agrees, if you are wrong he disagrees.
- That ... lady thinks she is the most beautiful woman in the world.
- My cousin is very ... . He can give you everything that he has.
- Don't believe his words. He is a ... person.
- You can trust him. He is a ... boy.
- Those children make so much noise, but their mother is rather ... .

## 7. a) Listen to the dialogue and answer the questions.



1. Who is Ann calling?
2. Is Jack at home?
3. Where is he?
4. What is Jack doing?
5. Linda is cooking, isn't she?

## b) Make up a similar dialogue and act it out with your partner.

## 8. Listen and read the text. Say whether the statements after it are true or false. Use the dictionary if necessary.



## SECRETS OF THE STARS

(Part I)

**Capricorn** (December 22 – January 20). These people are very organised, patient, and hard-working. They are sometimes pessimistic. They are serious. Sometimes they are shy and quiet. They like to be alone. They don't like sports. They don't like new ideas.

**Aquarius** (January 21 – February 19). Aquarius people like modern life very much. They have got many strange ideas. Aquarius people like to change or make things. They are sometimes rude, but they are romantic. Most Aquarius people are friendly. They like crowds.

**Pisces** (February 20 – March 20). Many Pisces people are moody and lazy. They are not good workers when the job doesn't need imagination. They are not good businesspeople. They sometimes forget things.

**Aries** (March 21 – April 20). Aries people are impatient and aren't careful. They are good leaders, but sometimes they may be boring. Some Aries people are rude. Aries people are brave. They are never late. They walk fast and like dangerous sports.

**Taurus** (April 21 – May 21). Taurus people like good food and comfortable things. They are patient, friendly and hospitable, but some Taurus people are stubborn and selfish. They are careful with money. They don't like change. Taurus people are good gardeners and musicians.

**Gemini** (May 22 – June 21). Geminis are very curious and active. They like to travel. They are usually intelligent and modest, but very often they can be unfair and cruel. They are funny, but many Geminis are moody.

1. Pisces are very inventive. They can imagine a lot.
2. Geminis are anxious travelers. Their mood is very changeable.
3. An Aquarius likes to be on his own. He doesn't like the company.
4. Aries always try to follow other people's instructions. They are very reasonable and cautious.
5. Capricorns enjoy working very much. But it is rather difficult to make them more optimistic.

## 9. Write a description (8–10 sentences) of your character.



## Lesson 37

1. Use the given word lists to make up dialogues as it is given in the model.

*Model:* A: What are your strengths?

B: I am a hard-worker. I'm dependable. And I am always eager to learn new things.

A: Are you a patient person?

B: I try to be.

**strengths**

honest  
hard-working  
reliable  
organised  
eager  
punctual  
flexible  
patient

**weaknesses**

dishonest  
lazy  
unreliable  
disorganised  
indifferent  
unpunctual  
inflexible  
impatient

2. **Pair work.** Describe your partner's character. There is a model to help you.

*Model:* I think you are honest, but sometimes you can tell a lie.

3. **Work in groups.** Think of and then speak about what kind of person the headmaster should be.

4. a) Listen and read the text.

**SECRETS OF THE STARS**

(Part II)

**Cancer** (June 22 – July 23).

Many Cancer people are nervous and feel afraid of lots of things. They like to stay at home, and they don't like to travel. They are good cooks but they don't like to throw things out. They are rather kind and clever, but sometimes may be selfish and arrogant.

**Leo** (July 24 – August 23).

Leo people think they are wonderful. They love power. They are inventive. They aren't shy. Leos are also generous and romantic. They like expensive restaurants.



**Virgo** (*August 24 – September 23*).

Virgos are impulsive and tidy. Some Virgos are not romantic, but they are honest. They are calm. Virgos remember small things. Many Virgos are intelligent and reliable, but often shy and deceitful.

**Libra** (*September 24 – October 23*).

Libras are sociable and romantic. Some Libras are cold, unfriendly people. They aren't selfish. They like art and dancing. They are fair and easy-going, but often impulsive and arrogant.

**Scorpio** (*October 24 – November 22*).

Scorpios are very strong, but they are also greedy and stubborn. They are hospitable but some Scorpios are cruel. Some Scorpios are very brave, but some of them are dangerous. They are not honest. They don't like to work with other people.

**Sagittarius** (*November 23 – December 21*).

They are brave and kind, but may be rude and cunning. Sagittarians are impatient, but they are also generous. They are not careful with their money. They like to travel, sports, and hobbies.

**b) Use the information and say what kind of character is typical for a person if:**

1. She is a Horse and a Libra.
2. He is a Dragon and a Sagittarius.
3. She is a Tiger and a Cancer.
4. He is a Pig and a Scorpio.

**5\*. Complete the chart given below by putting V-mark next to zodiac signs. (Use the exercises 8, lesson 35, and 4, lesson 36).**

	rude	shy	careful	patient	romantic	friendly	generous	energetic
Capricorn								
Aquarius								
Pisces								
Aries								
Taurus								
Gemini								
Cancer								
Leo								
Virgo								
Libra								
Scorpio								
Sagittarius								



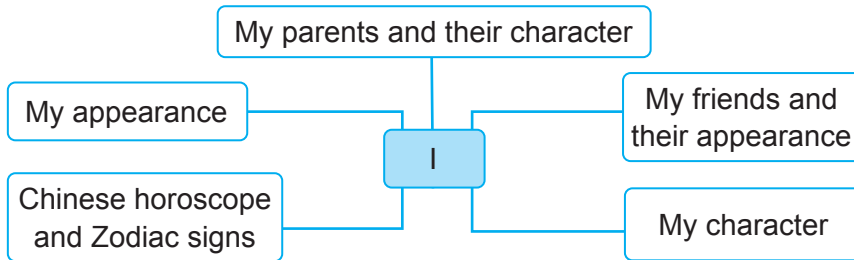
6. **Read the statements and say whether they are true or false.**

1. If your birthday is on April 1, you are an Aries.
2. Leos are arrogant.
3. Geminis are serious.
4. Virgos are honest.
5. Pisces are born between 24 October and 22 November.
6. Many Taurus people like to travel.
7. A Sagittarius probably likes football.
8. Aquarius people like swimming.

7. **Do you believe what horoscopes say? Why?/ Why not? Describe the people of the following horoscope signs:**

Tiger, Capricorn	Monkey, Sagittarius	Rabbit, Taurus
Dragon, Libra	Goat, Leo	Snake, Gemini
Horse, Aquarius	Dog, Scorpio	Rooster, Virgo

8. **Get ready to speak about yourself and your family members. Use the mind map given below.**




9.\* **Look at the photos in exercise 6, lesson 35. Now say about the stars' characters according to their zodiac signs.**



REVISION

Lesson 38

1.  a) You are going to listen to the conversation about Jack. What kind of person he is? Tick (✓).

- a) friendly
- b) rude
- c) polite
- d) helpful
- e) selfish

b) Tell the class.

Jack is ... . Jack is not ... .

2. Read the texts and define the features of character of the children. There is a model to help you.

*Model:* Pam doesn't like people who tell lies, and she always tells the truth. — Pam is honest.

Dick always helps you if you ask him for help. When his parents or friends ask him to do something, they may not worry because Dick does it. — Dick is ... .

Brenda likes to give presents. If you are hungry she gives you a part of her sandwich. — Brenda is ... .

Jane never gives you anything. She always says: "It's mine. I can't give you this". Jane is ... .

Tom likes to invite friends to his place. And his friends say they feel at home in Tom's house. — Tom is ... .

3. Make up as many sentences as you can using the table given below.

A Capricorn The Tigers The Monkeys A Libra The Dogs An Aquarius	are is	hard-working sociable impulsive lazy stubborn impatient generous intelligent brave	according to	the Chinese horoscope. Zodiac signs.
--	-----------	--	--------------	---

## 4. Work in pairs. Make up dialogues using the tables given below.

<b>A:</b>				Rooster Monkey Tiger Dragon Horse Pig Snake Rabbit Dog Goat Rat Ox	according to the Chinese horoscope.
(My)	mother father cousin friend I	is  am	the		

<b>B:</b>			brave. unsociable. generous. dishonest. arrogant. slow. stubborn. careful. sociable.
He She You	are is	probably	

<b>A:</b>		are. is. isn't. aren't. am/am not.
Yes, No,	he she you I	

## 5. You have got words in the box. Divide them into two groups: A — positive features of character; B — negative features of character. Explain your choice. Write those groups into your exercise books.

cruel, fair, arrogant, modest, easy-going, deceitful, reliable, cunning, inventive, selfish, curious, shy, honest, generous, hospitable, lazy, sociable, patient, stubborn, decisive, greedy, brave, intelligent, unfair



# Unit 5

## HOLIDAYS AND TRADITIONS

### Lesson 39

1. Listen and repeat the dialogue. Give the title.

*Jane:* Hi, Mykhailyk. Merry Christmas!

*Mykhailyk:* Hi, Jane. Merry Christmas! Do you like this holiday?

*Jane:* Of course, I do.

*Mykhailyk:* How did you spend it this year?

*Jane:* Our relatives from Chernivtsi came to visit our family and we had a very tasty Holy Supper. We sang Christmas songs — carols — you know.

*Mykhailyk:* Did your cousin Ted come?

*Jane:* Yes, he did. We had a good time together.

*Mykhailyk:* What did you do?

*Jane:* We decorated our Christmas tree, played chess, made a snowman. I introduced him to my friends and then we played hockey.

2. Read the words and word combinations.

Christmas	[ˈkrɪsməs]
a greeting card	
Christmas Eve	
to decorate	[ˈdekəreɪt]
a stocking	[ˈstɒkɪŋ]
a stuffed turkey	
to celebrate	[ˈselɪbreɪt]
a present	[ˈpreznt]
Christmas tree	
Christmas pudding	
to congratulate	[kənˈgrætʃəleɪt]

3. a) What do you know about Christmas in Great Britain? What would you like to learn about it? Listen and read to find out.



### MERRY CHRISTMAS!



As you know people in Great Britain celebrate Christmas on the 25<sup>th</sup> of December.

Let's talk about the way the English people celebrate this holiday. It's a very happy holiday for them. Some days before Christmas they send greeting cards to their relatives and friends. They usually buy Christmas cards or make them.

The English people also bring a Christmas tree to their homes and decorate it with toys, sweets and other things.

On Christmas Eve the English people put their presents under the Christmas tree. The children put their stockings above their beds. At night Santa Claus comes and puts presents into their stockings.

On Christmas Day people don't work, so they go to the church to celebrate the birth of Jesus Christ. When they come home they sit at the table and eat traditional Christmas dishes: stuffed turkey and the Christmas pudding. They open their presents and are very happy with what they get. They congratulate each other and their relatives and wish them a merry Christmas.

#### b) Read again and answer the questions.

1. When is Christmas Day in Great Britain?
2. Is it a happy holiday?
3. What do people do some days before Christmas?
4. How do the English people decorate a Christmas tree?
5. Where do they put their presents?
6. Who comes at night?
7. What do English children do on Christmas Eve? Why?
8. Do people work on Christmas Day? What do they do on that day?
9. What dishes do the English people eat at Christmas?
10. What do they wish their relatives and friends?

4. **Read the song and learn it. Try to sing it together with your teacher.**

### OH, CHRISTMAS TREE

Oh, Christmas tree, oh, Christmas tree  
 Your gay green dress delights us!  
 You do not fade with winter's snow,  
 You bloom with lights when cold winds blow.  
 Oh, Christmas tree, oh, Christmas tree  
 Your gay green dress delights us!

5. **Listen to the rhymes and learn one of them.**



### DECEMBER

It's hard to think of anything  
 But Christmas in December.  
 There's so much to look forward to  
 And so much to remember.

### SANTA

Santa's sometimes called Kris Kringle.  
 His merry eyes — oh how they twinkle.  
 His nose and cheeks are red as a rose,  
 Which match all his bright red clothes.  
 Wearing a white beard and boots of black,  
 He's a jolly elf carrying his sack.  
 When he laughs, he "ho, ho, hos,"  
 From the tip of his hat to the end of his nose.



- 6\*. **Read the sentences and agree or disagree with the information in them. There is a model to help you.**

*Model:* The English people celebrate Christmas on the 24<sup>th</sup> of December. — No, they don't. It's not true (It is not so). They celebrate Christmas on the 25<sup>th</sup> of December.

They eat stuffed turkey at Christmas. — Yes, they do. It is true. They eat stuffed turkey at Christmas.

1. The English people don't like the holiday of Christmas.
2. For Christmas dinner people eat turkey and the Christmas pudding.
3. The English people bring a Christmas tree to their homes.
4. On Christmas Day the English people work.
5. They go to the church to celebrate the birth of Santa Claus.
6. On Christmas Eve the English people put their presents into their stockings.

7. Santa Claus usually comes at night.
8. Santa Claus puts the presents into the stockings under the children's beds.
9. The English people decorate a Christmas tree on the New Year.
10. The English people send greeting cards to their relatives and friends.

7. **Listen and read the dialogues. Act them out in pairs.**



**Dialogue 1**

*Jane:* Hi, Mykhailyk. I am going to have a Christmas party. Would you like to come?

*Mykhailyk:* Hello, Jane. Great! Thanks for inviting me. When is the party?

*Jane:* I am going to have it on Saturday at 4 o'clock.

*Mykhailyk:* That's fine. See you there at 4.

**Dialogue 2**

*Mykhailyk:* Jane, I would like to invite you to my Christmas party. I hope you can come.

*Jane:* Yes, I would love to come. I love parties. When should I come?

*Mykhailyk:* Be there at 6 o'clock.

*Jane:* I am looking forward to it.

8\*. **Look at the pictures and say: a) what the people are doing; b) when they can do these things. Use the model.**



*Model:* The man in picture 1 is carrying a Christmas tree. He is going to put it in his house for Christmas celebration.

The people usually put a Christmas tree a few days before Christmas.



## Lesson 40

1. **Santa Claus is known by different names around the world. Have you ever heard them? Listen and act out.**



*Alice:* Who are you? Are you Santa Claus?

*Saint Nicholas:* I am Saint Nicholas. I am going to Ukraine to give many presents to Ukrainian children.

*Alice:* Do you have a present for me?

*Saint Nicholas:* Are you Ukrainian?

*Alice:* No, I am not. I am English. But I love presents.

*Saint Nicholas:* You are going to have your present from Santa Claus, my brother.

*Alice:* Oh, then I am going to wait for your brother.

2. **Read the words and word combinations. Write them down into your exercise books.**

King's speech	
to bake	[beɪk]
to cook	[kʊk]
to fall on	
to guess	[ges]
to sign	[saɪn]
biscuit	['bɪskɪt]

3. **Listen and read the text. Make up the outline to retell the text.**



### ENGLISH HOLIDAYS

(Part I)

The English people have got many holidays in a year. The most popular holiday for them is Christmas and they celebrate it on the 25<sup>th</sup> of December. People give each other presents and send Christmas cards. They also have their traditional Christmas dinner with stuffed turkey and Christmas pudding. The King's speech is on television at three o'clock in the afternoon. There is a big Christmas tree in Trafalgar Square in London.





Not all English people celebrate the New Year. Some of them have a New Year party on the 31<sup>st</sup> of December. The party usually begins at eight o'clock in the evening. At 12 they drink a toast to the New Year.

On the 14<sup>th</sup> of February the English people celebrate St. Valentine's day. They send Valentine cards to the people they love. They don't sign them — you must guess who sent the card to you. Girls usually bake Valentine biscuits, write the wishes for the boys they like on a piece of paper and put the paper into the biscuits. Then they give the biscuits to the boys. The boys eat them and read the wishes.

**4. Answer the questions.**

1. What winter holidays do you know?
2. How do the English people celebrate Christmas?
3. What do the people usually do at Christmas?
4. When does the King have a speech on television?
5. How do the English people celebrate the New Year?
6. What holiday do the English people celebrate on the 14<sup>th</sup> of February?
7. What do they do on this holiday?
8. Why don't they sign the Valentine cards?

**5. Discuss in groups the differences between celebrating Christmas in Great Britain and in Ukraine.**

**6. Find 10 words in the chain of letters given below. Make up a sentence with each word.**

*treeveningandchristmaspuddingamefoodecoratelevisionpresents*

**7. Read the words and word combinations.**

merriment	['merɪm(ə)nt]
at midnight	['mɪdnɑ:t]
to exchange	[ɪks'tʃeɪndʒ]
a kiss	[kɪs]
arrival	[ə'raɪv(ə)l]
to take place	
to give up	
a habit	['hæbɪt]
to turn over a new leaf	
New Year resolutions	
behaviour	[bɪ'heɪvɪə]
occasion	[ə'keɪʒ(ə)n]
to gather	['gæðə(r)]
to promise	['prɒmɪs]

## 8. a) Listen and read the text. Answer the questions.

**HOW AMERICANS CELEBRATE THE NEW YEAR**

New Year's Eve is the time for merriment. At midnight bells ring, and friends exchange kisses. Everyone stays up late to celebrate the arrival of another year.

One of the noisiest and most crowded New Year celebrations takes place in New York City at Times Square. Thousands of New Yorkers gather there.

With the arrival of the New Year many Americans try to start a new life and give up bad habits. People talk about how they will "turn over a new leaf" in their lives. They make New Year resolutions, promise themselves and their families to improve their behaviour. The New Year arrival is a very serious and happy occasion for most Americans.

1. What do the Americans celebrate on the New Year's Eve?
2. Where does the noisiest and most crowded New Year celebration in the USA take place?
3. When do the bells ring and friends exchange kisses?
4. What do many Americans talk about with the arrival of the New Year?
5. What do they make?
6. What do the Americans promise themselves and their families?
7. Is the New Year's arrival a very serious and happy occasion for most Americans?

### Types of Questions

*My mother went to the USA last winter.*

1. General — *Did my mother go to the USA last winter?*
2. Special — *Whose mother went to the USA last winter? Who went to the USA last winter?* (We do not use any auxiliary verb after the question word if the question word (who, what etc.) is the subject of the sentence.)  
*When did my mother go to the USA?*  
*Where did my mother go last winter?*  
*What did my mother do last winter?*
3. Alternative — *Did my mother go to the USA or France last winter?*  
*Did my mother go to the USA last or this winter?*
4. Disjunctive or tag question — *My mother went to the USA last winter, didn't she?*

## b) Define the type of the questions given after the text.

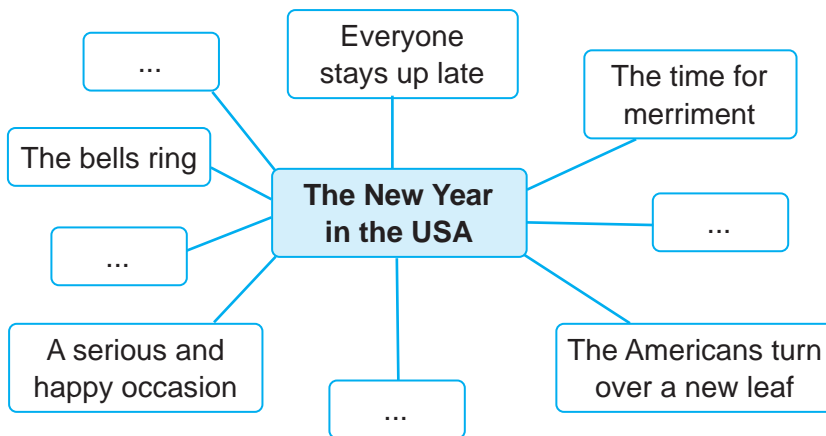
9\*. Do the following quiz.

- The English people celebrate St. Valentine's day on ... .
  - the 14<sup>th</sup> of January
  - the 14<sup>th</sup> of December
  - the 14<sup>th</sup> of February
- The English people usually watch ... on television on the 25<sup>th</sup> of December.
  - the New Year's Festival Show
  - the King's speech
  - the President's speech
- Girls usually bake ... for boys on St. Valentine's day.
  - puddings
  - biscuits
  - stuffed turkey
- There is a big Christmas tree in ... in London.
  - Trafalgar Square
  - Times Square
  - Kensington Square

10. Read the tongue twisters as quickly as you can. Learn them.

- Santa's sleigh slides on slick snow.
- Santa's sack sags slightly.
- Santa stuffs Stephanie's striped stocking.

11\*. Complete the chart given below with the words from the text in exercise 7.



12\*. Rewrite sentence 3 from the text in exercise 7 into your exercise books and put all possible types of questions to it.



## Lesson 41

## 1. Listen to the dialogue. Take roles and read it aloud.



*Jane:* Do you like holidays?

*Mykhailyk:* What a silly question you ask. Of course, I do. Tell me who doesn't like holidays.

*Jane:* What's your favourite holiday?

*Mykhailyk:* Christmas.

*Jane:* Do you know anything about this holiday?

*Mykhailyk:* Well..., I am not sure.

*Jane:* I ask silly questions but it isn't wise to know nothing about your favourite holiday. I'd like to tell you the Christmas Story. Listen...

## 2. Listen to the New Year greetings and learn them.



\*\*\*

Each time an old year closes  
And we start a year that's new  
We think of those we care about  
As I now think of you.  
And so for you, my special friend,  
I wish with all my heart  
Happiness to fill each day  
Of the year that we now start.

\*\*\*

New Year greetings come to you  
Along with heartfelt wishes too.  
May all you do meet great success,  
And bring you every happiness.

\*\*\*

New Year is there for great resolution  
That changes our life for ever  
May all your New Year resolutions  
And dreams comes true. Happy New Year!

## 3. Listen and read the text. Make up the outline of the story.



## THE CHRISTMAS STORY

This is Mary. She lived many years ago, but such a wonderful thing happened to her that we still remember and love her.

One day an angel appeared to Mary. "You are blessed among women", the angel said. "And you are going to have a son, whom you are going to name Jesus. He is going to be called the son of God, and his kingdom is not going to end."



“I am glad to serve the Lord”, said Mary. Then the angel left her.

Mary married a good man from Nazareth. His name was Joseph, and he was a carpenter. One day they went to Bethlehem to pay taxes. And there Mary bore her son. That night a bright star appeared in the East. Three wise men followed the star. Then it stopped over the place where Jesus was born.

The child grew up strong in spirit and wisdom. And Mary knew the grace of God was with him.

4. **Retell the text in exercise 3 according to the outline you made up.**
5. **Look at the list of presents. Which of them are appropriate for Christmas and New Year holidays. Practise speaking as in the model.**

*Model:* I think a pair of skiing gloves is a good present for New Year holidays.  
I'll give this present to my cousin.

Skiing gloves, a box of chocolate, a fur hat, sun glasses, an umbrella, Christmas decorations.

6. **Read the words of the song in English and in Ukrainian, learn them and try to sing together with your teacher.**

Silent night, holy night,  
All is calm, all is bright.  
Round yon virgin Mother and Child  
Holy infant so tender and mild,  
Sleep in heavenly peace,  
Sleep in heavenly peace.

Свята ніч, тиха ніч.  
Ясність б'є від зірниць,  
Дитинонька Пресвята,  
Така ясна, мов зоря,  
Спочиває в тихім сні.  
Спочиває в тихім сні.

## 7. Read the rhymes and learn one of them.

**THE SNOWMAN**

One day we built a snowman,  
 We built him out of snow;  
 You should have seen how fine he was,  
 All white from top to toe.  
 We poured some water over him,  
 To freeze his legs and ears;  
 And when we went indoors to bed,  
 We thought he'd last for years.  
 But, in the night a warmer kind  
 Of wind began to blow;  
 And Jack Frost cried and ran away,  
 And with him went the snow.  
 When we went out next morning  
 To bid our friend "Good Day",  
 There wasn't any snowman there...  
 He'd melted right away!

**ICICLES**

We are little icicles  
 Melting in the sun.  
 Can you see our tiny teardrops  
 Falling one by one?


**JANUARY**

January is here —  
 A fine new start  
 For a whole new year.  
 The snow comes down  
 In the dark of night.  
 When we awake  
 The world is white.  
 In January  
 When there's snow,  
 We get our sleds  
 And away we go.



## Lesson 42

## 1. a) Listen and repeat the dialogue. Act it out in pairs.

 *Mykhailyk*: Jane, look! You have a big black spot on your back!

*Jane*: Oh, my! Where? It's my new suit!

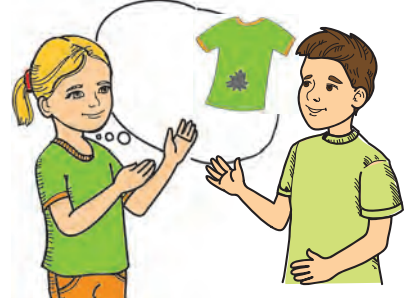
*Mykhailyk (giggles)*: And you believed it.

*Jane*: Why are you laughing?

*Mykhailyk*: I can't help laughing. It's the 1<sup>st</sup> of April.

*Jane*: Then what?

*Mykhailyk*: Jane, don't you know? It's the April Fool's Day!



## b) Listen again and mark the sentences true (T) or false (F). Correct the false sentences.

- Jane has a big spot on her trousers.
- Emily tells Jane about the spot on girl's clothes.
- Jane can't stop laughing.
- Mykhailyk is laughing because it is Christmas.

## 2. Read the words and word combinations.

Trick or treat	
a candle	['kænd(ə)l]
a pumpkin	['pʌm(p)kɪn]
the seaside	['si:said]
Easter	['i:stə]
an emblem	['embləm]
national	['næʃ(ə)n(ə)l]
to play jokes and tricks on	
to wear a shamrock	
St. Patrick's Day	
to have a rest	
Halloween	[,hæləʊ'i:n]
to fall on	
a windowsill	['wɪndəʊsɪl]
schoolyear	[sku:ljiə(r)]
to bake	[beɪk]

3. Listen and read the text. What did you learn from it? Tell the class.



ENGLISH HOLIDAYS

(Part II)

In March the English people have got two holidays: St. Patrick's Day and Mother's Day. St. Patrick's Day falls on the 17<sup>th</sup> of March. It is a national holiday in Ireland. On that day people send greeting cards and wear a shamrock. A shamrock is the national emblem of Ireland.

On Mother's Day people in the family try to let their mother have a rest. A father and the children do the housework, cook some tasty dishes or bake a cake.

There is one more popular holiday in spring — Easter. People celebrate it in April or in early May. On Easter Sunday the children get chocolate Easter eggs or rabbits.

St. Patrick's Day



APRIL FOOL'S DAY



In April there is a holiday for fun — April Fool's Day. It is on the 1<sup>st</sup> of April. On that day the English children like to play jokes and tricks on other people.

There are not many holidays in summer. In June the English people celebrate Father's Day when the children spend the day with their fathers and give them presents.

In summer the English people visit their relatives who live in the country or go to the seaside. Most English people have holidays in summer.

Autumn is the beginning of the schoolyear for all English schoolchildren. They also like to celebrate a very nice holiday — Halloween. It is on the 31<sup>st</sup> of October.

People put pumpkins on the windowsills. The children draw eyes, a nose and a mouth on the pumpkin and put a candle inside it so the pumpkin looks like a face. The children go from house to house in funny clothes and say "Trick or treat". They get sweets, fruit, cakes, biscuits or money for that.

4. Answer the questions.

1. When do the Irish people celebrate St. Patrick's Day? What do they wear on that day?
2. Do your family celebrate Mother's Day? What do you usually do for your mother on that day?
3. In what way do you celebrate Easter?
4. When did the Easter holiday fall last year?
5. What jokes and tricks do you like to play on your friends?
6. What jokes did your friends play on you last year on April Fool's Day?



7. What do the English people usually do in summer?
8. What summer holidays have the English people got?
9. What holiday have the English people got in June?
10. What holiday do the English children like to celebrate in autumn? Why do they like it?
11. What do the children do on Halloween?
12. What holidays of the year do you like best of all? Why?

5. Find 12 months in the box of letters given below.

s	e	p	t	e	m	b	e	r	n
a	j	a	n	u	a	r	y	d	o
n	u	p	g	p	y	f	k	e	v
o	n	r	m	a	r	c	h	c	e
b	e	i	c	u	h	g	s	e	m
j	u	l	y	g	r	v	z	m	b
f	e	b	r	u	a	r	y	b	e
e	m	t	x	s	i	d	l	e	r
u	w	o	c	t	o	b	e	r	j

6. Make up as many sentences as you can using the table given below.

The English people	celebrate don't celebrate	Easter	on the 24 <sup>th</sup> of December.
The Ukrainian people		Christmas	on the 31 <sup>st</sup> of December.
We		Mother's Day	in April.
They		St. Patrick's Day	in early May.
		the New Year	in June.
		Halloween	on the 17 <sup>th</sup> of March.
	April Fool's Day	on the 1 <sup>st</sup> of April.	
	St. Valentine's Day	on the 31 <sup>st</sup> of October.	
	Father's Day	on the 14 <sup>th</sup> of February.	

7. Agree or disagree with the following statements. Use the model.

*Model:* In winter the nature is beautiful. — It's true. It's very beautiful in winter. There's snow on trees and everywhere in the streets.

1. Children like winter holidays because they can play different games outside.
2. You can't sleep longer during holidays because you go to school every day.
3. Christmas is a boring holiday for English children.



## Lesson 43

## 1. Listen and repeat the dialogue. Act it out in pairs.



*Mykhailyk:* Jane, you know, yesterday I saw a ghost.

*Jane:* Don't be silly, Mykhailyk. Do you believe that ghosts exist?

*Mykhailyk:* Well, I didn't, but yesterday...

*Jane:* What date was it yesterday?

*Mykhailyk:* It was 31<sup>st</sup> of October.

*Jane:* Mykhailyk, you must know that 31<sup>st</sup> of October is Halloween. You didn't see a ghost. Somebody wanted just to frighten you.

*Mykhailyk:* Oh, no!

## 2. Read the words and word combinations.

Celts	[kelts]
the Earth	[ə:θ]
bonfire	['bɒnfaiə]
underworld	['ʌndəwɜ:ld]
an evil spirit	['i:v(ə)l 'spɪrɪt]
a witch	[wɪtʃ]
a ghost	[gəʊst]
to frighten away	
saint	[seɪnt]
the Day of All Hallows	

## 3. Listen and read the text. Say whether the sentences after it are true or false. Suggest the true sentences for the false ones.



## HALLOWEEN STORY

The story of Halloween goes back to the ancient times. The people who lived in Britain and Ireland thousands of years ago were the Celts. They celebrated the New Year on November 1. Because October 31 was the day when the sun set at its lowest, the Celts believed that the sun entered the underworld for a short time. That's why the gates of the underworld were open and let the evil spirits appear on the Earth.

The Celts then lit large bonfires, dressed up as witches and ghosts to frighten away the evil spirits. Later, November 1 became a Christian holiday as All Saints Day or All Hallows. The night before that day was the Eve of All Hallows or Halloween.



1. The Celts are the people who live in Britain and Ireland.
  2. The Celts celebrated the New Year on the 31<sup>st</sup> of October.
  3. The sun set at its lowest on the 31<sup>st</sup> of October.
  4. The Celts invited the evil spirits on the Earth.
  5. The Celts dressed up as witches and ghosts on Halloween.
  6. November 1 is the holiday of All Hallows.
  7. The Day of All Hallows is not a Christian holiday.
4. **Say what you can see in the picture in exercise 3. Use the model.**  
*Model:* I can see a boy. He is in a ghost costume. I can also see...
5. **Find the rhyming words. Use the dictionary to understand their meaning.**



**6. Match the words with their definitions. Then make up a sentence with each word. You may use the dictionary.**

- |            |  |
|------------|--|
| witch      | • the part of a fence that you can open and close in order to enter or leave a place |
| bonfire    | • a large outdoor fire   |
| eve        | • the spirit of a dead person that some people think they can feel or see in a place |
| ghost      | • the place under the earth where people are believed to go when they die            |
| gates      | • a person that the Christian Church recognizes as being very holy                   |
| saint      | • a woman who is believed to have magic powers, especially to do evil things         |
| underworld | • the day or evening before an event, especially a religious festival or holiday     |

**7\*. Game time.**

You need six or more pupils and a large space for the game. Pick a “ghost hunter” and blindfold him/her. The other players or “ghosts” walk around the ghost hunter. He must try to catch one of them. When he catches somebody, this pupil (or ghost) must wail and moan like a ghost. The ghost hunter must guess who the ghost is. If the ghost hunter guesses correctly he or she then becomes a ghost and the pupil the ghost hunter caught becomes a new ghost hunter. If not, the ghost goes free and the ghost hunter must try again.

**8. Listen and read the Halloween rhymes and learn one of them.**



**HALLOWE'EN SOUNDS**

This is the way the witches fly, witches fly, witches fly,  
This is the way the witches fly,  
Swish, swish, swish.

This is the way the ghosts go by, ghosts go by, ghosts go by,  
This is the way the ghosts go by,  
Ooh, ooh, ooh.

This is the way the black cats howl, black cats howl, black cats howl,  
This is the way the black cats howl,  
Meow! Meow! Meow!

This is the way the pumpkins laugh, pumpkins laugh, pumpkins laugh,  
This is the way the pumpkins laugh,  
Hee! Hee! Hee!

This the way the night owls cry, night owls cry, night owls cry,  
This is the way the night owls cry,  
Hoo, hoo, hoo.



### WITCH, WITCH

- Witch, witch, where do you fly?
- Under the clouds and over the sky.
- Witch, witch, what do you eat?
- Little black apples from Hurricane Street.
- Witch, witch, what do you drink?
- Vinegar and good red ink.
- Witch, witch, where do you sleep?
- Up in the clouds where the pillows are cheap.

### TRICK OR TREAT

Witches, ghosts, and goblins,  
 Stealing down the street,  
 Knock on every doorway,  
 Trick or treat!  
 When your door is opened,  
 This is what you meet,  
 Scary creatures shouting,  
 Trick or treat!

- 9\*. **Get ready to retell the Halloween Story. Add some information you know about the way the English children celebrate this holiday.**
- 10\*. **Unscramble the words and make up a sentence with each word.**  
 Ohtsg, tisan, cwhit, dwuolednrr, ebrnof, eev.  
*Model:* ohtsg — ghost  
 I am afraid of ghosts.
- 11\*. **Find on the Internet or any other source the information about traditions of celebrating New Year in Germany or France. Compare them with those in Great Britain and Ukraine. Prepare a brief report.**

REVISION

Lesson 44

1. Listen and read the dialogues. Give the titles.



Dialogue 1

Emily: Jane, why are you hanging this nice red stocking above your bed?  
 Jane: Because Santa Claus is going to put presents into my Christmas stocking. Don't you know?  
 Emily: Are you sure?  
 Jane: Of course, I am.  
 Emily: Then give me, please, one little stocking. I am going to hang it above my bed, too.



Dialogue 2

Mykhailyk: Hello, Jane! Where were you last month?  
 Jane: Oh, I was on holiday.  
 Mykhailyk: Oh, really? But you were on holiday in January.  
 Jane: Yes, I was in England in January.  
 Mykhailyk: And where were you last month?  
 Jane: I was in Florida, the USA.  
 Mykhailyk: Florida? What was it like?  
 Jane: Excellent! The weather was wonderful.

2. Find 10 words to the topic "Christmas" in the box of letters given below. Make up 5 sentences with these words.

d	e	c	o	r	a	t	e	a
b	s	t	o	c	k	i	n	g
d	e	t	f	c	h	i	c	y
c	h	r	i	s	t	m	a	s
l	j	e	l	t	k	m	r	a
a	q	e	p	a	n	o	o	n
u	e	v	e	r	w	x	i	t
s	p	r	e	s	e	n	t	a
s	p	a	r	t	y	d	s	b

**3. Answer the questions given below. Then ask your partner these questions and let him/her answer them.**

1. Do you like holidays?
2. What holidays do you like and why?
3. Do you send greeting cards to your friends and relatives on holidays?
4. What do you usually write on the cards?
5. Do you often get greeting cards?
6. Who usually sends greeting cards to you?
7. Do you bring a Christmas tree to your home at Christmas?
8. What do you usually decorate your Christmas tree with?
9. Who helps you decorate your Christmas tree?
10. What dishes do you eat at Christmas?

**4. Read the words and word combinations and divide them into two groups: 1) those connected with the celebration of the New Year; 2) those connected with Christmas celebrations. Some words can go to both groups.**

Mary, resolutions, arrival, Times Square in New York City, Bethlehem, a star, a happy occasion, wise men, virgin, merriment, grace, bad habits, the angel, the Son of God, a child, to exchange kisses, Eve, Jesus, Santa Claus, the 25<sup>th</sup> of December, the 7<sup>th</sup> of January, the 1<sup>st</sup> of January, to turn a new leaf.

**5. Complete the sentences with the correct form of the verbs in brackets.**

1. How ... you ... (spend) Christmas last year? 2. Who(m) ... your mother ... (invite) to your Christmas party? 3. Our relatives ... (come) to see us next month. 4. How ... you ... (say) «колядка» in English? 5. ... you ... (sing, can) the carol "Jingle Bells"? 6. Yesterday during our English lesson we ... (read) the text about English Christmas and ... (sing) Christmas carols.

**6. Say whether the following sentences are true or false.**

1. The pupils love winter holidays because they have to go to school.
2. The children don't have to get up early during their holidays.
3. The children like to spend more time outdoors on winter holidays.
4. Winter holidays are not popular.
5. We celebrate Christmas in December.
6. The children like snow, that's why they like winter holidays.
7. There are no holidays in May.
8. People in Ukraine don't celebrate Easter.

7. Look at the pictures and say what holidays the people are celebrating. Use the model to help you.

*Model:* The green hat means that the people are celebrating St. Patrick's Day.





## 8. Listen and act out.



*Jane:* Kate, it's Halloween today. Let's dress up like ghosts and witches and frighten the boys.

*Kate:* OK. Then go and bring a broomstick and the paints.

*Jane:* What do you need the paints for?

*Kate:* We are going to paint our faces to look scary.

*Jane:* That's a good idea. Let's go.

## 9\*. Read the names of holidays and then divide them into four columns according to the names of the countries they are popular in.

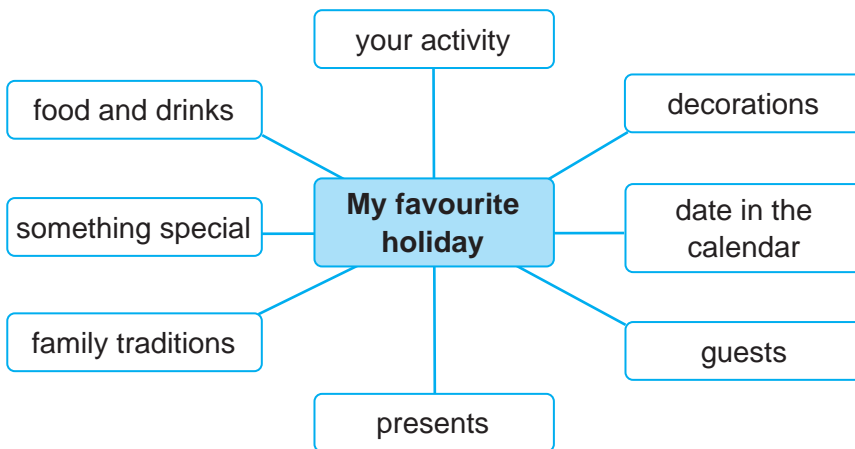
April Fool's Day, Easter, Independence Day, the New Year, Christmas, Halloween, Thanksgiving, 8<sup>th</sup> of March, Mother's Day, Father's Day, Old New Year, St. Valentine's Day, King's birthday

Ukraine	Britain	The USA	All three countries


## 10\*. Read the sentences and ask special questions to each of them.

1. In summer the English people visit their relatives. 2. Autumn is the beginning of the schoolyear for all English schoolchildren. 3. On the 1<sup>st</sup> of April the English children like to play jokes and tricks on other people. 4. The Celts celebrated the New Year on November 1. 5. The gates of the underworld were open and let the evil spirits appear on the Earth on the 1<sup>st</sup> of November.

## 11. Speak about your favourite holiday.



## Lesson 45

1.  What do you usually do when the weather is fine. Mykhailyk is calling to Jane. Listen to the dialogue and mark the sentences true (T) or false (F).

1. Jane is very busy today.
2. The girl is not at home.
3. The weather is fine.
4. Mykhailyk suggests going to the cinema.
5. They are going to meet in 20 minutes.
6. Finally, Jane decides to stay at home.

2. Read the words and word combinations.

windy	[ˈwɪndi]
cold	[kəʊld]
freezing	[ˈfriːzɪŋ]
frosty	[ˈfrɒsti]
nasty	[ˈnɑːsti]
anorak	[ˈænrək]
outdoors	[ˌaʊtˈdɔːz]
indoors	[ˌɪnˈdɔːz]
thaw	[θɔː]
to squeak	[skwi:k]
covered by snow	
a puddle	[ˈpʌd(ə)l]
to melt	[melt]
a stream	[stri:m]

### 3. Listen and read the text. Make up the outline of its plot.



#### WINTER

Winter is a wonderful season. On a bright winter day the nature is beautiful with trees covered by snow. We like winter for the snow and also for the best holidays of the year.

In winter when it is frosty most children like to play outdoors: they play snowball fights, make a snowman, sledge, skate and ski. But when the temperature is more than  $-10^{\circ}\text{C}$  (minus 10 degrees Celsius) and it is windy, it is then better to stay indoors. Then it is not only cold to play, it is freezing and the snow squeaks under your boots when you walk. It's then better to put on warm clothes like a sweater, gloves and an anorak, and to wear winter boots on your feet.



The weather is also nasty at the end of winter when the snow melts and water is everywhere. There are streams and puddles of dirty water in the streets. Then we say it is a thaw. But we are not very upset because spring soon comes.

!	It	is	cold	today.
		was	sunny	
			frosty	yesterday.
			windy	
			hot	

### 4. Read the rhymes and learn one of them.

#### SNOWFLAKES

Snowflakes, snowflakes falling down,  
 On the trees and on the ground.  
 I will build a man of snow,  
 Tall black hat and eyes of coal,  
 If the sun comes out today,  
 I will watch you melt away!

\*\*\*

It's fun to walk in the sparkling snow,  
 And hear my boots go crunch,  
 I play so hard.  
 Soon I'm wet and tired  
 And ready for hot soup with lunch.

**JANUARY**

January opens  
 The box of the year  
 And brings out days  
 That are bright and clear.  
 And brings out days  
 That are cold and gray,  
 And shouts, "Come see  
 What I brought today!"

5. **Look at the pictures and name the seasons. Say what season each of them comes after. Then describe the pictures.**



*Model:* It's spring. It comes after winter.

I can see a wonderful spring day in picture 1. The trees are in blossom. There is green grass everywhere. It's warm outside, but it isn't hot.

6\*. Look at the pictures and say what you do in each season. There is a model to help you.

*Model:* In summer we often go to the forest to pick up berries because it's warm in summer and berries are ripe. We also go to the seaside to swim in the sea, lie in the sun and get suntanned.



7. Mrs. Jones is going to the mountains for a skiing holiday. Look at the picture and help her pack her suitcase.



*Model:* Mrs. Jones must take a skiing cap because it is often windy in the mountains. She doesn't have to take a bathing suit because it is cold in winter in the mountains, that's why she can't swim there.

- 8\*. You have got the answers to the questions. Say what the questions are. Use the model to help you.

*Model:* There are four seasons in a year. — How many seasons are there in a year?

1. July is a summer month.
2. The winter months are: December, January, February.
3. Yes, it is very cold in winter. Sometimes it's freezing.
4. Yes, it often snows in winter.
5. People put on warm clothes because it's cold in winter.



## Lesson 46

## 1. Read the words and word combinations.

snowdrops	['snəʊdrɒps]
buds	[bʌdz]
occasionally	[ə'keɪʒ(ə)n(ə)li]
generally	['dʒen(ə)rəli]
to refresh	[rɪ'freʃ]
to thunder	['θʌndə]
lightning	['laɪtnɪŋ]
from under	
harvest	['hɑ:vɪst]
to look forward to	

## 2. Listen and read the text. Then answer the questions.



## SPRING



Spring comes after winter. People say that the nature wakes up after the winter's sleep, it refreshes to become even more beautiful than the previous year. The first flowers — the snowdrops — appear from under the snow and the buds appear on the trees.

In early spring it is generally cool. Then it becomes warmer, the sun shines, but it occasionally rains, often even thunders with lightning. The spring rains, especially in May, are warm and necessary for the future harvest.

The schoolchildren finish their school year in late spring and look forward to their best season — summer.

1. What season does spring come after?
2. What does the nature do in spring?
3. Is it generally cool in late or early spring?
4. How often does it rain in spring?
5. What season comes after spring?

3. Make up as many sentences as you can using the table given below.

It	is	always generally usually sometimes occasionally	warm sunny windy cool rainy cold	in spring.
It		often	rains thunders	

4. Listen to the rhymes and learn them.



### SPRING

The sunshine gleams so bright and warm,  
The sky is blue and clear.  
I run outdoors without a coat,  
And spring is almost here.



### APRIL

April is a rainbow month,  
Of sudden springtime showers.  
Bright with golden daffodils  
And lots of pretty flowers.



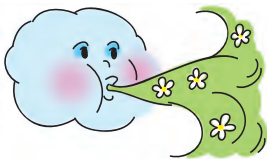
### MAY

The grass is green.  
Flower blossoms I have seen.  
By evening it cools.  
It's time to find the garden tools.

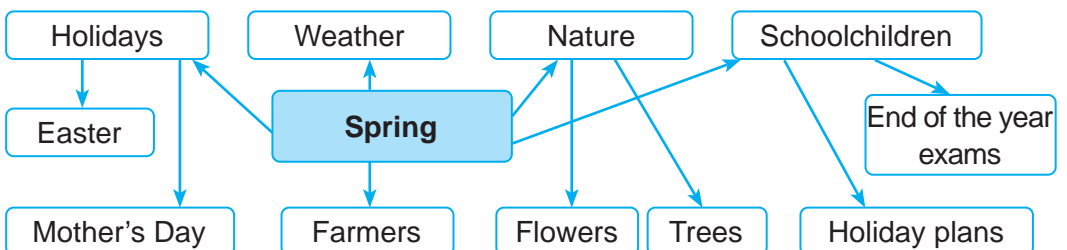


### WINDS OF MARCH

Winds of March, we welcome you,  
There is work for you to do.  
Work and play and blow all day,  
Blow the winter cold away.



5. Speak about spring time. Use the mind map.





6. Look at the pictures and describe them. Use the model.



*Model:* Picture 1 shows the weather and the nature in spring. It's usually warm in spring. The nature wakes up after a winter's sleep. The trees are in blossom. You can see lots of spring flowers everywhere: in the parks and gardens.

- 7\*. Make up as many sentences as you can using the table given below.

You	must (don't) have to	put on wear	sunglasses gloves winter boots a bathing suit a sweater a hat a T-shirt socks	when it is	cold hot windy frosty freezing nasty sunny warm foggy	outside.
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8. Find as many words as you can on the topic "Winter. Spring" in the chain of letters given below.

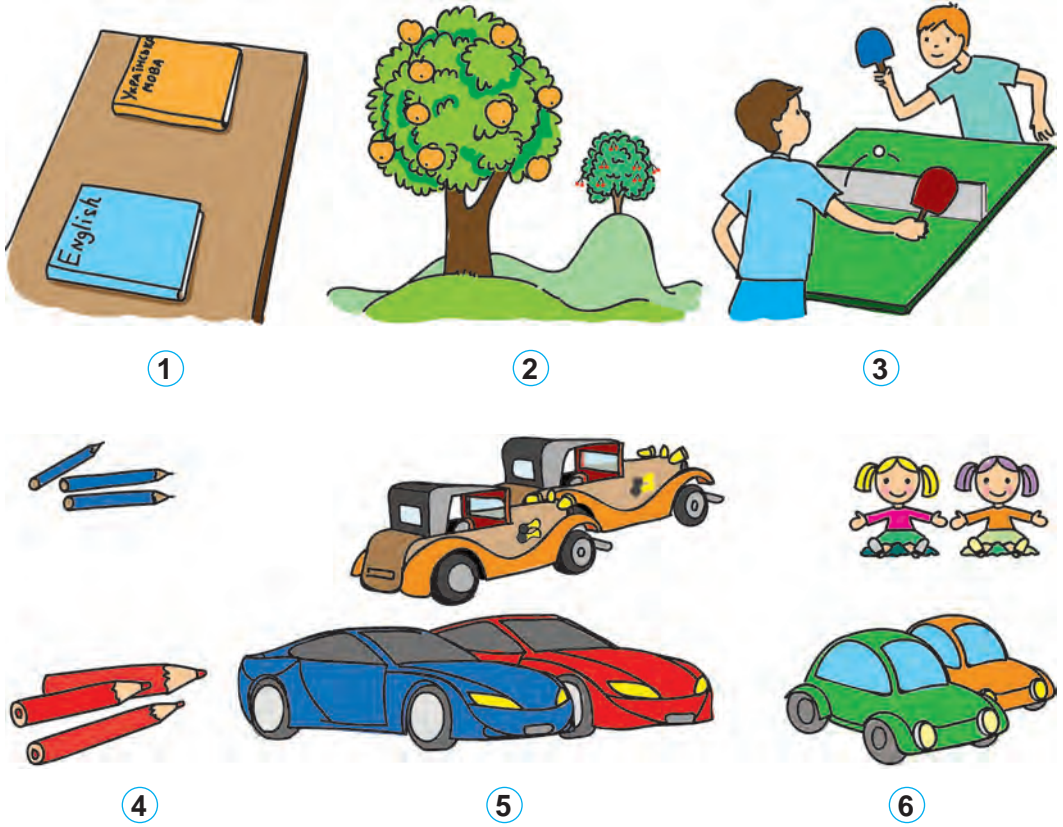
sharvesthunderiverainbflightningdbudnastyfrostyardwinterwthawb



We use **this** (singular) and **these** (plural) with nouns to show objects or people closer to the speaker.

We use **that** (singular) and **those** (plural) with nouns to show objects or people further from the speaker.

9. Look at the pictures. Read the sentences under them.



1. This book is English. That book is Ukrainian.
2. This tree is an apple tree. That tree is a cherry tree.
3. This boy is Jack. That boy is Ron.
4. These pencils are red. Those pencils are blue.
5. These cars are new. Those cars are old.
6. These are my toys. Those are my sister's toys.

## Lesson 47

### 1. Listen and read. Change the highlighted words and practise with a friend.



*Mrs. Wilkins:* Jim, how's the weather today?

*Mr. Wilkins:* It's **terribly hot!**

*Mrs. Wilkins:* Then Jane must wear a **white T-shirt** and her **blue skirt** today.

*Mr. Wilkins:* That's right.

### 2. Read the words and word combinations.

to bathe	[beɪð]
to get suntanned	['sʌntænd]
entertainment	[entə'teɪnm(ə)nt]
mountainous	['maʊntɪnəs]
to warm	[wɔ:m]
to be full of impressions	
average	['ævərɪdʒ]
academic year	[,ækə'demɪk jɪə(r)]
seaside	['si:saɪd]
to be eager	
to share	[ʃeə]

### 3. a) Listen and read the text.



#### SUMMER

Summer is probably the most popular season among schoolchildren. It's the time for fun, entertainment and a good rest.

Most families try to go to the seaside to bathe and get suntanned, but some prefer to have their rest in the mountains and breathe fresh mountain air.

The weather is wonderful in summer in all parts of Ukraine. It is usually warm, sometimes hot. The sun warms the water in the sea, the rivers and lakes.

If your family doesn't go to the seaside you can bathe in the river or lake in your town or village. The average summer temperature is +25–27 °C. It seldom rains. If it rains, it is still warm outside in summer.

When the schoolchildren are back to school in September they look healthy and ready to start a new academic year. They are also full of impressions from their summer holidays and eager to share them with their friends.



**b) Say whether the following sentences are true (T) or false (F). Correct the false sentences.**

1. Summer is the most popular season among the parents.
2. Most families go to the mountains to bathe in the river and get suntanned.
3. When summer ends and the schoolchildren go to school they don't look tired or ill.
4. In summer the water is warm in a lake or river.
5. Summer is the time for new impressions and entertainment.
6. The schoolchildren don't like to say something about the time they spent during their summer holidays.
7. The new academic year starts in September.

**4. Read the rhyme and learn it.**

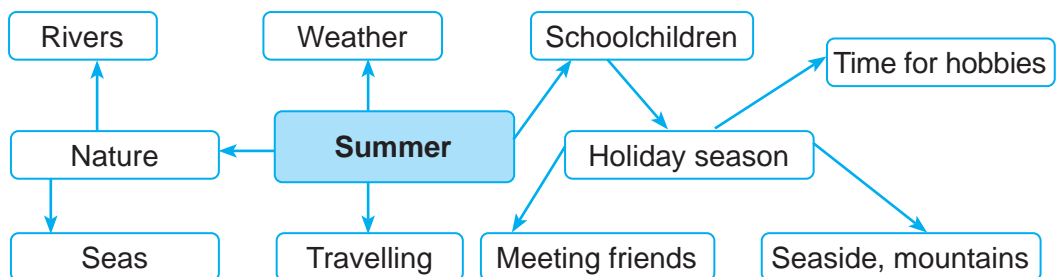
The summer sun in the sky,  
 Shining, shining up so high  
 Makes it warm for outside fun.  
 To play in the park and run,  
 To swim and hike and fish,  
 And to go on a picnic if you wish.



**5. Read the tongue twisters as quickly as you can. Then learn one of them.**

- Denise sees the fleece, Denise sees the fleas.  
 At least Denise could sneeze and feed and freeze the fleas.
- The thirty-three thieves thought that they thrilled the throne throughout Thursday.
- Can you can a can as a canner can can a can?

**6. Speak about summer time. Use the mind map.**



## Lesson 48

## 1. Listen and complete the dialogue with the words you hear.



*Jane:* Do you like autumn, Mykhailyk?

*Mykhailyk:* No, I don't. I think it's a dull season. The grass is (0) yellow; the leaves fall (1) \_\_\_\_\_ the trees. It often rains. It's cold. No, I don't like autumn. But I like winter and summer.

*Jane:* Do you? But why?

*Mykhailyk:* Well, because the days are (2) \_\_\_\_\_ and warmer in summer, and we don't have to go to (3) \_\_\_\_\_ .

*Jane:* And why do you like winter, I wonder?

*Mykhailyk:* Oh, you can have a very good time in winter, too. You can ski, skate, sledge, play (4) \_\_\_\_\_ . The (5) \_\_\_\_\_ and the fields look (6) \_\_\_\_\_ in winter.

*Jane:* Well, I like spring and I like autumn, too. I enjoy the sun in spring, because it's not very (7) \_\_\_\_\_ .

*Mykhailyk:* But what do you like autumn for?

*Jane:* It's a (8) \_\_\_\_\_ season — the trees are of different (9) \_\_\_\_\_. And it is the tastiest season, you know. There are a lot of (10) \_\_\_\_\_ and vegetables in autumn.



## 2. Read the words and word combinations.

to turn red and brown

dull

to last

tasty

to pour cats and dogs

to go out

wet

cloudy

golden autumn

foggy

[dʌl]

[lɑːst]

['teɪsti]

[wet]

['klaʊdi]

['fɒgi]

**Degrees of Comparison of the Adjectives**

		Comparative	Superlative
one-syllable	big fast	bigger faster	the biggest the fastest
two-syllables (-e, -ow, -y, -er)	happy narrow simple clever	happier narrower simpler cleverer	the happiest the narrowest the simplest the cleverest
two and more syllables	famous difficult generous	more famous more difficult more generous	the most famous the most difficult the most generous
<b>Irregular forms</b> good — better — the best bad — worse — the worst			

### 3. Compare as in the model.

*Model:* a long pencil — a longer pencil — the longest pencil  
 a beautiful girl — a more beautiful girl — the most beautiful girl

A short ruler, an interesting tale, a wonderful toy, a funny monkey, long hair, big houses, a famous sportsman, a clever dog, an old car, an expensive car, a long street, new books, a nice puppy, a funny story, a favourite film, a happy child, an easy task.

### 4. Listen and read the text. Answer the questions.



#### AUTUMN

Autumn is another season, or as Americans call it — the fall. It is the time for the harvest. The fruit and vegetables are the tastiest in autumn. But it becomes colder and colder every autumn month. It is still warm in September, but it can even snow in late October. The leaves on the trees turn red and brown in October and then they fall in November. It often rains in autumn, sometimes it pours cats and dogs. The rain is usually cold and can last for several days. It is sometimes foggy in the mornings. The temperature is +5–10 °C.

The children don't go out as often as in summer or winter, because it is wet and cloudy outside. But the nature is very beautiful in early autumn. People often call this season golden autumn.



1. What is another name for autumn in the USA?
2. Can it snow in September?
3. What is the weather like in autumn?
4. Why don't the children go out much in autumn?
5. Does it often rain in autumn?
6. What kind of rains are there in autumn?

**5. Listen and read the rhymes and learn one of them.**



\*\*\*

The leaves are falling  
One by one.  
Summer's over  
School's begun.  
Leaves in the autumn came tumbling down,  
Scarlet and yellow, russet and brown,  
Leaves in the garden swept in a heap,  
Trees got undressed ready for sleep.



### SEPTEMBER

September means it's time again for going off to school. The days are getting shorter and the nights are getting cool.



### OCTOBER

October's the month  
When the smallest breeze  
Gives us a shower  
Of autumn leaves.  
Bonfires and pumpkins,  
Leaves sailing down —  
October is red  
And golden and brown.

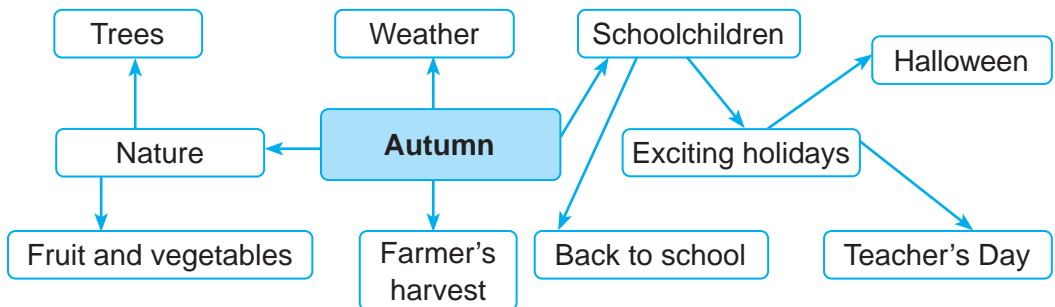


### NOVEMBER

No sunshine, lots of rain,  
No warm days, snow again!  
No bugs or bees  
No leaves on trees.  
You must remember  
This is November!



6. **Speak about autumn time. Use the mind map.**





## Lesson 49

## 1. Listen and read the dialogue. Act it out in pairs.



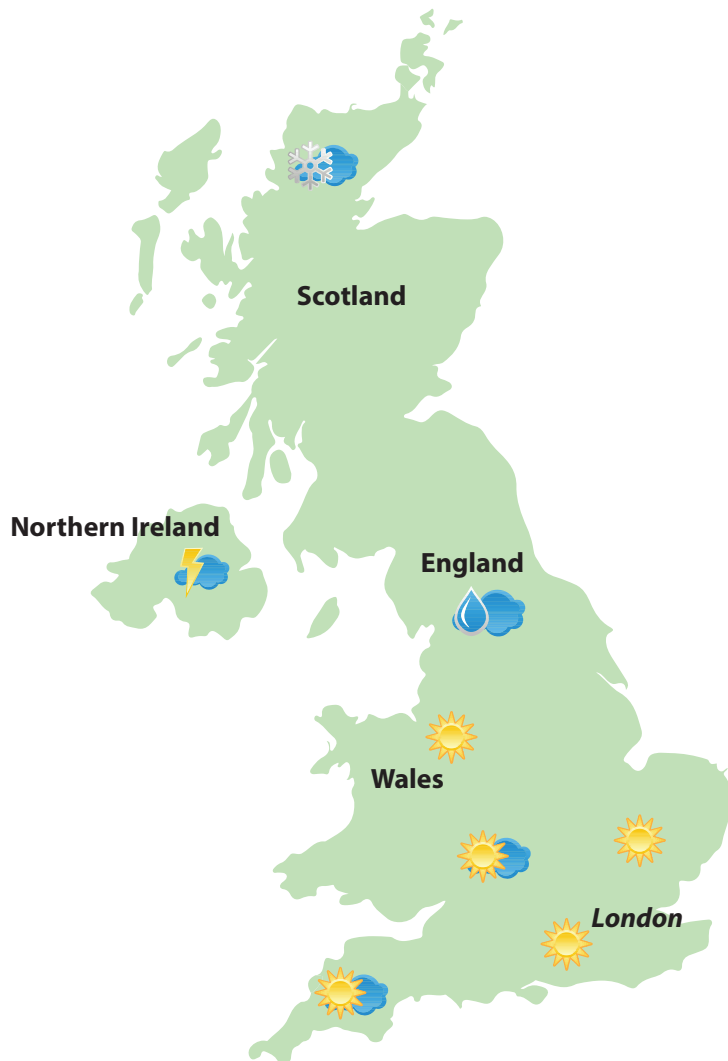
*Jane:* Did you hear the weather forecast for today, dad?

*Father:* Yes, I did. It's going to rain today. Don't forget your umbrella.

*Jane:* Should I wear a warm sweater, dad?

*Father:* You'd better put it on. It is going to be rather cold today.

## 2. Look at the picture, listen and read the weather forecast. Then say whether the sentences are true or false. Correct the false sentences.



Good evening, and here is the weather forecast for tonight. Scotland is going to be cold and it is going to snow a little. In the northeast it is going to be a wet day and the rain may move to Wales and the Midlands during the afternoon. In the east it is going to be generally dry, but dull and cloudy. In the south and the southwest it is going to be a bright clear evening with sunshine, but it may rain during the night. In the southeast it may be foggy. It may be windy.

1. It is going to be a good evening in the southwest of England.
2. It is going to rain in the northeast.
3. The evening is going to be clear in the southeast.
4. It is not going to rain in the south.
5. It may rain in the Midlands and Wales.
6. It is going to snow in Wales.

**3. Look at the picture and decode the letters and letter combinations.**

W, N, NW, NE, E, SE, SW, S

*Model:* SW — southwest

**4. Read the rhymes and learn one of them.**

**SEASONS OF THE YEAR**

Here we go round the year again,  
 The year again, the year again.  
 Here we go round the year again,  
 To greet the different seasons.  
 Wintertime is time for snow.  
 To the south, the birds will go.  
 It's too cold for plants to grow  
 Because it is the winter.  
 In the springtime, days grow warm.  
 On the plants, the new buds form.  
 Bees and bugs come out to swarm  
 Because it is the spring.  
 In summertime, the days are hot.  
 Ice cold drinks I drink a lot!  
 At the beach, I've got a spot  
 Because it is the summer.  
 Autumn is here, the air is cool.  
 Days are short, it's back to school.  
 Raking leaves is now the rule  
 Because it is autumn.

### WORLD WEATHER

In the North it's snowing, and in the South it's hot.

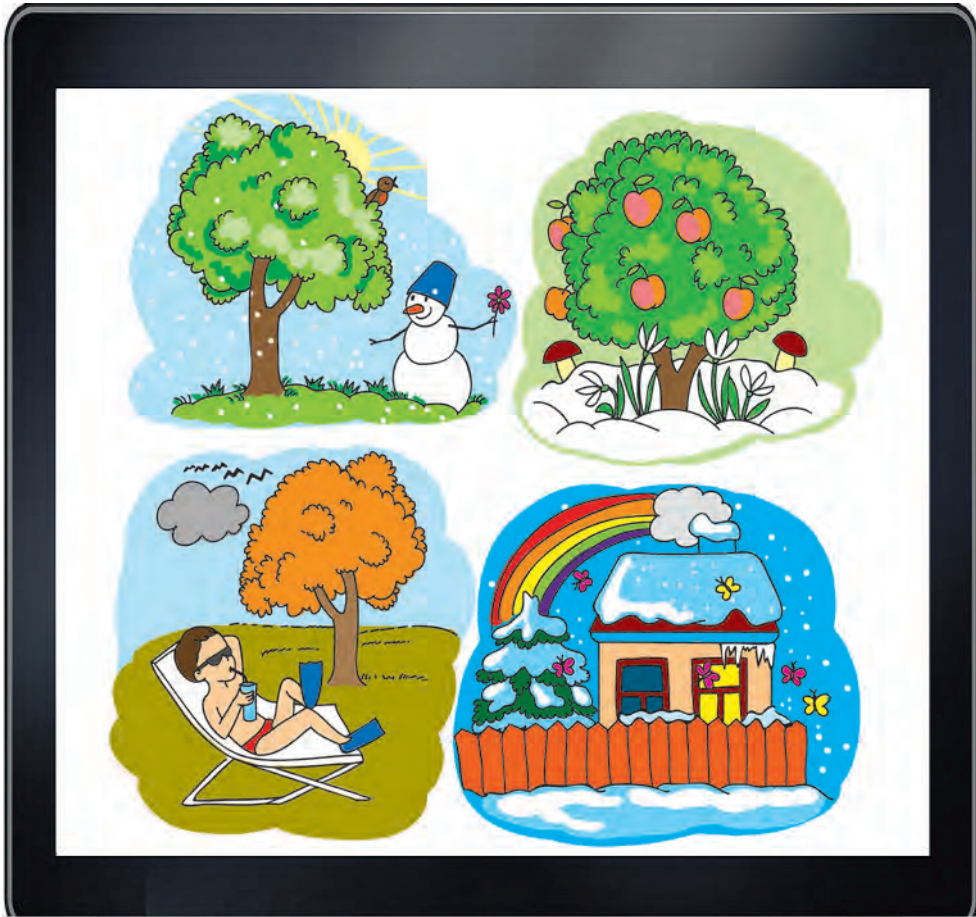
In the East the wind is blowing, and in the West it's not.

In the South the sun is shining, and in the West the sky is blue.

In the East it's raining, and in the North it's raining, too.

5\*. **Look at the pictures and say what mistakes the painter made.**

*Model:* A snowman doesn't exist in spring. It doesn't snow in spring. The snow usually melts in spring. You can see snowmen in winter.



6. **Practise as it is given in the model.**

*Model:* Rains/warm — The rains in autumn are not as warm as they are in summer. The rains in spring are warmer than in autumn. They are the warmest in summer.

1. leaves/green

3. sun/warm

5. sky/cloudy

2. snow/much

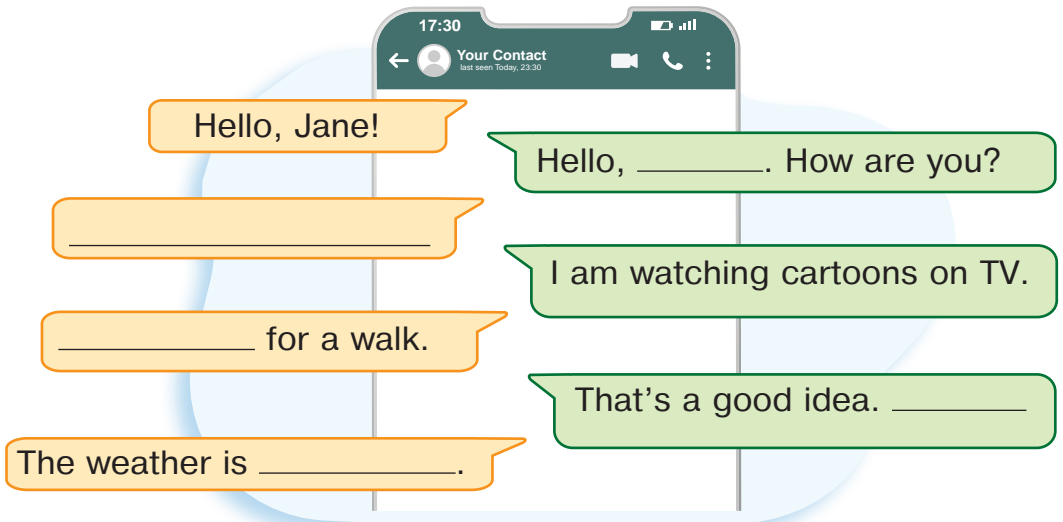
4. water/cold

6. fruit/tasty



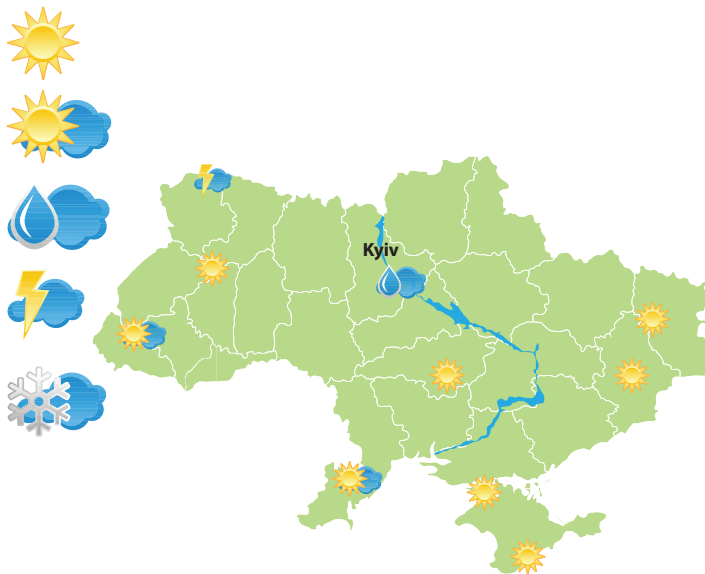
# Lesson 50

1. You are chatting with Jane about today's weather. Complete the chat boxes.



2. Using the picture and the symbols of weather conditions write the weather forecast for tomorrow in Ukraine. Use the text in exercise 2, lesson 49 and the model to help you.

*Model:* It's going to be sunny in the west of Ukraine. It's going to ...



3. **Write 6-7 sentences about the seasons of the year.**
4. **Make up questions to the following answers. Start your questions with the words in brackets.**
1. It is a very cold season. (Is...?)
  2. In summer the trees and fields are green. (What colour...?)
  3. The sun shines brightly. (Does...?)
  4. Children love summer very much because they don't go to school then. (Why...?)
  5. The children are playing in the yard. (Where...?)
5. **This is your plan for this week. It is Wednesday now. Say what you did on Sunday, Monday, and Tuesday, what you are doing today, and what you are going to do on Thursday, Friday, and Saturday. Use the model.**

*Model:* I am very hard-working. On Sunday I helped my sister with her homework...

Today, I am helping my father... Tomorrow I am going to...

<b>Sunday:</b> to help my sister with her lessons	
<b>Monday:</b> to go to the shop	
<b>Tuesday:</b> to visit my Granny	
<b>Wednesday:</b> to help my father with our car	
<b>Thursday:</b> to send a letter to my aunt	
<b>Friday:</b> to learn English rhymes	
<b>Saturday:</b> to clean my room	

- 6\*. **Correct mistakes in the given sentences.**
1. These tree are very green this year.
  2. Can you give me that apples, please? — Which ones? — These, over there.
  3. That house is close to me and this house is far from me.
  4. That leaves are yellow, and this leaves are green.
  5. This are my shoes. And that are his boots.
- 7\*. **Find on the Internet the information about yesterday's weather in Great Britain. Compare it with yesterday's weather in Ukraine. Make a brief report.**



## REVISION

## Lesson 51

1. Listen and repeat the dialogue. Act it out in pairs. Then answer the questions after the dialogue.



*Mykhailyk:* Hello!

*Jane:* Hi, Mykhailyk. It's Jane.

*Mykhailyk:* Jane! How are you?

*Jane:* Fine. You can't imagine how beautiful it is here in Odesa.

*Mykhailyk:* What's the weather like?

*Jane:* It's very hot and the sun is shining.

*Mykhailyk:* Where is your sister? What is she doing?

*Jane:* She is swimming in the sea. We have got suntans and we are very happy.



1. What town/city are Jane and her sister in?
2. What is the weather like there?
3. Where is Jane's sister?
4. What is she doing?
5. Are Jane and her sister happy or sad?

2. Find as many words as you can on the topic “Summer. Autumn” in the chain of letters given below.

swimfallleavesunnyyellowdrwarmaharvesttastyhotseaomholiday

3. You have got the answers to the questions. Say what the questions are.

1. I don't like autumn.
2. My favourite season is spring.
3. No, it isn't cold in spring. It's warm.
4. Yes, the academic year finishes in spring.
5. It begins in September.

- 4\*. Read the texts and fill in the missing words.

1. Winter is a wonderful ... . On a bright winter day the sun ... and the trees are covered by ... . We like winter for the best ... of the year.
2. In early spring it is generally ... . But it becomes ... and is occasionally ... , often thunders with ... .
3. In summer most families go to the ... to bathe and get ... . Some people prefer to have their holidays in the mountains and ... fresh ... air.



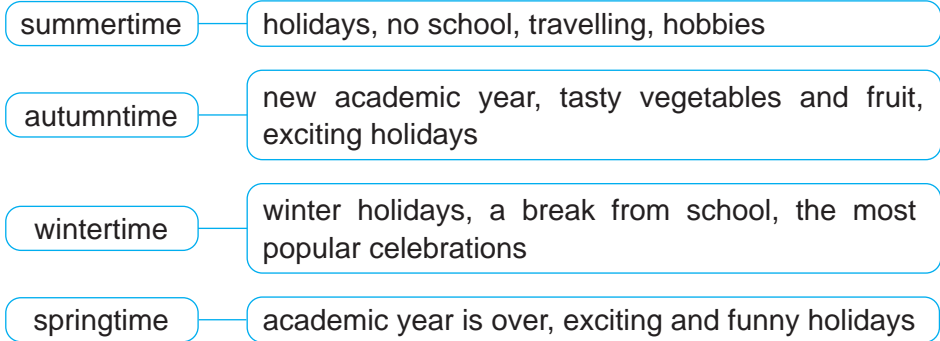
5. Read the tongue twisters as quickly as you can. Then learn one of them.

- Seth at Sainsbury's sells thick socks.
- Roberta ran rings around the Roman ruins.
- Six sick hicks nick six slick bricks with picks and sticks.
- I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.



## Lesson 52

1. **Look at the mind map and make up as many sentences as you can. Use the model to help you.**



*Model:* Every season has got its surprises for the schoolchildren. Summertime gives the best holidays: the schoolchildren don't go to school in summer. Families usually travel to different places in Ukraine and outside it. There are lots of trips to the seaside, the mountains, different interesting places. It's also a perfect time for hobbies: schoolchildren can read their favourite books, play games and chat with friends.

2. **Give advice to the children. Say what they should wear to go outside in the given weather.**

*Model:* *Jane:* Mum, what is the weather like today?

*Mother:* It's warm, but a little windy.

*Jane:* What should I wear (put on)?

*Mother:* You should put on your green dress and a sweater.

1. It's rainy and nasty.
2. It's frosty and it's snowing.
3. It's hot and sunny.
4. It's warm but rainy.

3. **Answer the questions.**

1. What season comes after winter?
2. What is your favourite season? Why?
3. What season is your birthday in?
4. What season does summer follow?
5. What is the weather like in early autumn?
6. What do the Americans call autumn?



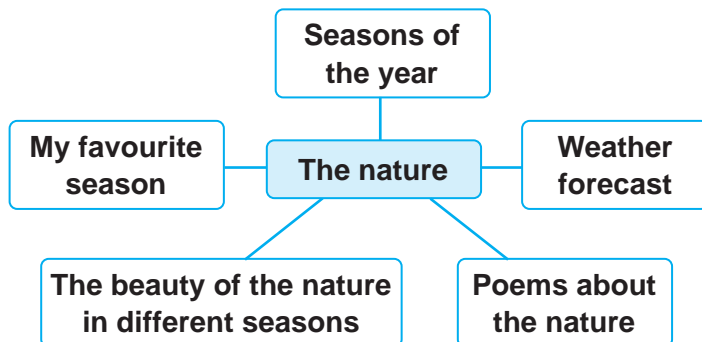
4. Find 14 words on the topic “Seasons and Weather” in the box of letters given below.

a	u	t	u	m	n	b	d	w	f
f	j	m	h	o	w	e	t	i	o
a	c	f	r	e	e	z	i	n	g
f	o	r	e	c	a	s	t	d	g
q	c	o	o	l	t	p	k	y	y
c	n	s	r	a	h	u	w	a	t
o	c	t	o	b	e	r	g	e	d
l	c	y	h	a	r	v	e	s	t
d	s	u	m	m	e	r	v	l	i
g	f	s	o	w	i	n	t	e	r

5\*. Make up as many sentences as you can using the table given below.

It	was is is going to	cold snow wet rain generally dry cloudy and dry a bright clear day foggy windy	during the day in the southwest in the north in the northeast in the south in the morning in the southeast	of	Ukraine. Great Britain. Europe. our country.
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6. Get ready to speak about the nature.



# Unit 7

## TRAVELLING. GREAT BRITAIN. UKRAINE

### Lesson 53

1. a) Use the questions (A-D) to complete the dialogue.

A: \_\_\_\_\_

B: Yes, it is.

A: \_\_\_\_\_

B: Yes, of course.

A: \_\_\_\_\_

B: Yes, it is.

A: \_\_\_\_\_

B: Yes, certainly.

A May I borrow it for a minute, please?

B Excuse me, is this seat free?

C Er... is that your newspaper?

D Is it OK if I sit here?



- b) Listen and check.



2. Read the words and word combinations.

means of travelling	
route	[ru:t]
whenever	[wen'evə]
wherever	[wer'evə]
far	[fɑ:r]
a distance	['distəns]
to get tired	
petrol	['petrəl]
a coach	[kəʊtʃ]
hiking	['haɪkɪŋ]

3. Listen and read the text. Then answer the questions after it.



**MEANS OF TRAVELLING**

Most people like to travel, because travelling gives you much new and interesting information about the world, different foreign countries, the nature and other people.

There are different means of travelling, and they have got their advantages and disadvantages.

You can travel on foot. This is hiking. It is the cheapest way to travel. You can go wherever you like — there isn't any special route. You can stop and have a rest whenever and wherever you want. But it can take you much time to travel over far distances, and that's why you can soon get tired.

A faster and a more comfortable way is travelling by car. But you must have enough money to buy petrol for your car, and still you can not travel very fast.

People also travel by coach: you don't drive your car and don't get tired. But this way of travelling takes much time as well.

You can cover longer distances by train or by plane, but then it is more expensive. Moreover, you don't see anything behind the plane window.

1. Why do most people like to travel?
2. Do you like to travel? Why?
3. What is the cheapest way to travel?
4. What are other advantages of travelling on foot/by car/by coach/by train/by plane?
5. What are the disadvantages of travelling on foot/by car/by coach/by train/by plane?
6. Do you need money to travel by car? Why?
7. Can you travel very fast by car? Do you like to travel by car? Why?
8. When did you last travel by coach/by train/by plane? Where did you go? Did you like travelling in this way?

**4\*. Make up as many sentences as you can using the table given below. There is a model to help you.**

*Model:* When he goes by bus he can travel wherever he wants.  
When they go on foot they can choose a route themselves.

When	you	travel	car		go				
	he	travels	coach	you	see		whenever	you	want.
	she	go	ship	he	travel		wherever	he	wants.
	they	goes	foot	she	stop		what	she	like.
		tour	bus	they	visit		that	they	likes.
		tours	plane		have some rest				
			train		choose a route				
			bicycle						

**5. Read the rhyme and learn it.**

“Would you like to go by bus?  
Would you like by car?  
Would you like to go on foot?”  
“No, thanks. It’s much too far!”

**6. Choose the correct word for each blank.**

longer, more interesting, shorter, more beautiful, easier,  
more expensive, bigger, longest, tastier, older, thinner, funnier

1. The giraffe has got a ... neck.
2. What street is the ... in your town?
3. My mother can bake a ... cake than your mother.
4. Yesterday I ate a ... apple.
5. The horse has got a ... tail than the pig.
6. My sister is ... than your sister.
7. My father is ... than my mother.
8. Your joke is ... than Jane’s joke.
9. This story is ... than the one we read yesterday.
10. That dog is ... than my dog.
11. This task is ... than the previous one.
12. My father’s car is ... than his friend’s car.



# Lesson 54

## 1. Listen and act out.



*Mykhailyk:* What did you do last weekend, Jane?

*Jane:* I went to Berlin.

*Mykhailyk:* Really? How did you go there?

*Jane:* I went by coach.

*Mykhailyk:* How much time did it take you to get there?

*Jane:* It took about 14 hours.

## 2. Read the texts and fill in the table.

- Ann is a student at Washington school. She studies Spanish and she goes to Spain every summer to lie in the sun and practise this foreign language. She always flies by plane.
- Steve is Ann's brother. He went to India last year. He saw the Taj Mahal, and rode on an elephant. He went there by ship.
- Ann's mother and father went to Italy last summer. They flew there by plane, but they toured Italy by coach. They saw a lot of interesting places there. They ate spaghetti in Rome and took a lot of photographs.
- Ann's uncle Richard is going to hitchhike around the United States next summer. He is going to spend a month on his tour. He is going to eat hamburgers and drink Coca-Cola.



Name of a traveller	The place of a tour	Time of travelling	Means of travelling	Activities
Ann				to lie in the sun; to practise Spanish
Ann's parents	Italy			
Richard			hitchhiking	
Steve		last year		

**3. Use the texts in exercise 2 and answer the questions.**

- How often does Ann travel to Spain?
- What is Richard going to do in the United States?
- How did Steve travel to India?
- What are Richard's means of travelling going to be?
- How did Ann's parents tour Italy?
- Is Spanish a native or a foreign language for Ann?
- What did Ann's parents do in Italy?

**4. Think of advantages and disadvantages of different means of travelling and try to continue the text in exercise 3 (lesson 53) with the information about sea voyage (travelling by ship).**

**5. Write as in the model.**

*Model:* easy — easier — the easiest; famous — more famous — the most famous

Handsome, funny, wonderful, clever, interesting, thick, happy, old, bad, cold, good, warm, beautiful.

**6\*. Do you know the world map? Answer the following questions.**

- If you travel to Canada which means of travelling can you use?
- Can you go to Japan by car? Why or why not?
- If you travel to France, can you go there by ship? Why or why not?
- What is the longest river in the world?
- Which is a bigger continent — Africa or Australia?

**7. Write a story about your travelling experience last summer. Use the model.**

*Model:* Last year I had a chance to travel a lot.

In June my father took me on a hiking trip to Hoverla. It was great! We had to go up the mountain for 5 hours. I got really tired, but we were happy.



## Lesson 55

1. **Jane and Mykhailyk are talking about Mykhailyk's trip to France. Read Mykhailyk's answers and guess Jane's questions. Then write the dialogue in your exercise books.**

**Jane:**      **Mykhailyk:**

1.      It was excellent.
2.      Yes, we did. We spent some days in Paris and then we went to
3.      the seaside.
4.      By train. Yes, it was a very fast train. We got to the place very quickly.
5.      We stayed there 4 days.
6.      It was wonderful. It was warm and sunny.

2. **Read the names of the countries and their capital cities.**

Great Britain (the UK or England)	[greɪt 'brɪt(ə)n]
London	['lʌndən]
Poland	['pəʊlənd]
Warsaw	['wɔːsɔː]
Bulgaria	[bʌl'ɡeəriə]
Sofia	['səʊfiə]
Greece	[ɡriːs]
Athens	['æθɪnz]
Italy	['ɪtəli]
Rome	[rəʊm]
France	[frɑːns]
Paris	['pærɪs]
Spain	[speɪn]
Madrid	[mæ'drɪd]
Germany	['dʒɜːməni]
Berlin	[bə:'lɪn]
Austria	['ɒstriə]
Vienna	[vi:'enə]
Ukraine	[ju:'kreɪn]
Kyiv	['kiːjɪv]

### 3. Look at the pictures, read the sentences and fill in the blanks.



I am Mykhailyk.  
I am from the capital  
of Ukraine.  
I am from ... .



I am Magda.  
I am from the capital  
of Poland.  
I am from ... .



I am Jane.  
I am from the capital  
of Great Britain.  
I am from ... .



I am Dolores.  
I am from the capital  
of Spain.  
I am from ... .



I am Barbara.  
I am from the capital  
of Greece.  
I am from ... .



I am Lucas.  
I am from the capital  
of Germany.  
I am from ... .



I am Eva.  
I am from the capital  
of Bulgaria.  
I am from ... .



I am Albano.  
I am from the capital  
of Italy.  
I am from ... .





I am Hanna.  
I am from the capital  
of Austria. I am from ... .

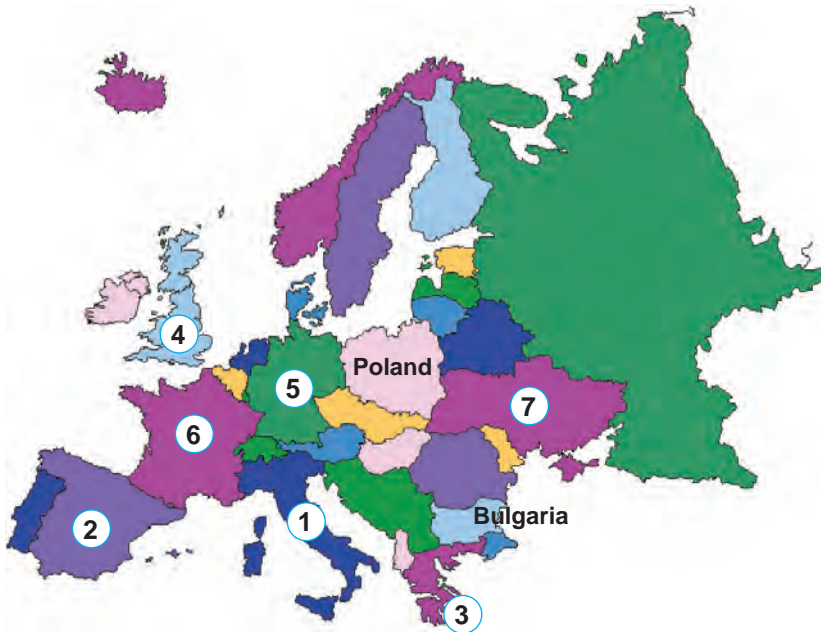


I am Zenadine.  
I am from the capital  
of France. I am from ... .

**We are from Europe.**

4. **Do you know the map of Europe? Look at the map and say what countries are hidden behind the numbers. You have the names of the hidden countries in the box.**

*Model:* Ukraine is hidden behind number ... .



Ukraine, Italy, France, Greece, Germany, Great Britain, Spain

5. Read the text about London and say what you can see in the pictures after it.

### LONDON

London is the capital of Great Britain. Many people call it the heart and soul of the UK due to its history, culture and diversity.

It is a very big and beautiful city that is quite popular for international tourism. There are many architectural monuments in it. One of them is a large clock tower located at the northern end of the Palace of Westminster. The clock tower is 96 meters tall. It contains the Great Clock, a striking clock with five bells. The tower is nicknamed "Big Ben", however it is the name of the largest bell. The tower was officially called the Clock Tower until 2012, when it was renamed to Elizabeth Tower. The Buckingham palace is the official residence of the King. You can see the Changing of the Guard ceremony there. The Tower of London was used as a fortress, a royal palace and a prison. Now it's a museum. A modern but already very popular tourist attraction is the London Eye, a giant observation wheel. Each capsule of the Ferris wheel can hold up to 25 passengers. It is the tallest Ferris wheel in Europe.

There are many other attractions in London, so this city is worth seeing.



6. Look at the picture. It's Jane's postcard to Mykhailyk. Read what Jane wrote on it and make up a similar one. Then write it down into your exercise books. Imagine you are on a trip in Rome.

Dear Mykhailyk,  
This is a picture of Paris. The weather is beautiful here.

The hotel is excellent. But the food isn't very good.

It is very expensive to stay in Paris.

I don't speak French well, but the people are very hospitable here.

See you soon.

Best wishes,

Jane.



7. Write down a postcard from London. Address it to your friend from Ukraine. You can use the information from exercise 5.



## Lesson 56

## 1. Listen and read the dialogues. Give the titles.

**Dialogue 1**

*Jane:* I'd like a room, please.

*A receptionist:* A single room or a double room?

*Jane:* A double room, please.

*A receptionist:* With or without a bathroom?

*Jane:* With, please.

*A receptionist:* For how many nights?

*Jane:* Just for one night, please.

**Dialogue 2**

*A stranger:* Excuse me!

*Jane:* Yes?

*A stranger:* Are you English?

*Jane:* Yes. Yes, I am.

*A stranger:* Oh, I am English too. Are you here on holiday?

*Jane:* Yes, I am. I am a schoolgirl. Where are you from?

*A stranger:* I am from London.

*Jane:* Are you a businessman?

*A stranger:* No, I am not. I am a tourist.

## 2. Read the words and word combinations.

passport control

customs

customs officer

to go through the customs

arrival

departure

information desk

timetable board

foreign country

to book seats

luggage

fare

['kʌstəmz]

[ə'reɪv(ə)l]

[dɪ'pɑ:tʃə]

['lʌɡɪdʒ]

[feə]

3. **Read the text and get ready to retell it. Use your answers to the questions in exercise 4.**

When you travel to a foreign country you should go through the customs. First you must pass the passport control, then the customs officer may ask you some questions about your luggage.

The time of arrival and departure of buses, trains, or planes is on the timetable board. If you need special information you can ask a lady at the information desk. You can buy tickets just before the departure or you may book your seats a long time before your trip. The fare of a bus ticket is usually the lowest. The most expensive are plane tickets.



4. **Answer the questions given below.**

1. What do you have to go through when you travel to a foreign country?
2. What questions may a customs officer ask you when you go through the customs?
3. Is the fare of a train ticket more expensive than that of a plane ticket?
4. Where can you find the information about the arrival and departure time?
5. Where can you get special information about the timetable of buses, trains, or planes?

5. Find as many words as you can on the topic “Travelling” in the chain of letters given below.

tspassportravellinguideparturecustomseatimetableboardlarrivalpor

6. Match the words with their definitions. Then make up a sentence with each word.

- |           |  |
|-----------|--|
| customs   | • an act of leaving a place, especially at the start of a journey                      |
| arrival   | • a list of the times at which buses, trains, planes etc. arrive and leave             |
| foreign   | • a vehicle that flies in the air and has wings and at least one engine                |
| hitchhike | • the place where your bags are checked for illegal goods when you go into a country   |
| passport  | • an important city where the main government of a country, state etc. is              |
| timetable | • a small official document that you get from your government, that proves who you are |
| departure | • to travel to places by getting free rides from drivers of passing cars               |
| capital   | • from or relating to a country that is not your own                                   |
| plane     | • an act of coming or being brought to a place   |

7\*. Look at the photos and say what kind of travelling you like. Say why you like it. Use the model.



*Model:* There are different kinds and means of travelling, but I like travelling by train the most. Firstly, your travel is very comfortable: you can sit, walk, or even sleep in a train compartment. Secondly, you can see wonderful scenery behind the window. Finally, you can meet a lot of interesting people during the trip.

Of course, there are some disadvantages in travelling by train, but they never spoil my impressions of any trip.



## Lesson 57

1. **Jane is staying in her relatives in Great Britain. What city is she going to visit? Listen and read to find out.**



*Jane:* Excuse me.

*Information office agent:* Yes, can I help you?

*Jane:* Yes. I'd like some information about trains, please.

*Information office agent:* Where to?

*Jane:* To London.

*Information office agent:* When?

*Jane:* Tomorrow.

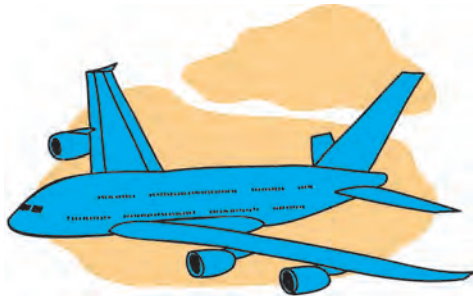
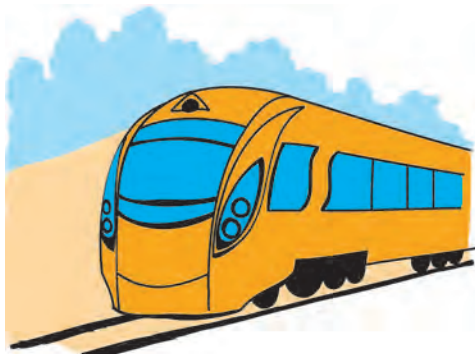
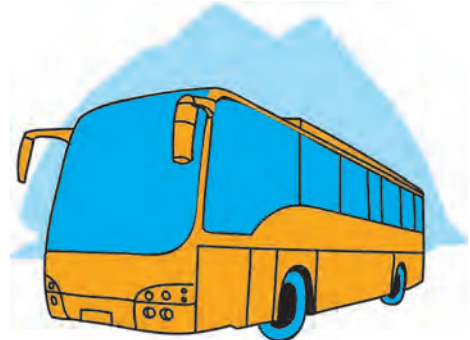
*Information office agent:* Morning or afternoon?

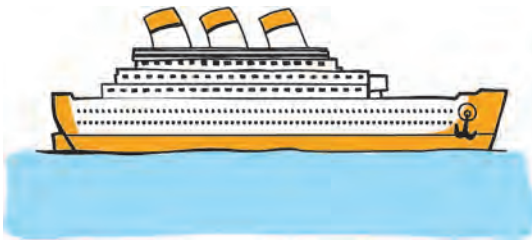
*Jane:* In the evening. About seven o'clock.

*Information office agent:* Let me see. There is one at 6:40.

*Jane:* Thank you.

2. **Look at the pictures and say how people can travel and answer the questions given below. Start your answers with the expressions from the box.**





1. Which is the quickest means of travelling?
2. Which is the most comfortable? Why?
3. Which is the cheapest way to travel?
4. Which is the most expensive?
5. Which means of travelling is the most interesting?

I personally think that ... —

To my mind, ... —

In my opinion, ... —



**much:** water, milk, time, coffee, tea, soup, place, bread, information, fruit, chocolate, money.

**many:** apples, sweets, bananas, eggs, tickets, cups of tea (coffee), glasses of milk (juice), pupils.

**Some** is commonly used in affirmative sentences or polite requests/offers.


**Would you like...?**

**Any** is commonly used in questions or negative sentences.



3. Make up as many sentences as you can using the table given below.

There	is	a lot of	money	before the beginning of the film.
Is	are	much	tickets	in the ticket office?
Are	aren't	many	sugar	in the jar?
	isn't	a little	time	in that book.
	there	any	bananas	on the plate?
			information	in this house.
			place	for this trip.

4.  When a person arrives at a town or city he/she hasn't been to before, he/she usually takes a taxi or travels in a taxi. Listen and read the dialogue and act it out with your partner. Then make up a similar one.

*A tourist:* Taxi!

*Taxi driver:* Where to, sir/madam?

*A tourist:* Can you take me to the airport, please?

*Taxi driver:* Certainly, sir/madam. Have you got any luggage?

*A tourist:* Yes. Can you bring it for me. It's over there.

*Taxi driver:* All right...Oh, it's very heavy.

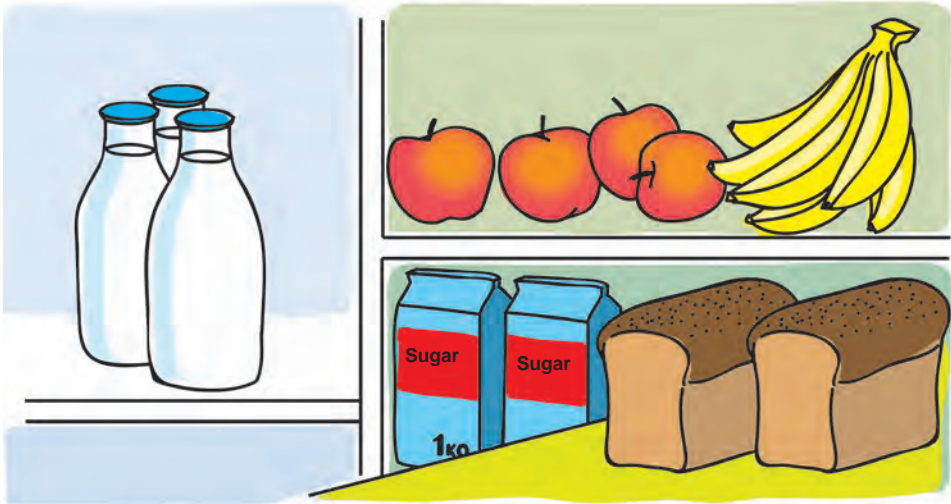
*A tourist:* Yes, it is. I am very sorry.



5. Find 12 words on the topic "Travelling" in the box of letters given below.

c	i	k	h	t	f	a	r	e	e	m
g	p	c	a	r	o	u	t	e	l	q
c	o	m	p	a	r	t	m	e	n	t
u	s	s	a	i	e	d	r	w	y	i
s	t	h	j	n	i	u	b	u	s	p
t	c	i	b	l	g	n	a	f	u	o
o	a	p	l	a	n	e	t	a	x	i
m	r	e	s	z	d	c	o	a	c	h
s	d	e	p	a	r	t	u	r	e	b
v	f	t	c	p	e	t	r	o	l	x

6. Look at the picture and answer the questions about it.



1. Is there any sugar in the shop?
2. Are there many apples in the shop?
3. Is there much bread on the shelf?
4. Are there a lot of bananas in the shop?
5. Is there any milk on the shelf?
6. How many bottles of milk are there on the shelf?
7. How much sugar is there in the shop?
8. How many kilos of sugar is Tom going to buy?

7. Look at the timetable and practise speaking as in the model.

*Model:* The train from Odesa arrives at platform 3.

You can expect the train at 14:48.

The train to Ivano-Frankivsk leaves from platform 9 at 15:04.

(The train at platform 9 is the 15:04 service to Ivano-Frankivsk).

Arrival	Platform	Time	Departure	Platform	Time
Odesa–Kyiv	3	14:48	Kyiv–Ivano-Frankivsk	9	15:04
Lviv–Kyiv	1	16:45	Kyiv–Kherson	2	18:45
Kharkiv–Kyiv	4	18:20	Kyiv–Dnipropetrovsk	5	20:08



## Lesson 58

## 1. Listen and complete the dialogue with the words you hear.



Jane: Goodbye, Mykhailyk.

Mykhailyk: Goodbye, Jane.

Jane: Have a nice (0) trip.

Mykhailyk: Thanks.

Jane: Don't forget to send me a (1) \_\_\_\_\_.

Mykhailyk: OK... Oh, I haven't got your (2) \_\_\_\_\_.

Jane: That's all right. I am going to (3) \_\_\_\_\_ it down for you.

Mykhailyk: All right. (4) \_\_\_\_\_.

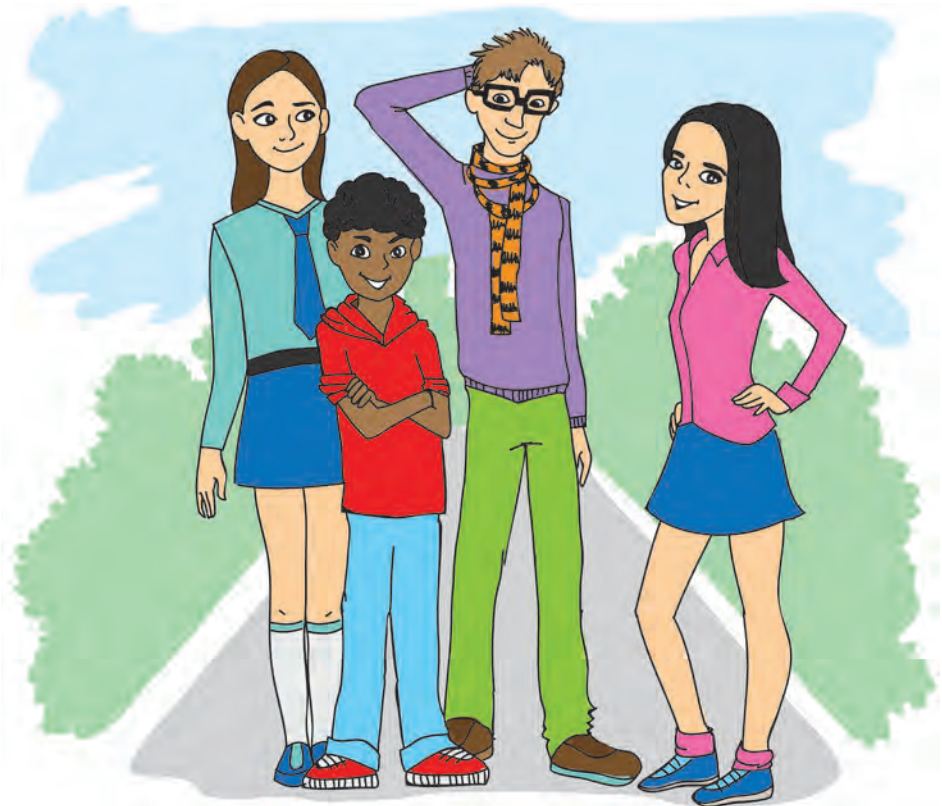
Jane: Bye.



## 2. Read the names of the countries and nationalities. Learn them.

The UK (the United Kingdom of Great Britain and Northern Ireland)	British
Ukraine	Ukrainian
The USA (the United States of America)	American
Italy	Italian
Japan	Japanese
China	Chinese
Poland	Polish
France	French
Spain	Spanish
Greece	Greek
Hungary	Hungarian
Germany	German
Canada	Canadian
Australia	Australian
Brazil	Brazilian

3. Ask and answer about the people in the picture as it is given in the model.



**Monika** (Italy)    **George** (the USA)    **Frank** (France)    **Dolores** (Spain)

*Model:* A: Who is that?  
 B: That's Bianca.  
 A: Where is she from?  
 B: She is from Poland.

4. Ask and answer about nationalities of the people in the picture in exercise 3.

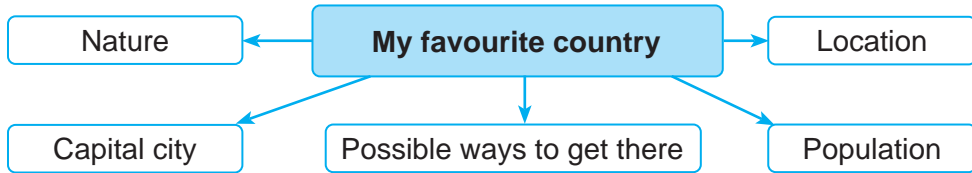
*Model:* A: Is Bianca Bulgarian/a Bulgarian?  
 B: No, she isn't.  
 A: Is she Polish/a Polish?  
 B: Yes, she is.  
 A: Are her parents Polish/the Polish?  
 B: Yes, they are.

## 5\*. Answer the questions.

1. What countries of the world do you know? Name them in English.
2. What countries have you visited in the last 4 years?
3. What countries are you going to visit in the near future?
4. What countries would you like to visit? Why?

## 6. Choose one of your favourite countries and say what you know about it. Use the model and the mind map given below.

*Model:* My favourite country is Spain. You can find it in Western Europe. The capital city of Spain is Madrid. It's a very big city with more than 1 million people. It's a beautiful country with sunny beaches and green mountains. You can get there by train or by bus. But the fastest way to get there is by plane. My family travelled to Spain last summer. We went there by our car.



## 7\*. Say what nationalities these people are. Use the model.



*Model:* Kim is from China. He is a Chinese. His parents are the Chinese, too.  
Susanna is from Italy, so she is an Italian. Her parents are Italians, too.



## Lesson 59

## 1. Listen and repeat the dialogue. Act it out in pairs.



*Mykhailyk:* Jane, have you got friends from Britain?

*Jane:* Are you kidding? I am British.

*Mykhailyk:* Are you British? You are not. You are English.

*Jane:* That means the same. The English, the Scots, the Welsh and the Irish — they all are from the UK and we call them the British.

*Mykhailyk:* I see.

## 2. Make up dialogues as it is given in the model. Act out your dialogues with your partner.

*Model:* A: Are you Hungarian/Hungarians?

B: Yes, we are.

A: Are you Chinese?

B: No, I am not. I am Japanese.

1. Polish? (Yes)
2. French? (Spanish)
3. Greek? (Bulgarian)
4. Spanish? (Yes)
5. German (Australian)
6. Brazilian (Yes)

## 3. Read the words and word combinations.

the British Isles  
Northern Ireland  
the Irish Sea  
the North Sea  
the English Channel  
separated  
wash  
Wales  
Scotland  
England

[ðə ,brɪtɪʃ 'aɪlz]  
[ ,nɔ:ðən 'aɪələnd]  
[ði ,aɪrɪʃ 'si:]  
[ðə ,nɔ:θ 'si:]  
[ði ,ɪŋɡlɪʃ 'tʃænl]  
['sepəreɪtɪd]  
[wɒʃ]  
[weɪlz]  
['skɒtlənd]  
['ɪŋɡlənd]

4. Look at the map and listen to the text. Then say whether the statements given after it are true or false.



### THE LAND AND THE PEOPLE OF GREAT BRITAIN

The United Kingdom of Great Britain and Northern Ireland (the UK) is the official name of the country which you can find on the British Isles. That's why when people say "Great Britain", or the United Kingdom, "Britain", or just "the UK" they mean the same — the country which you can see on the map.

It has got four parts: England, Scotland, Wales and Northern Ireland. The English people (the English) live in England, the Scots live in Scotland, the Welsh live in Wales, and the Irish — in Northern Ireland.

The English Channel separates the UK from Europe. The Atlantic Ocean in the north and the North Sea in the east wash the country's coastline. The Irish Sea separates the largest of the British Isles — Ireland and Great Britain.

1. You can find the UK on the British Isles.
2. The Irish Sea separates Great Britain from Europe.
3. The names "Great Britain", or the United Kingdom, "Britain" and "the UK" mean different countries.
4. The Scots live in Northern Ireland.
5. The Atlantic Ocean washes the UK coastline in the north.
6. The United Kingdom has got three parts.

5. **Study the table given below.**

The United Kingdom of Great Britain and Northern Ireland				
	<i>capital</i>	<i>people</i>	<i>nationality</i>	<i>language</i>
The UK	London	the British	–	English
England	London	the English	English	English
Scotland	Edinburgh	the Scots	Scottish	Scottish
Wales	Cardiff	the Welsh	Welsh	Welsh
Northern Ireland	Belfast	the Irish	Irish	Irish

The	—
Names of seas, oceans, channels, rivers, groups of islands  The Atlantic Ocean, the Irish Sea, the English Channel, the Thames, the British Isles	Names of single islands, lakes, single mountains, streets, countries, continents ( <i>but: the USA, the UK and others having the words "Union", "Kingdom", "United" in their name</i> )  Ireland, (island) Great Britain, France, lake Ontario, Everest ( <i>but the Urals, the Carpathians</i> ), Downing Street, Europe

6. **Fill in the blanks with the correct article.**

1. ... Chicago is called "The Windy City".
2. ... Australia is an island continent.
3. There is a song about ... Kansas City.
4. ... Scotland is a part of ... United



Kingdom. 5. ... Canada is the second largest country in the world. 6. ... Kingdom of Morocco is south of ... Spain. 7. ... United Kingdom is also called ... UK. 8. My car was made in ... USA. 9. ... United Arab Emirates is a small country.

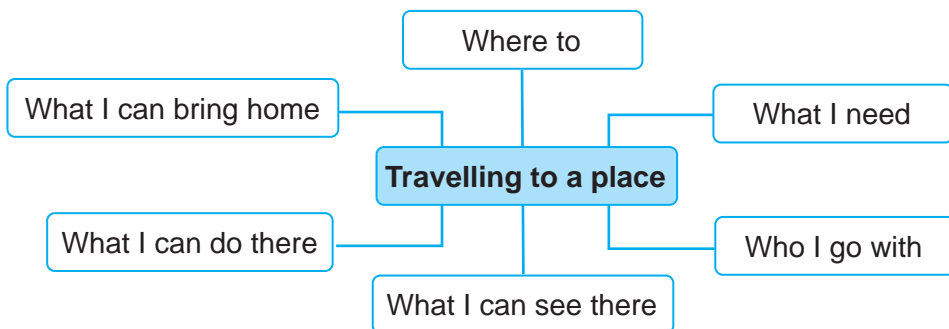
**7. Answer the questions.**

1. Where on the map can you find the UK?
2. What are the parts of the United Kingdom?
3. What language do the Scots speak?
4. What ocean washes the UK?
5. What separates the UK from Europe?
6. What city is the capital of Great Britain?
7. What islands are the largest among the British Isles?
8. What is the capital of Northern Ireland?
9. Where do the Welsh live?

**8\*. Put the verbs in brackets into the *be going to* form.**

1. Did you remember to book seats? — Oh no, I forgot. I (telephone) for them now. 2. The fire is going out! — So it is. I (go) and get some sticks. 3. He is in hospital with a broken leg. — I'm sorry to hear that. I (send) him some apples. 4. I can't understand this letter. — I (call) my son. He (translate) it for you. 5. You (buy) meat? — No, I (not eat) meat any more. I (eat) vegetables. 6. You bought a lot of paint. You (redecorate) your kitchen? 7. What you (do) when you grow up? — I (be) a pilot. 8. This dress is too long. What you (do) with it? — I (shorten) the skirt. 9. That tree makes the house very dark. — Very well, I (cut) it down. 10. How do I get from here to London Bridge? — I don't know, but I (ask) that policeman.

**9. Use the mind map to speak about your travelling habits.**



**10\*. Make up the outline of the text in exercise 4 and retell it.**



REVISION

Lesson 60

1. Listen and read. Change the highlighted words and practise with a friend.



Jane: Who is your favourite actress, Mykhailyk?

Mykhailyk: Jenna Ortega. She is wonderful.

Jane: Is she British?

Mykhailyk: No, she is not. She is American. She works in Hollywood.

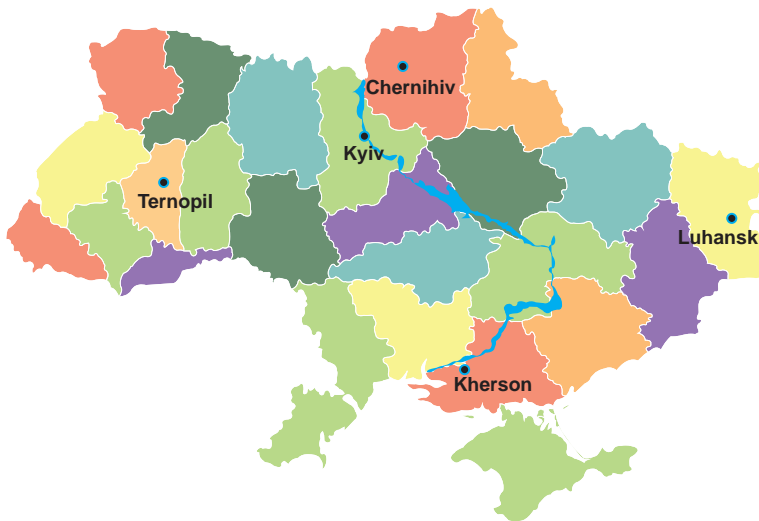
Jane: Where exactly is that?

Mykhailyk: It's in the west of the USA.

Jane: Is it far from New York?

Mykhailyk: Yes, it is. New York is in the east of the USA.

2. Look at the map of Ukraine. Read the sentences and complete them. Then say where on the map of Ukraine one can find the town/city/village you are from.



You can find ... in the north (west, east, south) of ... .

You can find	Ternopil Luhansk Kherson Chernihiv	in the ... of Ukraine
--------------	---	-----------------------

You can find Ternopil in the ... of Ukraine. — You can find Ternopil in the west of Ukraine.

I am from ... . You can find my native town/city/village in the ... of Ukraine.

3. **Object to the following sentences and correct them.**

*Model:* The capital of Scotland is London. — It's not true. London isn't the capital of Scotland. It is the capital of England.

1. The Irish Sea washes the UK in the north.
2. Cardiff is the capital of Northern Ireland.
3. The Scots speak Irish.
4. The English Channel separates Ireland from Great Britain.
5. Belfast is the capital of Wales.
6. The Welsh live in Scotland.
7. Edinburgh is the capital of Great Britain.
8. The Irish speak Welsh.

4. **Listen and read the dialogue. Then make up a similar one. Act out your dialogue with your partner.**



A: Where is Jessica from?

B: She is from Austria.

A: What's the capital of Austria?

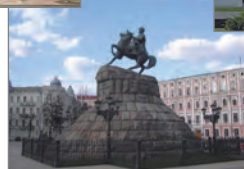
B: Vienna.

A: Where exactly is it?

B: It's in the west of Austria.

5. **Read the text and say whether the statements are “true”, “false” or “doesn't say”.**

**KYIV — UKRAINE'S AMAZING CAPITAL**



Kyiv is more than 1,500 years old. It is one of the oldest cities in Ukraine. More than 3 million people live there.

Kyiv lies on both banks of the Dnipro river. It is the centre of Ukrainian science, education and culture. The city is famous for its Golden Gates, Taras Shevchenko National University, Ukrainian Academy of Science.

Kyiv has got many places of interest. Among them are: the amazing churches, such as Kyiv-Pechersk Lavra, St. Sophia Cathedral; historical monuments, such as the monument to Bohdan Khmelnytski, Taras Shevchenko and others.

Our capital is one of the most beautiful cities in Europe.

1. Kyiv is the oldest city in Ukraine.
  2. You can find our capital on the Dnipro river.
  3. Kyiv-Pechersk Lavra is a famous theatre in Kyiv.
  4. Kyiv is one of the largest capitals in Europe.
  5. Taras Shevchenko National University is an educational centre of Kyiv.
6. **Look at the photos and try to match the names of the capital cities with the photos. The scrambled country names can help you.**



dgaeln



ytail



sleaw



ntrhoren nlaried



kieuarn



inspa



ntdeui tasetS



cfnrea



dotnclsa

London ...

Belfast ...

Paris ...

Rome ...

Kyiv ...

Edinburgh ...

Washington ...

Madrid ...

**7. How well do you know Kyiv? Match the names on the left with their definitions on the right.**

- |  |   |
|--|---|
| 1. Khreshchatyk                                    | a) Ancient Kyiv's "Upper Town"  |
| 2. Podil   | b) The 17-storey hotel  |
| 3. Lavra   | c) you can admire classical Ukrainian operas such as Lysenko's "Taras Bulba" here |
| 4. "Lybid"   | d) The Kyivites' favourite street   |
| 5. Pechersk  | e) The term used by the Orthodox Church for its largest monastery                 |
| 6. T. Shevchenko National Opera Theatre of Ukraine | f) "Lower Town" of Kyiv   |

**8\*. Read the sentences. Some of them are wrong. Correct them.**

*Model:* Welsh is the language of the Irish. — It's incorrect. Welsh is the language of the Welsh.

- The Spanish speak Italian.
- The capital of Italy is Rome.
- People who live in Greece are Greek.
- Scotland is a part of the USA.
- The UK is on the Scottish Isles.
- The English Channel separates the United Kingdom from Northern Ireland.



## Lesson 61

## 1. Read the dialogue. Choose the title.

\_\_\_\_\_

*Taxis agent:* Hello! Taxis.

*Mrs. Stevenson:* I'd like a taxi, please.

*Taxis agent:* When do you want it?

*Mrs. Stevenson:* As soon as possible.

*Taxis agent:* Where are you?

*Mrs. Stevenson:* I am in Bredford Street, 24.

*Taxis agent:* Where do you want to go?

*Mrs. Stevenson:* To the railway station.

*Taxis agent:* What's your name and a telephone number?

*Mrs. Stevenson:* Mrs. Stevenson. It's 233-41-36.

*Taxis agent:* OK. Thank you. It is going to be there in a few minutes.

- a) Ordering a Taxi
- b) Unusual Conversation
- c) At the Railway Station

2. Fill in the blanks with *in, of, than, the, as*.

1. The World Trade Centre was the tallest building ... New York.
2. Travelling by plane is faster ... travelling by train.
3. There are five restaurants in my town. Pierre's is the most expensive ... all.
4. The Sandy Beach Hotel is more comfortable ... the Paradise Hotel.
5. Life in Boston is not ... exciting ... life in London.
6. Big Ben is one of the most famous sights ... London.
7. St. Mary's is ... oldest church in the country.
8. Cardiff is ... capital of Wales.

## 3. Fill in the blanks with the correct form of the adjectives in brackets.

1. Is Rome ... (old) city in Europe?
2. The traffic today is ... (bad) than yesterday.
3. The garden in our new house is ... (small) than the old one.
4. Los Angeles is ... (big) than Dallas.
5. Are the shops in the centre ... (expensive) than the local shops?
6. This room has got ... (good) view of all the rooms in our house.
7. Our city isn't as ... (populated) as it was two years ago.
8. Tom is ... (tall) boy in his class.
9. The hotel was ... (good) than we expected.
10. Cheetah is ... (fast) animal in the world.
11. This book is ... (interesting) than that one.

## 4. Fill in the table with the correct form of the words.

adjective	comparative	superlative
		the tallest
	safer	
sunny		
	more popular	
		the best
	worse	
much/many		
	less	

## 5. Divide the names of nationalities into four groups.

-ish	-an	-ese	other
Polish	Ukrainian	Japanese	French

French, Ukrainian, Italian, Greek, Polish, Japanese, Spanish, Irish, American, Chinese, Hungarian, English, Brazilian, Portuguese, Bulgarian, Scottish.

## 6. Answer the questions.

1. Where on the map can you find Lviv?
2. Where is on the map of Ukraine can you find Donetsk?
3. What city is the capital of Ukraine? (The USA? The UK?)
4. What sea washes the UK in the east?
5. What city is the capital of Northern Ireland?
6. What city/town/village do you live in? Where is it on the map of Ukraine?

## 7\*. Complete the text with the words from the box and rewrite the text into your exercise books.

by ship, tourists, weather, trip, expensive, wind, ticket,  
captain, on board, by plane

Last summer my cousin Mike had a very interesting ... . He went to Turkey ... . There were many other ... from Ukraine ... . The ... was wonderful. The sky was blue. There was no ... . All the passengers were kind and friendly and the ... was very hospitable. His ... was not very ... . He stayed in Turkey for a week and went back to Kyiv ... .



## Lesson 62

1. Listen and repeat the dialogue. Change the highlighted words and practise with a friend.

A: How do you get to school?

B: By bus.

A: How long does it take you?

B: About twenty minutes.

2. Match the words with their definitions. Then make up a sentence with each word. You may use the dictionary.

caring	• a person who is an expert in a particular area of work or study
technology	• sympathetic and kind about other people's problems
career	• a male teacher who is in charge of a school
to do well	• a job or profession that you have been trained for
a specialist	• kind, helpful and showing that you care about other people
a headmaster	• to be successful
understanding	• scientific knowledge used in practical ways in industry, for example in designing new machines
to be pleasant	• that can help you to do or achieve what you want
useful	• to be friendly, polite, and easy to talk to





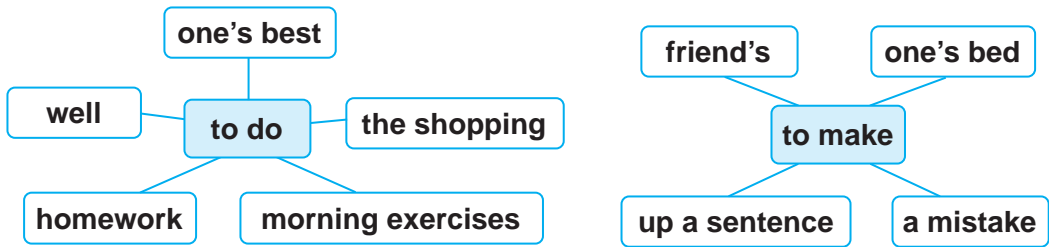
## 3. Listen and read the text. Then retell it.



## MY STUDY

I am a pupil of the 7<sup>th</sup> form and I like to go to my school. The teachers are all very caring. They tell us much interesting information. We also have got computers in our school and the teachers show and teach us how to work on a computer. It is important for me, because in the future I must use new technology in my career. I also know that I must do my best in my study. I want to become a good specialist. My teachers help me to get knowledge in different subjects.

It is very pleasant for me to attend our school. It is always clean. The headmaster and the teachers are very friendly. They do their best to make our study useful and interesting.

4. Look at the charts and make up expressions with the verbs *to do* and *to make*. Then make up your own sentences with each expression.

## 5. Complete the sentences with the words given in exercise 2.

- Susan ... yesterday in the test and got a very good mark.
- Have you got ... at home? — No, but my father promised to buy one.
- My mother is a good ... , that's why she is going up in her ... .
- I must have enough ... to become a good specialist.
- The ... of our school is very friendly.
- You must know how to work with new ... in order to be able to live in the modern world.
- Can you describe your ... in your school?


## 6. Match the columns to get the correct word combinations.

- |                |                 |
|----------------|-----------------|
| 1. School      | a) knowledge    |
| 2. Computer    | b) teacher      |
| 3. Career of a | c) headmaster   |
| 4. Useful      | d) technologies |



# Lesson 63

1. Listen and act out.

 *Jack:* Hello, Mrs. Jones. Can you help me? I am doing my homework and I can't understand this word.

*Mrs. Jones:* I can't help you now. I am watching a very interesting programme.

*Jack:* Can Mr. Jones help me?

*Mrs. Jones:* No, he is busy. He is reading a newspaper.

*Jack:* What about Jane?

*Mrs. Jones:* Well, she is talking to someone on the phone.

*Jack:* Who is she talking to?

*Mrs. Jones:* You are asking too many questions, Jack...

*Jack:* I am sorry, Mrs. Jones. I am just practising my English.

*Mrs. Jones:* Oh, I see.



b) Make up similar dialogues. Use the pictures given below.



1



2



3

2. **Listen to the joke and retell it.**



*Horace:* Day after day the boy and his dog went out to school together until the last day came when at last they had to part.

*Morris:* What happened?

*Horace:* The dog graduated.

3. **There are nine words in the box of letters given below. The words mean some people and things you can find in school. Find them. There are clues to help you.**

1. The person who helps you learn.
2. The thing that you carry your books to school in.
3. The thing that you use for drawing straight lines.
4. The person who makes all the rules in school.
5. The studying that you do at home.
6. The person who looks after the school buildings.
7. The thing that English schoolchildren have to wear to school.
8. A person who is unkind to other pupils.
9. The thing that you use for writing in your copybook.

e	n	g	l	a	s	k	r	f	u
l	u	n	i	f	o	r	m	r	c
e	t	r	c	h	o	m	b	p	a
h	e	a	d	m	a	s	t	e	r
b	a	f	r	t	b	e	a	n	e
u	c	c	h	e	a	r	u	d	t
l	h	n	i	f	g	l	l	y	a
l	e	h	o	m	e	w	o	r	k
y	r	c	f	i	j	m	p	o	e
a	t	u	b	q	r	u	l	e	r

4. **Say what your favourite subject (subjects) at school is (are). Give your reasons. Write 6–7 sentences about the way you study your favourite subject.**

*Model:* My favourite subjects at school are history, English and biology.

I like history lessons because they are always interesting.

I find out many new things about the history of my country and other world countries.

During our history lessons we read different articles and books about...

5. Look at Jane's timetable at school and say what subjects she studies.

Monday	1	History of the ancient world
	2	English
	3	The Ukrainain language
	4	Drawing
	5	

Thursday	1	Biology
	2	Music
	3	Foreign literature
	4	Labour lesson
	5	The Ukrainain language

Tuesday	1	Physical training
	2	Mathematics
	3	Ukrainian literature
	4	The Ukrainain language
	5	Biology

Friday	1	English
	2	Mathematics
	3	Ukrainian literature
	4	Physical training
	5	

Wednesday	1	The Ukrainain language
	2	Mathematics
	3	English
	4	History
	5	

Saturday	1	
	2	
	3	
	4	
	5	

6. Use the timetable in exercise 5 and practise saying as it is given in the model.

*Model:* Jane has mathematics three times a week. (once a week, twice a week, four times a week, etc.)

- 7\*. Speak about your school timetable. You can use exercises 5 and 6 to help you.



## Lesson 64

## 1. Listen and act out. Make up a similar dialogue.



*Pete:* Hi, Sue! You changed schools, didn't you?

*Sue:* Yes, that's true.

*Pete:* How's your new school?

*Sue:* Well, it's very nice. It's big, spacious, and the teachers are very kind and friendly.

*Pete:* Have you got new friends?

*Sue:* Yes, I have got a lot of friends in my new class. I have got a seat in the front row, and my partner is a very clever girl. Her name is Lucy. She is a real friend.



## 2. Make up sentences out of the given words.

- much, learn, can, we, the, lessons, in, of, about, nature, biology, the. —  
In the lessons of biology we can learn much about the nature.
- of, history, the, world, lessons, the, interesting, are, very.
- five, every, we, lessons, or, have, day, four.
- many, English, you, a, do, week, have, how, lessons?
- can't, why, the, you, lessons, stand, literature, of, Ukrainian?
- at, is, biology, favourite, subject, my, school.

## 3. Read the words and word combinations.

to subtract	[səb'trækt]
to multiply	['mʌltɪplaɪ]
to add	[æd]
to divide	[dɪ'vaɪd]
a plant	[plɑ:nt]
to memorise	['meməraɪz]
language rules	
an experiment	[ɪk'sperɪmənt]
to do sums	

4. Read the expressions which mean the activities you do during different school lessons and match them with the names of the appropriate subjects.

- |  |                           |
|--|---------------------------|
| 1. to subtract                               | a) Physical training      |
| 2. to learn language rules                   | b) Mathematics            |
| 3. to multiply                               | c) Ukrainian literature   |
| 4. to skip                                   | d) The Ukrainian language |
| 5. to add                                    | e) Biology                |
| 6. to sing and play musical instruments      | f) History                |
| 7. to make experiments with the plants       | g) English                |
| 8. to divide                                 | h) Labour lesson          |
| 9. to draw pictures                          | i) Music                  |
| 10. to run                                   | j) Foreign literature     |
| 11. to memorise words                        | k) Drawing                |
| 12. to read                                  |                           |
| 13. to write different sentences and stories |                           |
| 14. to make things with your own hands       |                           |
| 15. to do sums                               |                           |
| 16. to learn about the past                  |                           |

5. Look at the pictures of the textbook covers and name the textbooks using the names of the subjects from the box. Use the model to help you.



*Model:* The first book is the textbook on history (of Ukraine) for the pupils of the 7<sup>th</sup> form.

English, the Ukrainian language, history, biology, music, mathematics

6. Read the word combinations and write them down in figures.

*Model:* four hundred and sixty-two — 462

eight hundred and forty-seven — 847

one thousand two hundred and twelve — 1212

one hundred and thirty-three

six hundred and four

seven hundred and sixty

two thousand nine hundred and thirteen

one thousand five hundred and two

eight hundred and ninety-six

three hundred and forty-five



## Lesson 65

## 1. a) Read the conversation.



Hi, Mykhailyk! How are you doing?

Not bad, thank you. And you?

Well, I am tired a little. I am looking forward to my summer holidays.

Are you tired of school?

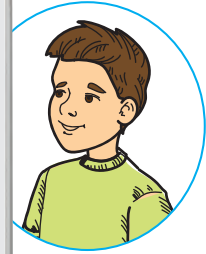
Yes. Especially, of history.

Don't you like history?

Like? I hate it. I can't stand it!

But why? I can't understand you. History is my favourite subject. You find out much interesting information about the history of the world, your native country.

Yes, but you must learn a lot, and it takes you much time and effort to remember all those dates and facts. What about the time for other subjects?



## b) Choose the correct variant.

- Jane is looking forward to ... .  
a) winter holidays    b) summer holidays    c) weekend
- Jane doesn't like ... .  
a) Maths                      b) History                      c) English
- Mykhailyk's favourite subject is ... .  
a) History                      b) Music                      c) Biology
- Jane is tired of ... .  
a) her family chores    b) her friends                      c) school

### 2. Read the words and word combinations.

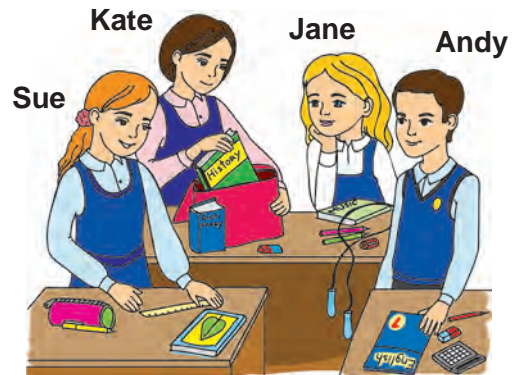
How are you doing?	
I can't stand it!	
to hate	[heit]
a native country	
an effort	['efət]
a date	[deɪt]
a fact	[fækt]
to find out	

!

	my	
	your	
	his	
It's	her	book.
	our	
	their	
	Andy's	

	mine.
	yours.
	his.
It's	hers.
	ours.
	theirs.
	Andy's.

### 3. Look at the picture and say which things are Andy's? Sue's? Kate's? Jane's?



*Model:* Whose sharpener is this?  
It's Jane's. (It's hers.)

### 4. Use the picture in exercise 3 to complete the conversation.

*Andy:* Is this Kate's textbook on music?

*Jane:* No, it's mine.

*Andy:* Is that Kate's school bag?

*Jane:* Yes, it's hers.

*Andy:* Is that Kate's skipping rope?

*Jane:* ...

*Andy:* Is that your calculator?

*Jane:* ...

*Andy:* Is that Sue's pen?

*Jane:* ...



## 5. Read and learn the rhyme.



\*\*\*

We raise our hands to speak.  
 We work quietly at our seats.  
 We use voices soft and sweet.  
 We keep our places tidy and neat.  
 We are helpful, friendly, and fair.  
 We take turns and willingly share.

## 6. Listen to the conversation and choose the word you hear.

1. Afterschool activities in Britain include school interests and *hobbies/clubs*.
2. English pupils wear a jacket and a *tie/a hat*.
3. A girl's uniform includes a school *cap/hat*, a tie and a blazer.
4. Spare time interests are amateur drama, music *making/taking* and out-of-door activities.
5. Afterschool activities encourage schoolchildren to go *camping/climbing*, school tours to local places of interest.

## 7. Answer the questions.

1. How much is when you multiply five by two?
2. What do you usually do in the lessons of history?
3. Do you like biology lessons? Why?/Why not?
4. How many new words do you learn in every English lesson?
5. What did you do during maths yesterday?

## 8\*. Which words are missing? Fill in the blanks with some of these words:

student, teacher, boy, girl, school bag, crayons, whiteboard, desk, chair, table, pencil, book, ruler, lunchbox, playground, ball, apple, banana, car, one, colour, number, two, big, small, yellow, blue, marker, library, music room, keyboard, computer room.

1. I have a ... and ... an ... in my lunch box.
2. I always listen to my ... .
3. I play in the ... .
4. My school bag is ... and has got number ... .
5. My classroom is ... and has got number ... .
6. I sit next to a ... .
7. I colour with my ... .
8. The teacher has got a ... and a ... .
9. A computer has got a ... .
10. The teacher writes on the ... with a blue ... .



# Lesson 66

1. Listen to the dialogue. Take roles and read it aloud.



- A: What's your hobby?  
 B: I like to dance very much.  
 A: What kind of dances do you dance?  
 B: Well, my favourite dances are Tango, Waltz, Cha-cha, Rumba, Samba, the ballroom dances, you know.  
 A: What about modern dances?  
 B: Well, I like modern dances as well, and I often dance Rock-n-roll and Disco.



2. Read the words and word combinations.

to follow the speaker's words in the text	
to render the dialogue in English	
to interpret in English	[ɪn'tɜ:pɹət]
to translate into English	[trænz'leɪt]
voice	[vɔɪs]
to be similar to	
a baby	['beɪbi]
to exist	[ɪg'zɪst]
a human	['hju:mən]
a sign	[saɪn]
a billion	['bɪljən]
to communicate	[kə'mju:nɪkeɪt]
to hunt	[hʌnt]
foreign language	['fɔrən 'læŋgwɪdʒ]

3. Read the text and then answer the questions.

Some animals such as dolphins, bees, or monkeys can communicate with each other. They use signs, their voice or some actions. But only humans use the language to communicate.

Human language started about 50,000 or 40,000 years ago when people began to live and hunt together. Their language was similar to the language of the babies.

Today we know about 5,000 or 6,000 languages in the world. And the most popular world language is English. But 2,000 years ago English didn't exist. Even

1, 000 years ago only two million people spoke this language. Now more than a billion people on our planet use it as their native language and even more people speak it as a foreign language.

1. What animals can you name that communicate with each other?
  2. Why are humans different from dolphins or monkeys?
  3. When did the human language begin?
  4. How many languages are there in the world?
  5. How old is the English language?
  6. How many people speak English as their native language?
4. **Look at the picture and say what the teacher and the pupils did in the lesson. Use the word combinations from the box and the words from exercise 2.**



Yesterday we had our English lesson. We listened to ... .

First, ...

Then we ...

After that we ...

Finally, we ...

The lesson was very interesting. We learnt many new English words.

**5. Work with your partner. Practise speaking as it is given in the model.**

*Model:* Kate — read — follow the teacher's words in the text. — First, Kate read, then she followed the teacher's words in the text.

1. Jack — write new words on the blackboard — copy them into his exercise book.
2. Sue — speak — listen to teacher.
3. Jim — render the dialogue in English — write it down in his exercise book.
4. The pupils — translate the sentences into English — check their dictations.
5. Sara and Bill — write their test — learn new words.
6. Donna — speak Ukrainian — interpret Ted's words in English.

**6. Make up as many sentences as you can using the table given below.**

Usually	we	read English stories	in our English	lesson.
Yesterday		listen to the teacher		lessons.
		translated the sentences from Ukrainian into English		
		learn and memorise new words		
		play language games		
		spoke about foreign languages in the world		

**7\*. Complete the sentences. Use exercise 3 to help you.**

1. ... people speak Spanish.
2. The ... speak Chinese.
3. The ... speak English.
4. ... billion people speak English as their native language.
5. There are ... languages in the world.



## Lesson 67

1. Listen and complete the dialogue with the words you hear. Act it out in pairs.



A: I like to learn foreign languages. (0) English and French are my favourite (1) \_\_\_\_\_ at school.

B: Can you speak English and French (2) \_\_\_\_\_?

A: You know, I can speak English rather well. But I started to learn French a (3) \_\_\_\_\_ ago, that's why I don't speak this language very well.

B: I can speak French. Last year I visited France with my (4) \_\_\_\_\_. I interpreted everything to them. It was a good (5) \_\_\_\_\_ for me.

A: That's great. Perhaps you can (6) \_\_\_\_\_ me with my French then.

2. Read the story and complete it with the words from the box. You may use any word more than once.

Yesterday in our English lesson we did many activities. ... we checked our home assignment. ... we read a new text ... wrote down the new words in our exercise books. ... we made up our own sentences with the new words. ... we made them up, our teacher wrote some English sentences on the blackboard. ... we had to translate them into Ukrainian. ... of the lesson we learnt a new rhyme about the English language and the teacher set our home assignment for the next lesson.

at the end, then, later, and, first, after that, after

3. Look at the pictures and correct the mistakes. There is a model to help you.

*Model:* The pupils are not playing language games now. They are reading the text.



The pupils are playing language games.



The teacher is writing new words on the blackboard.



The girls are singing.



The pupils are following the teacher's words in the text.



The pupils are writing their test now.



The teacher is explaining a new grammar rule.

4. **Read the text in exercise 2 again and write down all the activities the pupils did in their English lesson in your exercise books. Then add some more activities you usually do during your English lessons.**
5. **Look around the classroom. Say what your teacher and your classmates are doing at the moment. Use the model.**  
*Model:* My friend Oleh is looking into the textbook. He is reading the text.  
 Oksana is playing on her tablet. Our teacher is writing new words on the blackboard.
6. **Read the text in exercise 2 again. Find the verbs in Past Simple and give their infinitive forms.**
- 7\*. **Find on the Internet the information about foreign languages lessons in Germany or France. Compare them with those in your school. Present your report to class.**



# Lesson 68

## 1. Listen to the dialogue. Take roles and read it aloud.



*Mother:* Susan, how's your English at school?

*Susan:* Not bad, Mum. I have got excellent marks for my home assignment.

*Mother:* I am very glad to hear that. Tell me, please, what did you do in your English lesson yesterday?

*Susan:* Well, we checked our home assignment, then we learnt and memorised new words. After that we read a new text and answered the questions. Then the teacher wrote the English sentences on the blackboard. Finally, we translated them into Ukrainian and wrote them down in our exercise books. We also learnt and then recited a new rhyme.

*Mother:* And what's your home assignment for the next lesson?

*Susan:* Oh, I can't remember. I'm going to call Jack and ask him.

*Mother:* Susan?!

## 2. Look at the pictures, read the words and guess their meaning.



a monitor, a keyboard, a mouse, a CD (compact disc),  
a CD-ROM drive, a printer, a computer case, a tablet, a notebook

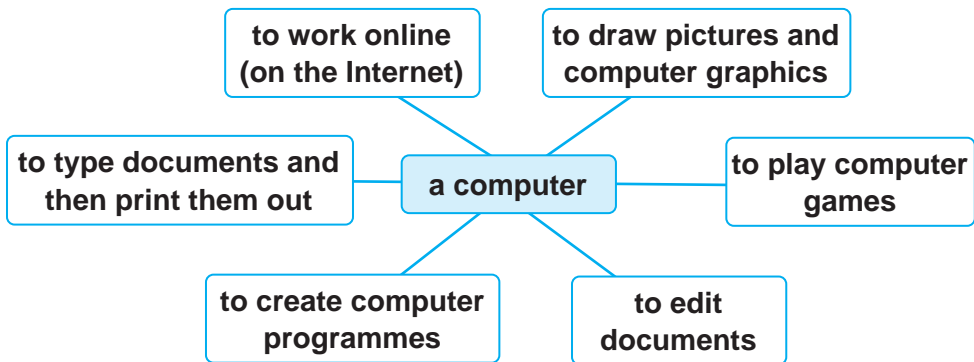
## 3. Complete the sentences with “who” or “whose”.

- |                           |                             |
|---------------------------|-----------------------------|
| 1. ... is that?           | 4. ... sharpener is this?   |
| 2. ... rubbers are these? | 5. ... trainers are these?  |
| 3. ... are you?           | 6. ... is your best friend? |

4. Read the words and word combinations with their translation.

to work on a computer to create/write computer programmes to work online (on the Internet) to type documents to edit document files to substitute to print out to draw computer graphics	['sʌbstɪtju:t]
---	----------------

5. Look at the chart and say what activities you can do on your computer.



6. Look at the model and say what occupations these people have. Use the words from the box.

*Model:* He edits document files by means of a computer. He is an editor of a popular magazine.

1. He cooperates with other companies of the world. He works on the Internet by means of a computer. He is a ... .
2. By means of a computer she draws pictures of different clothes for the fashion shows. She is a ... .
3. She types documents for her boss by means of a computer. She is a ... .
4. He works for Microsoft company and creates computer programmes. He is a ... .
5. She draws graphics by means of a computer. Then she prints out her graphics and sells them as pictures. She is an ... .

an artist, a clothes designer, a programmer, a company manager, a secretary





## Lesson 69

## 1. Listen and read the dialogue. Act it out in pairs.



*Mykhailyk:* Jane, do you play with dolls?

*Jane:* No, I don't. I've got a computer. I play computer games.

*Mykhailyk:* But it's a waste of time.

*Jane:* I play computer games which help me with my studies.

*Mykhailyk:* What games do you play?

*Jane:* My favourite game is "In Search of Lost Words". It's a very exciting and funny game to play.

*Mykhailyk:* Can you give me your CD with that game? I want to play it, too.

*Jane:* Have you got a computer?

*Mykhailyk:* Of course, I have.

*Jane:* Oh, I see.



## 2. Read the words and word combinations.

a video recorder

a digital form

a screen

a message

e-mail

an access

[skri:n]

['mesɪdʒ]

['i:meɪl]

['ækses]

## 3. Listen and read the text. Then answer the questions.



## A COMPUTER



Life in the world changed greatly when the first computer appeared. Now computers can do much work and make our lives easier.

You can work or play on your computer. If you want to watch a film you don't have to switch on your TV set or your video recorder. You can watch it on your computer. If you want to read a book, you don't have to buy that book. You may have it in the digital form and read it on the screen of your computer monitor. If you want to write something you don't need a pen or a pencil. You can type the words on your computer and then print them out.

If you want to send a message to your relatives or friends who live in another town (village) or even country you don't have to go to the post office. You can use your e-mail and send the message from your computer (but you must have the access to the Internet).

If you want to play you don't have to buy toys. You can play with the toys on your computer.

A computer substituted many things in our life. And the life is now easier and more interesting.

1. Does a computer make our life more difficult or easier?
2. What things can a computer substitute in our everyday life?
3. Do you need a TV set if you have a computer and want to watch a film?
4. In what form must a book be if you want to read it by means of your computer?
5. What must you have to send a message to your friend or relative who lives far from you?

4. **Make up sentences using the tables given below.**

Films	can be	in the digital form.
Books		
Newspapers		
Songs		

If a	film	is in the digital form	you can	read	it	by means of your computer.
	book			watch		
	song			listen to		
	newspaper					

5. **Find 9 words on the topic “School. Computers” in the box of letters given below.**

d	i	g	i	t	a	l	h	d	b	s
e	a	c	c	e	s	s	m	o	t	c
m	u	m	o	n	i	t	o	r	u	r
a	d	r	m	p	g	v	u	v	c	e
f	l	o	p	p	y	d	i	s	c	e
q	f	y	u	b	b	d	e	x	j	n
c	e	f	t	j	n	e	w	k	g	e
i	s	k	e	y	b	o	a	r	d	d
a	z	c	r	e	a	t	e	v	f	i
m	e	s	s	a	g	e	g	o	l	t

6\*. **Match the words with their definitions. Then make up a sentence with each word. You may use the dictionary.**

- |            |  |
|------------|--|
| to edit    | • a board with buttons marked with letters or numbers that are pressed to put information into a computer or other machine   |
| e-mail     | • a spoken or written piece of information that you send to another person   |
| a mouse    | • the right to use something   |
| a monitor  | • to prepare a book for printing or broadcasting by removing mistakes or parts that are not acceptable   |
| digital    | • a system that allows you to send and receive messages by computer  |
| a keyboard | • using a system in which information is recorded or sent out electronically in the form of numbers, usually ones and zeros  |
| an access  | • a television or part of a computer with a screen, on which you can see pictures or information   |
| a message  | • a small object connected to a computer by a wire, which you move around on a flat surface using your hand. You press the buttons to make the computer do certain tasks |



## REVISION

## Lesson 70

## 1. Listen to the dialogue. Choose the correct variant.



- Jane had \_\_\_\_\_ English lessons today.  
a) one                      b) two                      c) three
- She also had \_\_\_\_\_ today.  
a) Biology                      b) Music                      c) Maths
- What is fifteen multiplied by twelve?  
a) 240                      b) 180                      c) 120
- English lessons were \_\_\_\_\_ .  
a) boring                      b) uninteresting                      c) interesting

## 2. Work with your partner. Practise speaking as it is given in the model.

*Model:* My sister/old/Jane — My sister is older than Jane.

- Jane/beautiful/her sister
- Bob/popular/you
- I/clever/my neighbour
- Peter/fit/Jack
- Linda/funny/her classmates
- Tom/young/his sister

## 3. Say the sums as it is given in the model.

*Model:*  $5 \cdot 16 + 40 - 6 = 114$

We multiply five by sixteen, then we add forty and subtract six.  
It equals one hundred and fourteen.

$$16 / 4 + 3 - 1 = 6$$

We divide sixteen into four, then we add three and subtract 1.  
It equals six.

$$18 \cdot 3 - 12 + 4 + 52 = ?$$

$$25 \cdot 5 - 4 + 10 = ?$$

$$44 / 4 + 11 \cdot 35 = ?$$

$$22 \cdot 2 - 2 + 212 = ?$$

$$20 / 5 + 10 \cdot 39 = ?$$

$$27 \cdot 4 - 5 + 112 = ?$$

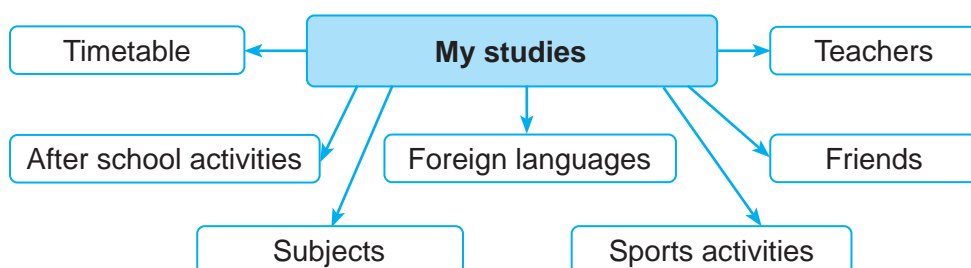
4. **Read the tongue twisters as quickly as you can and learn them.**

- There was a fisherman named Fisher who fished for some fish in a fissure. Till a fish with a grin, pulled the fisherman in. Now they're fishing the fissure for Fisher.
- World Wide Web.
- If Stu chews shoes, should Stu choose the shoes he chews?

5. **Make up sentences out of the given words.**

1. We, documents, means, can, by, of, type, keyboard, a. — We can type documents by means of a keyboard.
2. Create, many, computer, different, programmes, programmers.
3. My, likes, games, younger, to, computer, play, brother.
4. Ever, you, the, worked, on, have, Internet?
5. Am, work, learning, I, to, now, the, computer, on.

6. **Speak about your study. Use the mind map.**




7. **Look at the picture and label the numbers.**



# Lesson 71

## 1. Listen to the dialogue. Take roles and read it aloud.

 *Mykhailyk:* Jane, do you know that there are more than 6,000 languages in the world?

*Jane:* Are you kidding?

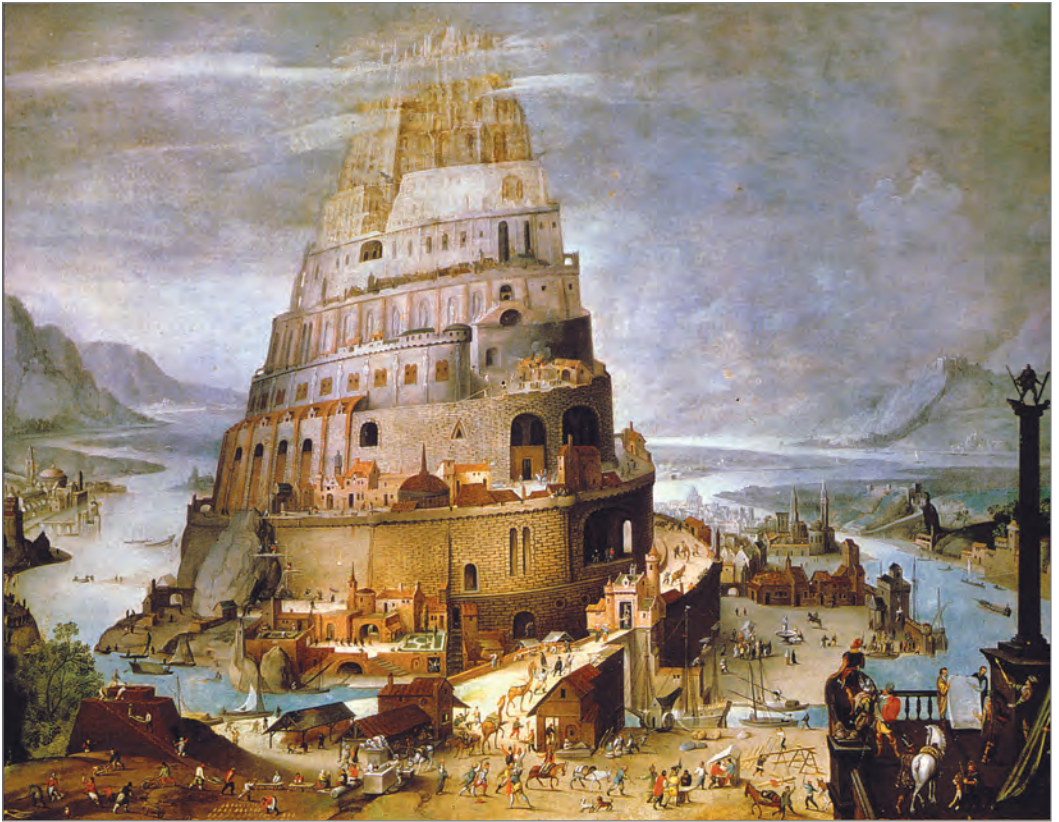
*Mykhailyk:* No, I am not. It's true.

*Jane:* Who told you that?

*Mykhailyk:* I read it in books.

*Jane:* I can't believe it. Is there a person in the world who can speak all those languages?

*Mykhailyk:* Of course, there isn't. Nobody can learn and remember so many languages. Don't you know about the tower of Babel?



2. **Match the problem column, the suggestion column and the answer column to make up small dialogues. There is a model to help you.**

*Model:* A: I'm late for school.  
 B: Why don't you go by bus?  
 A: No, I can run.

Problem	Suggestion	Answer
I am ill.	How about a sandwich?	No, I'd rather talk to my friend.
I am tired.	Why don't you go by bus?	No, I'd rather take some medicine.
I have much free time today.	Let's have some rest.	No, I can run.
I am hungry.	Why don't you go to consult a doctor?	No, I'd rather go to the cinema.
I am late for school.	Let's watch cartoons on TV.	No, I am on a diet.

3. **Read the rhyme and learn it.**

"Would you like a holiday?  
 There's one very near.  
 Would you like a long one?"  
 "Yes, about a year!"

"Would you like to climb that hill?  
 Would you like to walk?  
 Would you like to run with me?"  
 "Thanks. I'd rather talk."

"Would you like to play with me?  
 You can fly my kite.  
 You can ride my bicycle."  
 "Oh, all right."

4. **Read the text and answer the questions after it.**

When the children don't study and have got much free time, they like to watch TV, play with their pets or play different games.

Many children love cats. Cats are useful for us. The people in ancient Egypt and China even worshipped their cats.



Cats are quiet and furry, they like to play and they are very funny in a play. Cats also catch mice, sometimes they can catch birds.

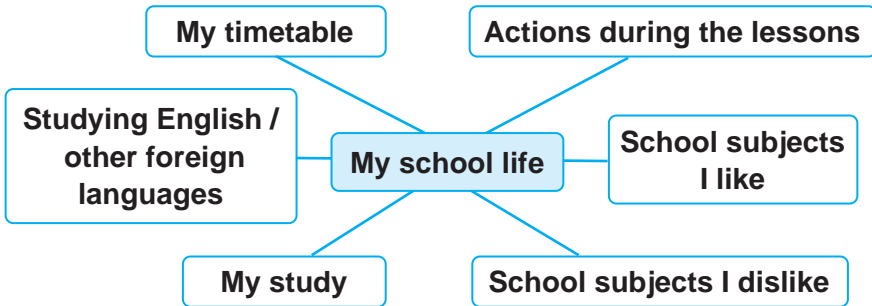
Some people love dogs. They say that dogs are clever, loving and devoted. And they are also very funny when they play. Dogs often help people.

1. What do the children like to do when they have got much free time?
2. Who worshipped cats?
3. Did the people in ancient China worship dogs?
4. Why are cats useful for people?
5. Why do people love dogs?

5\*. Read the text in exercise 4 and write down the words or sentences that describe cats and dogs in two columns as it is given below.

Cats	Dogs
They can catch mice.	clever

6. Get ready to speak about your school life.



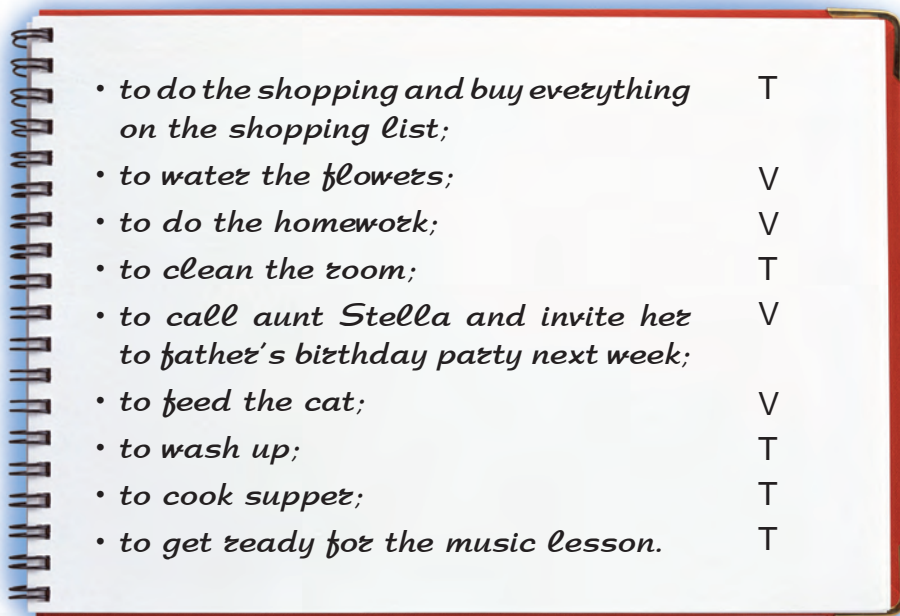


## Lesson 72

1. **This academic year is almost over. Reflect back on what you did in your English lessons and say what you can do now. Use the model to help you.**

*Model:* Now I can say five/six sentences about a person's character and appearance. I know a lot about zodiac signs and...  
I can now speak about English and Ukrainian holidays...  
I like sports and now I can say about different sports competitions in English...

2. **Look at the orders Jane's mother left on the table for the weekend. The mark "V" means that Jane did something. The letter "T" means that she is going to do it today. Say what Jane did yesterday and must do today. There is a model to help you.**



• to do the shopping and buy everything on the shopping list;	T
• to water the flowers;	V
• to do the homework;	V
• to clean the room;	T
• to call aunt Stella and invite her to father's birthday party next week;	V
• to feed the cat;	V
• to wash up;	T
• to cook supper;	T
• to get ready for the music lesson.	T

*Model:* Jane watered the flowers yesterday.  
She must clean the room today.

3. **Work in pairs. Say what your favourite hobby is, what your hobbies were when you were a small boy/girl. There is a model to help you.**

*Model:* A: What's your favourite hobby?

B: I like listening to music.

A: And what were your hobbies when you were a small boy (girl)?

B: When I was a small boy (girl) my hobby was collecting stamps.

4. **a) You have words in the singular. Write them down into your exercise books in one column, then give their plural forms in the second column.**

A book, a child, a watch, an ox, a foot, a boot, a window, a tooth, a man, a country, a family, a boy, a woman, a goose, a pen, a mouse.

- b) You have words in the plural. Write down their singular forms.**

Flowers, cars, men, cats, oxen, teeth, ducks, mice, children, potatoes, feet, houses, women, toys, monkeys, countries.

5. **Read the pupil's promise and learn it by heart.**

I pledge to treasure (... school name)

As a place to learn and grow

By being honest and fair to all I know

To show respect and be kind to all I meet,

To be responsible and work hard each day of the week,

To strive to be the best I can be,

So all can succeed in our school family.



## SUPPLEMENTARY READING

### CHINESE FABLE: CHINESE ZODIAC

A long, long time ago, there was no calendar in China. Since people didn't have means to measure time, they didn't know when to grow crops and when to expect seasonal changes. It was such an inconvenience!

Jade Emperor, the almighty Chinese God, took note of the situation and wanted to help. He announced that he would set up a system that runs in a 12-year cycle. He called it the Chinese Zodiac. He offered to hold a contest on his birthday. The first twelve animals of his kingdom to arrive at the finish line would receive the honor of having a year named after it. All animals were very excited!

Rat was ambitious. It wanted to win the first prize. Yet, it had two problems. The first was about the timing. Because the race would start at the crack of dawn, Rat was afraid that it could not wake up on time. The second was about the route. As the finish line would be directly beyond a swift river, Rat needed to find a way to cross the current. Just when Rat was contemplating a solution, it bumped into its best friend, Cat. After a lengthy discussion, the two animals came up with a brilliant idea. They decided to solicit help from Ox. Rat and Cat figured that Ox — always being an early riser and a good swimmer — could wake them up before sunrise and carry them across the river. With their minds made up, Rat and Cat went to see Ox. Out of kindness, Ox agreed to help. Hence, the three animals formed an alliance. They promised to help each other, so they could share the first prize.

On the day of the race, Ox woke up Rat and Cat and put them on its back. Just when Ox was half way across the river, Rat had a second thought about the plan. It wondered, "Why should I share the glory with Cat? Look at it! It just lies on Ox's back sleeping! What a lazy animal Cat is! Come to think of it, what if Cat decides not to honor the agreement? It runs fast. Surely, it can get to the finish line before I do, once Ox reaches the bank." Eager to win, Rat decided to get rid of Cat. It quietly crept next to Cat and gave it a push. SPLASH! Cat fell into the river. Not knowing how to swim, Cat called out for help. To its horror, Rat pretended not to hear its pleas and urged Ox to keep on moving.

### A SNOW-GOOD EXPERIENCE

**By Beth Beutler**

Derrick was excited. Kindergarten was cancelled this morning due to a snowstorm. He planned to go outside and build his very first "all by myself" snowman. He was now five years old and was strong enough to roll the sparkly clean snow into three balls the size of a bottom, middle, and head. His mother came outside with him, but he didn't want her help this time.

## Supplementary Reading



“I can do it myself, Mom,” he called.

“Okay, sweetie,” she said with a smile. He surely was growing up. Her breath made puffs of frost in front of her face as she proudly watched Derrick work. “Why don’t I get you some clothes for the snowman?” she called.

“Okay, Mom,” Derrick agreed.

Derrick’s mom headed into the house. She gathered some buttons, a carrot, a scarf, mittens, and a hat. When she came back out, Derrick was lifting a large snowball onto an even bigger one.

Derrick’s mom watched for a few minutes. She remembered that just last year Derrick wasn’t quite strong enough to create the snowman himself. While she watched, he began to roll one more ball. This one was a little smaller. He carefully placed it on top of the other two.

“Okay, Mom. Let me have the stuff.”

Derrick placed the buttons, scarf, and carrot on the snowman. He found some sticks to make arms. Then he attached the mittens. He stepped back to look at his new friend.

“Hey, Mom! What do you think?” he asked.

### IRELAND

**By Sharon Fabian**

Ireland, a small island country in the Atlantic Ocean near England, has gone through many changes. Ever since the Ice Age, both the land and the people of Ireland have faced changes. During the Ice Age glaciers changed the land itself, wearing down the mountains and carving bays into the coastline. The Irish people have changed over time too. When we think of early Irish people, we usually think of the Celts. The Celts came to Ireland around 500 BC. They were Iron Age people who worshipped nature and lived in small kingdoms. Their Celtic language was the basis for the modern Irish language, also called Gaelic.

One of Ireland’s early heroes was St. Patrick. At first, he came to Ireland as a slave, but he escaped and became a Christian priest. Later he returned to Ireland to help the Irish people. St. Patrick started monasteries where Irish people and others could get a classical education. Influenced by St. Patrick, most of the Celtic people became Christian.

In the 17th century, Ireland was taken over by England.

Ireland is a country full of amazing culture and heritage. This island country in the north Atlantic is known for its free-spirited and friendly natives, its beautiful green landscapes and its art and music. Ireland’s history spans thousands of years, but many of Ireland’s great traditions from the past are present today.

## Supplementary Reading

One of Ireland's earliest traditions is the art of storytelling. Thousands of years ago, Irish storytellers told great tales of heroes, fairies, and the gods. In fact, the oldest epic poem of Europe is an Irish story. About 4,000 AD, when writing was introduced to Ireland, many of the stories were recorded and new ones were created.

Some Irish musicians put these stories to music. Ireland's musical tradition dates back as far as those early storytellers. The music of Ireland helped to shape much of Western music as it exists today. Traditional Irish music usually features strong and clear singing over upbeat and cheerful music. Irish musicians play a number of stringed instruments, many of which can be found in today's bluegrass and country music bands.

### LISA THE LIZARD

**By Kathleen Redman**

Lisa the Lizard was sad. She was going to a party. The party was for St. Patrick's Day. Everyone was wearing green. Donna the Dog was wearing a green collar. Connie the Cat was wearing a green bow. Henry the Horse was wearing a green blanket. Cleo the Chicken was wearing a green hat. Lisa didn't have anything green. She was sad.

"Don't be silly," Donna said.

"Don't be silly," Connie said.

"Don't be silly," Henry said.

"Don't be silly," Cleo said.

"I'm not silly," Lisa said.

"I don't have anything green to wear."

"Yes, you do," Donna said.

"Yes, you do," Connie said.

"Yes, you do," Henry said.

"Yes, you do," Cleo said.

"No, I don't," Lisa said. "I don't have anything green to wear."

"You are silly," Donna said.

"Yes, you are silly," Connie said.

"You are wearing green," Henry said.

"You are wearing your skin," Cleo said. "Your skin is green!"

"You are right," Lisa said. "I am green!"

The friends all laughed. They walked to the party together.

It was a very good party. They all had fun. Lisa won a prize because she was wearing more green than anyone else!



## Supplementary Reading

### THREE SIBLINGS AND A BIG SECRET

**By Brenda B. Covert**

Early Sunday morning, Madelyne sang out, “Mom, are you up? Happy Mother’s Day!”

With a sigh, Madelyne’s mother, Erica, climbed out of bed. Madelyne sang a Happy Mother’s Day song to the tune of “Happy Birthday to You,” which was followed by Alyssa’s teenage voice telling Madelyne to tone it down.

“What are we having for breakfast?” was Carter’s greeting in the kitchen. Erica noticed that no one had made breakfast for her.

“Cold cereal,” Erica replied with a sigh. Why hadn’t she at least bought some delicious pastries for breakfast? As much as the effort to give herself a special day would have bothered her, seeing that the kids weren’t making any effort was worse. Furthermore, she didn’t like cold cereal. She missed her husband, Scott, and felt resentful that he was off serving his country in the military instead of spending Mother’s Day with her.

She and the children rushed around getting ready for church. Oddly, Madelyne was acting a lot happier than normal, practically giddy. It was highly irritating.

At the car Erica discovered a corsage box in her seat. “What’s this?” Surprised, she opened the door and reached for the box. In it was a white orchid.

“Put it on! Put it on!” Madelyne exclaimed, dancing around.

Carter climbed into the back seat as if nothing unusual had happened. A little grin played on his face.

“Did you do this?” Erica asked. She pinned the flower to her shoulder and got in the car.

“I think an angel must have left it for you,” Madelyne said with exaggerated care from the backseat.

Later that morning, they left church and headed down the sidewalk to the parking lot.

### IT’S GOING TO BE A LONG SUMMER

**By Phyllis Naegeli**

“What’s wrong?” Mom asked Shelly as the young girl came into the kitchen and plopped down on a chair.

Shelly pouted and crossed her arms. “Today is the last day of school!”

“I know. Aren’t you excited about having the whole summer off?” asked Mom.

Shelly burst into tears. “Not without Kristy!” she sobbed, putting her head in her hands.

“Oh,” said Mom, shaking her head in sympathy as she walked over to the table and put her hands on Shelly’s shoulders to console her. Slowly, Shelly composed herself.

## Supplementary Reading

“Kristy is my best friend, Mom. What I am going to do *all* summer without her?”

“It will be OK. After all, it’s not the *whole* summer. She’s just going to her grandparents until the end of July,” said Mom.

Shelly got up from the table, walked over to the counter, and grabbed her lunch. “But it’s such a long time,” she said, pouting again.

“It will go by quickly. Is Kristy still coming over after school today?”

“I think so,” said Shelly as she picked up her backpack and put her lunch inside the pack.

“Then I will see you both this afternoon,” said Mom, ushering Shelly out the door as the bus drove up to the end of the driveway.

“Bye, Mom,” said Shelly, hanging her head and walking slowly to the bus.

Shelly got on the bus and sat down next to Kristy. “Have you been crying, too?” asked Kristy.

### APPLE HARVEST

**By Sharon Fabian**

At the grocery store, you can buy fresh Red Delicious, Gala, or Fuji apples to eat. You can buy Golden Delicious or Granny Smith apples to make a pie from scratch. You can buy a gallon of cider made from Winesap apples. You just pick out what you want and pay at the cash register.

If you had your own apple orchard, apples would be a busy, year-around job. Apple growers schedule tasks all year long in order to have a good harvest in the fall and to get the apples to your grocery store

while they are still fresh. When you work in an apple orchard, you keep busy.

Early in the spring, you will be out in the orchard fertilizing the trees and planting new trees. Maybe you are just replacing a few old trees that no longer produce many apples, or maybe you are adding rows of trees to enlarge your orchard or to try a new variety of apples.

Soon the trees begin to show their pink and white blooms. Don’t spend too much time admiring the flowers! You need to rent some bee hives to pollinate all of your trees.

You don’t want your trees to grow lots of tiny apples. You want to grow nice big ones, so after the blooms fade you start checking your trees to see if the buds need to be thinned. Maybe you will thin them by hand, or maybe you will use chemicals to do the job.



### HALLOWEEN IN OTHER COUNTRIES

**By Beth Beutler**

“Halloween” conjures up different reactions in people within America and around the world. America has made Halloween a fun, and commercial, holiday, unlike some other countries. There is an old Celtic belief that souls of those who have passed away revisit the earth on October 31, and many countries have more serious traditions to honor the dead. Some, like America, use the night to have some fun. Unfortunately, some folks use the night as a time to play tricks on others, and that could happen in any country.

In some countries, “Halloween” may not even occur on October 31. Celebrations with other names may occur November 1 or at other times of the fall or even summer. Here’s a sampling of what other people do to celebrate “Halloween” or festivals that honor the dead.

*Mexico:* El Dia de los Muertos (Day of the Dead) — The holiday begins the night of October 31, continuing on November 1 with All Saints Day and November 2 with All Soul’s Day. These may be considered by many Mexicans as the most important celebrations of the year. Mexicans use these days as an opportunity to decorate the graves of family and friends who have passed away. November 1 focuses on children who have died, and November 2, on adults. People often set up altars with food to welcome the souls for a visit.

*Italy:* On November 1 in Sicily, children anticipate that they will awaken on November 2 to sweets and toys left by their dead relatives. Does that feel creepy to you?

### PUMPKIN FACTS AND FUN

**By Phyllis Naegeli**



Pumpkins aren’t just for jack-o’-lanterns. This member of the squash family that we normally eat as a vegetable is really the world’s largest fruit. The current world record holder grew a pumpkin that weighed 1,337.6 pounds. Now that’s a giant fruit! They are also quite colorful. Different varieties come in white, yellow, and orange. The bright orange ones we usually think of are the Connecticut field

variety. I don’t know about you, but I don’t think a jack-o’-lantern would be quite the same if it was made from a white pumpkin.

When pumpkin seeds are planted in the ground, they grow into vines. Bright yellow-orange flowers bloom along the vine. Then, as the flowers wither, beneath them the little green pumpkin begins to grow. Pumpkins take quite awhile to



## Supplementary Reading

mature. From planting to harvest is about four months. By October, about eighty percent of the pumpkins grown in the United States are on hand. Just in time for Halloween.

Pumpkins are nutritious too. They are high in vitamin A, vitamin B, and potassium. They are low in calories, low in salt, and contain no cholesterol. They are used in many recipes. Breads, cookies, pies, and soup are made from pumpkins. The pilgrims hollowed out pumpkins, added milk, honey, and spices. It was then baked in hot ashes making the first pumpkin pie. They also used the flowers and leaves in salads. Yes, they are edible too.

### CARS

A long time ago there were no cars. It was hard to go from place to place. People walked. People rode horses. People drove horses with wagons or buggies. Today, people still walk and use horses. But they also drive cars. Cars are faster. Cars are comfortable.

Do you know who invented cars?

Many people think a French man named Nicolas Cugnot did. He made the first car in 1769. The first car had only three wheels. It did not use gas. It used steam! Nicolas Cugnot was also the first man in a car crash. He drove his car into a brick wall! When he drove his car, he was only moving about as fast as you can walk.

### SATELLITES

**By Trista L. Pollard**

*Satellite bright, satellite bright,  
Will you be the first satellite I see tonight?  
Orbiting above our sky so high,  
Sending signals to cell phones and televisions nearby...*

The poem is right about satellites orbiting above our planet. However, unlike stars, we do not see these satellites in our sky at night. The moon is the earth's natural satellite. Satellites are objects that revolve around another object. Scientists have designed the many satellites that orbit our planet. Once in orbit, they need to move at an orbital velocity of five miles per second (8 kilometers per second) to stay in orbit. When a satellite slows down, it leaves its orbit and falls back to earth. The satellite burns up when it enters earth's atmosphere.

Each satellite has a radio transmitter to send signals and a receiver to pick up signals. This allows the satellite to send information back to earth. Scientists can also control the satellite from earth. They send signals to tell the satellite to turn on or off or to change position. There are five types of satellites. Research satellites are used to take measurements in outer space. These satellites send back information about magnetic fields and properties of other planets and other celestial objects we cannot see from earth. One famous research satellite is the Hubble Space Telescope.

## Supplementary Reading

### THE LOCH NESS MONSTER

**By Vickie Chao**

On May 2, 1933, a British newspaper, the *Inverness Courier*, printed a story that later created a worldwide sensation. The story was about an extraordinary experience of an ordinary couple in Scotland. According to the newspaper, Mr. and Mrs. Mackay, who were hotel owners, spotted a monster in Loch Ness on April 14. (“Loch” means “lake” in Scottish.) They reportedly saw “an enormous animal rolling and plunging on the surface.” Right away, the sighting set off a media frenzy. All major British newspapers tried to get the inside story. The excitement was contagious. Soon, the foreign press picked up the story, too. Almost overnight, the Loch Ness monster, nicknamed Nessie, became an international star. It made Loch Ness a very popular vacation spot. As tourists flocked to Scotland, they had one goal in mind. They wanted to see Nessie. Many swore they did. But their so-called “evidence” turned out to be a hoax.

In the early morning of April 19, 1934, a surgeon by the name of Robert K. Wilson went on a hunting trip near Loch Ness. While he was driving, he noticed something moving in the water. He stopped his car to inspect. As he gazed toward the lake, he saw a slender neck of a serpent rising out of the water. By chance, he had a camera with him at the time.

So he quickly snapped a picture to document what he saw. This very photograph, published by the *Daily Mail*, became the image of Nessie. It was living proof that the Loch Ness monster was not a mere legend. It was real!

Now fast forward sixty years to March 12, 1994. An ailing old man named Christian Spurling made a startling confession on his deathbed. He admitted that the Surgeon’s Photo was a fake.



# GRAMMAR REFERENCE

## Countable and Uncountable Nouns (Unit 3)

Most nouns have singular and plural forms. They are countable nouns.

e.g. one book, two books

*There is a book on the table.* (singular)

*There are books on the table.* (plural)

Some nouns only have one form. These are nouns that we cannot count.

e.g. money

*There is no money in my wallet.*

*There is a lot of money in my wallet.*

We cannot say one money, two moneys, etc.

### Expressions of quantity:

- countable nouns

How **many** apples do you eat?

*I eat:*

**many** apples

**some/a few** apples

- uncountable nouns

How **much** milk do you drink in the evening?

*I drink:*

**much** milk

**some/a little** milk

(Unit 7)

The	—
Names of seas, oceans, channels, rivers, groups of islands The Atlantic Ocean, the Irish Sea, the English Channel, the Thames, the British Isles	Names of single islands, lakes, single mountains, streets, countries, continents ( <i>but: the USA, the UK and others having the words "Union", "Kingdom", "United" in their name</i> ) Ireland, (island) Great Britain, France, lake Ontario, Everest ( <i>but the Urals, the Carpathians</i> ), Downing Street, Europe

## Grammar Reference

### Degrees of Comparison of the Adjectives (Unit 6)

		Comparative	Superlative
one-syllable	big fast	bigger faster	the biggest the fastest
two-syllables (-e, -ow, -y, -er)	happy narrow simple clever	happier narrower simpler cleverer	the happiest the narrowest the simplest the cleverest
two and more syllables	famous difficult generous	more famous more difficult more generous	the most famous the most difficult the most generous

#### Irregular forms

good — better — the best  
bad — worse — the worst

### Adverbs of Frequency (Unit 3)

**Always, usually, often, sometimes, seldom, never, ever, normally, frequently, occasionally, rarely** are adverbs of frequency.

#### Position of the adverbs of frequency

Initial (at the beginning)	Middle (before the main verb, or after the link verb)	Final (at the end)
<i>sometimes, usually, normally, often, frequently, occasionally</i>	<i>always, never, seldom, rarely, often, usually, sometimes, ever, normally, frequently, occasionally</i>	<i>sometimes, usually, normally, often, frequently, occasionally</i>
<i>Usually</i> I get up early. <i>Sometimes</i> I think I'd like to live somewhere else.	I <i>never</i> eat Chinese food. I am <i>seldom</i> late for school. We <i>sometimes</i> go out for a meal. I <i>usually</i> eat at home.	I go to a café quite <i>often</i> . We eat out <i>occasionally</i> .



## Form

- We form the affirmative of most regular verbs by adding **-ed** to the verb.  
*I return — I **returned***
- Some verbs have got irregular affirmative forms:  
*I go — I **went***

We use **the Past Simple** for:

- actions which happened or finished at a definite or stated time in the past.  
*We **left** the house at 7:30 p.m.*
- actions which happened repeatedly in the past but do not happen any more. In this case, we can use adverbs of frequency (always, often, usually, etc.).  
*He often **watched** football matches with his brother when he **was** a teenager (but he doesn't any more).*
- actions which happened immediately one after the other in the past.  
*First, he **opened** the window. Then, he **looked** down the street and **saw** a strange black car.*

## Time Expressions we use with the Past Simple:

**yesterday, last night/week/year/Monday, etc., a month/two years/three years, etc. ago, in 1960, etc.**

*Princess Diana **died in 1997.***

## Be going to (Unit 3)

Affirmative	Negative
I'm going to work.	I'm not going to work.
You're going to work.	You aren't going to work.
He's going to work.	He isn't going to work, etc.
She's going to work.	<b>Interrogative</b>
It's going to work.	
We're going to work.	
You're going to work.	
They're going to work.	Am I going to work?
	Are you going to work?
	Is she going to work?, etc.

## Use

We use **be going to** for:

- plans and intentions we have for the near future.  
*I'm going to spend next summer sailing around the world.*
- predictions based on what we can see (evidence) or know.  
*The sky is very cloudy. It's going to rain tonight.*

## Time Expressions we use with **be going to**:

**tomorrow, the day after tomorrow, next week/month/year, tonight, soon, in a week/month/year, etc.**

## Types of Questions (Unit 5)

*My mother went to the USA last winter.*

1. General — *Did my mother go to the USA last winter?*
2. Special — *Whose mother went to the USA last winter? Who went to the USA last winter?* (We do not use any auxiliary verb after the question word if the question word (who, what etc.) is the subject of the sentence.)  
*When did my mother go to the USA?*  
*Where did my mother go last winter?*  
*What did my mother do last winter?*
3. Alternative — *Did my mother go to the USA or France last winter?*  
*Did my mother go to the USA last or this winter?*
4. Disjunctive or tag question — *My mother went to the USA last winter, didn't she?*

## IRREGULAR VERBS

Infinitive	Past Simple	Past Participle	Translation
be [bi:]	was [wɒz], were [wə:]	been [bi:n]	бути
become [br'kʌm]	became [br'keɪm]	become [br'kʌm]	ставати
begin [br'gɪn]	began [br'gæn]	begun [br'gʌn]	починати(ся)
blow [bləʊ]	blew [blu:]	blown [bləʊn]	дути
break [breɪk]	broke [brəʊk]	broken [brəʊkn]	(з)ламати
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносити
build [bɪld]	built [bɪlt]	built [bɪlt]	будувати
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	купувати
catch [kæʧ]	caught [kɔ:t]	caught [kɔ:t]	ловити, (с)піймати
choose [tʃu:z]	chose [tʃəʊz]	chosen [tʃəʊzn]	вибирати
come [kʌm]	came [keɪm]	come [kʌm]	приходити
cut [kʌt]	cut [kʌt]	cut [kʌt]	різати
do [du:]	did [dɪd]	done [dʌn]	робити
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	тягти; малювати
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	пити
drive [draɪv]	drove [drəʊv]	driven [drɪvn]	гнати; їхати
eat [i:t]	ate [et]	eaten [i:tn]	їсти
fall [fɔ:l]	fell [fel]	fallen [fɔ:lɪn]	падати
feed [fi:d]	fed [fed]	fed [fed]	годувати
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]	битися, боротися
find [faɪnd]	found [faʊnd]	found [faʊnd]	знаходити
fly [flaɪ]	flew [flu:]	flown [fləʊn]	літати
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtn]	забувати
forgive [fə'grɪv]	forgave [fə'grɪv]	forgiven [fə'grɪvn]	вибачати, прощати
freeze [fri:z]	froze [frəʊz]	frozen [frəʊzn]	замерзати
get [get]	got [gɒt]	got [gɒt]	одержувати
give [gɪv]	gave [geɪv]	given [gɪvn]	давати
go [gəʊ]	went [went]	gone [gɒn]	іти, іти геть
have [hæv]	had [hæd]	had [hæd]	мати
hide [haɪd]	hid [hɪd]	hidden [hɪdn]	ховати(ся)
hear [hɪə]	heard [hɜ:d]	heard [hɜ:d]	чути
keep [ki:p]	kept [kept]	kept [kept]	тримати; зберігати
know [nəʊ]	knew [nju:]	known [nəʊn]	знати
lay [leɪ]	laid [leɪd]	laid [leɪd]	класти, покласти вчи-
learn [lɜ:n]	learnt [lɜ:nt]	learnt [lɜ:nt]	ти (щось), вивчати
	learned [lɜ:nd]	learned [lɜ:nd]	
leave [li:v]	left [left]	left [left]	залишати
lend [lend]	lent [lent]	lent [lent]	позичати (комусь)
let [let]	let [let]	let [let]	пускати; дозволяти
lie [laɪ]	lay [leɪ]	lain [leɪn]	лежати



# Irregular Verbs

Infinitive	Past Simple	Past Participle	Translation
make [meɪk]	made [meɪd]	made [meɪd]	робити
mean [mi:n]	meant [ment]	meant [ment]	означати
meet [mi:t]	met [met]	met [met]	зустрічати
pay [peɪ]	paid [peɪd]	paid [peɪd]	платити
put [pʊt]	put [pʊt]	put [pʊt]	класти, ставити
read [ri:d]	read [red]	read [red]	читати
ride [raɪd]	rode [roud]	ridden [rɪdn]	їздити верхи
rise [raɪz]	rose [rouz]	risen [rɪzn]	вставати
run [rʌn]	ran [ræn]	run [rʌn]	бігти
say [seɪ]	said [sed]	said [sed]	говорити, сказати
see [si:]	saw [sɔ:]	seen [si:n]	бачити
sell [sel]	sold [sould]	sold [sould]	продавати
send [send]	sent [sent]	sent [sent]	посилати
set [set]	set [set]	set [set]	ставити; установлювати
shine [ʃaɪn]	shone [ʃoun]	shone [ʃoun]	світити; сяяти
shoot [ʃu:t]	shot [ʃɒt]	shot [ʃɒt]	стріляти; влучити
show [ʃou]	showed [ʃoud]	shown [ʃoun]	показувати
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]	співати
sink [sɪŋk]	sank [sæŋk]	sunk [sʌŋk]	спускати(ся); занурюватися
sit [sɪt]	sat [sæt]	sat [sæt]	сидіти
sleep [sli:p]	slept [slept]	slept [slept]	спати
speak [spi:k]	spoke [spouk]	spoken [spoukn]	говорити
spend [spend]	spent [spent]	spent [spent]	витратити, проводити (час)
stand [stænd]	stood [stud]	stood [stud]	стояти; знаходитися
sweep [swi:p]	swept [swept]	swept [swept]	мести; мчати
swim [swɪm]	swam [swæm]	swum [swʌm]	плавати, пливти
take [teɪk]	took [tuk]	taken [teɪkn]	брати, взяти
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	учити, навчати
tell [tel]	told [tould]	told [tould]	розповідати; говорити
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	думати
throw [θrou]	threw [θru:]	thrown [θroun]	кидати
understand [ʌndə'stænd]	understood [ʌndə'stud]	understood [ʌndə'stud]	розуміти, вважати
wake [weɪk]	woke [wouk] waked [weikt]	woken [woukn] waked [weikt]	прокидатися; будити
wear [weə]	wore [wɔ:]	worn [wɔ:n]	носити (одяг)
win [wɪn]	won [wʌn]	won [wʌn]	вигравати
write [raɪt]	wrote [rout]	written [rɪtn]	писати

# ENGLISH-UKRAINIAN DICTIONARY

## A

**access** ['ækses] доступ  
**add** [æd] додавати  
**anorak** ['ænərak] тепла куртка з відлогою  
**archery** ['ɑ:tʃəri] стрільба з лука  
**armchair** ['ɑ:mtʃeə(r)] м'яке крісло  
**arrival** [ə'raɪv(ə)l] прихід, прибуття  
**Athens** ['aθɪnz] Афіни  
**attic** ['ætɪk] горище  
**Austria** ['ɒstriə] Австрія

## B

**baby** ['beɪbi] немовля  
**bake** [beɪk] пекти  
**ballet** ['bæleɪ] балет  
**ballroom** ['bɔ:lru:m] бальний  
**behaviour** [br'heɪvɪə] поведінка  
**Berlin** [bɜ:'lɪn] Берлін  
**billion** ['bɪljən] мільярд  
**bonfire** ['bɒnfəɪə] вогнище  
**bookcase** ['bʊkkeɪs] книжкова шафа  
**borrow** ['bɒrəʊ] позичати  
**brave** [breɪv] хоробрий  
**Budapest** [bu:də'pest] Будапешт  
**buds** [bʌdz] бруньки  
**Bulgaria** [bʌl'geəriə] Болгарія

## C

**candle** ['kænd(ə)l] свічка  
**carol** ['kær(ə)l] колядка  
**carpet** ['kɑ:pɪt] килим  
**celebrate** ['selɪbreɪt] святкувати  
**Celts** [kelts] кельти  
**central heating** ['sentr(ə)l 'hi:tɪŋ] центральне опалення  
**chair** [tʃeə] крісло  
**champion** ['tʃæmpjən] чемпіон

**championship** ['tʃæmpjənʃɪp] чемпіонат  
**chandelier** [ʃændə'liər] люстра  
**chimney** ['tʃɪmni] димар  
**Christmas** ['krɪsməs] Різдво  
**cloudy** ['klaʊdi] хмарний  
**coach** [kəʊtʃ] автобус (міжміського сполучення)  
**cold** [kəʊld] холодний  
**comfortable** ['kɒmf(ə)təb(ə)l] зручний  
**competition** [kɒmpɪ'tɪʃ(ə)n] змагання  
**contest** ['kɒntest] змагання (як пратило між двома спортсменами чи двома командами)  
**contestant** [kən'test(ə)nt] суперник на спортивних змаганнях  
**cook** [kʊk] готувати страви  
**cookies** ['kʊkɪz] тістечка  
**cycling** ['saɪklɪŋ] велоспорт  
**customs** ['kʌstəmz] митниця

## D

**date** [deɪt] дата  
**decisive** [dɪ'saɪsɪv] рішучий  
**decorate** ['dekəreɪt] прикрашати  
**defeat** [dɪ'fi:t] перемагати, побороти  
**departure** [dɪ'pɑ:tʃə] від'їзд  
**discount** ['dɪskaʊnt] знижка  
**distance** ['dɪstəns] відстань, дистанція  
**divide** [dɪ'vaɪd] ділити  
**door** [dɔ:] двері

## E

**Earth** [ə:θ] Земля (планета)  
**Easter** ['i:stə] Великдень  
**effort** ['efət] зусилля  
**electricity** [ɪlek'trɪsɪti] електроенергія

**e-mail** ['i:meɪl] електронна пошта  
**emblem** ['embləm] емблема  
**England** ['ɪŋɡlənd] Англія  
**establish** ['ɪstæblɪʃ] засновувати  
**estate agent** ['ɪsteɪt ,eɪdʒ(ə)nt] агент  
 з продажу нерухомості  
**evil spirit** ['i:v(ə)l 'spɪrɪt] злий дух  
**exchange** [ɪks'tʃeɪndʒ] обмінюватися  
**exist** [ɪg'zɪst] існувати

## F

**fact** [fækt] факт  
**far** [fɑ:r] далекий  
**fare** [feə] плата за проїзд  
**fence** [fens] паркан  
**fencing** ['fensɪŋ] фехтування  
**folk** [fəʊk] народний  
**foggy** ['fɒɡi] туманний  
**France** [frɑ:ns] Франція  
**freezing** ['fri:zɪŋ] крижаний  
**frosty** ['frɒsti] морозний

## G

**garage** ['gæra:(d)ʒ] гараж  
**gas** [ɡæs] газ  
**gate** [geɪt] ворота  
**generally** ['dʒen(ə)rəli] загалом  
**generous** ['dʒen(ə)rəs] щедрий  
**Germany** ['dʒə:məni] Німеччина  
**ghost** [ɡəʊst] привид  
**Great Britain** [ɡreɪt 'brɪt(ə)n]  
 Великобританія  
**Greece** [ɡri:s] Греція  
**greedy** ['ɡri:di] жадібний  
**guess** [ges] здогадуватися  
**gutter** ['ɡʌtə] ринва  
**gymnastics** [dʒɪm'næstɪks] гімнастика

## H

**habit** ['hæbɪt] звичка  
**Halloween** [ˌhæləʊ'i:n] Хелловін,  
 переддень 1 листопада

**harvest** ['hɑ:vɪst] врожай  
**hate** [heɪt] ненавидіти  
**hold (held, held)** [həʊld] проводити  
 (змагання)  
**honest** ['ɒnɪst] чесний  
**hospitable** [hɒ'spɪtəb(ə)l]  
 гостинний  
**huge** [hju:dʒ] величезний  
**human** ['hju:mən] людина  
**Hungary** ['hʌŋɡəri] Угорщина

## I

**intelligent** [ɪn'telɪdʒ(ə)nt]  
 розумний  
**Ireland** ['aɪələnd] Ірландія  
**Italy** ['ɪtəli] Італія

## K

**kiss** [kɪs] поцілунок

## L

**lamp** [læmp] лампа  
**lazy** ['leɪzi] ледачий  
**lightning** ['laɪtnɪŋ] блискавка  
**London** ['lʌndən] Лондон

## M

**Madrid** [mə'drɪd] Мадрид  
**mailbox** ['meɪlbɒks] поштова  
 скринька  
**melt** [melt] танути  
**memorize** ['meməraɪz]  
 запам'ятовувати, вчити  
 напам'ять  
**merriment** ['merɪm(ə)nt] розваги,  
 веселощі  
**message** ['mesɪdʒ] повідомлення  
**modern conveniences**  
 ['mɒd(ə)n kən'vi:nɪənsɪz]  
 сучасні (комунальні) вигоди  
**multiply** ['mʌltɪplaɪ] множити

## N

**nasty** ['nɑ:sti] похмурий  
**national** ['næʃ(ə)n(ə)l] національний  
**nursery** ['nɜ:s(ə)rɪ] дитяча кімната

## O

**occasion** [ə'keɪz(ə)n] подія  
**occasionally** [ə'keɪz(ə)n(ə)li] час від часу

## P

**Paris** ['pærɪs] Париж  
**patient** ['peɪʃ(ə)nt] терплячий  
**performance** [pə'fɔ:m(ə)ns] виступ, виконання  
**petrol** ['petrəl] бензин, моторне пальне  
**pitch** [pɪtʃ] футбольне поле  
**plant** [plɑ:nt] рослина  
**Poland** ['pɒlənd] Польща  
**pudding** ['puːdɪŋ] пудинг  
**puddle** ['pʌd(ə)] калюжа  
**pumpkin** ['pʌm(p)kɪn] гарбуз

## R

**refresh** [rɪ'freʃ] освіжати(ся)  
**resist** [rɪ'zɪst] опиратися, протистояти  
**revive** [rɪ'vaɪv] відроджувати(ся)  
**Rome** [rəʊm] Рим  
**roof** [ru:f] дах  
**route** [ru:t] маршрут

## S

**saint** [seɪnt] святий  
**scary** ['skeəri] страшний  
**Scotland** ['skɒtlənd] Шотландія  
**screen** [skri:n] екран  
**sign** *n* [saɪn] знак

**sign** *v* [saɪn] підписувати  
**snowdrop** ['snəʊdrɒp] підсніжник  
**sociable** ['səʊjəb(ə)l] товариський  
**Sofia** ['səʊfɪə] Софія  
**spacious** ['speɪʃəs] просторий  
**Spain** [speɪn] Іспанія  
**spread** [spred] поширюватися  
**stocking** ['stɒkɪŋ] панчоха  
**stubborn** ['stʌbən] упертий  
**squeak** [skwi:k] скрипіти  
**subtract** [səb'trækt] віднімати

## T

**thaw** [θɔ:ɪ] відлига  
**thunder** ['θʌndə] гриміти (про грім)  
**toast** [təʊst] тост  
**tournament** ['tuənəm(ə)nt] турнір

## U

**underworld** ['ʌndəwɜ:ld]  
 потойбічний світ

## V

**vacation** [və'keɪʃ(ə)n] відпустка  
**Vienna** [vɪ'ɛnə] Відень  
**voice** [vɔ:ɪs] голос

## W

**Wales** [weɪlz] Вельс  
**wardrobe** ['wɔ:drəʊb] шафа для одягу  
**Warsaw** ['wɔ:sɔ:ɪ] Варшава  
**wet** [wet] вологий  
**window** ['wɪndəʊ] вікно  
**window sill** ['wɪndəʊsɪl] підвіконня  
**windy** ['wɪndi] вітряний  
**witch** [wɪtʃ] відьма  
**whenever** [wen'evə] коли завгодно  
**wherever** [wer'evə] де завгодно

# UKRAINIAN-ENGLISH DICTIONARY

## А

**автобус (міжміського сполучення)**

coach

**анекдот** anecdote

## Б

**бажати** wish

**бажати, хотіти** be eager

**бензин** petrol

**благословенний** blessed

**блискавка** lightning

**боготворити** worship

**бронювати місце (замовляти заздалегідь)** book seats

**брунька** bud

**бути омитим** be washed (by)

**бути переповненим враженнями**  
be full of impressions

**бути подібним до** be similar to

**бути подібним на** look like

**бути помішаним на чомусь** be  
crazy about something

**бути розділеним** be separated (by)

**бути розташованим** be situated

## В

**вазон** flowerpot

**Великдень** Easter

**величезний** huge

**веселитися** have fun

**вечірка** party

**взнавати, дізнаватися** find out

**від'їзд** departure

**відбуватися** take place

**віддавати перевагу** prefer

**відданий** devoted

**відеомагнітофон** video recorder

**відлига** thaw

**відлякувати геть** frighten away

**віднімати** subtract

**відпустка** vacation

**відстань, дистанція** distance

**відьма** witch

**вітати** congratulate

**вітряний** windy

**вогнище** bonfire

**вологий** wet

**ворота** gates

**врожай** harvest

**втомлений** tired

## Г

**газ** gas

**гараж** garage

**гарбуз** pumpkin

**гірський** mountainous

**голос** voice

**готувати страви** cook

**гриміти (про грім)** thunder

## Д

**далекий** far

**дата** date

**дах** roof

**де завгодно** wherever

**димар** chimney

**директор школи** headmaster

**дитяча кімната** nursery

**дихати** breathe

**ділити** divide

**ділитися (враженнями, думками)**  
share

**добре справлятися з** do well

**довідкове бюро** information desk

**додавати** add

**доступ** access

**друкувати** type

## Е

**екран** screen  
**електроенергія** electricity  
**електронна пошта** e-mail  
**емблема** emblem

## Ж

**жартувати над** play jokes and tricks on  
**жарт** joke

## З

**засмагати (на сонці)** get suntanned  
**залишати, покидати** give up  
**замінити** substitute  
**запалювати** light (lit, lit)  
**запам'ятовувати** memorise  
**запрошувати** invite  
**звичка** habit  
**здогадуватися** guess  
**Земля (планета)** Earth  
**злий** evil  
**знання** knowledge  
**зручний** comfortable  
**зручний диван** cosy sofa  
**зусилля** effort

## І

**Ірландія** Ireland  
**існувати** exist

## К

**кар'єра** career  
**квартира** flat (*брум.*); apartment  
*(амер.)*  
**кельти** Celts  
**килим** carpet  
**книжкова шафа** bookcase  
**коли завгодно** whenever  
**колядка** carol  
**конюшина** shamrock  
**королева** Queen  
**крижаний** freezing

**крісло** chair  
**купатися** bathe

## Л

**лампа** lamp  
**лити як із відра** pour cats and dogs  
**людина, людський** human  
**люстра** chandelier

## М

**магнітофон** tape-recorder  
**малювати** draw  
**маршрут** route  
**«мильна опера» (на зразок мексиканських серіалів)** soap opera  
**місто (невелике)** town  
**м'яке крісло** armchair

## О

**обіцянка** resolution  
**обмінюватися** exchange  
**огорожа** fence

## П

**панчоха** stocking  
**паспорт** passport  
**пекти** bake  
**поверх** storey  
**повідомлення** message  
**подарунок** present  
**подія** occasion  
**позаду** behind  
**позичати** borrow  
**показувати** show (showed, shown)  
**посилати** send (sent, sent)  
**потойбічний світ** underworld  
**похмурий** nasty  
**поцілунок** kiss  
**поштова скринька** mailbox  
**приватний котедж** private cottage  
**привид** ghost

**привітальна листівка** greeting  
card

**прикрашати** decorate

**приносити** bring (brought, brought)

**припадати на** fall on

**прихід, прибуття** arrival

**програвати** lose (lost, lost)

**промова** speech

**протічна вода** running water

**пудинг** pudding

**пухнастий** furry

## Р

**редагувати** edit

**ринва, стічна труба** gutter

**Різдво** Christmas

**робити все можливе** do one's best

**розваги, веселощі** merriment

**розуміючий** understanding

**рослина** plant

## С

**сад, город** garden

**святий** saint

**святкувати** celebrate

**свято** holiday

**село** village

**сильний духом** strong in spirit

**скрипіти** squeak

**скрипка** violin

**слідкувати** follow

**служити** Bory serve the Lord

**смачний** tasty

**солома** straw

**спалювати** burn (burnt, burnt)

**співати** sing (sang, sung)

**ставати червоним та коричневим**  
turn red and brown

**створювати** create

**стеля** ceiling

**страва** dish

**стрибати на скакалці** skip

**сусід** neighbour

## Т

**табло розкладу (руху поїздів, автобусів, літаків тощо)**

timetable board

**телевізійна програма** programme

**телевізор** TV set

**тепла куртка з капюшоном** anorak

**теплий, зігрівати** warm

**технологія** technology

**тістечка** cookies

**тост** toast

**традиційний** traditional

**туманний** foggy

**турботливий** caring

## Ф

**факт** fact

**фарширований індик** stuffed turkey

## Х

**хатня робота** housework

**Хелловін, переддень**

1 листопада Halloween

**хмарний** cloudy

**хмарочос** skyscraper

**холодний** cold

## Ц

**царство** kingdom

**цукерки** sweets

**центральне опалення** central  
heating

**цифровий** digital

## Ч

**час від часу** occasionally

**чекати з нетерпінням** look forward to

## Ш

**шафа для одягу** wardrobe

**шматок** piece

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