

Марія Кучма, Лілія Морська

# English

Англійська мова

*Четвертий рік навчання*

# 8



Марія Кучма  
Лілія Морська

# АНГЛІЙСЬКА МОВА

## 4-й рік навчання

ПІДРУЧНИК ДЛЯ 8 КЛАСУ  
ЗАКЛАДІВ ЗАГАЛЬНО СЕРЕДНЬО ОСВІТИ

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# ENGLISH

## Year 4

A TEXTBOOK FOR THE 8<sup>TH</sup> FORM  
OF SECONDARY SCHOOLS



ТЕРНОПІЛЬ  
НАВЧАЛЬНА КНИГА — БОГДАН  
2021

## Дорогі друзі!

Розпочинається ваш четвертий рік вивчення однієї з найпопулярніших мов світу. За попередні три роки ви навчилися розповідати англійською про свою зовнішність, сім'ю, друзів, школу, прочитали та прослухали безліч цікавих текстів про Великобританію, США, Канаду, Австралію тощо. Переконані, що ви розумієте важливість вивчення іноземної мови у сучасному світі, а тому ще з більшим ентузіазмом поглиблюватимете свої знання з англійської мови.

То що ж чекає на вас у цьому році? Що нового ви дізнаєтеся? Ми приготували для вас багато цікавої інформації про Україну, Великобританію та Сполученні Штати Америки, традиції відзначення найважливіших свят у цих країнах, одяг, їжу, відпочинок та погоду. Наприкінці навчального року ви зможете розповідати англійською про свою родину та робочий день, описувати зовнішність та характер людей тощо.

Ми також розповімо вам, завдяки чому можна покращити свої знання з іноземної мови, і, сподіваємося, ви дотримуватиметеся цих порад у майбутньому.

Тож бажаємо вам успіхів у навчанні та захоплюючої праці із нашим підручником, сторінки якого ви гортатимете упродовж року!

*Автори*

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## УМОВНІ ПОЗНАЧЕННЯ



Listen!



Interactive exercises



Grammar



Home Assignment

Піктограмами   у підручнику позначено ті його складові, які можна відкрити в електронній версії.

## Lesson 1

## The Place I Live in. My Room

1. Look at the pictures and 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

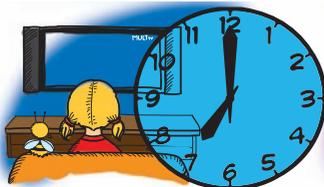
Model: Jane usually gets up at 7 a.m.



7 a.m.



1 p.m.



7 p.m.



1 a.m.

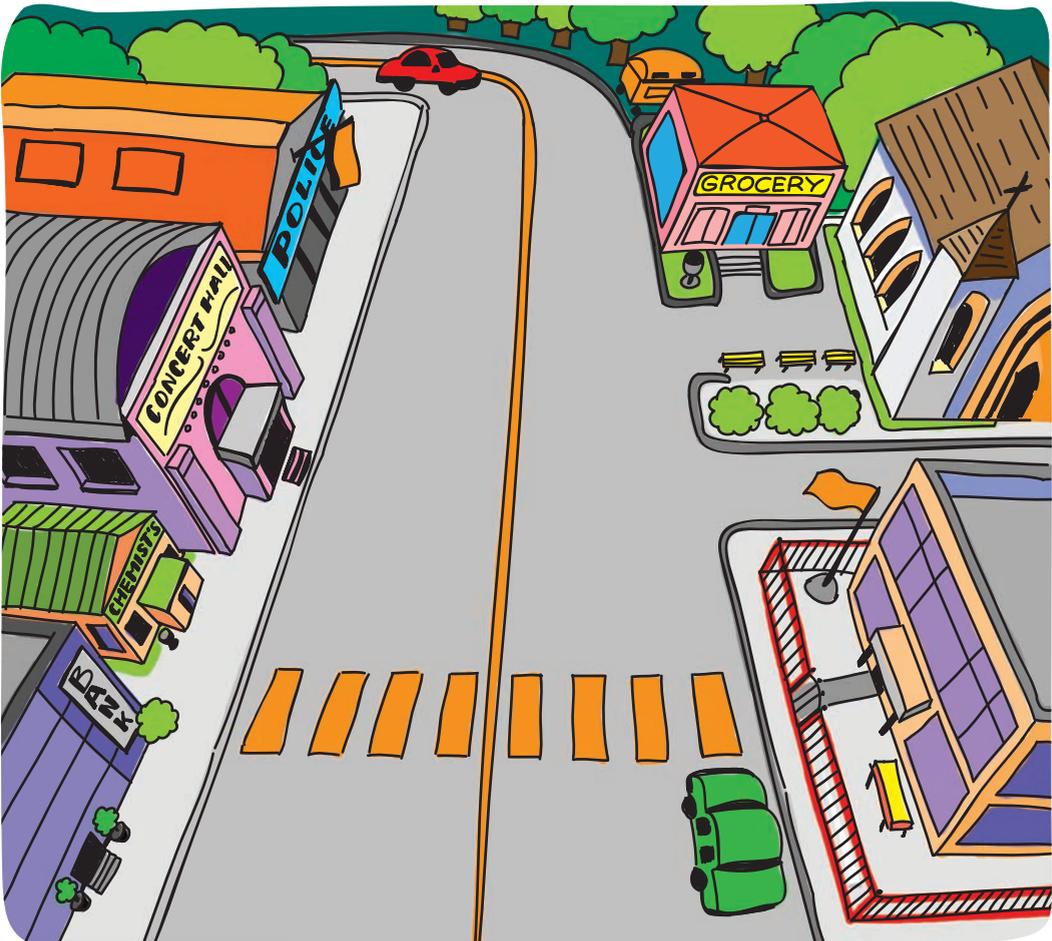
2. Read and say what you do at the time given below.

- 15:10 — It's ten (minutes) past three p.m.
- 9:20 — It's twenty (minutes) past nine a.m.
- 17:45 — It's (a) quarter to six p.m.
- 4:30 — It's half past four a.m.
- 9:00 — It's nine a.m.
- 22:00 — It's ten p.m.

3. 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?



4. **Listen and read the text.**



**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 a private cottage in the suburb of the city.

There are many high buildings in such big cities as Kyiv, Kharkiv, Lviv and Donetsk. There are more than thirty storeys in such buildings, 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.

5. **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?

6. **Sort out the words into the given columns.**

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

Living room	Bedroom	Bathroom	Kitchen	Outside the house



by/at the wall  
 behind  
 in front of the sofa  
 in the corner of the room  
 in the middle of the room  
 to the left (right) of the sofa

7. **Tell the class about the place you live and about one of the rooms in your flat. Use questions from exercise 5 and words from exercise 6.**



## Lesson 2

### Sports and Games

1. **Complete the sentences with an appropriate 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. A ball is not used in ... .  
a) karate                      b) squash                      c) bowling
5. You play ... on a pitch.  
a) football                      b) tennis                      c) hockey
6. ... is also known as Ping Pong.  
a) Volleyball                      b) Tennis                      c) Table tennis
7. A ... has got two wheels.  
a) backpack                      b) bike                      c) horse
8. A net is not used in ... .  
a) Ping Pong                      b) tennis                      c) squash
9. ... don't need a uniform.  
a) Hockey players      b) Football players      c) Joggers

2. **Look at the list of sports. Say which of them follow the word *to play*, the word *to go* or the word *to do*. Use the dictionary if necessary.**

- |          |               |               |
|----------|---------------|---------------|
| aerobics | ice skating   | badminton     |
| skiing   | (wind)surfing | horse racing  |
| football | jogging       | tennis        |
| karate   | gymnastics    | basketball    |
| hockey   | cycling       | walking       |
| judo     | volleyball    | weightlifting |

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



*Buggy:* Do you like sports?

*Jane:* Oh, yes, I do.

*Buggy:* 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, Buggy?

*Buggy:* 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>Buggy</b> 			

4. Listen and read the text. Complete the chart given after it.



## KINDS OF SPORTS AND COMPETITIONS

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

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 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

5. **Listen and read the dialogue. Role-play it with your partner.**



*Stephanie:* David, do you do a lot of sports?

*David:* Yes, I exercise every day.

*Stephanie:* How many sports do you do?

*David:* Five. They are swimming, tennis, cycling, yoga, and jogging.

*Stephanie:* Why do you like swimming?

*David:* Because it's good for my back and it's fun.

*Stephanie:* And cycling? What is cycling good for?

*David:* Your legs. I like it because it is not expensive and I think it's relaxing.

*Stephanie:* You also do yoga. What do you like yoga for?

*David:* Yes. That's right. Yoga's good for many things, but very good for breathing. It's also very relaxing.

*Stephanie:* Well, but jogging isn't relaxing.

*David:* No, it isn't. But it's good for you if you want to lose weight and it's also very good for breathing. It's especially good for your heart, too.

*Stephanie:* And tennis?

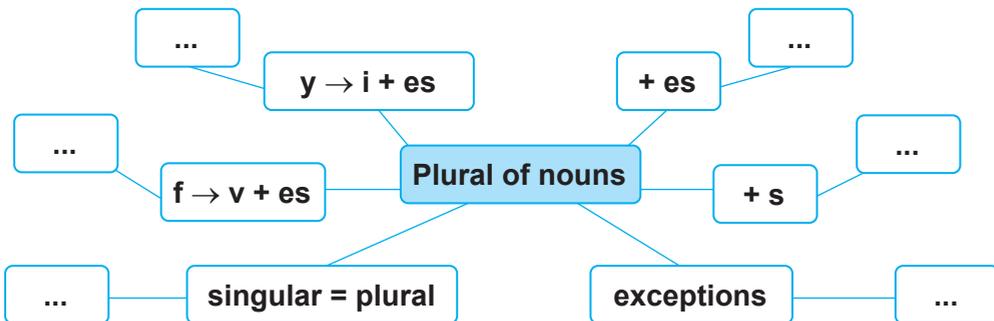
*David:* Yes, I like tennis very much. Tennis is fun and sometimes it's very exciting. It's very good for your arms and legs, and for your heart, too.

6. **Sort out the words into the correct column.**

Singular	Plural	Singular and plural

Families, storey, mice, fish, men, tooth, ox, children, houses, sheep, feet, lice, woman, eyes, deer, ear, faces, fox, geese, shelves, roof.

7. **Copy the chart into your exercise book and complete it with examples for the given rules.**



8. **Speak on the topic “Sports and Games”.**



# Lesson 3

## Shopping

**1. 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 have seen the play. Now I (read) the book.

**2. Use the table to make up sentences about the grandfather.**

My grandfather was	the a an no article	shopkeeper.
He lived in		north of England.
He had a fish and chips shop in		old village.
His family lived above		shop.
He made		best fish and chips in the area.
Some people came by		bus to the shop.
He closed the shop one		week.
They went to have		lunch with friends.
He liked to have		chat with his friends.

**3. Pair work.**

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

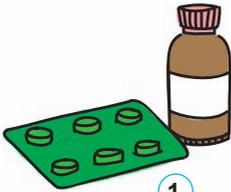
*Student A:* Talk with your partner about the last time you went to a clothing store. What did you buy? What was the store like? Did the salesperson help you? How?

*Student 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 again.**

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

Where can you buy ...?



1



2



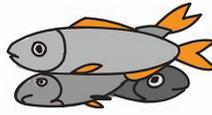
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4



5



6



7



8



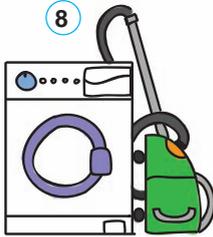
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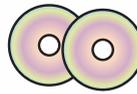
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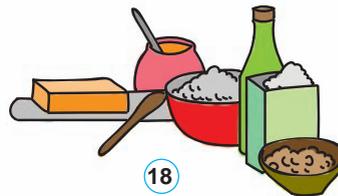
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16



17



18

- |                  |                 |                                |
|------------------|-----------------|--------------------------------|
| a) Chemist's     | g) Ironmonger's | m) Grocer's                    |
| b) Record Shop   | h) Book Shop    | n) Optician's                  |
| c) Jeweller's    | i) Butcher's    | o) Florist's                   |
| d) Haberdashery  | j) Shoe Shop    | p) Electrical Appliances Store |
| e) Greengrocer's | k) Fishmonger's | q) Men's Clothing Shop         |
| f) Baker's       | l) Newsagent's  | r) Ladies' Clothing Shop       |

5. Look at the picture and say what you can buy at this greengrocer's.

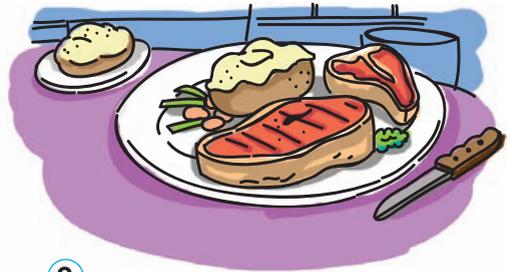


Model: As far as I can see, I can buy some tomatoes at this greengrocer's.

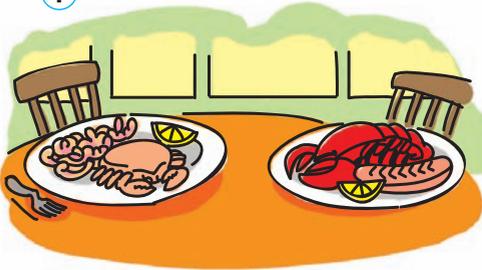
6. Types of restaurants. Match the pictures with the conversations.



1



2



3



4

- What kind of food do they serve? — Prawn, crabs, lobsters and fish.
- Where would you like to go for lunch? — Let's go to a pizza place.
- Where do you want to go for lunch? — I feel like a light lunch. Let's go to a café.
- What kind of food would you like? — How about a steak?

7. Listen and read the dialogues. Act them out with your partner. Then make up similar ones.



### Dialogue 1

*Annie:* It's your turn to choose the restaurant, Tony. Where do you want to go for dinner?

*Tony:* I am not sure.

*Annie:* Do you like "The Bayroom"? It has got good food. Oh, how about Antonio's?

*Tony:* I like Antonio's more than "The Bayroom". It's not as crowded. It's less expensive. And it's a lot more fun.

*Annie:* OK. Let's go to Antonio's then. I am going to make a reservation for 7:30 p.m.

*Tony:* Great!

### Dialogue 2

*Restaurant employee:* "Southern Accent". Good evening.

*Mr. Blake:* Yes, hello. I'd like to make a reservation for a party of seven.

*Restaurant employee:* For what night?

*Mr. Blake:* For tonight at 8:00.

*Restaurant employee:* Could you hold the line, please, while I check?

*Mr. Blake:* Yes, certainly.

*Restaurant employee:* Thank you for holding on. I'm sorry, sir, but 8:00 is going to be difficult tonight. Could you come at 7:15 or 8:45 instead?

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

*Restaurant employee:* Very good. And the name?

*Mr. Blake:* Blake.

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



8. Write sentences about James, Linda and Tom, and finally about yourself.

	 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...

9. Get ready to speak on the topic "Shopping".



# Lesson 4

## Appearance and Character

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



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. 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		

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 has got *dark hair*. She/He is usually *easy-going and sociable*. Sometimes she/he can be *rather moody*.

5. 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

6. Write descriptions of two people whom you know well. The plan below will help you:



1. Appearance
2. Character
3. Interests and hobbies
4. Why you like/dislike him/her



# Lesson 5

## Holidays and Traditions

### 1. Answer the questions.

1. What winter holidays do you know?
2. How do the British people celebrate Christmas?
3. What do the people usually do at Christmas?
4. When does the Queen have a speech on television?
5. How do the British people celebrate the New Year?
6. What holiday do the British 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?

### 2. 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 in 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?* (Питання до підмета або слів, що стосуються підмета, не потребує допоміжних дієслів).  
*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.**

3. **Read the words of the song in English, learn them and sing together with your teacher.**

Silent night, holy night,  
 All is calm, all is bright.  
 Round you virgin Mother and Child  
 Holy infant so tender and mild,  
 Sleep in heavenly peace,  
 Sleep in heavenly peace.

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

The British 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.

5. 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.



6. Answer the questions.

1. When do the Irish people celebrate St. Patrick's Day? What do they wear on that day?
2. Do you celebrate Mother's Day? What do you usually do for your mother on that day?
3. What jokes and tricks do you like to play on your friends on April Fool's Day?
4. What jokes do your friends play on April Fool's Day?
5. What do the British people usually do in summer?
6. What summer holidays have the British people got?
7. What holiday have the British people got in June?
8. What holiday do the British children like to celebrate in autumn? Why do they like it?
9. What do the children do at Halloween?

7. Tell about British holidays.



# Lesson 6

## Nature

### 1. Listen and read the text. Make up the outline of its plot.



#### WINTER

Winter is a wonderful season. On a bright winter day 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 comes soon.

!	It	is	cold	today.
		was	sunny	
			frosty	yesterday.
			windy	
			hot	

### 2. Listen and read the text. Then answer the questions.



#### SPRING



Spring comes after winter. People say that 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 happens to nature 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. Listen and read the text. Say whether the following sentences are true or false. Correct the false sentences.**



## 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 the pure 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.

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 new academic year starts in September.

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 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. **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.



# Lesson 7

## Travelling. Great Britain. Ukraine

### 1. Answer the questions.

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 the 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?

### 2. 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	you	can	go	whenever	you	want.				
	he	travels	coach			he				see	wherever	he	wants.
	she	goes	ship			she				travel	what	she	like.
	they	goes	foot			they				stop	that	they	likes.
		tour	bus							visit			
		tours	plane							have some rest			
			train							choose a route			
			bicycle										

### 3. 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 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.



**4. Read the text and get ready to retell it. Use your answers to the questions in exercise 5.**

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.



**5. 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?

6. 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 British 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.

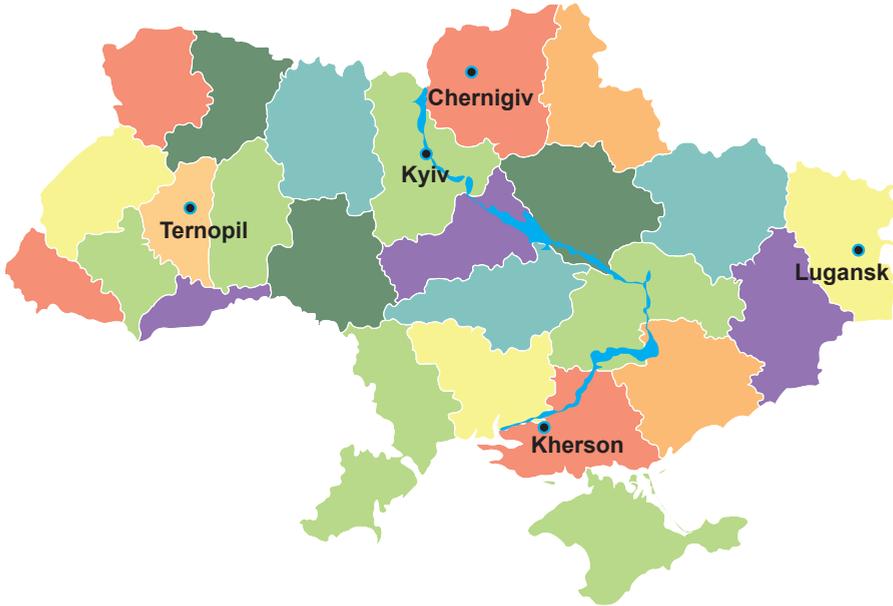
3. The names “Great Britain”, or the United Kingdom, “Britain” and “the UK” mean different countries.
4. The Scots live in Northern Ireland.
5. The Atlantic Ocean washes the UK coastline in the north.
6. The United Kingdom has got three parts.

7. **Look at the picture and decode the letters and letter combinations.**

W, N, NW, NE, E, SE, SW, S

Model: SW — southwest

8. **Complete the sentences as in the model.**



1. You can find Ternopil  
Lugansk  
Kherson  
Chernigiv in the ... of Ukraine.

Model: You can find Ternopil in the ... of Ukraine. — You can find Ternopil in the west of Ukraine.

2. I am from ... . You can find my native town/city/village in the ... of Ukraine.

9. **Tell the class about the United Kingdom of Great Britain and Northern Ireland. Use the information from exercise 6.**



# Lesson 8

## School Life

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

 *Buggy:* What lessons did you have today, Jane?

*Jane:* I had mathematics and two English lessons.

*Buggy:* What did you do in your Maths lesson?

*Jane:* Well, we did many things. We divided, subtracted, multiplied and added different numbers.

*Buggy:* Can you multiply well?

*Jane:* I think I can. Why?

*Buggy:* Then say what is fifteen multiplied by twelve.

*Jane:* Let me guess. It is one hundred and eighty.

*Buggy:* Great. And what did you do in your English lessons?

*Jane:* We spoke English, read English texts, wrote some sentences on the blackboard and listened to the CD player. Those were very interesting lessons.



### 2. Look at the pictures and correct the mistakes. There is a model to help you.

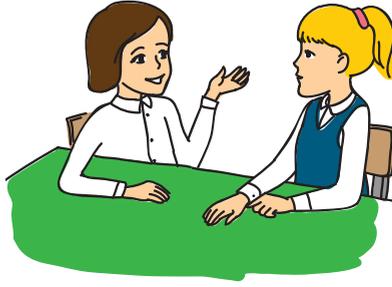
*Model:* The students are not listening to the CD player now. They are reading the text.



The students are listening to the CD player.



The teacher is writing new words on the blackboard.



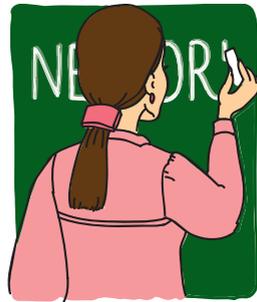
The girls are singing.



The students are repeating the words after their teacher.



The students are writing their test now.



The teacher is explaining a new grammar rule.

**3. Listen and read the dialogue. Act it out in pairs.**



*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?!

**4. 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?

**5. 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.

**6. Tell the class about your lessons at school.**

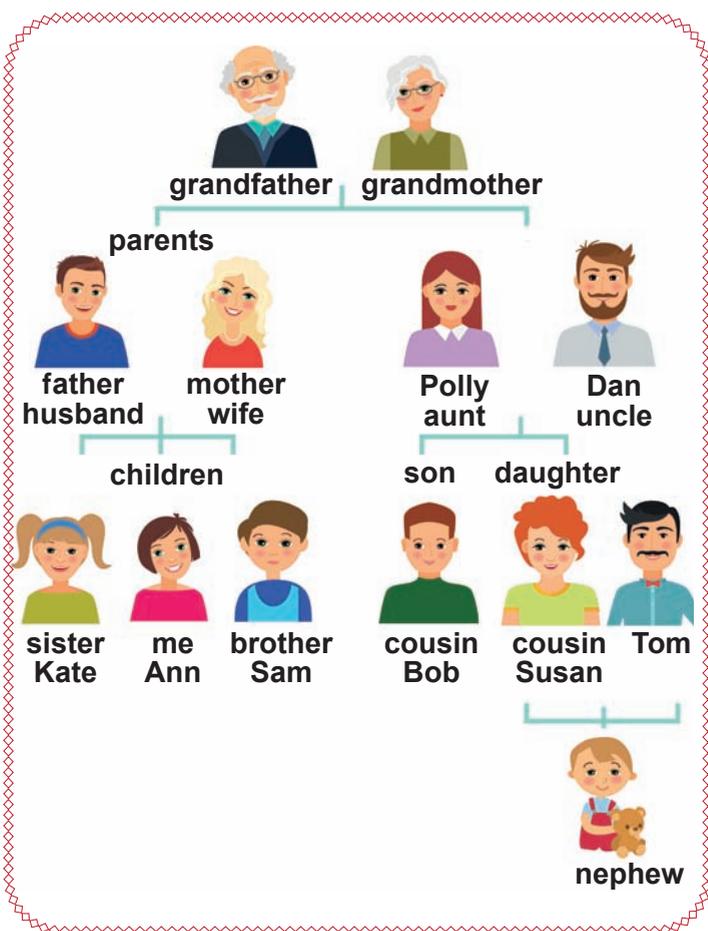


# Unit 1

## FAMILY. WORKING DAY

### Lesson 9

1. Look at the picture and remember the words.



2. **Match the pairs of words.**

- |                |   |                |
|----------------|---|----------------|
| 1. uncle       | → | a) wife        |
| 2. nephew      | → | b) aunt        |
| 3. husband     |   | c) grandmother |
| 4. father      |   | d) daughter    |
| 5. grandfather |   | e) sister      |
| 6. son         |   | f) niece       |
| 7. brother     |   | g) mother      |

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

1. Your mother's father is your ... . 2. Your mother's son is your ... . 3. Your father's brother is your ... . 4. Your father's mother is your ... . 5. Your parents' daughter is your ... . 6. Your father's sister's children are your ... . 7. Your uncle's son is your ... . 8. Your cousin's son is your ... . 9. Your father is your mother's ... . 10. Your aunt is your uncle's ... .

4. **Say which words and word combinations given below you will use to talk about your family and relatives?**

Wife, happy, cousin, the dearest people, argue, husband, love each other, aunt, uncle, do anything for each other, be angry with each other, share everything, niece, can rely on each other, nephew, tell each other everything, support, envy, feel secure, deal with life better, sister, brother.

5. **Work in pairs. Interview your classmate. Use the questions from the table and add your own questions.**

Do Does Can	you your parents your relatives your uncle your aunt	love each other? share everything with you? rely on each other? be angry with each other? support you? deal with life well? feel secure and confident? do anything for each other?
-------------------	------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

6. **Tell the class about your classmate's parents and relatives.**



## Lesson 10

1. **Look at the picture, listen and read about Ann's relatives. Then answer the questions.**



My name is Ann. I am happy because I have got a big family. I have got a sister Kate and a brother Sam. I have got two cousins. They are Susan and Bob. I have got a lovely and cute nephew, and Susan's husband Tom. I have got an aunt Polly and an uncle Dan. I have got grandparents. And, of course, I have got the dearest people, my parents.

I am lucky to have got all of them. We are very close, we love each other very much and we would do anything for each other and that's the way it should be. It's a good feeling. We share everything and we tell each other everything. I think it is important to have got a family that you can rely on and who will support you. I think a person who has got a strong family behind him/her is more secure and can deal with life better.



1. Why is Ann happy?
2. How many cousins has Ann got?
3. Has she got a niece?
4. Has she got the dearest people? Who are they?
5. It is important to have got people you can rely on, isn't it?

**2. Agree or disagree as in the model.**

*Model:* Bob is Ann's brother. — Wrong. He is her cousin.  
Susan is Ann's cousin. — Right. She is her cousin.

1. Sam is Ann's uncle.
2. Dan is Ann's brother.
3. Polly is Ann's aunt.
4. Bob is Ann's nephew.
5. Kate is Ann's sister.

**3. Write German/French equivalents to the English words and word combinations. Make up three sentences with them.**

Uncle, aunt, nephew, niece, husband, wife, family.

**4. Find, read and write down the words.**

secure support deal share confident argue rely agree feeling family

**5. Read about Ann's relatives again. Say why Ann is lucky to have got a big family.**

**6. Complete the sentences with the prepositions from the box.**

from to under in on at onto above over below across through into

1. We'll meet you ... the bus stop.
2. We stopped ... York during our trip.
3. The money was ... the box ... the desk ... my office.
4. I left the keys ... the table.
5. It's just a small town ... the river Avon.
6. She smiled ... me.
7. There's a full moon ... the mountain.
8. Most of New Orleans is ... the sea level.
9. The puppy likes to hide ... the sofa.
10. I can walk ... my flat ... work.
11. Let's move the small book ... the shelf.
12. Pour some water ... my cup.
13. We spent a month travelling ... America.
14. You have to go ... the kitchen to get ... the bathroom.
15. The waitress is putting a burger ... a tray.

**7. Look at the picture in exercise 1 and tell your class about Ann's relatives.**



## Lesson 11

## 1. Listen, read and remember the words and word combinations.



to consist of

viewpoint

to lose one's temper

argue

hurt

['vju:pɔɪnt]

['ɑ:gju:]

[hɜ:t]

## 2. Give the answers to the questions as in the model.

*Model:* — Does your family consist of three or more members?

— Of five.

1. Does your family consist of three or more members?

2. Is your uncle senior or younger to his sister or brother?

3. Is your point of view often similar or different from that of your parents'?

4. Do you often or sometimes lose your temper?

5. Whom do you hurt more often: your parents or your friends?

3. Say how often you lose your temper, argue with other people, hurt people or animals. Use *always, often, usually, sometimes, never*.

## 4. Read Ann's letter about her mother and father.

To: My Friend

Subject: My Family

Insert: Attachment Photos Videos

Tahoma 10 B I U

Dear friend,

I'd like to tell you about my family. It consists of my mum, dad, sister, brother and me. In this letter I'll tell you about my parents. My mum's name is Diane. She is 35. She is a beautiful woman. Her hair is blonde and curly. Her cheeks are rosy. Her eyelashes are long. Besides, my mum is special. I think that thanks to her the atmosphere in our home is comfortable. Mum always has got her own viewpoint on the most exciting problems. As far as I know she never loses her temper. She understands me well, that's why I try not to argue with her or hurt her. As any other mother, she wants me to grow up a good and intelligent girl.

My mum is a manager in a bank. She works 5 days a week: on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays. She leaves for work at 8 a.m. and comes home at 6 p.m. She loves her job, because it is interesting and well-paid.

My dad is a tall and broad-shouldered man. His face is oval, his eyes are green, his eyebrows are thick and his nose is straight.

My father is a journalist. He is a smart and intelligent man. He knows two foreign languages. As he meets and talks to a lot of people he has to wear a suit, a shirt and a tie.

I love the days when my parents have their days off. Then we go to the cinema or to the theatre, to a concert or to the circus. In summer we often go hiking or fishing.

I love my parents. And how about you? Do you love your parents? Will you write me about them, please?

Yours,  
Ann

Send

Save

Cancel



**5. Work in pairs. Talk about Ann's parents.**

1. How does Ann's mother manage to make the atmosphere at their home comfortable?
2. Which days of the week does Ann's mother work?
3. Whose job is well-paid?
4. How does Ann's father look like?
5. Why does he wear a suit, a shirt and a tie?
6. Why does Ann like her parents' days off?

**6. You are on an exchange programme in the USA. Tell the host family about your relatives.**



# Lesson 12



Модальне дієслово **can** вживається, щоб: а) виразити вміння або можливість виконати дію в теперішньому часі; б) попросити дозволу щось зробити.

*Наприклад:* а) I **can** read. — Я вмію читати.

б) **Can** I go home? — Можу я піти додому?

Модальне дієслово **can** має форму минулого часу — **could**.

*Наприклад:* I **could** read when I was four years old. — Я вміла читати, коли мені було чотири роки.

Заперечну форму утворюємо за допомогою частки **not**, яку ставимо після **can**.

*Наприклад:* I **cannot (can't)** read. — Я не вмію читати.

Щоб утворити питальну форму, потрібно **can** поставити перед підметом.

*Наприклад:* — **Can** you read? — Ти вмієш читати?

— Yes, I **can**. / No, I **cannot (can't)**. —

Так, вмію. / Ні, не вмію.

1. **Work in pairs. Ask and answer the questions using the table.**

Can	I	ride	poems?
	you	go	me?
	he	speak	your room?
	she	help	TV?
	we	clean	a bike?
	they	watch	to the cinema?
		play	English?
		write	the window?
		open	football?

2. **Elizabeth can do a lot of things. Make sentences about yourself.**

*Model:* Elizabeth can swim.

I can swim too. / I cannot (can't) swim.

- Elizabeth can swim.
- Elizabeth can play tennis.
- Elizabeth can go ice skating every day.
- Elizabeth can often go to a clothing store.
- Elizabeth can bathe in the river.
- Elizabeth can drive a car.
- Elizabeth can speak French.
- Elizabeth can be arrogant and selfish.
- Elizabeth can write poems.
- Elizabeth can ride a horse.
- Elizabeth can play the violin.

**3. Walk around the class. Ask each student:**

1. what he/she can do;
2. what he/she can't do.

**Report the information to class.**

*Model:* Ann can program a computer and ride a bike, but she can't drive a car and fly a plane.

**4. a) Write down in your exercise book three things you could do when you were five.**

*Model:* When I was five, I could read.

**b) Write down in your exercise book three things you can do now that you couldn't do when you were five.**

*Model:* I couldn't write when I was five, but I can write now.

**c) Write down in your exercise book three things you couldn't do when you were five and you still can't do it.**

*Model:* I couldn't swim when I was five and I still can't swim.

**5. Read the sentences below. Correct the wrong sentences.**

1. The son of your brother is your nephew.
2. The son of your uncle is your cousin.
3. The daughter of your aunt is your cousin.
4. The brother of your mother is your nephew.
5. The daughter of your mother is your niece.
6. The sister of your father is your aunt.
7. The son of your father is your nephew.
8. The father of your mother is your uncle.

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

1. How many cousins, nephews, nieces, aunts and uncles have you got?
2. Where do they live?
3. What is their occupation?
4. How do they look like?
5. What is their character?

**7. Tell the class about your relatives. Use questions from exercise 6 as a plan.**

# Lesson 13



Модальне дієслово **may**, як і **can**, вживається для вираження:  
 а) можливості виконати дію; б) прохання дозволу.

*Наприклад:*

а) You **may** go there by car. — Ви можете поїхати туди автомобілем.

б) **May** I use your phone? — Можна мені скористатися вашим телефоном?

Заперечну форму утворюємо за допомогою частки **not**, яку ставимо після **may**.

*Наприклад:* You **may not** use my phone. — Ти не можеш скористатися моїм телефоном.

Щоб утворити питальну форму, потрібно **may** поставити перед підметом.

*Наприклад:* — **May** I read? — Можна мені читати?

— Yes, you **may**. / No, you **may not**. —

Так, можна. / Ні, не можна.

1. **Make up seven questions and seven sentences from each table.**

A:

May	I	ask your neighbour a question?
	you	use your pen?
	he	go home?
	she	see him today?
	we	try on the skirt/shirt in the fitting room?
	they	visit them after school?
		go to the cinema?
	buy this nice dress?	

B:

I He She You We They	may	go there tomorrow.
		come on Saturday.
		tell him about you.
		use his computer.
		take a bus.
		go on foot.
		wear the latest styles.
watch a TV set.		
		ask him more questions.

2. **Listen and read Ann's letter about her sister, brother and two cousins.**



To: My Friend

Subject: My Family

Insert: Attachment Photos Videos

Tahoma 10 B I U

Dear friend,  
 This time I'd like to tell you about my sister, brother and two cousins.  
 My sister Kate and brother Sam are schoolchildren. My sister is a student of the seventh form and my brother studies in the tenth form. Kate is responsible, reliable and curious. My sister is very good at Maths. She likes to subtract and add, to multiply and divide, to count and do sums. Every year she takes part in the school Maths competition and wins the 1<sup>st</sup> or the 2<sup>nd</sup> prize. She is not a couch potato at all. Her hobby is dancing and travelling.  
 My brother Sam is not very good at Maths but he loves playing the guitar and singing songs. He is an energetic and creative person. Every summer he and his friends go camping. They put up tents, collect wood and make a fire. They like to cook potatoes and shashlyk. In the evening they play the guitar and sing songs. Sometimes I join them. We have fun.  
 My cousins Susan and Bob live in a nice cottage in the village. The life in that village is quiet. I like to visit them especially in spring and summer when there are a lot of flowers and the grass and trees are green. My cousins' hobby is visiting different countries and taking photographs.  
 Write me soon.  
 Yours,  
 Ann

Send Save Cancel

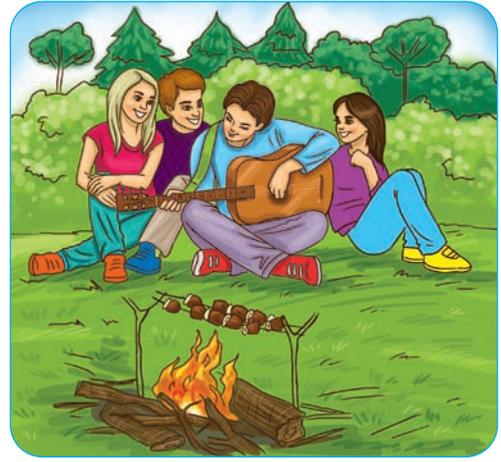
3. **Make up true sentences about Ann and the members of her family.**

Ann  
 Ann's sister  
 Ann's brother  
 Ann's cousins  
 Ann's parents

like(s)

to play the guitar.  
 going camping.  
 to visit relatives.  
 to go hiking or fishing.  
 going to the cinema or theatre.  
 dancing and travelling.  
 taking photographs.

4. Look at the pictures and tell about Ann's sister, brother and two cousins.



### The Past Simple Tense

Утворення: II форма дієслова

Допоміжне дієслово: **did**

5. Write three forms of the verbs.

*Model:* to help — helped — helped

to help

to work

to play

to dress

to go

to open

to watch

to look

to wash

to buy

6. Tell the class what your parents did on Sunday and on Thursday.

7. **Make the sentences negative. Read them to your class.**

*Model:* I **did not do** my lessons in the kitchen.

1. I **did** my lessons in the kitchen on Monday.
2. I **got** up at 6 a.m. on Sunday.
3. My mother **opened** the window in the morning yesterday.
4. We **lived** in the cottage 2014.
5. He **did** his morning exercises on Thursday.
6. I **washed** my hands and face in the evening yesterday.
7. The children **played** snowballs yesterday.
8. On Tuesday my lessons **began** at 9 a.m.
9. They **spent** their summer holidays in Poland.
10. I **bought** a book a week ago.



8. **Look at the pictures and write down what happened. Use the words and word combinations from the box.**

train, gym, field and track athletics, win the competition, award the winners



# Lesson 14

1. **Divide into two teams. Each team thinks of five questions with *can* and *may*. Work in turn. One team asks a question, the other answers.**

*Model:* Team A: May I use your book?

Team B: Yes, you may. / Yes, sure. / Sorry, no. / Yes, of course.

Team A: Can I use this chair?

Team B: Sorry, I need it. / Yes, sure. / Yes, of course.

2. **Work in pairs. Ask and answer the questions.**

1. Can you ride a horse?
2. Can your father drive a lorry?
3. May you watch TV after 10 p.m.?
4. What may you not do at school when you are at the lessons?
5. Can you swim? Where do you usually swim?
6. Can you ride a bicycle? Have you got your own bicycle? How often do you ride it?

3. **Look at the pictures and remember the word combinations.**

## MORNING



to get up



to do morning exercises



to take/have a shower



to brush the teeth



to dress



to have breakfast



to go to school

## AFTERNOON



to come home  
from school



to have dinner



to clean  
the room



to go out  
with friends

## EVENING



to have supper



to brush the teeth



to do lessons/  
home assignment



to watch TV



to go to sleep/bed

4. Read the following answers. Ask questions as in the model.

*Model:* I have a shower in the morning. — What time/When do you have a shower?

1. I have a shower in the morning.
2. I have lunch at 11 o'clock.

3. I come home from school at 2 p.m.
4. I go to bed at 10 p.m.
5. After supper I go out with friends.
6. In the afternoon I do my lessons.
7. I leave home at 8 a.m.
8. I watch TV in the evening.
9. I clean the room at 5 p.m.
10. After breakfast I go to school.

**5. Work in pairs. Act out the dialogue.**

A: When do you get up?

B: I get up at 7 o'clock every day.

A: Me too. Do you do morning exercises?

B: Yes, I do them every day. And you?

A: Sometimes I do, sometimes I don't.

B: Do you go out with friends?

A: Yes, I go out with them every day. And you?

B: Yes, I do. I like to spend my free time with them.

**6. Look at the table and say what Ann and Sam did and didn't do yesterday. Use the model.**

*Model:* Ann did morning exercises yesterday. Sam didn't do morning exercises yesterday.

	to do morning exercises	to clean the room	to go out with friends	to watch TV	to read a book
Ann	✓	×	✓	✓	✓
Sam	×	✓	✓	✓	×

**7. Tell your class how you spent your Sunday. Use the word combinations given below. Add your own ideas.**



get up at 9 o'clock

take a shower

have breakfast

leave house at ... o'clock

play football / tennis

come back home

have dinner

telephone friends

go out with friends

watch television

have supper

go to bed



## Lesson 15

!

Модальне дієслово **must** виражає обов'язок, необхідність.

*Наприклад:* You **must** go there. — Ти повинен піти туди.

Заперечну форму утворюємо за допомогою частки **not**, яку ставимо після **must**.

*Наприклад:* You **must not (mustn't)** go there. — Ти не повинен іти туди.

Щоб утворити питальну форму, потрібно **must** поставити перед підметом.

*Наприклад:* **Must** we go there? — Чи потрібно нам туди йти?

1. **Say what you must and what you mustn't do every day.**
2. **Ask your classmate what he must and what he mustn't do.**

*Model:* Must you attend school every day?

Yes, I must. / No, I must/need not.

3. **Match the phrases with the pictures.**



- a) to go to school
- b) to ride a bike
- c) to have lunch
- d) to take a shower
- e) to watch television
- f) to brush the teeth
- g) to work on computer
- h) to clean the room

4. **a) Complete the sentences with the words from the box.**  
**b) Tell the class about Nick's school day.**

wash, have got, begins, play, get up, are, dress, breakfast, go, brush, do

My name is Nick. I usually (1) ... at 7 o'clock. I (2) ... my face and (3) ... my teeth. Then I (4) ... . I have (5) ... at 8 o'clock. My school (6) ... at 9 o'clock. I (7) ... many good friends at school. Some of them (8) ... creative and hard-working. Others (9) ... energetic and sociable. I (10) ... my home assignment at four o'clock. On Thursdays I (11) ... tennis. I (12) ... to bed at 11 p.m.



Модальне дієслово **need** вживається для вираження необхідності виконати певну дію. Як правило, це модальне дієслово використовується тільки в питальних та заперечних реченнях.

*Наприклад:* You **needn't** work. — Тобі не обов'язково працювати.

Для утворення питального речення модальне дієслово **need** ставиться на початок речення перед підметом.

*Наприклад:* **Need** I repeat my question? — Чи потрібно мені повторювати своє питання?

**5. Complete the sentences with the correct modal verb. Use *must*, *mustn't* or *needn't*.**

1. I \_\_\_\_\_ go to school from Monday to Friday.
2. When I get home, I \_\_\_\_\_ do my homework.
3. We \_\_\_\_\_ be very quiet. We \_\_\_\_\_ make any noise.
4. You \_\_\_\_\_ make your bed. I'll do it for you.
5. In this school pupils \_\_\_\_\_ wear school uniform. They can wear jeans and T-shirts.
6. We haven't got much time. We \_\_\_\_\_ hurry.
7. We've got plenty of time. We \_\_\_\_\_ hurry.

**6. Here are two daily schedules. Compare and contrast them. Use phrases given below.**

1. ... whereas ... .

3. Although/While ..., ... .

2. ... in comparison to ... .

4. Both ... and ... .

*Model:* Sam gets up at 7.10 whereas Ann gets up at 7.20.

**Sam (aged 14)**

**Ann (aged 12)**

**7.10.** Gets up

**7.20.** Gets up

**7.15.** Does morning exercises

**7.25.** Washes

**7.25.** Takes a shower

**7.35.** Has breakfast

**7.40.** Has breakfast

**7.50.** Leaves house

**8.00.** Leaves house

**8.30–10.00.** Has lessons

**8.30–11.45.** Has lessons

**11.30.** Has lunch

**12.00.** Has lunch

**12.00.** Has lessons

**13.00.** Has lessons

**13.30.** Lessons are over

**14.00.** Lessons are over

**13.45.** Has dinner at school

**14.30.** Goes out with friends

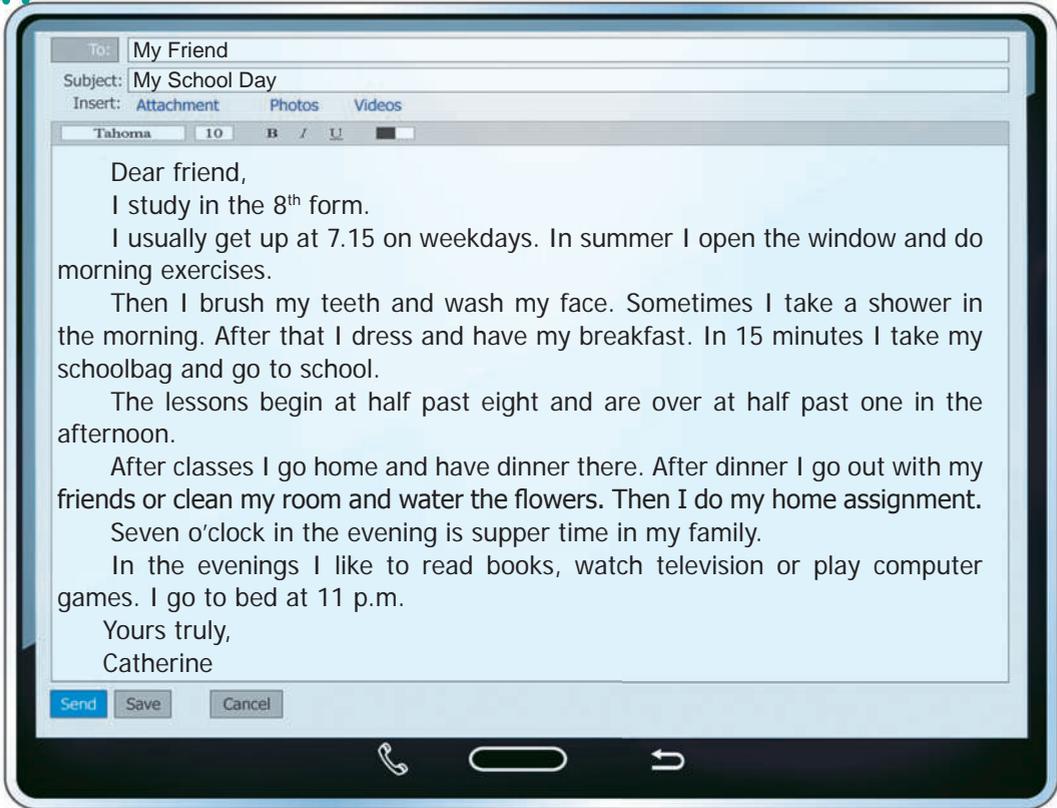
**14.10.** Goes out with friends

**17.00.** Comes home

**17.00.** Comes home



7. **Listen and read the letter about the girl's usual school day.**



8. **Say what the girl does at this time.**

at 7.15	in the evenings
in fifteen minutes after breakfast	at 19.00
at 8.30 a.m.	after classes
at 1.30 p.m.	at 11 p.m.

9. **Read the letter again. Correct the wrong sentences.**

- Catherine studies in the 6<sup>th</sup> form.
- She usually gets up at 7.15.
- She never brushes her teeth.
- Sometimes Catherine takes a shower in the morning.
- Her school begins at half past eight.
- She has dinner at school.
- The girl does her home assignment in the afternoon.
- She has her supper at eight o'clock.
- In the evening she goes out with her friends.
- Catherine goes to bed at 11 p.m.

10. **Tell the class about your usual school day. Use exercise 6 as a model.**



# Lesson 16

**1. Interview your classmate. The questions below will help you.**

1. Do you get up early in the morning? 2. What time do you get up? 3. What do you do in the morning? 4. What time do your lessons begin? 5. Do you have dinner at home or at school? 6. What time do you have dinner? 7. When do you come home? 8. What do you do in the evening? 9. At what time do you go to bed?

**2. Use the answers to the questions (exercise 1) and tell about your classmate's working day.**

**3. Read about Frank.**

Frank is a bus driver. He is thirty four. He works five days a week. He gets up at six o'clock every day. Then he eats his breakfast, drinks two cups of tea, kisses his wife and children goodbye, and leaves for work at half past six. He has lunch in a café in town. He comes home at five o'clock. In the evening he watches TV. He goes to bed at ten o'clock.

**4. Look at the pictures and tell about Frank's working day in the Past Simple Tense.**



5. Look at the pictures and skim through the people's schedules. Talk about their working day.

**Jenifer**

1. secretary
2. 23
3. 5 days a week
4. seven thirty
5. a pizza
6. a cup of tea
7. parents
8. 8.15
9. 17.00
10. 23.00



**Ann**

1. hairdresser
2. 25
3. 6 days a week
4. 8.20
5. a sandwich
6. a cup of coffee
7. her husband and daughter
8. 7.35
9. 19.00
10. at midnight

**Peter**

1. doctor
2. 35
3. 5 days a week
4. 7.00
5. porridge with ham
6. a cup of tea
7. his wife and two sons
8. 8.00
9. 20.00
10. 22.30



6. Write down your daily schedule, then make up 8–10 sentences about your working day.



## Lesson 17

## 1. Listen, read and remember the words and word combinations.



to get used to  
curiosity  
highly qualified  
after school activity  
to do well  
enthusiastic  
delicious

[ˌkjʊəri'ɒsəti]

[ɪn,θju:zɪ'æstɪk]

[dɪ'lɪʃəs]

## 2. Listen and read the text. Find and read the sentences where the word combinations from exercise 1 are used.



## MY WORKING DAY

I'd like to tell you about my weekdays during my final year at school.

On weekdays my working day began early in the morning. I don't like to get up early, but I got used to it. I usually got up at about 7 o'clock. Then I did my morning exercises and went to the bathroom to wash my face and hands with soap and clean my teeth with toothpaste. At a quarter past seven I was ready to have my breakfast. As a rule, I had a quick light breakfast which consisted of a cup of coffee or tea, a boiled egg or an omelette and a cheese or sausage sandwich. After breakfast I put on my coat, took my bag and left for school.

As my school is not far from my house, it took me 10 minutes to get there. I never took a bus or a trolleybus on my way to school.

I usually had six or seven lessons a day. I loved all my subjects at school, because our teachers were highly qualified and enthusiastic. They always knew how to stimulate us to study and how to develop our intellectual curiosity.

The classes at school were over at about three o'clock. Sometimes I stayed at school after classes to play basketball or table tennis or to take part in any other after school activity.

When I came home I had dinner. My mother always cooked delicious dishes for me. After my dinner I went out with my friends. On rainy days I stayed at home and listened to music, watched TV or played computer games. At about 8 o'clock in the evening I started doing my home assignments. I had to work hard at all the subjects as it was my final year at school.

I did well in most school subjects, but I had to have private lessons in English and Mathematics as I wanted to enter the university.

As a rule, I took a shower or a bath late in the evening and at about 11.30 p. m. I went to bed.

**3. Choose the correct answer.**

1. I ... like to get up early.
  - a) do
  - b) don't
  - c) very much
2. I wash my face after I ... .
  - a) have cleaned my teeth
  - b) have done my exercises
  - c) have had my breakfast
3. My school is ... my house.
  - a) 10 minutes by bus to
  - b) far from
  - c) not far from
4. I stay at school after classes to ... .
  - a) take part in after school activities
  - b) have dinner
  - c) watch TV

**4. Look at the pictures and write down the boy's daily schedule.**



**5. In the text "My Working Day" change the verb form from the Past Simple into the Present Simple.**

**6. Tell the class about your working day. Use exercise 2 as a model.**



### SELF-ASSESSMENT MODULE 1

#### LEVEL 1

**1. Match each English word with its Ukrainian equivalent.**

- |              |               |
|--------------|---------------|
| 1. nephew    | a) батьки     |
| 2. niece     | b) дружина    |
| 3. wife      | c) племінник  |
| 4. husband   | d) тітка      |
| 5. parents   | e) чоловік    |
| 6. aunt      | f) родичі     |
| 7. relatives | g) дядько     |
| 8. uncle     | h) племінниця |

**2. Correct the mistakes in the sentences given below.**

- Six or seven lessons a day were the ordinary timetable.
- I come home from school at two o'clock yesterday.
- I didn't had much time for television and friends.
- May I to read?
- I cannot swam.

**3. Write five sentences about your family.**

#### LEVEL 2

**1. Choose the odd word out.**

- share with, rely on, angry with, niece
- support, daughter, deal with, argue
- hurt, lose temper, consist, wife
- husband, supper, dinner, breakfast

**2. Choose and write down the correct item.**

- ... you ride a bike?  
a) Can                      b) May                      c) Must
- ... you brush your teeth every day?  
a) Can                      b) May                      c) Must
- I ... take a shower yesterday.  
a) don't                      b) didn't                      c) doesn't
- I ... doing my home assignments at 8 p.m. yesterday.  
a) start                      b) starts                      c) started

**3. Write 5 questions to ask your classmate about his/her working day.**

## LEVEL 3

**1. Give English equivalents to the Ukrainian words and word combinations.**

- |                         |                          |
|-------------------------|--------------------------|
| 1. ділитися             | 7. хороше відчуття       |
| 2. покладатися на       | 8. втратити самовладання |
| 3. підтримувати         | 9. сперечатися           |
| 4. почуватися впевнено  | 10. завдавати болю       |
| 5. гніватися на когось  | 11. чистити зуби         |
| 6. справлятися з чимось | 12. приймати душ         |

**2. Fill in: *can, may, mustn't, can't*.**

- Sam:* (1) ... I go to the cinema tonight?  
*Dad:* You (2) ... go out during this week.  
*Sam:* Dad, you are too strict.  
*Mum:* You (3) ... speak about your father like that.  
*Sam:* Ok. (4) ... I have some friends over, then?  
*Dad:* I'm afraid you (5) ... .  
*Sam:* (6) ... I at least watch TV for a while?  
*Dad:* Yes, you (7) ..., but only after you've done your homework.

**3. Describe your parent's working day.**

**4. Translate the English sentences into German/French.**

1. On weekdays my working day begins early in the morning.
2. I wash my face and clean my teeth.
3. I have a boiled egg and sausage sandwich for breakfast.

## PROJECT WORK

**1. Study and make a documentary report.**

	Length of people's life	Reasons	Single parents	Reasons	Unhappy families	Reasons
In Ukraine						
In any country you choose						

**2. Write a summary: What people should do to live a long and happy life.**

**3. Present your results in class.**

# Unit 2

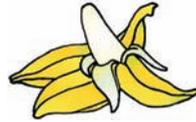
## FOOD AND DRINKS. CLOTHES

### Lesson 18

1. Look at the pictures and remember the words.



apple



bananas



grapes



peach



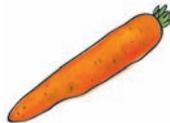
strawberry



orange



cabbage



carrot



lettuce



onion



tomato



garlic



potato



cucumber



chicken

#### MEAT



beef



pork



white meat



red meat



mutton

2. **Name the odd word out in each line.**

1. potatoes, lettuce, cabbage, meat, red cabbage, peas
2. chicken, beef, pork, fruit, mutton, white meat
3. strawberries, peach, raspberries, blackberries
4. cucumber, spinach, grapes, carrot, beetroot, Brussels sprout

3. **Look at the pictures and words (exercises 1 and 2) and say what you like and what you don't like.**

*Model:* I like grapes, peaches, strawberries, tomatoes and chicken, but I don't like bananas, oranges, lettuce and beef.

4. **Ask your classmate what he/she eats every day, twice a week, on special occasions, never. Report the information to class.**

*Model:*

1. Which fruit do you eat every day?
2. Which vegetables do you eat twice a week?
3. Which meat do you eat on special occasions?

5. **Look at the pictures and words in exercise 1 and 2. Offer your classmate some things.**

*Model:* *Nick:* Olia, have some grapes.

*Olya:* No, thanks, but can I have some bananas, please?

*Nick:* Of course you can. Here you are.

6. **Look at the pictures. Match the sentences to the pictures.**

- a) Can you play with me? — No, sorry. I must do my homework.
- b) May I play on your computer? — No, you may not. It's nine thirty. You must go to bed.
- c) You must brush your teeth and wash your face and hands every morning.

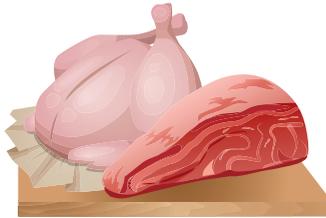


7. **Find on the Internet or any other source one quotation about food. Explain it in your own words.**



# Lesson 19

1. Look at the pictures and answer the questions.



1. Is there any cauliflower on the table?
2. Are there many limes near the oranges?
3. Are there many pineapples and peaches on the table?
4. Is there any beef in front of the carrots?
5. Is there much pork to the right of the chicken?
6. How much chicken is there on the plate?
7. How many aubergines are there next to the onion?
8. How many cloves of garlic are there to the left of the radish?
9. Are there many vegetables on the table?

2. You are going to buy some vegetables and fruit. Make up short dialogues using the table.

A:	B:			
Can I help you?	Can I have	some	apples, bananas, oranges, carrots, cabbage, garlic, onion, lettuce,	please?

3. Add four words to each category.

Fruit:	oranges,
Vegetables:	tomatoes,
Meat:	pork,



The **Present Simple Tense**

Утворення: I форма дієслова

Допоміжні дієслова: **do, does**

4. Ask your classmate.

1. if he/she spends his/her holidays in the village; 2. if he/she wants to take a walk; 3. if he/she likes to dance; 4. if his/her friends play volleyball; 5. if his/her mother works at school; 6. if his/her cousins play tennis; 7. when his/her father gets up; 8. what his/her friend does in the evening; 9. who helps him/her with studies; 10. if his/her grandparents live in the village.

5. Say that your friend doesn't do that.

1. I eat cauliflower, limes and oranges twice a week. 2. I often drink cola. 3. I buy apples and bananas every week. 4. I cook soup once a month. 5. I drink orange juice every morning. 6. I buy pineapples twice a week.

6. Write 4–5 sentences comparing the eating habits in your family with those in the families of France or Germany.

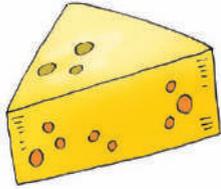


*Model:* In my family we usually have some bread, butter, ham or sausage and a cup of tea for breakfast, while in Germany people usually eat cheese or sausage sandwich, an egg, honey and drink a cup of coffee.



# Lesson 20

1. Look at the pictures and remember the words.



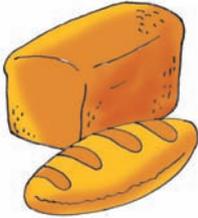
cheese



egg



sausage



bread



tea



sugar



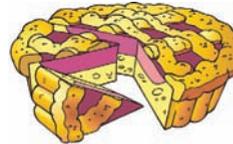
milk



salt



ham



pie



butter



juice



sandwich



cake

2. Look at the words above and say what young people usually have for breakfast, lunch and dinner.
3. Say what your parents eat or drink every day, three times a week, on special occasions, never.

4. **Make up short dialogues and act them out.**

*Model:* A: How about / what about some sugar to your tea?  
B: No, thanks. / Yes, please.

5. **You are going on a picnic. Write down what products you will pack. Explain why.**

*Model:* I will pack sandwiches because you don't have to cook them and you can eat them even when you walk.

Cereals, sandwiches, yoghurt, hamburger, milkshake, bacon, peanuts, crisps, spaghetti, ice cream or others.

6. **Listen and read the text. Then tell the class what the British people have for breakfast, dinner and supper.**



**MEALS IN GREAT BRITAIN**



Breakfast usually consists of a glass of orange or grapes juice, then cornflakes with sugar and milk, after that an omelette with fried bacon. Then British people drink tea or coffee with toast and marmalade.

Lunch is more like our dinner. They have very, very little soup, then meat or fish and a pudding or fruit. At the end they eat different kinds of cheese.

Dinner is very similar to lunch but they do not often eat soup at dinner. They may have some roast meat, fish, potatoes, vegetables and fruit.

For supper they usually have an omlette or sausages, sometimes bacon and eggs, sometimes just bread and cheese and a cup of tea or coffee.

The British never miss the main meal of the day. Even if they travel in train and it is lunch time they go to the dining car to have meal.

7. **Write ten sentences describing what you have for breakfast, dinner and supper.**



### Lesson 21

1. Listen, read and remember the words and word combinations.



to pass	[pa:s]
first course	
second / main course	
dessert	[dɪ'zɜ:t]
salad	['sæləd]
mashed potatoes	
to drink	[drɪŋk]
pizza	['pi:tʃə]
roast beef	[rəʊst 'bi:f]
pork chops	[pɔ:k 'tʃɒps]
menu	['menju:]
biscuit	['bɪskɪt]
pie	[paɪ]
soup	[su:p]
porridge	['pɔrɪdʒ]
fish	[fɪʃ]
beefsteak	['bi:fsteɪk]
chips	[tʃɪps]

2. Look at the restaurant menu and say what money your parents will pay for dishes and drinks.

First course	Price	Second/ main course	Price	Drinks	Price	Dessert	Price
Tomato soup	20.00	Beefsteak	25.50	Coffee	15.00	Ice cream	15.00
Vegetable soup	16.50	Roast beef	26.00	Tea	10.00	Apple pie	14.40
Borshch	18.00	Chicken	22.50	Grapes juice	10.00	Fruit salad	18.00
		Fish	28.00	Milk cocktail	16.00	Biscuits	12.90
		Pork chops	24.00	Lemonade	8.00		
		Mashed potatoes	10.00	Mineral water	8.00		
		Cheese omelette	5.00				

*Model:* My parents will pay thirty five hryvnias and fifty copecks for beefsteak and mashed potatoes for the second course. Drinks and dessert will cost them twenty four hryvnias and forty copecks: 10 hryvnias for grapes juice and 14 hryvnias and forty copecks for apple pie. Total is 59 hryvnias and 90 copecks.

3. You are in the café. Talk to the waiter, using the tables below.

A:

What would you like for	the first course? the second course? dessert?
-------------------------	-----------------------------------------------------

B:

I'd like	some a an	cake. fish. vegetable soup. ice cream. borshch. apple pie. biscuits. pizza. mashed potatoes.
----------	-----------------	----------------------------------------------------------------------------------------------------------------------

A: Would you like any drinks?

B:

Yes, please. Give me a	glass cup	of	pineapple (tomato, orange) juice. milk cocktail. coffee. tea.
------------------------	--------------	----	------------------------------------------------------------------------

No, thanks.

4. Fill in the missing words.

order    drink    eat    cost    pass    have

1. What do you often have in lunch time? — I ... an ice cream. 2. What did he do when I left the café? — He ... his milk cocktail and ... his strawberry pie. 3. How much do peaches ...? 4. ... me the bread, please. 5. Look at the menu! What will you ...? 6. What would you like to ... for the main course, and ... for drinks? 7. She ... orange juice. 8. When I was five years old, I liked to ... porridge. 9. ... me some cabbage and salt, please. 10. That will ... 5 hryvnias and fifty three copecks.

5. Find, read and write down the words.

porridgefishpieddessertsaladrinks mashedpotatoespizzabiscuitsoup

6. Work on the Internet or in the library. Compare the prices on food products in Ukraine and France or Germany. Prepare a brief report.



### Lesson 22



#### Personal Pronouns (особові займенники)

Називний відмінок

I            we  
you        you  
he         they  
she  
it

Об'єктний відмінок

me         us  
you        you  
him        them  
her  
it

#### 1. Look at the pictures and remember the pronouns.



I am a student.



She is a doctor.



We can jump.



They can read.



He can play tennis.



Give me a newspaper.



Give her a newspaper.



Give us a newspaper.



Give them a newspaper.



Give him a newspaper.

#### 2. Read and do.

1. Show me your exercise book.
2. Give him your English book.
3. Tell us about your friend.
4. Hand her a pen.
5. Explain them how to ask questions in English.

3. **You are at your friend's birthday party. Work in pairs. Make up and role-play similar conversations.**

*Model:* He: Have some fish.

You: No, thanks, but can I have some ham and mashed potatoes, please?

He: Of course you can. Here you are.

**Use these words and word combinations:**

bread, butter and ham/egg and cheese sandwich

pork chops and salad/tomato and cheese pizza

sausage and mashed potatoes/chips and fish

pizza/roast beef

biscuits/apple pie

fruit salad/ice cream

ice cream/cake

tea/coffee

juice/milk cocktail



4. **Complete the following sentences with *some* or *any*.**

1. Have you got ... oranges? 2. I'd like ... mineral water, please. 3. I don't have ... money with me. 4. Is there ... water? 5. We've got chicken but we haven't got ... salad. 6. I'll get you ... bread, if you like.

5. **Look at the pictures and write down the sentences to describe them. Use *him*, *her*, *them*.**



# Lesson 23

1. Listen, read and remember the words.



great	[greɪt]
wonderful	['wʌndəfl]
fantastic	[fæn'tæstɪk]
terrible	['terəbl]
awful	['ɔ:fl]
disgusting	[dɪs'gʌstɪŋ]
tasty	['teɪstɪ]
untasty	[ʌn'teɪstɪ]

2. Make up ten true sentences.

I think	pie lettuce beefsteak roast beef chicken fish pork chops mashed potatoes cheese omelette onion tomato garlic	is are	great. wonderful. fantastic. terrible. awful. disgusting. tasty. untasty.
---------	--------------------------------------------------------------------------------------------------------------------------------------------------	-----------	------------------------------------------------------------------------------------------------

3. Make up and act out a short dialogue.

Model: A: How about having some milk cocktail?  
B: I think it's untasty. I'd rather have some orange juice.

4. Find, read and write down the words.

tastyterriblewonderfulgreatuntastydisgustingawfulfantastic

5. Work in pairs. Role-play the dialogue with your classmate.

Student 1: May I go out?  
Teacher: What's wrong with you?  
Student 1: I don't feel well today.

*Teacher:* What's the matter?

*Student 1:* I don't know. Yesterday I and my friends ate at a fast food restaurant. We like to eat out there. Such restaurants are cheap, noisy and usually filled with people of our own age.

*Teacher:* Oh, yes. Teenagers have very unhealthy eating habits today. They eat more processed foods than ever before. How about home cooked meals in your family?

*Student 1:* You see, my both parents work outside the home, so they don't often have the time to prepare healthy nutritious meals. Supermarkets today are filled with prepackaged, instant foods. We can get mashed potatoes in a packet (just add water), tinned or packaged soups, as well as a large variety of frozen ready made dishes such as lasagna, meat pies, and many others. Why waste time on cooking!

*Student 2:* No wonder that students feel bad today. We are lazy to cook healthy nutritious meals. Most of us skip breakfast or have just toast and jam or a doughnut or croissant. Lunch is also a problem. The most popular foods at lunchtime are snacks. These come in the form of burgers, fries, hotdogs or sandwiches, pizza or some other readymade food, which are usually on white bread with plenty of mayonnaise or butter.

*Teacher:* Right you are! You should always remember that "cookie today, crumb tomorrow" and "live not to eat but eat to live".

6. **Read the dialogue in exercise 5 again. Note down all factors of young people's unhealthy eating habits. Agree or disagree with them. Give your reasons.**

7. **Look at the pictures and describe them. Use the information from exercise 5.**



# Lesson 24



## Reflexive pronouns (зворотні займенники)

### Однина

I — myself  
 You — yourself  
 He — himself  
 She — herself  
 It — itself

себе; сам(а)

### Множина

we — ourselves  
 you — yourselves  
 they — themselves

себе; самі

### 1. Look at the pictures and complete the sentences.



Model:      одна

I see myself.  
 You see your...  
 He sees him...  
 She sees her...  
 It sees it... .

множина

We see our...  
 You see your...  
 They see them... .

### 2. Make up twelve sentences using the table.

I  
 You  
 He  
 She  
 We  
 My friends

can  
 can't  
 must  
 will

draw a picture  
 get dressed  
 do the homework  
 read the text  
 clean the room  
 cook a cake  
 go to the supermarket  
 buy a cottage  
 cut meat  
 fry eggs  
 water the flowers

ourselves.  
 myself.  
 themselves.  
 himself.  
 herself.  
 yourselves.  
 yourself.

3. **Do as in the model. Start the sentences with the words in brackets.**

*Model:* She can't do this exercise herself. She needs help. (They) —  
They can't do this exercise themselves. They need help.

1. I can get dressed myself. I am not a baby. (We) —
2. You may sing yourself. Your voice is strong. (You) —
3. He may go to the shop himself. It is not dark outside. (She) —
4. You can't do that yourself. You don't know the rules. (He) —
5. Your brother can clean the room himself. (We) —
6. Her niece can cook a cake herself. (I) —

4. **Look at the pictures and remember the words.**

**CLOTHES**



a suit



a jacket



a sleeve



a collar



a coat



socks



a sweater



jeans



boots



a T-shirt



a shirt



a blouse



a skirt



a dress



shoes



a tie



a belt



a hat



a cap



tights

5. **Write down what you wear in different seasons: in winter, spring, summer and autumn.**



## Lesson 25



## The Future Simple Tense

Утворення: **will** + I форма дієсловаДопоміжне дієслово **will**

## 1. Make up six sentences using the table.

I	will (not)	read	a beautiful carpet on the floor.
You		live	TV in the evening.
He		have	in the living room.
She		watch	a lot of time in Kherson.
We		spend	in Kyiv.
They			

## 2. Write questions as in the model. Let your classmate answer your questions.

*Model:* Will your father buy a car next year?

1. Your father will buy a car next year. 2. Your cousin will have a large and light room. 3. There will be parking places in your neighbourhood. 4. We will live in the country in summer. 5. You will wear stylish clothes for New Year's party. 6. You will have a new T-shirt. 7. Your mother will buy high-heeled boots. 8. Your aunt will furnish her bedroom. 9. Your friends will go skating.

## 3. Listen and read the text. Fill in the chart after it.



Hi! My name is Ann. I like wearing the clothes that I know my mother doesn't wear. My mum likes wearing quite smart clothes — she works in an office — because she feels better that way. She is often dressed to look as if she has some control over her situation and everything else. At the present moment, she is wearing a suit, and a shirt, and high heels. It's because she thinks that the image that she is presenting will give people more confidence.

I like to look young and I like wearing bright colours and things that stand out in a crowd like. I like leather trousers and skirts. I like bright colours in my hair as well — like slides and things but also I dye my hair quite often. I don't see why I should look like everyone else in the street. I like wearing sort of stripey things and spotty things, and bright bouncy things really, and I'm not really bothered about the fashion. It's fun. Clothes should be fun not something really serious.

I also like to wear the sort of things, you know, that I feel comfortable in.

	Style of clothes	Reasons
Mother	1 2	1 2 3
Daughter	1 bright colours 2 3 4	1 stand out in a crowd like 2 3 4 5



4. Copy out the things you like and don't like in Ann's and her mother's styles.

Model: Ann's mother

<i>I like:</i>	<i>I don't like:</i>
<ul style="list-style-type: none"> <li>• smart clothes</li> </ul>	

5. Look through your classmate's notes. Find out what his/her notes have in common with yours.

6. Present to class your findings (exercise 5).



## Lesson 26

## 1. Ask your classmate:

1. if he/she will spend his/her holidays at the sea; 2. if he/she will buy a new sweater in a week; 3. if he/she will go out with his/her friends tonight; 4. if his/her friends will play basketball tomorrow; 5. if his/her mother will work in the garden on Saturday; 6. if his/her cousins will play tennis on Sunday; 7. when his/her father will repair the bike; 8. what his/her friend will do in the evening; 9. who will help him/her with studies if he/she needs; 10. if his/her grandparents will come to see him/her on weekends.

## 2. Look at the exercise 1 again and say that you will not do that.

*Model:* I will not spend my holidays at the sea.

## 3. Look at the pictures of a man and woman and say what they wear.



## 4. Fill in the missing words.

clothes, appearance, wears, jeans

1. My neighbour has a very unusual (1) ... . He has a long fair hair and usually wears a pair of (2) ... and a T-shirt. His clothes are not suitable for working in a bank. I am sure he washes his (3) ..., because they are always clean and tidy. The funny thing is that his son is very fashionable. He always (4) ... the latest styles, and almost never wears casual clothes.

## 5. Answer the questions about the father and son (exercise 4).

1. Why is the neighbour's appearance unusual?
2. Why is he sure that the father always washes his clothes?

3. Are father's clothes suitable for working in a bank?
  4. What kind of clothes is suitable for working in a bank?
  5. Who is very fashionable? Why do you think so?
  6. Do you know the people who wear the latest styles?
  7. Do you wear casual clothes?
6. **Look at the picture. What can you say about the clothes the man wears? Does he wear the clothes that stand out in a crowd like?**



7. **Write some sentences about the style of clothes you wear. Explain the reasons you wear that style.**



# Lesson 27

1. Look at the pictures and answer the questions.

1. Does your father wear striped ties or plain ones?



2. Do you usually wear flowered dresses or polka dot ones?



3. Does your uncle try on a checked or a plain shirt?



4. Do you like plain skirts or with a pattern?



2. Make up seven sentences using the table.

I	wear(s) put(s) on like(s)	a checked	belt.
My sister		plain	suit.
My aunt		a striped	sweater.
My uncle		a flowered	T-shirt.
My father		a polka dot	blouse.
My mother		a leather	jacket.
			jeans.

3. Ask your classmate what kind of clothes he/she likes to wear.

4. Work in pairs. Act out the dialogues and make up similar ones.

1. A: How do you like my shirt?  
B: Your shirt is **too** small. It's not your size.



2. A: How do you like my trousers?  
 B: Your trousers are **too** big.  
**Why don't you have them taken in?**



3. A: This jacket is the kind of thing I want. Can I try it on?  
 B: Of course, you can! The fitting room is **over there**.



4. A: **You look hot** in that sweater.  
 Why don't you take it off?  
 B: You are right. I must change it.



5. **Look at the pictures and say: a) what you like (don't like) to wear; b) what you will put on tomorrow.**

*Model:* I don't like to wear suits with a pattern. I like plain ones. Tomorrow I will put on plain jeans, socks, shoes and a polka dot T-shirt.



6. **Read the quote about clothing. Do you agree with it? Why/Why not? Write 5–7 sentences.**

Clothes make the man. Naked people have little or no influence on society.

(Mark Twain)



# Lesson 28

1. Look at the pictures of things and say: a) what their pattern is; b) what their colour is.

Model: It is a flowered yellow dress.



a dress



a sweater



jeans



a T-shirt



a shirt



a blouse



a skirt



socks

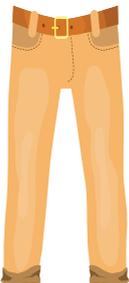


boots



a coat

2. Look at the pictures of sweaters and trousers. What would you choose for yourself/your friends/your parents?



### 3. Listen. Match the people with their descriptions.



A: It's Dennis. He always tries his best to keep up with the latest styles. When he finds some jeans, sweaters, shoes or T-shirts that he really likes he buys them. Dennis says that it's worth spending a bit extra money for better quality thing or for a thing you really like. Look at him now. He is wearing a nice striped suit and a black cotton shirt and black shoes.

B: It's Sam. He loves sport. Sam plays for our school basketball team. I like his style. He usually wears a white T-shirt, black jeans and sneakers, but now he is wearing a shirt, dark blue trousers and shoes.



1



2

### 4. Make the sentences negative.

1. Those high-heeled boots are ours. 2. The jacket was hers. 3. Do you wear tights? 4. Did they take off their coats? 5. Does she take in clothes? 6. It's my size. 7. A fitting room was over there. 8. I changed my dress. 9. Do you want to try this suit on? 10. My neighbour has an unusual appearance.

### 5. Complete each sentence with one word.

#### THE CLOTHES WE WEAR

Without realising it, the clothes we choose to wear tell other people a lot about (1) ... . We often judge people by (2) ... they are wearing. (3) ... example, people dressed (4) ... expensive clothes are thought to (5) ... wealthy.

Our shoes, accessories and jewellery, all tend to create an impression of our social class and personality. Similarly, our choice of clothes also depends (6) ... our age and who we are influenced (7) ... . On the other (8) ... , we do not always (9) ... the chance to choose our clothes. If we work as a nurse, police officer or firefighter we have to wear a standard uniform. Lastly, our ideas of beauty (10) ... revealed by our style of dress. Dressing (11) ... a particular outfit might be a way of saying "This is what I think (12) ... nice, and I believe it (13) ... me look more attractive". In conclusion, more (14) ... being just a way to keep warm, clothes reveal a (15) ... about a person's life, character and status.

### 6. Tell the class what new information from exercise 5 have you learned.

### 7. Work in small groups. Agree or disagree with the viewpoints given below. Give your reasons.



1. People behave differently when they wear different clothes.

2. Some people trust their first impressions about a person's character. Other people don't trust their first impressions because they think first impressions are often wrong. Which viewpoint do you agree with?



### SELF-ASSESSMENT MODULE 2

#### LEVEL 1

1. Find and write down 7 words on topic “Food and Drinks”.

lettucebeefsteakchickenvegetableappleomeletteonion

2. Choose the correct item.

- She ... pineapples and peaches.
  - like
  - likes
  - will likes
- He ... aubergines, garlic and mashed potatoes for dinner.
  - have
  - has
  - don't have
- We ... carrots and cabbage tomorrow.
  - buy
  - buys
  - will buy
- My friends will fry eggs ... .
  - themselves
  - himself
  - herself

3. Write five sentences about the clothes you usually wear to school.

#### LEVEL 2

1. Fill in the missing letters and write down the words.

Food & Drinks

ch\_\_se, m\_\_\_\_d p\_\_to\_\_, r\_\_s\_\_b\_e\_, c\_ck\_\_\_\_, s\_us\_\_\_\_

Clothes

T-\_\_\_\_\_, s\_\_k, s\_\_t, ti\_\_s, l\_at\_\_\_\_, st\_\_\_\_d, s\_i\_ab\_\_

2. Choose the correct item.

- His clothes ... suitable for working in a bank.
  - is
  - are
  - have
  - has
- She always ... the latest styles.
  - wear
  - wears
  - will wear
  - will wear
- Our choice of clothes ... our age.
  - depend on
  - depends on
  - is depend on
  - are depend on
- You must go to the supermarket ... .
  - ourselves
  - yourself
  - themselves
- We will do the homework ... .
  - ourselves
  - myself
  - yourselves

3. Imagine that your friend invited you to his/her birthday party. Make up and write down a dialogue discussing the clothes you are going to wear to the party.

### LEVEL 3

1. Write down as many words and word combinations as you can under each heading.

drinks	fruit	vegetables	dishes	clothes

2. Make up and write down two sentences in the Present Simple, two — in the Future Simple, and two — using Reflexive Pronouns.
3. Write 10 sentences about young people's eating habits.

### PROJECT WORK

1. a) Discuss with your teacher.

*Teacher:* When I was your age I used to get 30 copecks a week pocket-money, how much do you get?

*Students:* ....

*Teacher:* How do you spend your pocket-money each week?

*Students:* ...

- b) Fill in the Sample Questionnaire 1.

*Sample Questionnaire 1*

Sum of money	Number of students	Items money is spent on in your class
5 hryvnias		sweets
5 hryvnias — 10 hryvnias		disco
10 hryvnias — 15 hryvnias		cinema
over 15 hryvnias		ice cream
no pocket-money		sports
savings		others

Total number of students in group

2. Work in small groups. Discuss possible questions to your own questionnaires. Use Sample Questionnaire 1 as an example.
3. Agree on the final questionnaire by the whole.
4. Each student makes 3–5 copies of the final questionnaire.
5. Interview your schoolmates/friends/brothers/sisters/cousins.
6. Report your final results in the form of a graph, block diagram, or by posting the questionnaires on the wall.

### Lesson 29

1. Look at the pictures and remember the words.



coins



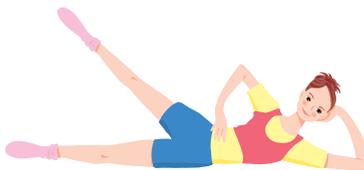
sewing



to take photos



lable



aerobics



hiking

2. Name the odd word out in each line.

1. fishing, sewing, hiking, term
2. entertainment, shame, hobby, leisure
3. stylish, aerobics, gardening, knitting
4. embroidery, collecting, incident, sewing
5. education, hiking, gardening, fishing
6. to be fond of, to enjoy, to like, forehead
7. coin, lable, generous, stamp

3. Look at the pictures. Match the pictures to the sentences.



1. The woman is taking photos.
2. The man is fond of fishing.
3. The girls are doing aerobics.
4. The boy is enjoying hiking.
5. The grandmother is knitting.



4. Say how often you do the activities listed below. Use *every day/ week, twice a week, once a month/year, three times a year/a day/a month*.

Model: I paint twice a month.

- |             |                |                             |
|-------------|----------------|-----------------------------|
| 1. paint    | 4. sunbathe    | 7. hike                     |
| 2. watch TV | 5. knit        | 8. go to the theatre/cinema |
| 3. cook     | 6. take photos | 9. go shopping              |

5. Look at the example questions, then write one more for each group.

1. Sports and hobbies.

So what do you do in your free time? Are you interested in sport? Do you collect anything? \_\_\_\_\_

2. Cultural interests and holidays.

What sort of music/films do you like? Do you read books about history? Where do you go for your holidays? \_\_\_\_\_

6. Use the questions in exercise 5 to find out about your classmates. Report the information to class.



7. Read and correct.

Model: — You worked in the garden.

— No, I **didn't**. I did my lessons.

1. It rained last week.
2. You lived in England last year.
3. You took part in the sports competitions two days ago.
4. We began the school year on the tenth of October.
5. You had four lessons on Wednesday.
6. You came home from school late on Sunday.

8. Find on the Internet or any other source if there are any fashion shows/picture exhibitions somewhere in the world. Prepare a brief report about it.



# Lesson 30

1. Look at the pictures and remember the words and word combinations.



dancing



singing



collecting coins



shopping



playing a musical instrument



painting



travelling



theatre



circus



concert



stamp



fishing

2. **Make a list of your five favourite free time activities. Make up sentences with them.**

*Model:* I love dancing. I dance from the age of five.

3. **Look at the list of words in exercise 1 again and say which leisure time activities are healthy and which are not. Give your reasons.**

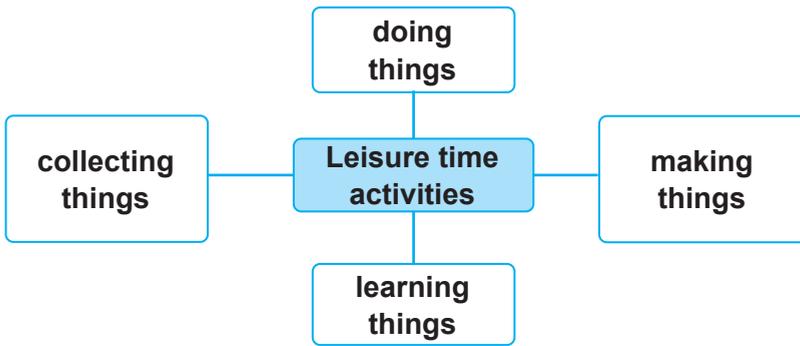
*Model:* To my mind, fishing is healthy because you spend a lot of time outdoors.

4. **Listen and read the text about how people spend their leisure time and answer the questions.**



### LEISURE TIME ACTIVITIES

There are four groups of leisure time activities.



*Doing* things is playing games, painting, travelling etc. *Making* things is cooking, knitting, embroidery. *Collecting* things is collecting stamps, books, coins, bottles, labels. *Learning* things is learning foreign languages, learning to play a musical instrument etc.

Nowadays people have more or less energetic interests and hobbies. They go in for dancing, sports, hiking, travelling, fishing, shopping and others. But there is a type of people who like lying on the sofa to watch television, to read a newspaper or listen to music. Such people are called couch potatoes.

How about you? Are you a couch potato or do you have an energetic hobby? Do you prefer doing, making, learning or collecting things? Why?

5. **Complete the sentences.**

1. Cooking, embroidery and knitting belong to ... . 2. Collecting things is ... .  
 3. Learning foreign languages and learning to play a musical instrument belong to ... . 4. Dancing, hiking, travelling and shopping are ... . 5. The couch potatoes are people who ... . 6. You may collect ... .

6. **Describe four groups of leisure time activities.**



## Lesson 31

## 1. Listen, read and remember the words and word combinations.



to go in for	
to like	[laɪk]
to love	[lʌv]
to hate	[heit]
to stand	[stænd]
I can't stand it!	
It's all right.	
I don't mind it.	
Not very much.	
not at all	
activity	[æk'tɪvəti]
fan	[fæn]
supporter	[sə'pɔ:tə]

## 2. Say what you like doing, what you don't mind doing and what you can't stand doing.

*Model:* I love taking photographs because it is interesting. I don't mind cinema, but sometimes the films are terrible. I can't stand fishing because it is boring.

## 3. a) In your exercise book evaluate each activity:

1. the sports and pastimes you participate in, are interested in, or watch (✓);
2. the ones that other members of your family take an interest in (+);
3. the games and pastimes you dislike or disapprove of (x);
4. the ones you might take up or get interested in one day (?).

*Team sports:* football , baseball , hockey , rugby , basketball .

*Individual competitive and non-competitive sports:* boxing , badminton , motor racing , golf , squash , cycling , field and track athletics , surfing , jogging , fitness exercises .

*Outdoor activities:* gardening , walking the dog , hunting .

*Indoor games:* chess , draughts ; board games: monopoly etc. .

*Hobbies:* collecting things , doing crossword puzzles , do-it-yourself .

**b) Underline your favourite activity in each category and add any which are missing.**

**c) Work in groups. Compare your lists. Present the information to class.**

**4. Write German/French equivalents to English words and word combinations. Make up three sentences with them.**

Football, jogging, field and track athletics, gardening, crossword puzzles.

**5. Work in pairs. Act out the dialogue and make up a similar one.**

A: What do you like to do in your free time?

B: I love cycling and badminton. What about you?

A: I love taking photographs and doing crossword puzzles. Do you like playing chess?

B: I don't mind it. How about football?

A: Oh, I can't stand it. It's too boring for me.



**6. Turn the sentences into the Past Simple.**

1. The sky is grey.
2. I sunbathe in summer.
3. My cousin goes to the forest.
4. We play games during the English lessons.
5. Max visits his relatives.
6. His parents gathered mushrooms and berries in the forest.
7. People spend summer at the seaside.
8. Sam buys books every month.
9. Children swim in the sea.
10. Her classmates go to the zoo.

**7. Correct the sentences.**

1. I meet my friend yesterday.
2. Did they went to school yesterday?
3. We go to the cinema last Saturday.
4. Do you played chess yesterday?
5. Did she works today?
6. They do not danced at the party last night.
7. What do you do yesterday?
8. I collect stamps when I was five.

**8. Glance at the webcam or watch TV news. Are there any sport competitions somewhere in the world? Prepare a brief report about it.**



## Lesson 32

1. **Make the sentences negative.**

1. He took in his trousers. 2. She wore an evening dress to the party. 3. I wore the latest styles. 4. I tried on a beautiful skirt. 5. He took off his tie and jacket. 6. They wear casual clothes. 7. He put on an old pair of jeans.

2. **Ask one general question to each sentence.**

*Model:* They **lived** in Odesa in 2015.

**Did** they live in Odesa in 2015?

1. We had tea for breakfast.
2. I went home by car.
3. They opened the door.
4. Olia watched TV.
5. The students played games.
6. They dressed.
7. Petro washed his face.
8. My father bought a car.
9. My friend got an excellent mark in English.
10. My sister bought an interesting book.

3. **Complete the sentences with *do*, *does* or *did*.**

1. ... you go to the theatre yesterday?
2. Do you always have dinner at 2 a.m.? — No, I ... not.
3. ... you bathe in the river last summer? — Yes, I ... .
4. ... children swim every summer? — No, they ... .
5. ... she have a good time last Sunday? — Yes, she ... .
6. ... Tania go to the forest in winter? — No, she ... .
7. When ... the students have their summer holidays?
8. What ... you do during your summer holidays?
9. ... he like to play basketball? — No, he ... not.
10. I ... not go to the seaside every summer.

4. **a) Ask your teacher:**

1. if she/he got up at 8 a.m. last Sunday; 2. if she/he worked five years ago; 3. what she/he did yesterday; 4. where she/he spent last summer; 5. which of her/his friends watched TV last week; 6. who studied English in her/his family; 7. how many lessons she/he had yesterday; 8. what she/he did on Christmas; 9. at what age she/he began to study English; 10. if she/he liked English at school.

**b) Report about your teacher using his/her answers (exercise 4 (a)).**

5. Listen and read how members of Mark's family spend their spare time.



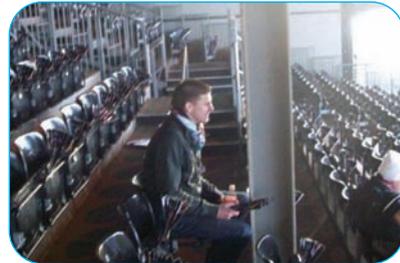
Hi! My name is Mark. I'm fourteen. I cannot say that I'm a couch potato, but I'm quite happy to stay at home most evenings. I usually watch TV, read interesting books or play computer games.

My sister's name is Mary. She is nine. She has very energetic interests and hobbies. She loves playing tennis, basketball, dancing and hiking. But she hates collecting labels or coins.

My father is a football fan. He is a Dynamo supporter. He goes to all their matches when they play at home.

My mother is an absolutely wonderful cook. She makes fantastic dishes.

6. Say which pictures show how Mark and the members of his family spend their spare time. Describe these pictures.



7. Write 10–12 sentences about how members of your family spend their spare time. Then tell your class about it.



# Lesson 33

1. Match each picture with the activity.



- a) skiing
- b) taking photographs
- c) hiking
- d) visiting museums



- e) playing computer games
- f) watching TV
- g) windsurfing



- h) reading magazines
- i) knitting
- j) embroidery
- k) going to discos



2. **Say what you think of the activities from exercise 1. Use the words from the box.**

fantastic, lovely, amazing, boring, awful, terrible, painful

*Model:* I think windsurfing is amazing. But I don't like it because I am afraid of water.

3. **Work in small groups. Ask which leisure time activity is the most/least popular with the students in your small group. Report it to your class.**

4. **Ask your teacher:**

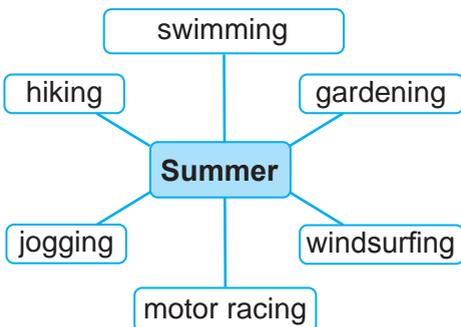
1. if he/she played computer games, when he/she was ten; 2. if he/she played tennis last spring; 3. when he/she last went to the cinema; 4. if his/her friend skied last winter; 5. if his/her friend stayed at home yesterday; 6. how long it took his/her friend to get to his/her job yesterday; 7. how often he/she went to discos when he/she was seventeen; 8. what his/her parents did to keep him/her healthy; 9. what he/she does to keep fit; 10. what he/she prefers: mashed potatoes or chips.

5. **Report about your teacher using his/her answers (exercise 4).**

6. **Turn the sentences into the Future Simple.**

1. I live in a very beautiful cottage. 2. Yesterday we went to bed late because it was our father's birthday. 3. Kate slides down a slide. 4. She goes home by minibus. 5. Ann climbed the mountain. 6. I often look out of the kitchen window. 7. She had a polka dot dress. 8. There were no skyscrapers in Ukraine. 9. I am a student of the 8<sup>th</sup> form. 10. There are multi-storey buildings in my town.

7. **Write 12 sentences about your hobbies or interests in different seasons. Tell your class about them.**



## Lesson 34

## 1. Listen, read and remember the words and word combinations.



mass media  
headline  
to remain  
editorial  
network  
to connect  
to download  
to send mails  
to surf the net  
feature article

['hedlɪm]  
[rɪ'meɪn]  
[,edɪ'tɔ:riəl]  
['netwɜ:k]  
[kə'nekt]  
[,daʊn'ləʊd]

## 2. Listen and read the text about the mass media. Answer the questions after it.



## MASS MEDIA

We live in the era of information. It's impossible to imagine our life without media. The term the mass media in English refers to the sources of information and news such as newspapers, television, radio and the Internet, that reach and influence large numbers of people.

The press still remains one of the most powerful kinds of mass media. One can find daily, weekly and monthly newspapers and magazines on different topics such as fashion, sport, children, politics, economy and others.

Television provides a great opportunity for people to learn latest news, watch interesting programmes and films.

Radio keeps us informed about current events, extends the education and provides the cultural recreation.

The Internet is an international computer network connecting other networks and computers that allows people to share information around the world. Nowadays, no one can deny the importance of the Internet. Sitting in front of a computer you can shop, download many interesting films, books, read news, send mails to your friends.

1. What sources of information do you prefer? Which of them do you trust more?
2. Do you read newspapers and magazines?
3. What are your favourite TV programmes?
4. Do you like to surf the net?

3. Match the pictures to the words and word combinations.



- a) headline
- b) news report
- c) the editorial
- d) feature article
- e) horoscope
- f) crossword
- g) small ads
- h) sports report
- i) the letters page

4. Write German/French equivalents to the English words and word combinations. Make up three sentences with them.

The mass media, learn latest news, current events, source of information, news report, monthly magazines.

5. Choose *can/may/must* for each blank. Work in pairs. Role-play some of the short dialogues.

1. A: ... I ask you a question?  
B: Yes, sure.
2. A: ... you go out with me?  
B: Sorry, I ... do my homework.
3. A: ... I use your computer, please?  
B: Sorry, I need it.
4. A: ... I use you phone, please?  
B: Sorry, I ... call my father.
5. A: ... I wash TV?  
B: No, you ... wash up first.

6. Choose the newspaper (it could be in your own language if you can't find an English one) and complete the following sentences.



1. The main story today is about...
2. The editorial is about...
3. The largest sport article is about...
4. There is a crossword on page...
5. There are some small ads on page...
6. The most striking photograph shows...



# Lesson 35

1. Listen, read and remember the word combinations.



- team sports
- individual sports
- outdoor activities
- indoor games
- play the piano
- go on an excursion

2. Make up sentences using the table. Write them down in your exercise book.

Team sports	are	chess, puzzles, card games.
Individual sports		collecting coins, stamps, labels.
Outdoor activities		knitting, embroidery, sewing, dancing, singing.
Indoor games		football, basketball, volleyball, hockey.
Hobbies		boxing, tennis, badminton, skating, skiing, aerobics.
		fishing, hiking, gardening, walking the dog.

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

1. Is collecting coins a hobby?
2. Are boxing and tennis individual sports?
3. Is gardening an outdoor activity?
4. Are dancing and singing leisure time activities?
5. Are hockey and basketball team sports?
6. Is knitting an indoor activity?
7. Is chess an indoor game?

4. Make up sentences using the table. Use the words from the middle column and say about yourself.

Model: I like playing football. I enjoy singing. I ... .

Peter Ann Nick	likes enjoys hates is fond of goes in for takes up	painting. dancing. gardening. fishing. aerobics. hiking. embroidery. collecting labels.
----------------------	-------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------

**5. Work in pairs. Take turns to ask and answer the questions.**

1. Do you enjoy dancing?
2. Are you fond of aerobics?
3. You don't go fishing, do you?
4. Do you like gardening?
5. Are you fond of hiking?
6. You enjoy collecting coins, don't you?
7. You hate knitting, don't you?
8. What is your hobby? Why do you enjoy it?
9. What do you hate doing?
10. What are you fond of?
11. What do you like doing in your free time?

**6. Say as in the model.**

*Model:* Kate is fond of taking photos.

I am fond of taking photos too. / I am not fond of taking photos.

1. My friends are fond of dancing.
2. My father is fond of fishing.
3. Our English teacher is fond of hiking.
4. His elder brother is fond of driving a car.
5. Nick and Mike are fond of going on excursions.
6. My Mathematics teacher is fond of painting.
7. My mother is fond of sewing.
8. My classmates are fond of football.
9. His girlfriend is fond of dancing.
10. Tom and Jane are fond of skating.

**7. Make some notes about yourself. Use the ideas below and those from exercises 2–6 and add more ideas of your own. Present the information to class.****1. Sports and hobbies**

I play a little \_\_\_\_\_

I used to play \_\_\_\_\_ but now \_\_\_\_\_

I like to go \_\_\_\_\_ (+ verb with *-ing*)

I collect \_\_\_\_\_

**2. Cultural interests and holidays**

(books) I like \_\_\_\_\_

(music) I like \_\_\_\_\_

(films) I like \_\_\_\_\_

(magazines) I like \_\_\_\_\_



# Lesson 36

1. Use the words from the box and complete the chart. Do it in your exercise book.

to paint, sewing, to embroider, singer, to collect, to hike, painting, embroiderer, music, to sew, singing, to play an instrument, hiker, sewer, collecting, hiking, musician, collector, embroidery

Model:

Activity	Action	The doer of the action
knitting singing	to knit	knitter

2. What do we call people who do these activities?

Hobby	Person
1. Cooking	cook
2. Photography	
3. Acting	
4. Dancing	
5. Cycling	
6. Mountaineering	
7. Playing tennis	tennis player
8. Swimming	
9. Boxing	

3. Listen and read about what British people like to do in their free time.



### HOMES AND GARDENS

The British are known as a nation of gardeners. Most people have a garden on their property.

Many people in Britain are proud of their houses and gardens. They want them to look nice. Every town in Britain has one or more DIY (Do It Yourself) centres and garden centres. These are like supermarkets for the home and garden. These places are very popular with British home-owners at the weekends.



4. Describe the picture.



5.  Look at the chart. Compare and contrast leisure activities and hobbies in both countries. Use phrases given below.

1. In ... whereas in ... .
2. ... in comparison to ... .
3. Although/While ..., ... .
4. Both ... and ... .

Great Britain	Ukraine
1. watching television	1. watching television
2. entertaining friends	2. entertaining friends
3. shopping	3. hiking
4. gardening	4. embroidery
5. eating out	5. taking photos



## Lesson 37

1. Look at the pictures and say what people's hobbies are.



2. Say what your friend's hobbies are.

!

Дієслово **to be** (бути) у минулому часі має дві форми: **was** для однини і **were** для множини.

Наприклад: *I was at school.* — Я був/була у школі.

*We were at school.* — Ми були у школі.

Заперечення: *I was not (wasn't) at school.* — Я не був/була у школі.

*We were not (weren't) at school.* — Ми не були у школі.

Запитання: *Was I at school?* — Я був/була у школі?

*Were we at school?* — Ми були у школі?

**3. Make up five sentences using the table.**

I	was (not) were (not)	at home	last week.
He		at school	last summer.
She		in Ternopil	last winter.
You		in Kharkiv	last year.
We		at the sea	yesterday.
They			
Kate			
Nick			

**4. Ask your teacher:**

1. if she/he was at home at 5 p.m. yesterday; 2. if he/she was in Symferopil last summer; 3. when he/she was at the zoo last time; 4. if he/she was in the park yesterday; 5. if he/she could read at the age of five; 6. when he/she was in Dnipro; 7. if he/she went on an exhibition on Sunday; 8. who from the members of his/her family was busy yesterday; 9. where he/she bought a checked T-shirt; 10. when he/she was in the country.

**5. Report about your teacher using his/her answers (exercise 4).**

**6. Write about your most exciting weekend. Write down who you were with, what you did, what made it exciting. Then tell it to your class.**



# Lesson 38

1. a) **Work in pairs. Ask and answer what your classmate can/could do and what he/she cannot do, at what he/she is good, or bad. Sum up the answers of your classmate.**

*Model:* My classmate can skate ... , ... but he/she cannot ski. Long ago my classmate could ... . He/she is good at ... , ... , but he/she is bad at ... .

b) **Tell about your classmate.**

2. **Listen and role-play the telephone conversation.**



*Alice:* Hello.

*Fred:* Hello. May I speak to Jane, please?

*Alice:* Just a minute... Jane, it's for you.

*Jane:* Hello.

*Fred:* Hi, Jane. This is Fred. Would you like to go to the cinema tonight?

*Jane:* Thanks. I'd love to. I haven't been to the cinema for a long time.

*Fred:* Good. I'll pick you up around three thirty, then. The film starts at five.

*Jane:* Fine, I'll be ready.

3. **Name indoor and outdoor activities you know.**

4. **Work in pairs. Discuss the points listed below.**

1. ways you entertain yourself in your free time
2. ways young people relax
3. sports for pleasure

5. **Read and compare.**

Every day (Present Simple)		Yesterday (Past Simple)	
I <b>am</b> a student.	<b>Am</b> I a student?	I <b>was</b> a student.	<b>Was</b> I a student?
You <b>are</b> a teacher.	<b>Are</b> you a teacher?	You <b>were</b> a teacher.	<b>Were</b> you a teacher?
Peter <b>is</b> ill.	<b>Is</b> Peter ill?	Peter <b>was</b> ill.	<b>Was</b> Peter ill?
We <b>are</b> hungry.	<b>Are</b> we hungry?	We <b>were</b> hungry.	<b>Were</b> we hungry?
They <b>are</b> busy.	<b>Are</b> they busy?	They <b>were</b> busy.	<b>Were</b> they busy?

6. **Make up and write down in your exercise book 6 questions with the verb to be: three in the Present Simple and three in the Past Simple.**

**Would** expresses past repeated actions and routine.

**Used to** expresses past states or habits.

*Model:* Grandma **would** always **make** me porridge for breakfast (also: **used to make**). When I was young I **used** to live in Lviv (Not: **would**).

7. **Work in groups. Discuss the changes in your lives over the years. Talk about:**

- |            |                   |                    |
|------------|-------------------|--------------------|
| 1. hobbies | 4. personality    | 7. daily routine   |
| 2. sports  | 5. food           | 8. favourite books |
| 3. clothes | 6. likes/dislikes |                    |

**Use used to.**

*Model:* — What were your hobbies and what are they now?  
— 5 years ago I used to play football but I don't play it any more. I'd rather play the guitar.

8. **Look at the pictures and tell your class about the changes in the boy's life.**

1



2



# Lesson 39

1. **Read the dialogue, act it out and make up a similar one.**

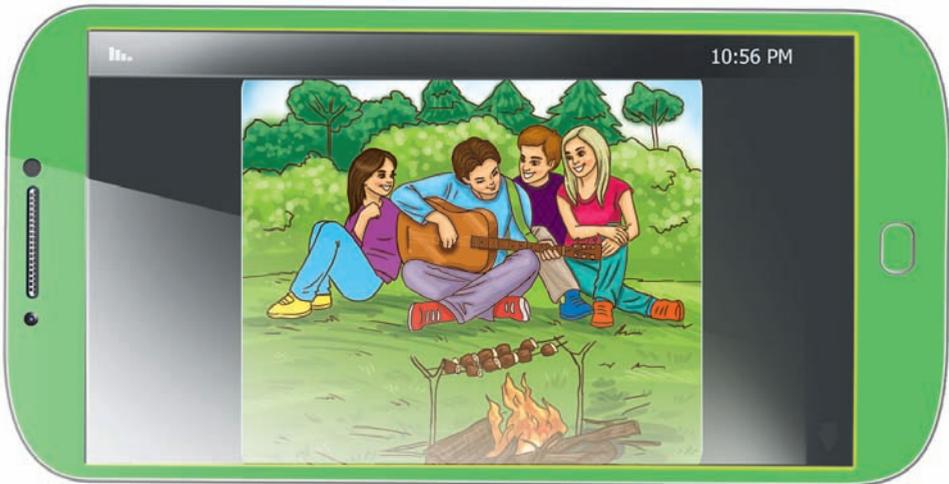
A: We are going camping. Would you like to join us?

B: I'd rather go on a picnic. I don't have a sleeping bag.

A: We don't mind it! Picnic sounds fantastic too! We can make a fire, cook potatoes and play the guitar. Good idea!

B: Thanks. It's so nice of you!

2. **Fill in the missing words.**



made, played, went, cooked, sang, took, drank

Last weekend I (1) ... camping with my friends. We (2) ... tents and sleeping bags. Some of us put up the tents while the others collected wood and (3) ... fire. We (4) ... potatoes and shashlyk, and (5) ... lemonade. In the evening, Ted (6) ... the guitar and everybody (7) ... songs. At about 11 p.m., we all (8) ... to bed.

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

1. Would you like to go on a picnic or go camping this summer?
2. Would you like to sleep in a sleeping bag?
3. Who usually puts up a tent in your family?
4. Can you make a fire? Who does it in your family?
5. Do you or does your brother/your friend collect wood?
6. Would you like to cook potatoes?
7. Can you play the guitar? Would you like to play it?
8. Do you like singing songs? What is your favourite song?

#### 4. Ask your teacher:

1. if he/she went on a picnic or camping this summer; 2 if he/she can make a fire; 3. if he/she collected wood; 4. if he/she slept in a sleeping bag; 5. if he/she can put up a tent; 6. if he/she plays the guitar; 7. if he/she likes to sing songs.

#### 5. Report the class about your teacher using his/her answers (exercise 4).

#### 6. Look, compare and remember.

Simple			
	Present	Past	Future
позначає	дію як факт у теперішньому	дію як факт у минулому	дію як факт у майбутньому
утворюється за допомогою	I форма дієслова	II форма дієслова	will + I форма дієслова
	go/goes	went	will + go
допоміжні дієслова	do, does	did	will

Past	Now	Future
He came <i>(дія відбу<u>вал</u>ася колись)</i>	He comes <i>(дія відбу<u>ває</u>ться тепер)</i>	He will come <i>(дія відбу<u>де</u>ться колись)</i>
He came, sat down, and took a pen. <i>(кілька дій відбу<u>ло</u>ся одна за одною)</i>	He comes, sits down, and takes a pen. <i>(кілька дій відбу<u>ває</u>ться одна за одною)</i>	He will come, he'll sit down, and he'll take a pen. <i>(кілька дій відбу<u>де</u>ться одна за одною)</i>

#### 7. Write the sentences in the Past and Future Simple.

1. My mother milks the cow. 2. I am in Sumy. 3. They live in a nine-storey building. 4. Her face is clean. 5. I have my birthday party today. 6. She goes to bed early. 7. We get home by taxi. 8. My teacher finishes her work at 3 p.m. 9. I visit France. 10. There is a fence round the private house.

#### 8. Tell the class what people usually do when they go camping.



## SELF-ASSESSMENT MODULE 3

## LEVEL 1

## 1. Match each English word and word combination with its Ukrainian equivalent.

- |                        |                        |
|------------------------|------------------------|
| 1. embroidery          | a) подорож пішки       |
| 2. circus              | b) комп'ютерні ігри    |
| 3. to take photographs | c) вишивання           |
| 4. computer games      | d) цирк                |
| 5. painting            | e) фотографувати       |
| 6. hiking              | f) плавання            |
| 7. carpentry           | g) мотоперегони        |
| 8. fitness exercises   | h) малювання (фарбами) |
| 9. swimming            | i) вправи з фітнесу    |
| 10. motor racing       | j) теслярство          |

## 2. Read and choose the sentences in the Future Simple.

1. He plays football.
2. He played football.
3. He will play football.

1. I go skating.
2. I will go skating.
3. I went skating.

1. They take up motor racing.
2. They took up motor racing.
3. They will take up motor racing.

## 3. Write five sentences about your hobbies.

## LEVEL 2

## 1. Complete the sentences with the words which start from the given letters.

1. I like to play m\_\_\_\_\_.
2. Outdoor activities are g\_\_\_\_\_, w\_\_\_\_\_ the dog and h\_\_\_\_\_.
3. I disapprove b\_\_\_\_\_, k\_\_\_\_\_ and do-it-y\_\_\_\_\_.
4. My friend takes an interest in f\_\_\_\_\_ exercises, c\_\_\_\_\_, and d\_\_\_\_\_.

2. **Correct the mistakes in the sentences given below.**
  1. I go shopping two days ago.
  2. My father will go hunting last week.
  3. We do crossword puzzles three days ago.
3. **Write 7–10 sentences about what you usually do in your free time.**

**LEVEL 3**

1. **List as many words as you can under each heading.**

sports / games	leisure time activities
tennis	taking photographs

2. **Write five sentences about what you used to do three years ago but don't do it any more.**
3. **Complete the sentences with *used to* or *Past Simple*.**
  1. We ... for long walks when we lived in the village.  
a) used to go    b) went
  2. I ... to get to work, but I don't any longer.  
a) used to drive    b) drove
  3. I never ... Mondays, but I do now.  
a) used to enjoy    b) enjoyed
  4. She ... when she saw me.  
a) used to stop    b) stopped
  5. We ... first class.  
a) used to travel    b) travelled
4. **Describe the pastimes your classmates take up/disapprove.**
5. **Translate the English sentences into German/French.**
  1. My friend takes up squash.
  2. We went camping last weekend.
  3. Ted played the guitar.
  4. I celebrated my birthday on Sunday.

# Unit 4

## WEATHER. NATURE

### Lesson 40

1. Look at the pictures and remember the words.



cloudy



snowy



rainy, dark sky



lightning



foggy



cloudless sky, sunny

2. Write which words from exercise 1 go with *good* weather and which with *bad* weather.

Good weather

Bad weather

3. Imagine you are a weather reporter. Report tomorrow's weather.



snowy



sunny



cloudy



foggy



rainy



*Model:* It will be cool and cloudy in Athens with a temperature of 12°C.

4. Which words from exercise 1 best describe the weather in your native town/village.
5. Tell the class about the usual weather in the place you live.



# Lesson 41

1. Listen, read and remember the words and word combinations.



rainfall	['reɪnfɔ:l]
overcast	['əʊvəkɑ:st]
thunderstorm	['θʌndəstɔ:m]
flash flooding	
torrential rain / pour cats and dogs	
to overwhelm	[,əʊvə'welɪm]
frosty	['frɒsti]
nasty	['nɑ:sti]
to trap	[træp]
hurricane	['hʌrɪkən]
thunder	['θʌndə]
thaw	[θɔ:]
gusty winds	
severe weather	
violent storm	
hail	[heɪl]

2. Name the odd word out in each line.

1. rainfall, thunderstorm, sun, torrential rain
2. sunny, cloudy, rainy, autumn
3. storm, hurricane, hail, nasty
4. spring, winter, thunder, summer

3. Find, read and write down the words.

*thawthunderoverwhelmhurricanefrostynastyrainfallthunderstorm*

4. Write German/French equivalents to the English words and word combinations. Make up three sentences with them.

Rainfall, thunderstorm, frosty, nasty, thaw, hail, torrential rain.

5. Match the words to make up the word combinations.

- |               |             |
|---------------|-------------|
| 1. freezing   | a) report   |
| 2. flash      | b) cold     |
| 3. boiling    | c) rain     |
| 4. torrential | d) storm    |
| 5. weather    | e) hot      |
| 6. thunder    | f) flooding |

6. Use the words below and word combinations from exercises 5 in your own sentences.

Snowy, foggy, rainy, sunny, cloudy, windy, hot, warm, frosty, nasty, overcast, hurricane, thunder, lightning, thaw, torrential rain, gusty winds, severe weather, violent storm, pour cats and dogs.

7. Listen to weather news. Tell in what part of Ukraine it could happen. Give your reasons.



Severe thunderstorms caused flash flooding across parts of the country on Sunday night. A torrential rain and hail overwhelmed city streets, trapping cars.

Nearly 100 mm (3.9 inches) of rain fell during the storm, which lasted only a few hours. This was almost three quarters (3/4) of the total rainfall, which is usually expected throughout the month of April.

A senior forecaster from the Bureau of Meteorology said the flooding was the result of slow-moving thunderstorms.



8. Read and think of short weather reports using each phrase.

- We are expecting torrential rain.
- This large hail will damage the crops!
- What strong gusty wind blows!
- Some people were injured.

9. Listen to the weather forecast for Ukraine for tomorrow. Write and then tell it to your class in English.



### Lesson 42

1. Look at the map and write the weather forecast for one of the towns for tomorrow.



2. Choose the words you will use to talk about the weather.

Lake, splendid, fog, degree, argue, continent, rainfalls, storm, stretch, torrential rain, nephew, falls, expect, hail, niece, overwhelm, gusty winds, volcanic, husband, temper, violent, injure, viewpoint, subtropical, exchange.

3. Work in pairs. Make up a short dialogue with the words from exercise 2. Role-play it with your classmate.

4. Compare and contrast the weather in winter in the west and south of Ukraine. Use the phrases given below.

- |                               |                              |
|-------------------------------|------------------------------|
| 1. In ... whereas in ... .    | 3. Although/While ..., ... . |
| 2. ... in comparison to ... . | 4. Both ... and ... .        |

Щоб показати, що дія щойно відбулася, вживаємо **теперішній доконаний час (The Present Perfect Tense)**.

**Present Perfect** утворюємо за допомогою **have** або **has** і III форми дієслова.

**Has** вживається з третьою особою однини.

Правильні дієслова утворюють III форму за допомогою закінчення **-ed**. Неправильні дієслова мають особливу форму, яку потрібно запам'ятати.

*Наприклад:* I (you, we, they) *have just opened* the window. —  
Я щойно відчинив(ла) вікно.  
He (she, it) *has just opened* the window. —  
Він (вона) щойно відчинив(ла) вікно.

5. **Read the sentences. Pay attention to the translation of the Present Perfect.**

- |                                |                                  |
|--------------------------------|----------------------------------|
| 1. The plane has just landed.  | 1. Літак щойно приземлився.      |
| 2. I have made a phone call.   | 2. Я зателефонував(ла) (щойно).  |
| 3. They have taken a minibus.  | 3. Вони їхали маршрутним таксі.  |
| 4. She has seen him this week. | 4. Вона бачила його цього тижня. |

6. **Write the following sentences in the Present Perfect.**

- They will spend a lot of money on the tour.
- I am trying on a new pair of jeans.
- She visits Poland every year.
- He saw a lot of amusing films.

7. **Listen and read two weather reports. Talk with your classmate about the damage after the storm.**



*Model:* — Have you heard what happened in Southampton?  
— Oh, it's terrible! Hundreds of roofs were damaged!

This is David Smeeton in Southampton. In the southern region it's been a day of assessing the damage to hundreds of roofs, many of them torn completely off, while some homes are partially collapsed. Overnight scores of people were looked after in emergency centres.

And finally this is Andrew Roberts with a look at how the storms have affected the capital. Two people were killed as winds of 94 miles an hour — the highest ever recorded — gusted across London. In Croydon a motorist died when his car was crushed by a falling tree.

8. **Find on the Internet or any other source if there was a storm somewhere in the world. Tell the class about the damage after it.**



## Lesson 43

1. a) Read the words and word combinations and say what you already know about the weather.

Overcast, thunderstorm, flash flooding, torrential rain / pour cats and dogs, to overwhelm, frosty, nasty, to trap, hurricane, thunder, thaw, gusty winds, severe weather, violent storm, hail, rainfall, wheat crops, injure.

- b) Look at the pictures and say what you can see in them.



2. **Look through the words and word combinations. Predict what the news in exercise 3 will be about.**

severe storms, injure, violent storms, torrential rain, gusty winds and large hail, damage

3. **Listen to the world weather news. Say what country it is about. Why do you think so?**



A line of severe storms began developing on Friday stretching from Texas through Kansas and up into parts of Nebraska. Several people were injured late on Friday.

More than 14,000 homes and businesses lost power late on Saturday after violent storms and tornadoes. Parts of Kansas and Texas are expecting torrential rain, strong gusty winds and large hail, which could potentially damage wheat crops. Severe weather over the next few days is likely to add to problems.

4. **Read the weather forecast. Write down a similar one for your native town/village.**



... let's take a look at ... where it's the beginning of the rainy season and the rains are expected at any time, although they haven't arrived yet. At the moment, it's very hot and humid there with temperatures reaching +35°C.

5. **Compare and contrast the weather in summer in different parts of Ukraine. Use phrases given below.**

1. In ... whereas in ... .
2. ... in comparison to ... .
3. Although/While ..., ... .
4. Both ... and ... .

*Model:* In summer it can be sunny and hot in the south of Ukraine whereas it is rainy and cool in the west of the country.



## Lesson 44



Питальна форма **Present Perfect Tense** (теперішнього докона-ного часу) утворюється за загальним правилом: допоміжне дієсло-во (**have** або **has**) ставиться перед підметом.

*Наприклад:* — **Have** you opened the window?  
— Yes, I **have**.  
— No, I **have not (haven't)**.

Заперечна форма **Present Perfect Tense** (теперішнього доко-наного часу) утворюється за допомогою частки **not**, яка ставиться після допоміжного дієслова (**have** або **has**).

*Наприклад:* I **have not** opened the window.  
He **has not** opened the window.

1. **Complete the sentences with either *has* or *have*. Write them down in your exercise book.**
  1. He ... talked a lot.
  2. We ... enjoyed the company of other people.
  3. She ... smiled at me.
  4. I ... noticed his feelings.
  5. You ... worked hard.
  6. They ... given presents.
  7. He ... felt safe and relaxed.
2. **Make the following sentences negative.**
  1. I have used new words.
  2. She has appreciated your help.
  3. We have looked at the pictures.
  4. They have matched the pictures to the descriptions.
  5. I have thought of you.
  6. He has talked with his friend.
  7. He has told me what kind of person you are.
3. **Write one question to each sentence.**
  1. They have acted out the dialogue.
  2. He has told us how they look like.
  3. She has described his character.
  4. I have answered your question.
  5. They have guessed the puzzle.
  6. We have made up eight sentences.
  7. They have spoken about their relatives.

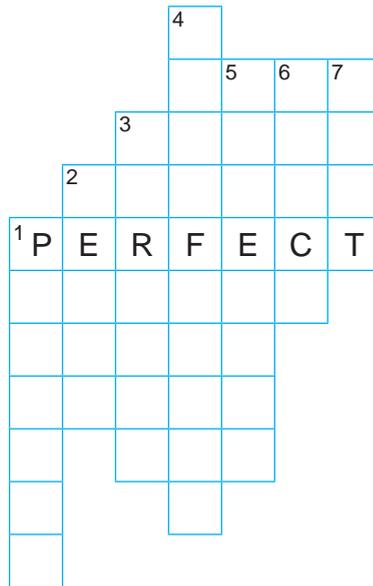
## 4. Listen, read and learn the poem “The Beaches of Mexico”.

**THE BEACHES OF MEXICO**

Have you ever seen the beaches of Mexico?  
 Have you ever walked the streets of Paris?  
 Have you ever been to England?  
 Have you ever been to Spain?  
 Have you ever walked barefoot in a heavy rain?  
 Well, I have not seen the beaches of Mexico.  
 I have not walked the streets of Paris.  
 I have not been to England.  
 I have not been to Spain.  
 But, I have sure walked barefoot in a heavy rain.

## 5. Guess the grammar puzzle.

1. Present ...
2. ніколи
3. вже
4. цієї п'ятниці
5. нещодавно
6. відтоді
7. щойно



## 6. Read, complete and learn the poem.

**LESSONS FROM LIFE**

I have learned many lessons from life.  
 I have learned from many different people.  
 And in many different ways.  
 What I have learned from my family is ...  
 What I have learned from my friends ...  
 What I have learned from ...  
 And what ...  
 These are the lessons I have learned from life.



## Lesson 45

## 1. Answer the questions about autumn.



1. What are the autumn months?
2. What is the usual weather for autumn in Ukraine?
3. What do people usually wear in autumn in Ukraine?

## 2. Describe autumn in your native town/village.

## 3. Read the words.

exciting	[ɪk'saɪtɪŋ]
boring	['bɔːrɪŋ]
amazing	[ə'meɪzɪŋ]
tiring	['taɪərɪŋ]
excited	[ɪk'saɪtɪd]
bored	[bɔːd]
amazed	[ə'meɪzɪd]
tired	['taɪəd]

## 4. Listen and read the story about Elizabeth.



Elizabeth stared out her room window and watched the rain come down. She didn't know what to do. Rainy Saturdays are so boring. As she looked around the room, the bright cover of a book caught her eye. She reached over to the bookshelf and pulled out one of the Nancy Drew Books.

Elizabeth's mother bought her these books two months ago. The girl placed them on her shelf, but she decided to read one now. Mystery books are always interesting.

Soon Elizabeth read page after page with excitement, unable to put the book down. A noise downstairs drew the girl's attention away from the book. Elizabeth looked at the clock and couldn't believe her eyes. It was lunchtime. The girl thought: may be rainy days are not so bad after all.

to stare  
to cover  
to catch one's eye  
to reach over to  
couldn't believe her eyes  
to pull out  
to draw attention

[steə(r)]  
['kʌvə(r)]

**5. Choose the correct answer to each question.**

1. How does Elizabeth feel when she reads about Nancy Drew?
  - a) bored
  - b) excited
  - c) amazed
  - d) tired
2. Where does Elizabeth read a mystery book?
  - a) in a street
  - b) at school
  - c) at home
  - d) in the shop
3. Which statement is a fact?
  - a) Elizabeth looked at the clock.
  - b) Mystery books are always interesting.
  - c) Rainy Saturdays are boring.
  - d) Elizabeth is a nice girl.



**6. What do you think rainy days are good for? Are they good for reading books? What do you usually do on rainy days? Are these days boring? Write 8–10 sentences.**



# Lesson 46

## 1. Answer the questions about winter.



1. What are the winter months?
2. What is the usual weather for winter in Ukraine?
3. What do people usually wear in winter in Ukraine?

## 2. Describe winter in your native town/village.

## 3. Look at the pictures. Correct the sentences.

*Model:* That's wrong. The girl is not reading a book. She has just read it.



The girl is reading a book.



The children are sledding.



The man is trying on a cap.

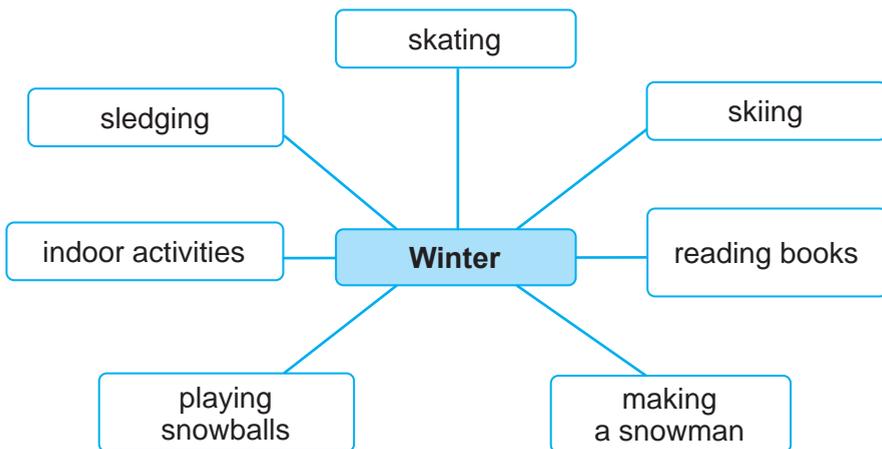


The children are skiing.

4. **Write the answers to the questions.**

1. What have you had for breakfast today?
2. Have you washed your face and hands with soap this morning?
3. Have you played computer games this week?
4. Have you heard the weather forecast for today?
5. Have you ever travelled by train?
6. Have you ever enjoyed nature?
7. Has your father ever hired a car? When?

5. **Write down 5–7 sentences about how you usually spend your leisure time in winter.**



# Lesson 47

## 1. Answer the questions about spring.



1. What are spring months?
2. What is the usual weather for spring in Ukraine?
3. What do people usually wear in spring in Ukraine?

## 2. Describe spring in your native town/village.

## 3. Write German/French equivalents to the English words and word combinations. Make up three sentences with them.

Spring, April, March, May, month, season, green leaves.

## 4. Read about spring. Do you like this season? Why? Why not?

Spring is the season of hope and happiness. The sun warms the earth. The birds come back from the south. The trees begin to bud and soon tiny green leaves will appear. Everything looks covered with green carpet. The spring months are April, March and May.

5. Listen, read and learn the poems.



### SPRING

One simple word  
Such word as "spring"  
May wake your soul,  
Fulfil your dreams.

It isn't only time of year,  
It comes and change the land and sky.  
It brings new life into the air,  
You feel so strong that you can fly.

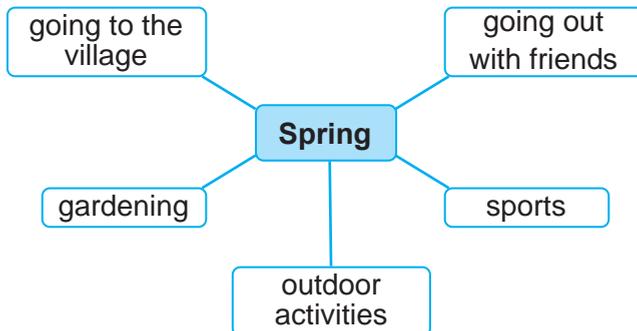
The sunshine will destroy your fear  
New love will give you angel's wings.  
I wish you: save this atmosphere  
For all your life, for hundred springs.  
*(Olga Boichuk)*

### MARCH WIND

March wind is a jolly fellow;  
He likes to joke and play.  
He turns umbrellas inside out  
And blows hats away.

He calls the pussy willows  
And whispers in each ear,  
"Wake up you lazy little seeds;  
Don't you know that spring is here?"

6. Write down 5–7 sentences about how you usually spend your leisure time in spring.



# Lesson 48

## 1. Answer the questions about summer.



1. What are summer months?
  2. What is the usual weather for summer in Ukraine?
  3. What do people usually wear in summer in Ukraine?
2. Describe summer in your native town/village.
3. Read the words and word combinations and say what young people usually do in summer and what they do in winter.

to bathe/swim in the river, to play indoor games, to play snowballs, to bathe/swim in the sea, to skate, to sunbathe, to sledge, to play outdoor games, to visit relatives, to make a snowman, to go to the forest, to ski, to gather mushrooms and berries, to have a good time

**4. Read about Andriy's summer holidays and answer the questions.****SUMMER HOLIDAYS**

Every year in June, July and August I have summer holidays. I love my holidays because I always have a good time.

My family often goes to the sea in summer. We usually swim in the sea, sunbathe and play games. Sometimes we don't go to the sea. Then we go to the village to visit our relatives. We also have a good time there because we go to the forest and gather mushrooms and berries. I love summer and summer holidays.



1. When do you have your summer holidays?
2. Where do you go in summer?
3. What do you do in summer?
4. Do you like to gather mushrooms and berries?
5. Do you like to swim in the river or in the sea?
6. Do you visit your relatives in summer?
7. Do you like to play games in summer?
8. You like to spend your holidays with friends, don't you?
9. Do you go to foreign countries in summer? What countries have you visited?
10. Have you ever been to a summer camp? Do you enjoy staying there?
11. Why do you love summer holidays?

**5. Write and then tell the class about your summer holidays.**

# Lesson 49

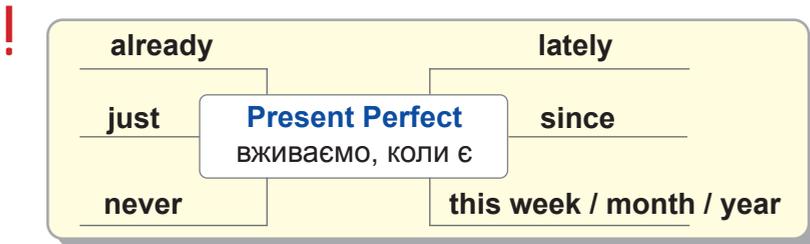
## 1. Divide the words into four groups: summer, autumn, winter, spring.

gloomy, hot, stormy, snowy, sunshine, lightning, cloudless sky, bright, dark sky, sunny, cloudy, blue sky, foggy, rainy, overcast, thunderstorm, flash flooding, torrential rain / pour cats and dogs, to overwhelm, frosty, nasty, hurricane, thunder, thaw, gusty winds, severe weather, violent storm, hail, boiling hot; warm, cool, chilly, cold, freezing cold

summer	autumn	winter	spring

## 2. Use the adjectives below and the words from exercise 1 and describe each season.

beautiful, amazing, splendid, exciting, fantastic, awful, tiring, magnificent, dangerous, picturesque, relaxing, peaceful, entertaining, dirty, stressful



## 3. Read the sentences. Pay attention to the italicized words.

1. We have *just* had breakfast.
2. My father has worked for this company *since* 2009.
3. She has *never* been to Paris.
4. They have *already* bought tickets for the plane.
5. He hasn't known that *yet*.

## 4. Make up and write down your own sentences with each italicized word in exercise 3.

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

since, for, yet, already

1. *Mike*: Haven't you cleaned your room ...?  
*Chris*: You've ... asked me that three times today.
2. They have been married ... 15 years.
3. I haven't seen them ... June.

## 6. Glance at the webcam or watch TV news. Prepare a brief report about the weather at the moment in some European countries.



## SELF-ASSESSMENT MODULE 4

## LEVEL 1

## 1. Match each English word with its Ukrainian equivalent.

- |              |               |
|--------------|---------------|
| 1. lightning | a) дощовий    |
| 2. foggy     | b) вітер      |
| 3. rainy     | c) блискавка  |
| 4. frosty    | d) відлига    |
| 5. thunder   | e) затоплення |
| 6. thaw      | f) туманний   |
| 7. hail      | g) морозний   |
| 8. flooding  | h) сонячний   |
| 9. sunny     | i) гір        |
| 10. wind     | j) град       |

## 2. Correct the mistakes in the sentences given below.

- Gusty wind have blown.
- Torrential rain hasn't overwhelm city streets.
- The storm haven't affected the town.
- Flash flooding has trap cars.

## 3. Write five sentences about today's weather.

## LEVEL 2

## 1. Complete the sentences with the words which start from the given letters.

- The flooding was the result of slow-moving th\_\_\_\_\_.
- Severe thunderstorms caused flash f\_\_\_\_\_.
- Some people were i\_\_\_\_\_.
- The trip was e\_\_\_\_\_.
- The girl feels e\_\_\_\_\_.
- I like s\_\_\_\_\_, s\_\_\_\_\_ and s\_\_\_\_\_ in winter.

## 2. Write questions to the sentences. Start them with the words in brackets.

- Strong winds have damaged hundreds of roofs. (What ... ?)
- I have made a phone call. (Who ... ?)
- He has already swum and sunbathed. (... + tag ?)
- The tiny green leaves have already appeared. (... + tag ?)

3. **Imagine that you are on a trip to Paris. Write 7–10 sentences describing the weather there.**

**LEVEL 3**

1. **Write down as many words and word combinations as you can under each heading.**

good weather	bad weather

2. **Write special question to each sentence.**

1. He enjoys travelling in summer.
2. There have been a few rainfalls this autumn.
3. Some homes are collapsed.
4. We were tired after a long trip.
5. The sun has just appeared.

3. **Compare and contrast the usual weather in spring in France/ Germany and Ukraine.**

4. **Translate the English sentences into German/French.**

1. The weather is gloomy today.
2. It usually thaws in March.
3. It often pours cats and dogs in autumn.
4. We have many bright and sunny days in summer.
5. When the weather is warm and sunny, we often play outdoor games.

**PROJECT WORK**

**Do a library research.**

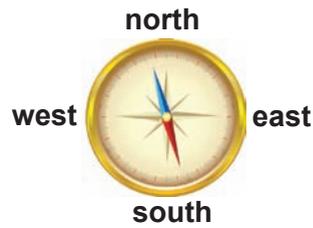
**Study the geography, climate, weather and sights of the country you are most interested in visiting. Present the materials in class. Use maps, photos and pictures to illustrate the results of your research.**

# Unit 5

## THE BRITISH ISLES AND UKRAINE. NATIVE TOWN/VILLAGE

### Lesson 50

1. Look at the pictures and remember the words.



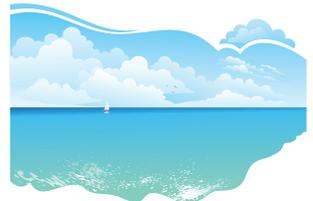
a mountain



a river



a lake



an ocean



a channel

## 2. Listen and practise saying the geographical names.



the British Isles	[ðə 'brɪtɪʃ aɪlz]
England	['ɪŋɡlənd]
Scotland	['skɒtlənd]
Wales	[weɪlz]
the United Kingdom	[ju'naitɪd 'kɪŋdəm]
Northern Ireland	['nɔ:ðən 'aɪələnd]
Europe	['jʊərəp]
the Atlantic Ocean	[ət,læntɪk 'əʊʃn]
Ben Nevis	[bɛn 'ni:vɪs]
Scafell	[skɔ:'fɛl]
Slieve Donard	[sli:v 'dɒnərd]
the Thames	[təməz]
the Clyde	[klaɪd]
the Lough Neagh	[lɒh'nei]

## 3. Look at the map and read about the British Isles.



### THE BRITISH ISLES

The British Isles lie off the north-west coast of continental Europe. They are made up of Great Britain (England, Scotland and Wales) or the United Kingdom (UK) and Northern Ireland. The capital of Great Britain is London.

The UK is separated from Europe by the English Channel. The country is washed by the Atlantic Ocean in the north and the North Sea in the east.

Mountains are an important part of the geography of the country. The highest mountains are Ben Nevis in Scotland, Snowdon in Wales, Scafell in the Lake District and Slieve Donard in Northern Ireland.

The main rivers in England are the Seven and the Thames. Scotland's longest river is the Clyde and Ireland's — the Shannon. The largest lake is the Lough Neagh in Northern Ireland.

### 4. Complete the sentences.

1. The Seven and the Thames are the ... . 2. The British Isles are made up of ... . 3. Ben Nevis is the ... . 4. The Lough Neagh is ... . 5. Great Britain consists of ... . 6. Scafell is the ... .

### 5. Match the pictures to the sentences.



1. This is London.
2. This is Snowdon in Wales.
3. This is the English Channel.
4. This is Slieve Donard in Northern Ireland.
5. This is the Clyde in Scotland.
6. This is the Lough Neagh in Northern Ireland.



6. Tell the class about the British Isles. Use the information from exercise 3.



## Lesson 51

## 1. Add two names to each category:

<i>Mountains:</i>	Snowdon, ...
<i>Rivers:</i>	the Shannon, ...
<i>Lakes:</i>	the Lough Neagh, ...

## 2. Name the odd word out in each line.

1. England, Scotland, Wales, Ukraine.
2. The Dniro, the Clyde, the Dnister, the Bug.
3. Carpathians, Ben Nevis, Snowdon, Scafell.

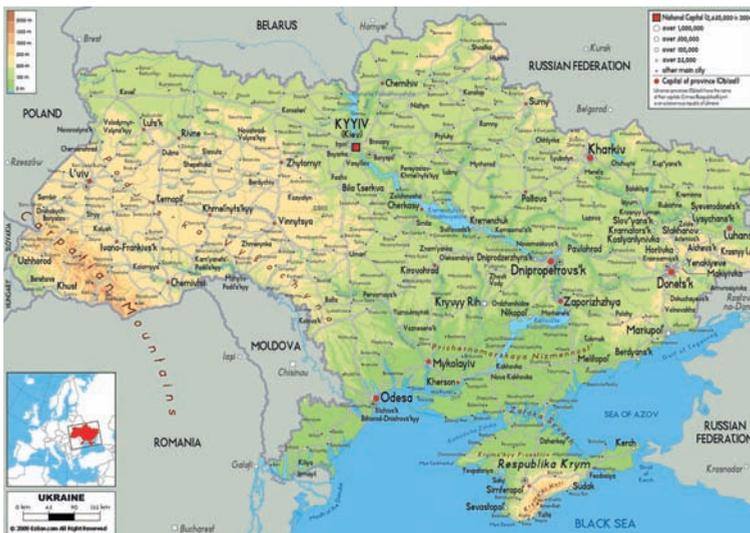
## 3. Listen and practise saying the geographical names.



Belarus  
Russia  
Hungary  
Romania  
Moldova  
Poland  
Slovakia  
the Crimean Mountains  
the Sea of Azov  
the Carpathian Mountains

[ˌbeləˈruːs]  
[ˈrʌʃə]  
[ˈhʌŋɡəri]  
[ruːˈmemɪə]  
[ˈmɒlˈdəʊvə]  
[ˈpəʊlənd]  
[sləˈvækiə]

## 4. Look at the map and read about Ukraine.



## UKRAINE

Ukraine occupies an area of 603.700 square kilometers. In the north it borders on Belarus; in the east and north-east on Russia, in the south-west on Hungary, Romania and Moldova; in the west on Poland and Slovakia. In the south Ukraine is washed by the Black Sea and the Sea of Azov.

The main territory of Ukraine is flat, but 5% of it make up mountains. The largest of them are the Carpathian Mountains and the Crimean Mountains.

The Carpathians are situated in Europe and stretch through Hungary, Poland, Romania, and Ukraine. The highest point of the Ukrainian Carpathians is Hoverla — 2,061 metres above the sea level.

The Crimean Mountains stretch along the coast of the Black Sea. The highest point of the Crimean Mountains is Roman-Kosh.

The major rivers in Ukraine are the magnificent Dnipro, the Dnister, the Bug, the Donets and others.

## 5. Give the answers to the questions.

1. Is the main territory of Ukraine flat or mountainous?
2. Does Ukraine border in the south-west on Hungary, Romania and Moldova or Belarus?
3. Does Ukraine border in the east and north-east on Russia or Moldova?
4. Does Ukraine border in the west on Romania or Poland and Slovakia?
5. Do the Carpathians stretch through Hungary, Poland and Romania or Poland and Slovakia?

## 6. Tell the class about Ukraine. Use the information from exercise 4.



## Lesson 52

## 1. Look at the pictures and fill in the missing words.

go, finish, be, have

## USUALLY



## YESTERDAY



## TOMORROW



1. Nick usually ... 5 p.m. Yesterday he ... work at 12.00 p.m. Tomorrow he will ... work at 5 p.m. 2. He usually ... home by minibus. Yesterday he ... home by taxi. Tomorrow he will ... home by minibus.

**2. Say what you:**

usually do/wear; yesterday did/wore; tomorrow will do/will wear.

**3. Turn the sentences into the Past Simple.**

1. Where is your uncle? — He is in the kitchen.
2. What is he doing? — He is reading a newspaper.
3. How many spoons of sugar do you take for your tea?
4. She collects coins.
5. She will take photos.
6. I am painting.
7. They are dancing.
8. I cannot read a newspaper lying on the sofa.
9. They are not couch potatoes. They love hiking and travelling.
10. We often knit and embroider at our Handicrafts lessons.

**4. Fill in the gaps with *have* or *has*. Write down the sentences in your exercise book.**

1. She ... closed the door.
2. I ... answered the question.
3. It ... rained a lot.
4. We ... cleaned the room.
5. He ... opened the window.
6. Tom and Mary ... visited their friend.
7. My mother and I ... watered the flowers.
8. Jenny and Tom ... helped in the garden.

**5. Turn the sentences into the Present Perfect.**

1. She works as a nurse.
2. She wrote three letters.
3. The Browns are visiting us.
4. He passed his exams.
5. I phoned him three times.
6. We cleaned the room.
7. He brushed his teeth.
8. My class went to London.
9. I spent my holidays in France.
10. I read an interesting book.
11. They helped their grandparents in the garden.
12. Tom and Jack played football in the yard.

6. **Fill in the chart in your exercise book.**

	Location	Mountains	Oceans	Seas	Lakes	Rivers
Ukraine 						
Great Britain 						

7. **Write German/French equivalents to English words and word combinations. Make up three sentences with them.**

Major river, mountain, capital, south, west, east, north, country.

8. **Choose the correct item.**

- ... lie off the north-west coast of continental Europe.  
 a) The British Isles    b) Ukraine    c) Hungary
- ... is the capital of Great Britain.  
 a) Cardiff    b) London    c) Oxford
- Snowdon is the highest mountain in ... .  
 a) Scotland    b) England    c) Wales
- The Lough Neagh is a ... .  
 a) river    b) mountain    c) lake
- Ukraine is washed by ... seas.  
 a) three    b) two    c) four
- Hoverla is ... metres high.  
 a) 1,042    b) 3,051    c) 2,061
- The ... is the major river in Ukraine.  
 a) Dnister    b) Bug    c) Dnipro
- The highest point of the Crimean Mountains is ... .  
 a) Hoverla    b) Roman-Kosh    c) Ben Nevis

9. **Compare and contrast the geography of Great Britain and Ukraine.**



**Use phrases given below.**

- ... whereas ... .
- ... in comparison to ... .
- Although/While ..., ... .
- Both ... and ... .



# Lesson 53

1. Listen and read the text.



## TOWN AND VILLAGE LIFE (Part I)

We live in Ukraine. It is a country in Europe. It is smaller than France but it is larger than Germany.

The Ukrainian people live in small towns and big cities. A lot of people live in villages. The life in a village is quiet. The women milk cows. The men work in the fields.

A city life is very noisy. Crowds of people walk on the pavements. They walk very fast. People look very busy. The cars, buses, lorries, trams, trolleybuses run in the streets. The traffic is very heavy.



France  
Germany

[fra:ns]  
['dʒə:məni]

2. Answer the questions.

1. Is Ukraine a country in Europe?
2. Is Ukraine larger than France or Germany?
3. Where do Ukrainian people live? Where would you like to live in town or in a village? Why?
4. Why is city life noisy and busy?
5. Are there pavements in your town/village?
6. Is the traffic heavy in your town/village?
7. Is there much fresh air in the town?

3. **Act out short dialogues and make up similar ones.**

1. A: I like to live in a big city.  
B: Do you? I don't. A city life is very noisy and busy. Besides, the traffic is very heavy.
2. A: The life in the village is quiet.  
B: Right. Besides, there is much fresh air.

Щоб показати, що дія вже закінчилася до певного моменту в минулому, вживається минулий доконаний час (The **Past Perfect Tense**).

Past Perfect утворюється за допомогою **had** та третьої форми дієслова.

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

Before you started  
this school year,

- had you studied any foreign languages?
- had you met any English/American people?
- had you watched any films in English?
- had you read any books in English?
- had you learned any English words?
- had you heard any songs in English?
- had you been to an English-speaking country?
- had you learned about English-speaking countries?

5. **Open the brackets in the sentences given below, using the Present Perfect or the Past Perfect.**

1. You can have this newspaper. I (finish) reading it.
2. It wasn't raining when I left for school. It (stop) by that time.
3. I am not hungry. I already (eat).
4. It was ten p.m. I already (finish) doing my homework and I was ready to go to bed.
5. Carol missed her lesson of English yesterday because of a terrible traffic jam. By the time she got to school, her lesson already (begin).
6. Our family had no car at that time. We (sell) our old car.
7. Do you want to see that programme? It just (start).
8. We are late. The party already (start).
9. I (learn) English for 4 years now.
10. John (live) in Paris for 5 years before he could speak French fluently.
11. They are angry because (wait) for too long.

6. **Tell about the "Town and Village Life". Use the information from exercise 1.**



## Lesson 54

1. **A friend of yours is coming to visit you, but she doesn't know how to get to your place. Read the letter, and write a similar one to your friend.**

To: My Flora

Subject: Directions

Insert: Attachment Photos Videos

Tahoma 10 B I U

Dear Flora,

I hope that you're well and you're enjoying your new school. I'm writing to you because we would like your family to join us for a small party to celebrate my birthday on the 3<sup>d</sup> of December.

I hope you can come.

Here are a few directions so you won't get lost. As you enter Kyiv, follow the signs for Ternopil until you come to a very big roundabout. Take the third turning for Rus'ka Street and follow that road for about 5 km. You should then pass the Hotel "Ukraina" on your right and then immediately after that you will see a post office. Turn right at the post office and we're the second on the left. If you get lost just give us a ring and Tom will come and get you.

Give our regards to your family. We're looking forward to seeing you soon.

Love,  
Ann and Tom

Send Save Cancel

2. **Read the sentences.**

1. Walk two blocks and then turn right. 2. Is there a post office near here? 3. Could you tell me the way to the drama theatre/town library? 4. Could you tell me how to get to smart shops/any museum? 5. You must go straight on. 6. At the traffic lights turn left and the ancient buildings will be in front of you. 7. Go straight on to the second crossroads and then turn right.

3. **Tell about the street you live in. Would you ever consider living in another street? Why/why not?**

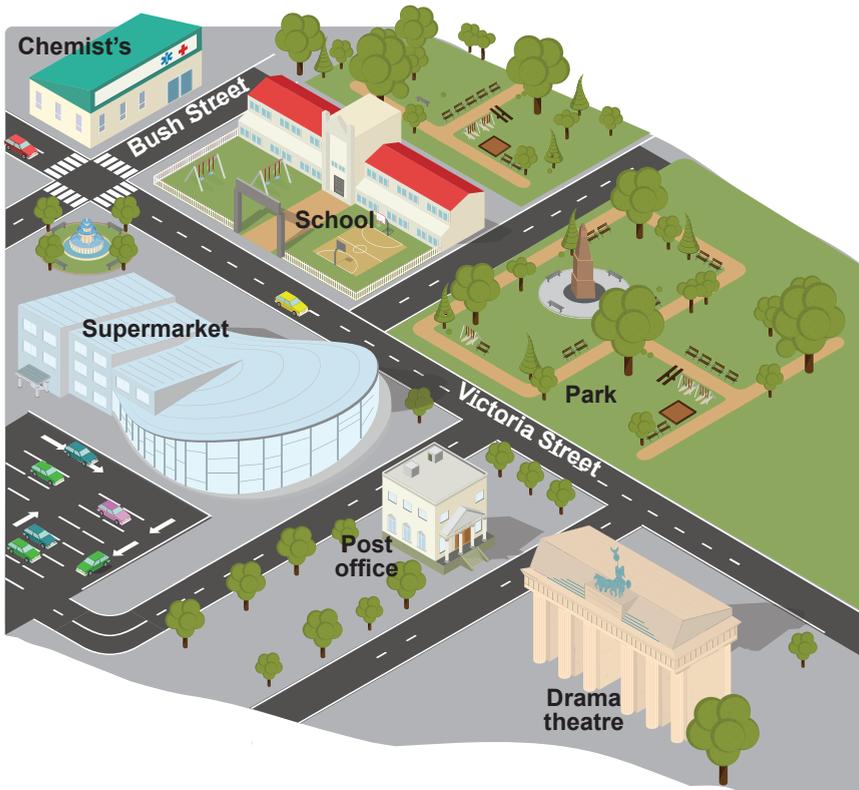


4. Put a preposition from the box into each gap.

to for in down

1. I live ... Rus'ka Street. ... the west of my street there is a monument ... Bohdan Hmelnytskyi. 2. ... the south my street leads ... the park. 3. Children like sliding ... the slides there. 4. My street is not only ... pedestrians. You can also see a lot of buses, lorries and cars. 5. My street is famous ... beautiful ancient buildings, museums and theatres.

5. Work in pairs. Look at the map. You are at the drama theatre. You want to buy some food but you don't know how to get to the supermarket. Ask your classmate to tell you the way there.



6. How well do you know your native town/village? Make a library/archival research. Compare and contrast the life there nowadays and 15 year ago. Use phrases given below.

1. ... whereas ... .
2. ... in comparison to ... .
3. Although/While ..., ... .
4. Both ... and ... .



## Lesson 55

1. Complete the sentences with *may* or *can*.

1. Ann ... arrive later.
2. She ... be seventy, but she still likes to dance.
3. ... you show me where it is?
4. We have a simple choice. We ... wait here for a bus or we ... start walking.
5. Peppers ... be green, yellow or red.

## 2. Work in pairs. Ask and answer the questions.

1. Are there skyscrapers or multi-storey buildings in your town/village?
2. Do you live in a cottage or a multi-storey building? Can you make a choice where to live?
3. How many storeys does the building where you live have?
4. Is there a parking place in your neighbourhood?
5. Is the air polluted in the place you live?

## 3. Tell about the place your classmate live. Use his/her answers to the questions in exercise 2.

## 4. Work in pairs. Read the dialogue, fill in the blanks, and act it out with your classmate.

A: What town/village do you live in?

B: I live in ...

A: Is it large?

B: Yes, it is./No, it isn't. About ... million/thousand people live there.

A: What places of interest are there in your town?

B: There is/are ... , ... , ... and many others.

A: Are there any attractions?

B: Sure. There is/are ... , ... , ... .

A: Do you like your town/village?

B: Yes, very much. It's a nice place to live.

## 5. Compare and contrast the two pictures. Use phrases given below.

1. In ... whereas in ... .
2. ... in comparison to ... .
3. Although / While ... , ... .
4. Both ... and ... .



6. **Make some notes about your own city/village. Use the ideas below and add more ideas of your own. Present your notes to class.**

I live in the capital city/a small town/a large port ...

Most tourists who come like to see ...

Personally, I would recommend visiting ...

All over the city there are a lot of very traditional ...

The most modern area of the city is ...

They have plans to ...

7. **Write an article about your street/village/town for a newspaper. The outline below will help you.**



1. Name, location, population.
2. Attractions, places of interest.
3. Shopping.
4. Level of pollution.
5. Traffic system.
6. Invite people to visit it.



# Lesson 56

1. Read the notes and say where it is better to live: in town or in a village. Give your reasons.

### TOWN LIFE

noise, traffic jams, easy to find a job, good public transport system, many schools/hospitals, unfriendly people, stressful, high pollution levels, skyscrapers

### VILLAGE LIFE

relaxing, monotonous, poor public transport, poor entertainment, friendly people, picturesque, few schools, no variety of jobs, little financial cost, fresh air

2. Compare and contrast the two pictures. What do they have in common? Use phrases given below.

- |                             |                            |
|-----------------------------|----------------------------|
| 1. In ... whereas in ...    | 3. Although/While ..., ... |
| 2. ... in comparison to ... | 4. Both ... and ...        |



3. **Discuss in small groups.**

1. What you enjoy about living where you do.
2. What kinds of entertainment there are in your area.
3. In what ways you would improve the area where you live.
4. Which place you would prefer to live in. Give your reasons.

4. **Write 6 sentences about advantages and disadvantages of living in town and in a village.**

Advantages of living in town	Disadvantages of living in town

5. **More and more young people are leaving their villages for cities. Write the reasons why they leave villages. What should be done to encourage them to stay? Write 10–15 sentences.**



to set up new education centres



to set up new hospitals



to improve transport



to build new leisure centres



## SELF-ASSESSMENT MODULE 5

## LEVEL 1

## 1. Match each English word and word combination with its Ukrainian equivalent.

- |             |              |
|-------------|--------------|
| 1. capital  | a) озеро     |
| 2. north    | b) країна    |
| 3. west     | c) столиця   |
| 4. south    | d) карта     |
| 5. east     | e) північ    |
| 6. coast    | f) гора      |
| 7. country  | g) захід     |
| 8. mountain | h) схід      |
| 9. lake     | i) південь   |
| 10. map     | j) узбережжя |

## 2. Choose the correct item.

- I am not hungry. I ... already ... .  
a) have ... eaten      b) has ... eaten      c) had ... eaten
- I was not hungry. I ... already ... .  
a) have ... eaten      b) has ... eaten      c) had ... eaten
- Do you want to see that programme? It ... just ... .  
a) have ... started      b) has ... started      c) had ... started
- We were late. The party ... already ... .  
a) have ... started      b) has ... started      c) had ... started

## 3. Write five sentences about your native town/village.

## LEVEL 2

## 1. Make up and write down the sentences with the words and word combinations given below.

walk two blocks and ..., straight, crossroads, post office, tell, get to, turn

## 2. Choose the correct item.

- You can have this newspaper. I ... reading it.  
a) have finished      b) has finished      c) had finished
- By the time she got to school, her lesson ... already ... .  
a) have ... begun      b) has ... begun      c) had ... begun
- They are angry because they ... for too long.  
a) have waited      b) has waited      c) had waited
- We didn't go on an excursion to France. We ... already ... there.  
a) have ... been      b) has ... been      c) had ... been
- He lived in Kyiv. Before that he ... in Odesa.  
a) have lived      b) has lived      c) had lived

3. **Compare and contrast the life in your native town/village nowadays and three years ago.**

**LEVEL 3**

1. **Give English equivalents to each Ukrainian word and word combination.**

- |                       |                      |
|-----------------------|----------------------|
| 1. населення          | 6. географічна назва |
| 2. рівень забруднення | 7. старовинний       |
| 3. вуличний рух       | 8. пішоходи          |
| 4. розташування       | 9. дорога, шлях      |
| 5. прилади            | 10. визначні місця   |

2. **Complete the sentences with the Past Perfect or Past Simple.**

- When I left my school, I ... (realise) that I ... (forget) my English textbook.
- She was happy because she ... (take) the 1<sup>st</sup> place in the competition.
- He ... (buy) the car by the time I got there.
- I ... (not listen) to the joke because I ... (hear) it before.
- When he ... (arrive) at the station, his train already ... (leave).

3. **Compare and contrast the life in the Ukrainian village and that in Germany or France.**

**PROJECT WORK**

- At home rank the tourist attractions of the place you live. Make a tourist map of “top ten” attractions.**
- In the classroom prepare the questionnaire.**

*Sample Questionnaire*

- Excuse me. Look at the map, please. What do you most want to see?
- What do you intend seeing/doing/visiting?
- Where will you go first?
- Have you been to ... ?

- Organize working groups (of two or four students) for the real-life street interviews.**
- In pairs interview as many people in the street as possible. One person talks and another records, then change roles. You may also ask the interviewee’s age, profession, place of living.**

Tourist attraction	Number of people	Age	Profession	Place of living
Castle				
Museum				
Market				

5. **Present the results of your interviews in class. Place your street map on the wall or on the blackboard.**



## Unit 6

# HOLIDAYS AND TRADITIONS

## Lesson 57

1. Listen, read and remember the words and word combinations.

the Declaration of State Sovereignty	[ˈsɒvrənti]
to pass the Declaration to proclaim independence	
victory	[ˈvɪktəri]
army	[ˈɑːmi]
state	[steɪt]
to celebrate	[ˈselɪbreɪt]
colourful lights	[laɪts]
Christ Resurrection	[kraɪst ˌrezəˈrekʃn]
to be honoured	[ˈɒnə(r)d]
to commemorate	[kəˈmeməreɪt]
adoption	[əˈdɒpʃn]
to dedicate	[ˈdedɪkeɪt]

**2. Read the clues and put the letters in order to form the words. Make up sentences with these words.**

1. To make something known officially or publicly.
2. The respect from other people that a person gets because of high standards of behaviour and moral character.
3. To take place in order to make people remember a special event.
4. The state of being free and not controlled by another person, country, etc.

claproim

houron

meramocomte

indencedepen

**3. Listen and read about the holidays in Ukraine.**



**PUBLIC HOLIDAYS IN UKRAINE**

There are 8 national holidays which are celebrated in Ukraine every year.

*New Year's Day (January 1).* On this holiday people decorate New Year Tree with toys and colourful lights. The most common way of celebration is New Year parties. People have fun. When the clock strikes 12, they say to each other "Happy New Year!"

*Christmas (January 7 / December 25).* Unlike the New Year with fun, firework and big celebration, it is a religious holiday.

*Women's Day (March 8).* It is a good occasion for men to demonstrate their love and sympathy to the women around them. It is widely celebrated. It's the day of mothers, grandmothers, sisters, sweet-hearts — of all the women.

*Easter.* The holiday of celebrating Christ Resurrection. The Easter egg is the most popular emblem of this holiday.

*Victory Day (May 9).* On May 9, 1945 people got the victory over the fascist Germany. On this day the veterans of war are congratulated, honoured and given flowers. Military parades and fireworks are typical of this holiday.

*Constitution Day (June 28).* This holiday commemorates the adoption of Ukrainian constitution in 1996.

*Independence Day (August 24).* This holiday is dedicated to the important event: Ukraine's independence was proclaimed by the Ukrainian Parliament on August 24, 1991.

*Army Day (December 6).* It is a holiday of the men, who served in the Ukrainian Military Forces.

**4. Interview your classmate. The questions below will help you.**

1. When do Ukrainian people celebrate the Independence Day?
2. Why is this holiday celebrated on this day?

3. Do you think we should celebrate Army Day and Victory Day? Why? / Why not?
4. What should we do to preserve Ukraine's independence?
5. What other public holidays in Ukraine do you know?
6. What holidays do you like, but they are not public ones?

**5. Choose the correct word for each blank.**

Sovereignty wish eight merry August congratulate

1. People drink, eat and make ... on this holiday. 2. The Verkhovna Rada passed the Declaration of State ... 3. On Women's Day people ... their mothers, sisters and wives. They ... them, joy, much fun and health, success, prosperity and wealth. 4. We have ... public holidays in Ukraine. 5. We celebrate the Independence Day on ... 24.

**6. Discuss in small groups the public holidays in Ukraine. If you were a president what holidays would you change? Give your reasons.**



## Lesson 58

## 1. Listen and read the text given below.



### MY FAVOURITE HOLIDAYS (Part I)

Hi! My name's Nick. I want to tell you how I usually celebrate my two favourite holidays.

You know that on January 1 we celebrate New Year's Day. And on January 7 most Ukrainian people have Christmas.

January, which derives its name from Janus, the Roman God of beginnings, endings, openings and closings, symbolizes leaving old for the new. No wonder that people celebrate New Year's Day on January 1. The type of its celebration varies very much according to the local customs, family traditions and personal taste.

I like New Year because I always have a nice big New Year Tree in the living room. My father and I decorate it with different toys, flags, balls and many bright lights. On that day we have a party at school. We sing songs, recite poems and dance around the New Year Tree.



### 2. Agree or disagree. Use *Right; I agree entirely* or *Not really, I'm afraid; I am afraid you are wrong*.

*Model:* I'm afraid you are wrong. Ukrainian people have Christmas on January 7 or on December 25.

1. Ukrainian people have Christmas on January 25. 2. January derives its name from Janus, the Roman god of beginnings, endings, openings and closings. 3. New Year's celebration doesn't vary according to the local customs and traditions. 4. Christmas celebration varies according to the personal taste. 5. We celebrate New Year's Day on December 31. 6. I like New Year because I decorate my room with flags, toys and lights. 7. At the New Year's party at school you play games and dance.

3. Look at the pictures and say how Nick celebrates New Year's Day.



4. Say what you and your friends usually wear for New Year's party.

5. Read and learn New Year's greeting.

I wish you joy, much fun and health,  
 Success, prosperity and wealth.  
 May you be happy every day,  
 And may your people be O.K.  
 May all your life be filled with flowers,  
 Sincere friends and golden hours.  
 May you meet many smiling faces  
 At home and also in the public places.  
 Merry Christmas and Happy New Year!



6. Write and then tell the class about New Year and how you celebrate it.



## Lesson 59

## 1. Listen, read and remember the words.



lenten	[ˈlɛnt(ə)n]
wheat	[wi:t]
honey	[ˈhʌni]
nut	[nʌt]
raisin	[ˈreɪzn]
pear	[peə(r)]

## 2. Read the dialogues and act them out. Make up similar ones.

1. A: I had a very beautiful New Year Tree this year.

B: Congratulations!

A: Did you have a New Year party at school?

B: Sure. We had a good time! We sang songs, recited poems and danced around the New Year Tree.

2. A: Soon it will be Christmas!

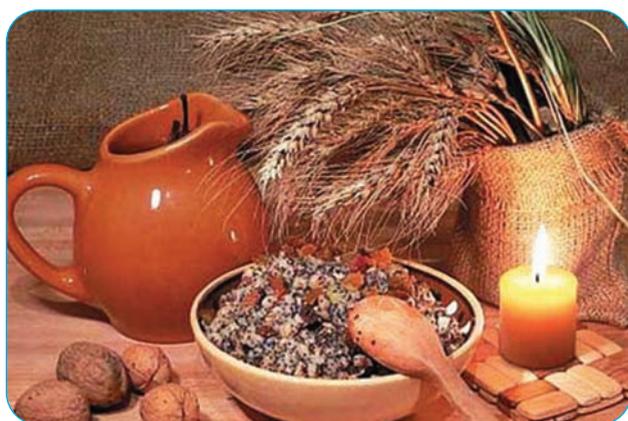
B: Yes. It's one of my favourite holidays.

A: Mine too.

B: Do you cook kutia and uzvar for supper.

A: Sure. My mother makes kutia of wheat, honey, nuts and raisins. And yours?

B: Mine too cooks it of wheat, honey, nuts and raisins. And my mother makes uzvar of pears and apples.



3. Read about Nick's second favourite holiday.

MY FAVOURITE HOLIDAYS  
(Part II)



Another holiday which people celebrate in many countries is Christmas. In the USA, Poland, Great Britain, Canada and other countries it is celebrated on December 25. Ukrainian people have Christmas on January 7.

The morning of January 6 starts with cooking 12 lenten dishes. Some of them are kutia and uzvar. Kutia is made of wheat honey, nuts and raisins and poppy seed, uzvar is made of dried apples, pears or prunes.

In the evening all our family gathers for festive supper. After supper people go from house to house and sing carols.

4. Make up as many sentences as you can using the table.

Kutia	is made of	wheat with honey.
Uzvar		dried apples and pears. poppy seed. dried prunes. nuts and raisins.

5. Work in pairs. Ask and answer the questions.

1. When do people in the USA, Canada, Poland and other countries celebrate Christmas?
2. When do Ukrainian people celebrate Christmas?
3. How does the morning of January 6 start in your family?
4. How many lenten dishes does your mother or granny cook?
5. What are kutia and uzvar made of?
6. Does your family gather for festive supper?
7. Do you sing carols?
8. Do you send Christmas greetings to your friends and relatives?

6. Here are some Christmas greetings. Read and learn them.

1. May your holidays  
be filled with beauty  
and the New Year  
bring you every happiness.
2. Wishing you happiness,  
not only on Christmas  
but every day of the New Year.
3. May Christmas bring you every joy  
and the coming year be filled  
with lasting happiness.

7. Read the words of the song “Jingle Bells”. Learn and sing it together with your teacher.

### JINGLE BELLS

*Written and composed by James Pierpoint*

Dashing through the snow,  
In a one-horse open sleigh,  
O'er the fields we go,  
Laughing all the way.  
Bells on bob-tails ring,  
Making spirits bright,  
What fun it is to ride  
And sing a sleighing song tonight.

*Chorus:* Jingle bells! Jingle bells!  
Jingle all the way!  
Oh, what fun it is to ride  
In a one-horse open sleigh.



8. Tell about Christmas and the way you celebrate it.



# Lesson 60

1. Listen, read and remember the words and word combinations.



Easter	[ˈiːstə]
the Christ Resurrection	
to make an effort	
the Passion service	
candle	[ˈkændl]
snowball-tree	
pussy willow	
to bless	[bles]
to tap	[tæp]
high mass	
leaf lard	
to roast	[rəʊst]
suckling pig	
smoked meat	
horseradish	[ˈhɔːsrædɪʃ]
poppy	[ˈpɒpi]
provisions	[prəˈvɪz(ə)ns]
napkin	[ˈnæpkɪn]
Willow Sunday	

2. Find, read and write down the words.

*Christ resurrection easter passion service pussy willow to bless candle*

3. Fill in the blanks with the words and word combinations from exercise 1.

1. ... is the feast of Christ Resurrection. 2. On the evening of Pure Thursday the ... .. is performed. 3. The people ... one another with ... branches repeating: "Be as tall as the ..., as healthy as the water and as rich as the earth. I am not ...ing, the ... is tapping. ... is in a week!" 4. During ... .. the pasky and pysanky are ...ed in the church. 5. After the Passion service people return home with lighted ...s. 6. The last Sunday before Easter is called ... .. . 7. There are many poems and songs about ... in Ukraine.

## 4. Listen and read the text.



## EASTER

I. Easter is the feast of Christ Resurrection. It is celebrated according to the Lunar calendar on the first Sunday after the first spring full Moon. The Orthodox and Greek Catholic Churches use the Julian calendar, so Easter in Ukraine does not coincide with Easter in Roman Catholic and Protestant countries. It is on a Sunday between the 4<sup>th</sup> of April and the 8<sup>th</sup> of May.

II. In Ukraine Easter has been celebrated over a long period of history and has had many rich traditions.

The week before Easter, the Great Week also known as the White or Pure Week. During this time an effort is made to finish all field work before Thursday. On the evening of Pure Thursday the Passion service is performed, after which people return home with lighted candles. The last Sunday before Easter is called Willow Sunday. On this day willow branches are blessed in the church. The people tap one another with these branches repeating the blessing: "Be as tall as the willow, as healthy as the water and as rich as the earth. I am not tapping, the willow is tapping. Easter is in a week!"

It should be said that snowball-trees as well as willows are dear to our people. There are many poems and songs about these trees in Ukraine.

III. Easter begins with the matins and high mass, during which the pasky (traditional Easter breads), pysanky and krashanky (decorated or coloured Easter eggs) are blessed in the church. Butter, leaf lard, cheese, roast suckling pigs, sausage, smoked meat, horseradish and other provisions are also blessed. After the matins the people exchange Easter greetings, give each other krashanky and then hurry home with their baskets of blessed food. Easter is a feast of joy and gladness. People celebrate it for three days. They often sing spring songs.



Easter is an important national holiday in Ukraine.

## 5. Find the answers to the questions on the text "Easter".

1. What kind of feast is Easter?
2. When is Easter celebrated in Ukraine?
3. How is the week before Easter called?
4. How is the last Sunday before Easter called?
5. What do the people do with branches of willow on Willow Sunday?
6. What is blessed in the church on Easter?
7. How long do people celebrate Easter?
8. Is Easter a national holiday in Ukraine?

**6. Supply the Past Perfect or Past Simple in the following sentences.**

1. When I left the house, I ... (realise) that I ... (forget) my keys.
2. She was sad because she ... (fail) the test.
3. I ... (not laugh) at the joke because I ... (hear) it before.
4. He ... (leave) by the time I got there.
5. When I opened the safe, the money ... (disappear).
6. Andrew ... (do) the test before, so he ... (find) it very easy.
7. He ... (can not) find his watch. He had lost it.
8. When he ... (arrive) at the station, his train had already left.
9. When she was young, she ... (dance) a lot.
10. When we arrived at the furniture shop, they ... (sell) the table we ... (want).

**7. Look at the pictures, choose and write down the sentences from exercise 4 to describe these pictures.**



## Lesson 61



### The Present Continuous Tense

**am**

Утворення: **is +ing**

**are**

Допоміжні дієслова:

**am, is, are**

Spelling

write — **writing**    sit — **sitting**

walk — **walking**    lie — **lying**

#### 1. Read and compare.

Every day	At the moment of speaking
Tom <b>gets up</b> at 7 o'clock every day.	It's 7 o'clock now. But Tom <b>is not getting up</b> . He <b>is sleeping</b> .
Tom usually <b>is</b> at school at 11 o'clock in the morning.	It's 11 o'clock now. But Tom <b>is not</b> at school. He <b>is playing</b> football with his friends.
As a rule, Tom <b>does</b> his homework at 5 o'clock in the afternoon.	It's 5 o'clock now. But Tom <b>is not doing</b> his homework. He <b>is watching</b> TV. But why? — Because it's Sunday.

#### 2. Make up five sentences using the table. Write them down in your exercise book.

I	am	living	in the pool	now. at the moment.
You	is	buying	in the park	
He	are	swimming	games	
She	am not	walking	in a big city	
We	is not	playing	a new cottage	
They	are not			

#### 3. Listen, read and remember the word combinations.



the Lunar calendar  
the full Moon  
the Orthodox Church  
the Greek Catholic Church  
to celebrate Easter

**4. Read the clues and put the letters in order to form the word combinations. Make up sentences with these word combinations.**

1. They use the Julian calendar.

2. Easter is celebrated according to it.

3. A belief, custom or way of doing something that has existed for a long time.

4. The object that shines in the sky at night.

thorodox and ekgre  
thocalic urchesch

unlar darlenca

idtaritno

oomn

**5. Skim through the first part of the text “Easter”. Then complete the sentences with the information from the first part of the text “Easter”.**

1. Easter is ... .

2. Easter is celebrated on the first ... .

3. ... use the Julian calendar.

4. Easter in Ukraine is on ... .

**6. Write five-six questions to each sentence.**

*Example:* They go to school every day.

1. Do they go to school every day?

2. Do they go to school or to the institute every day?

3. Where do they go every day?

4. When do they go to school?

5. Who goes to school every day?

6. They go to school every day, don't they?

1. I played tennis yesterday.

2. I am writing a letter now.

3. He cleans his room every day.

4. We have already come.

5. She can meet them tomorrow.

6. I helped my grandparents in the garden last Saturday.

7. They have already read that book.

8. You must do your homework every day.

**7. Think and tell what you already know about the dates of celebrating Easter.**



## Lesson 62

## 1. Listen, read and remember the word combinations.



many rich traditions  
 the week before Easter  
 the Pure Week  
 the Pure Thursday  
 lighted candles  
 to tap with a willow branch

## 2. Match the pictures to the word combinations.



1



3



2



4

a) bless  
 c) pussy willow

b) tap with a willow branch  
 d) lighted candles

## 3. Skim through the second part of the text "Easter".

## 4. Work in pairs. Ask and answer the questions.

1. Easter has had many rich traditions, hasn't it?
2. Which week is called White or Pure Week?
3. What do people do after the Passion service?
4. How is the last Sunday before Easter called?
5. What do people bless on this day?
6. What wish do people repeat tapping one another?

## 5. Listen, read and learn the rhyme.

**MY EASTER BASKET**

“I have a basket, it’s for Easter.”  
 “What’s in the basket?  
 Please, tell me.”  
 “Paska, babka, cheese and butter,  
 Ham, horseradish and kovbaska.  
 With some onion and beet relish,  
 A peeled egg and coloured ones.  
 And an Easter Egg!  
 We are going to light a candle,  
 Go to church and have it blessed,  
 And together we will sing out.  
 Christ has Risen!  
 Indeed He has Risen.”

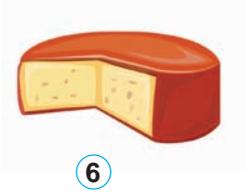


## 6. Say what new information about Easter traditions have you learned.

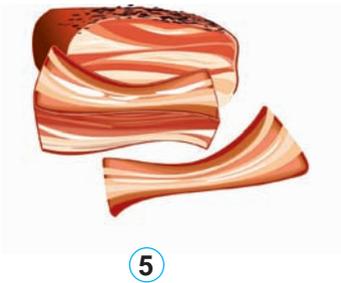
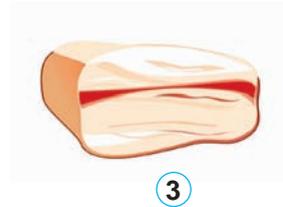


## Lesson 63

1. Match the pictures to the words and word combinations.



- a) leaf lard
- b) to roast
- c) cheese
- d) to smoke
- e) smoked leaf lard
- f) to bless



2. Look at the list of words and word combinations. Name those which were used in the passage about blessing the Easter basket.

Easter eggs, snowball-tree, tap, provision, suckling pig, Greek Catholic Church, earth, horseradish, smoked meat, Orthodox Church, Julian calendar, butter, leaf lard, celebrate, willow, feast of joy, spring songs, coincide.

3. Talk together in small groups about Easter.

4. Look at the pictures and write as in the model.

Model: 1. (write?)      2. (dance?)

— **Are** they writing?

— **Are** they dancing?

— No, they **are not**.

— Yes, they **are**.

— They **are** reading.

— They **are** dancing.



3. (play?)



4. (watch TV?)



5. (skate?)



6. (jump?)



7. (climb onto a swing?)



8. (sleep?)

5. Tell the class how you usually celebrate Easter in your family.



## Lesson 64

### 1. Group the sentences according to these categories.

1. talking about permission
  - a) the present or future
  - b) the past
2. request
  - a) informal
  - b) formal
  - c) polite
1. You can entertain friends.
2. May I have some fast food?
3. Could you take some photos for me?
4. I could always eat out.
5. Can you show me your new cardigan, please?
6. They could always socialize.
7. She could decorate churches.

### 2. Read the rhyme and learn it.

- Can I go out and play in the park?
- Sorry, no! It's far too dark!
- Can I go out and play some tricks?
- Sorry, no! You are only six!
- Can I play, too? Can I stay up late?
- Can I? Please, can I?
- Can I have some popcorn on a plate?
- Can I? Please, can I?
- Can I come and play "Treat or trick?"
- Sorry, no! It's far too late!

### 3. Listen, read and remember the words.



commemoration	[kəˌmemə'reɪʃn]
soldier	['səʊldʒə(r)]
sailor	['seɪlə(r)]
airman	['eəmən]
service	['sɜ:vɪs]
wreath	['ri:θ]

4. Read about the Remembrance Day in Great Britain.

**REMEMBRANCE DAY**

Remembrance Day is observed throughout Britain in commemoration of the million or more British soldiers, sailors and airmen who lost their lives during the two World Wars. On that day special services are held in the churches and wreaths are laid at war memorials throughout the country and at London’s Cenotaph, where a great number of people gather to observe the two-minute silence and to perform the annual Remembrance Day ceremony.

On that day artificial poppies, a symbol of mourning, are traditionally sold in the streets everywhere, and people wear them in their button-holes. The money collected is used to help the men who had been crippled during the war and their dependants.

5. Look at the pictures and tell about the Remembrance Day in Great Britain.



6. Do you commemorate those who lost their lives during the wars? How? Write down 7–10 sentences.



# Lesson 65

## 1. Match the pairs of words.

- |                 |                    |
|-----------------|--------------------|
| 1. Ukrainian    | a) the Declaration |
| 2. to celebrate | b) day             |
| 3. to go        | c) holidays        |
| 4. to pass      | d) state           |
| 5. independent  | e) parliament      |
| 6. public       | f) the holiday     |
| 7. Independence | g) to work         |

## 2. Listen and read about the holidays in Ukraine.



### PUBLIC HOLIDAYS IN UKRAINE

On June 16, 1990, the Verkhovna Rada of Ukraine passed the Declaration of State Sovereignty. On August 24, 1991, the Ukrainian Parliament proclaimed Ukraine's independence and the formation of the independent state of Ukraine. It became the act which expressed the will of Ukrainian people and established the Independent Ukrainian state. This day is celebrated all over Ukraine as the Independence Day. Independence Day is a symbol of the new Ukrainian history. Large public performances, festivals, concerts of popular singers take place in the streets. Big cities usually have military orchestras.

## 3. Make a library research. Compare and contrast the way and reasons for celebrating Independence Day in Ukraine and any other country. Report your findings to class. Use phrases given below.

1. In ... whereas in ... .
2. ... in comparison to ... .
3. Although/While ..., ... .
4. Both ... and ... .



4. Read the greetings. Match the holiday in the box and the greeting. Learn one of the greetings.



Mother's Day



St. Valentine's Day



Father's Day



a birthday

1. I love you for telling me the truth  
When I didn't want to hear it,  
For having so much courage  
And so much patience  
And so much love.
2. A time of lace and hearts  
And special wishes for those  
Who mean so much.
3. Count your nights by stars, not shadows.  
Count you days by smiles, not tears.  
And on any birthday morning  
Count your age by friends — not years!
4. Thanks for becoming a kid, a friend,  
and a parent at times when I needed  
the perfect person beside me!  
You are the best man I have known!

5. Look at the calendar and say why these dates are important in Ukraine. Tell the class about one of the holidays.



6. Tell about the way you celebrate your favourite holiday.



7.  Glance at the webcam or watch TV news. Are people in any country of the world celebrating any holiday at the moment? Prepare a brief report about it.



## SELF-ASSESSMENT MODULE 6

## LEVEL 1

**1. Read and choose the correct sentence.**

1. During summer holidays I ski, skate and sledge.
2. During summer holidays I lie in the sun, bathe in the river or sea and go hiking.
3. During winter holidays I gather mushrooms and berries.

**2. Choose the correct item.**

1. I ... eating a smoked meat now.  
a) am                      b) is                      c) are
2. He ... giving me the krashanka.  
a) am                      b) is                      c) are
3. She ... litting the candle.  
a) am                      b) is                      c) are
4. They ... cooking uzvar and kutia.  
a) am                      b) is                      c) are
5. We ... buying flowers for our mothers and sweet-hearts.  
a) am                      b) is                      c) are

**3. Write five sentences about your favourite holiday.**

## LEVEL 2

**1. Match the dates and the holidays.**

- |                     |                 |
|---------------------|-----------------|
| 1. New Year's Day   | a) April or May |
| 2. Women's Day      | b) October, 14  |
| 3. Easter           | c) January, 1   |
| 4. Army Day         | d) June, 28     |
| 5. Independence Day | e) August, 24   |
| 6. Constitution Day | f) March, 8     |

**2. Choose the sentences in the Present Continuous.**

1. She is making uzvar of pears and apples.
2. Cheese, sausage and salt are blessed.
3. "... I am not tapping, the willow is tapping. Easter is in a week."
4. The money collected is used to help dependants.
5. Easter is the feast of Christ Resurrection.

**3. Write some sentences to describe, in brief, all public holidays we celebrate in Ukraine.**

**LEVEL 3**

1. **Write down as many words and word combinations as you can under each heading.**

New Year's Day Christmas	Women's Day Easter	Independence Day Constitution Day	Army Day Remembrance Day

2. **Choose the correct item.**

1. ... you ever ... the two-minute silence?
  - a) Are ... observing
  - b) Is ... observing
  - c) Have ... observed
  - d) Does ... observe
2. ... you ... the annual Remembrance Day ceremony last year?
  - a) Do ... perform
  - b) Did ... perform
  - c) Are ... performing
  - d) Had ... performed
3. ... large public performances ... on Independence Day every year?
  - a) Do ... take place
  - b) Has ... taken place
  - c) Are ... taking place
  - d) Had ... taken place
4. ... they ... smoked meat, leaf lard and horseradish now?
  - a) Do ... eat
  - b) Have ... eaten
  - c) Are ... eating
  - d) Did ... eat
5. ... she ... kutia with honey, nuts and raisins at present?
  - a) Does ... cook
  - b) Is ... cooking
  - c) Will ... cook
  - d) Did ... cook

3. **Translate the English sentences into German/French.**

1. There are eight national holidays which are celebrated in Ukraine.
2. We celebrate New Year's Day on January 1.
3. Ukraine's independence was proclaimed by the Ukrainian Parliament on August 24, 1991.
4. On the Victory Day the veterans of war are congratulated, honoured and given flowers.

4. **Compare and contrast the way of celebrating of any holiday in Ukraine and France/Germany.**

# Unit 7

## MY SCHOOL

### Lesson 66

1. Listen, read and remember the words and word combinations.



timetable	['taɪmteɪbl]
subject	['sʌbdʒɪkt]
homework	['həʊmwɜ:k]
lesson/class	['lesn/ klɑ:s]
to attend	[ə'tend]
to count	[kaʊnt]
to do sums	
to play musical instrument	
favourite	['feɪvərɪt]
daybook	['deɪbʊk]

2. Read the words given below. Use the table and make up sentences about yourself. Add your own sentences.

never  
sometimes  
often  
usually  
always

I	often sometimes never usually always	do attend play know wash up have help	my homework. my timetable. my parents. sums. after dinner and supper. a musical instrument. my daybook. lessons. my favourite subjects.
---	--------------------------------------------------	---------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------

3. **Look at the list of school subjects. Say which of them you studied the year before.**

#### School Subjects

The Ukrainian language  
Ukrainian literature  
Foreign literature  
Mathematics (Maths)  
Physics  
Chemistry  
Geography  
Biology  
History  
Music  
Art  
Physical training/Sport  
Handicrafts  
Computer Studies

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

1. What town/village do you live in?
2. Is it large or small?
3. How many schools are there in your town/village?
4. What is the number of your school?
5. What street is it in?
6. How many storeys does your school have?
7. What floor is your English classroom on?
8. What days do you attend school?
9. What are your favourite days at school? Why?

5. **Write 8–10 sentences about your school. Use questions from exercise 4 as a plan. Then tell the class about your school.**



## Lesson 67

1. Look at the timetable at school and say which subjects the students study.

	9.00 – 9.45	9.55 – 10.40	10.50 – 11.35	11.50 – 12.35	12.45 – 13.30
Monday	History	English	Foreign literature	Ukrainian literature	Biology
Tuesday	Sport	Biology	Art	Geography	English
Wednesday	Art	Handicrafts	English	The Ukrainian language	Music
Thursday	Foreign literature	Maths	Computer Studies	English	Sport
Friday	Maths	Geography	Ukrainian literature	Handicrafts	The Ukrainian language

2. Tell how many times a week the students have English, Computer Studies, Geography, Biology.

Once a week

Twice a week

Three times a week

Four times a week

3. Say how many times a week you have: a) History, Foreign literature, Ukrainian literature, the Ukrainian language and Music; b) your favourite subjects.



Питальна форма **Past Perfect** (минулого доконаного часу) утворюється за загальним правилом: допоміжне дієслово **had** ставиться перед підметом.

*Наприклад:* — **Had** you cleaned the room?

— Yes, I **had**.

— No, I **had not**. (hadn't)

Заперечна форма **Past Perfect** (минулого доконаного часу) утворюється за допомогою частки **not**, яка ставиться після допоміжного дієслова **had**.

*Наприклад:* I **had not** cleaned the room.

He **had not** cleaned the room.

4. **Make up five sentences from each table.**

I	had	not	cooked dinner	by that time. before she came. by five o'clock.
He			interviewed the man	
She			done the task	
We			written the exercise	
You			exhibited my pictures	
They				

Had	I	translated the text prepared the report learned the words read the book done the research	by Sunday? by that time? by the time they came?
	he		
	she		
	we		
	you		
	they		

5. **Listen, read and learn the poem.**

The more we study, the more we know,  
The more we know, the more we forget.  
The more we forget, the less we know.  
The less we know, the less we forget.  
The less we forget, the more we know.  
Why to study?

6. **Interview your classmate on his/her favourite subject(s).**

*Model:* A: What is your favourite subject?

B: It's Maths.

A: How many times a week do you have it?

B: Three.

A: On what days do you have your favourite subject?

B: On Mondays, Wednesdays and Fridays.

A: Is it the first lesson in your timetable?

B: No, on Monday it's the second lesson, on Wednesday it's the third lesson and on Friday it's the fifth lesson.

7. **Write 5–7 sentences about the subjects you like this school year.**

## Lesson 68

1. **Work in pairs. Ask and answer the questions.**

I. A: What's your full name?

B: \_\_\_\_\_

A: Where were you born?

B: \_\_\_\_\_

A: What country are you from?

B: \_\_\_\_\_

A: Where do you live?

B: \_\_\_\_\_

A: How old are you?

B: \_\_\_\_\_

II.

A: What days do you go to school?

B: \_\_\_\_\_

A: What subjects do you study at school?

B: \_\_\_\_\_

A: What is your favourite subject?

B: \_\_\_\_\_

2. **Use the information from exercise 1 and tell about your classmate.**3. **Match the questions in A with the answers in B.**

A

1. Why do you like English?
2. Why do you like Sport?
3. Why do you like Maths?
4. Why do you like Music?
5. Why do you like the Ukrainian language?
6. Why do you like Computer Studies?

B

- a) because I like counting and doing sums;
- b) because I like singing and playing musical instruments;
- c) because I like jumping and running;
- d) because I like telling stories and reading books;
- e) because I like to write computer programmes;
- f) because I like describing pictures, making up dialogues and playing games.

4. **Say at what time your 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> lessons start and at what time they are over.**

*Model:* My first lesson starts at 9.00 a.m. and it is over at 9.45 a.m.

5. **Work in pairs. Complete the dialogues and act them out.**

*Models:* a) A: Do you like English?

B: Yes, I do.

A: Why?

B: Because I like ...

b) A: Do you like English?

B: No, I don't.

A: Why not?

B: Because I don't like ...

6. **Look at the picture and say which subjects Jane likes and which she doesn't like. And how about you? Write 5–7 sentences.**



World History  
The Ukrainian language  
Geography

Art  
Sport  
Handicrafts



### Lesson 69

1. **Make up five questions using the table. Write them down in your exercise book.**

Am	I	reading	a letter	now? at the moment?
Is	you	writing	to music	
Are	he	listening	the piano	
	she	playing	sums	
	we	doing	a book	
	they			

2. **Work in pairs. Ask and answer the questions.**

1. What lessons do you have on Monday?
2. What lesson are you having now?
4. Do you watch television?
5. Are you watching television now?
6. Can your mother milk a cow?
7. Is she milking a cow now?
8. Do you have a daybook?
9. Do you visit your grandparents?
10. Are you visiting them now?

3. **a) Read and say what the man's name is, what his job is, what he does every day and what he is doing now.**

Hello! My name's Peter Fox. I'm a driver for Ford Company. I drive a truck. I'm not working today. I'm sunbathing at the moment.

- b) Give the same information about your aunt/uncle.**

4. **Listen and read the text. Copy out the problems and their reasons.**

 People say that children have changed for the worse over the years. Now not only are they bored, disobedient and badly behaved, but they are rude and they swear.

Children are under pressure from advertising and from each other: the disruptive students dominate the hard-working students, which disturbs the whole class. Although their parents are themselves unable to cope, they must also take their share of the blame, for allowing their children to stay up late watching videos and not feeding them properly, so that when the children come to school they are tired and hungry, and unable to concentrate on their work.

5. **Comment on the points described in the text. Agree or disagree with them. Give your reasons.**

6. **Do you know classes which face similar problems? How to solve these problems? Discuss it in small groups.**

7. **Write 5-7 sentences about the problems you face at school.**



# Lesson 70

## 1. Act out short dialogues and make up similar ones.

- A: We made up sentences and read the text during the English lesson.  
B: What did you do?
- A: Mark has never known his timetable.  
B: Right. But now he attends every lesson every day.
- A: What is your favourite subject?  
B: What is my favourite subject?

## 2. Look at the school subjects and answer the questions.

### School subjects

#### 7<sup>th</sup> form

The Ukrainian language  
Ukrainian literature  
English  
Foreign literature  
Mathematics  
History of Ukraine  
Music  
Art  
Sport  
Handicrafts

#### 8<sup>th</sup> form

The Ukrainian language  
Ukrainian literature  
English  
Foreign literature  
Mathematics  
Physics  
Chemistry  
Geography  
Biology  
World History  
Music  
Art  
Sport  
Handicrafts

- What school subjects do you study in the 8<sup>th</sup> form?
- What school subjects did you study in the 7<sup>th</sup> form?
- What new subjects are you studying this year?
- What lessons do you have today?
- What lessons did you have yesterday?
- When do you have your English lessons?



### 3. Make up questions using the tables.

What lessons do you have on	<p>Mondays? Tuesdays? Wednesdays? Thursdays? Fridays? Saturdays?</p>	
What is your homework in	<p>the Ukrainian language Ukrainian literature English Foreign literature Mathematics Geography Biology World History Music Art Sport Handicrafts</p>	<p>Monday? Tuesday? Wednesday? Thursday? Friday? Saturday?</p>
What do you do during your	<p>Maths the Ukrainian language Geography English Art</p>	<p>lessons?</p>

### 4. Work in pairs. Make up and role-play the dialogue. Use your questions from exercise 3.

### 5. Match school subjects and the activities you do during these lessons. Say as in the model.

*Model:* During our Maths lessons we count and do sums.

Maths	to jump, to run, to play basketball
English	to count, to do sums
Music	to sing, to play musical instruments
Sport	to make up dialogues, to describe pictures, to ask and answer questions



## Lesson 71

1. Look at the pictures and guess what people are doing.



*Model:* In picture one the students are making up dialogues.

2. Think about your favourite lessons. Write three things you like/don't like about them. Explain why.
3. Read Sam's letter about him and his English lessons. Are his English lessons similar to yours?

To: My Friend

Subject: My English Lessons

Insert: Attachment Photos Videos

Tahoma

10

B

I

U

■

Dear Friend,

Hi! My name is Sam. I live in Poland in a beautiful cottage in a small village. My village is surrounded by lovely countryside with fields, woods, streams and a small lake. Opposite my house there is a big shopping centre with a multi-storey car park. My mother works there.

I go to school. I am a student of the eighth form. I love my English lessons very much. They are interesting and we have a lot of fun. We discuss different questions in English. We also do a lot of exercises, ask

and answer questions, describe pictures, make up and role-play dialogues, play games, sing songs, learn poems and rhymes, read and create stories and jokes, prepare reports, learn to predict, compare and contrast, learn to explain quotations in our own words, make word charts, do project and research work. I do enjoy my English lessons.

How about you? Do you love your English lessons? Are they as exciting as mine?

I am looking forward to your answer.

Yours,  
Sam

Send

Save

Cancel

#### 4. Work in pairs. Take turn to ask and answer the questions.

1. Where does Sam live?
2. Where does his mother work? And yours?
3. What is Sam's village surrounded by? And yours?
4. What form is Sam in? And you?
5. At what age did he start to learn English? And you?
6. Does he love his English lessons? Why? Do you like your English lessons? Why? / Why not?
7. What do they do during their English lessons? And you?
8. What marks do you usually get at your English lessons?

#### 5. Write a reply to Sam's letter.



## Lesson 72

1. Look at the picture and describe what is going on there.



2. Look at the picture (exercise 1) again and say what you think had happened before that moment.
3. Work in pairs. Make up the conversations for these situations.

Student A

You are not ready for  
Geography lesson.

Student A

Invite B to your  
birthday party.

Student A

Tell B you like  
Computer Studies.

Student B

You are a teacher.  
Be polite.

Student B

Refuse politely  
and give a reason.

Student B

You can't hear what  
A is saying. Ask him/  
her to repeat.

4. Say how often and during which lessons you:

- 1) do research on the Internet;
- 2) play indoor/outdoor sports;
- 3) exhibited artwork;
- 4) learn to use different software;
- 5) practise musical instruments;
- 6) do experiments;
- 7) watch documentaries about various countries;
- 8) study Ukrainian grammar;
- 9) learn poems by heart;
- 10) subtract, divide, add and multiply.

5. **Listen, read, compare and guess what subjects are described. Fill in the chart.**



1. Ukrainian students create computer programmes, work on-line, edit document files, type and print. Sometimes they play computer games.

In the USA students study how to programme, type, edit and use the Internet.



2. Ukrainian students make up and role-play dialogues, render dialogues in English, translate sentences from Ukrainian into English, study new words, play language games, make up stories and learn to explain quotations in their own words.

American students study how to write sentences, descriptions, letters, enjoy poetry and short stories, and how to use dictionary.

3. Ukrainian students study the plant life and make experiments with plants.

American students study the plant life, landscape architecture, water use and conservation.



	Subject	Ukraine (activities)	The USA (activities)
1			
2			
3			

6. **Tell the class what you do during the lessons in these subjects (exercise 5).**



## Lesson 73

1. Make up and act out mini-dialogues on four of the pictures.



*Model:* A: How do you like this English lesson?

B: It's amazing!

It's fantastic!

It's exciting!

It's boring!

It's tiring!

It's interesting!

It's awesome!

**Use:** How do you find ...? What do you think of ...? What about ...?

**2. Say who is wearing or not wearing the following to school. Make up true sentences.**

a sweater with a pattern

a flowered skirt

a plain suit

high-heeled shoes

a polka dot blouse

a striped shirt

plain trousers

a plain T-shirt

a checked shirt

a plain jacket

a plain coat

plain jeans

*Model:* I am wearing a checked shirt and plain trousers. I'm not wearing skirts to school.

**3. Say whether you do that. Make up true sentences.**

*Model:* Sometimes I miss Geography.

1. miss classes
2. do home assignment
3. take part in after school activities
4. get bad/good marks
5. prepare presentations
6. make reports
7. help other students with studies
8. behave well/badly
9. travel together with your classmates
10. celebrate holidays together with your classmates

**4. Prepare and then present a report about your activity at school.**

**5. Complete the text in the Past Simple. Use the verbs from the box.**

talk, work, arrive, continue, finish, listen, play, start

I remember my first day at school in 20... . I ... at 8.30 and ... lessons at 9.00. We ... from 9.00 to 12.00. The teachers ... to us a lot. Then we ... football for an hour. In the afternoon we ... the lessons and ... to the teacher carefully. Then at 3.30 the lessons ... . It was a long and tiring day!

**6. Tell about your first day at school. Use exercise 5 as an example.**



## Lesson 74

**The Past Continuous Tense**

Утворення: **was**  
**were** + **ing**

Допоміжні дієслова:  
**was, were**

**1. Make the sentences negative.**

1. I **was getting** 15 minutes to a multi-storey building. 2. I was walking to the crossroads half an hour. 3. My mother **was cooking** breakfast. 4. He **was telling** me the way to the concert hall. 5. We **were** admiring the beauty of the Dnipro.

**2. Make the sentences interrogative.**

1. We **were** attending smart shops at that moment. 2. Ann **was** answering the questions. 3. The teacher **was** explaining what to do. 4. We **were** making up dialogues. 5. The students **were** writing the words into their vocabularies. 6. I **was** jumping at that time.

**3. Look, read and compare.**

5 o'clock now	5 o'clock yesterday
I am translating sentences from Ukrainian into English.	I was watching cartoons.
My father is sitting on the sofa and reading a book.	My father was swimming in the river.
My mother is cooking supper.	My mother was trying on a new sweater and jeans in the fitting room.
My sister is taking in her flowered blouse.	My sister was buying a blanket, duvet, and sheet for her bed.
Our cat is sleeping on the washing machine in the bathroom.	Our cat was sitting in the basin.
My grandparents are working in the garden now.	My grandparents were visiting their friends.
My friend is listening to music.	My friend was doing his homework.

**4. Write eight sentences: four — about what the members of your family are doing now, and four — about what they were doing at that time yesterday.**

### 5. Ask your teacher.

1. if he/she was eating ham sandwiches yesterday afternoon; 2. with whom he/she was having breakfast on Sunday; 3. if he/she is ordering pork chops now; 4. where he/she usually orders pork chops; 5. if he/she likes eggs; 6. what he/she was drinking for supper on Monday; 7. what he/she usually has for dinner for the first and main courses; 8. who was cooking a cake for his/her birthday party; 9. what he/she was eating with roast beef: onion, garlic or cucumber.

### 6. Report about your teacher using his/her answers (exercise 5).

### 7. Listen and read the text. Copy out the sentences which describe what the boy does to brush up his English.

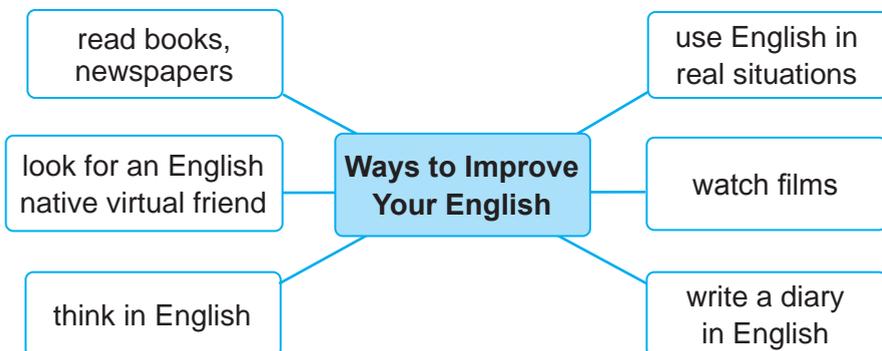


Well, vocabulary for me is the most important thing. To be fluent you need vocabulary. I always listen to music or watch TV or listen to the radio and then when I hear some words I keep them in mind, and then one day after, or two, I still remember this word — I can't remember from where, but I still have it in my mind, then I start looking in the dictionary or something like this. It's not just studying the vocabulary that the teacher gives me in class that I learn it. I learn it, as I told you, from music and television. Listening improve your English. The most important thing is to have a new vocabulary because at the beginning you always use the same verbs and the same words.

I think if you are speaking with somebody — a friend or whatever, it's really important to be trying all the time to improve your English, not just to be fluent. I always pay attention to my pronunciation. If I am talking to somebody, when I finish it I start thinking about what I have said and trying to correct myself, if I have made mistakes. I think it's very important to try to use correct words, correct verbs and pronunciation.

I really like to be corrected all the time, not just when I write but when I speak. If I am chatting with someone, I like when people correct me.

### 8. Write and then report to your class about the ways you improve your English.



# Lesson 75

1. a) **Read this “wanted” advertisement for a school.**

**Wanted**

Large school in the mountains.  
 Large gymnasium, swimming pool and assembly hall.  
 Learning English by television and computers.  
 Participation in grants, projects, competitions.  
 Spending a lot of time on the open air.  
 Good library with video and audio materials.  
 Big garden with flower beds and greenhouses.  
 Good canteen with plenty of tasty food.

b) **Write a “wanted” advertisement.**

c) **Mix up the advertisements. Guess who wrote each one.**

2. **Think of an ideal school. Present your ideas to class.**

3. **Ann has just moved to a new town. She wants to make friends with other students but she doesn’t know how. Write three solutions to Ann’s problem. Discuss them with your classmates.**

*Model:* She can join after school activities.

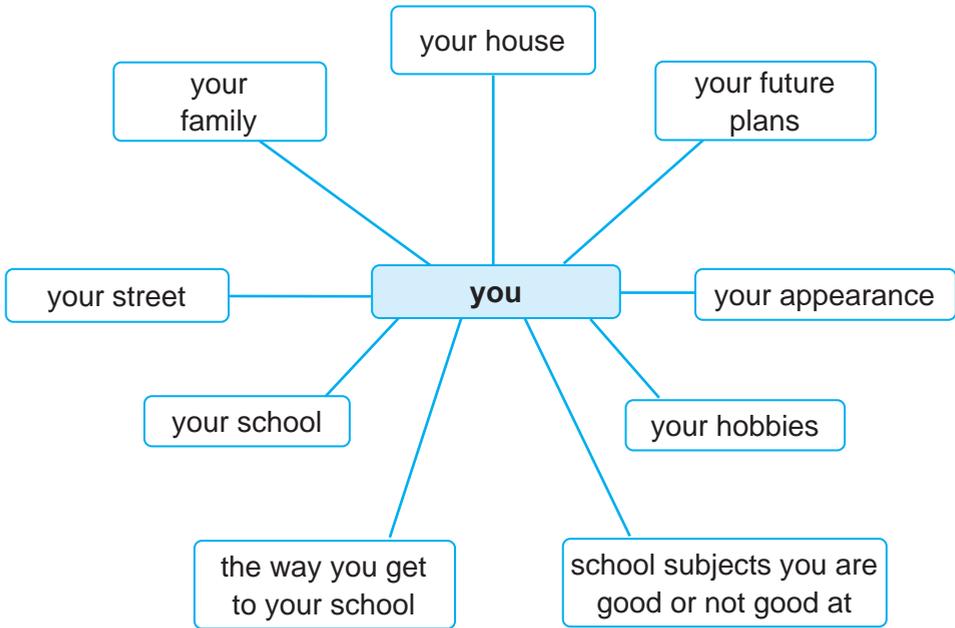
4. **Read Sam’s personal profile.**

From	Sam Hill
Subject	Personal Profile
Insert:	Attachment   Photos   Videos
<p>Tahoma   10   B   I   U   ■</p> <p>My name is Samuel. I am Sam for short. I am fifteen years old. I’m slim and have sunburned face, straight nose, high forehead, full lips and dark hair.</p> <p>I enjoy going to discos and I am interested in music. The most interesting subject for me is English. It is the most influential language in the world. More than a billion people speak it. I’m not good at Maths.</p> <p>My school is next to my house. It takes me just two minutes to get there. My school is an ancient three-storey building.</p> <p>There are other three ancient buildings in my street. My street is also famous for its smart shops and parks.</p> <p>I live with my mother, father and sister in a private house. It is with a view of the park. We love the neighborhood we live in.</p> <p>I want to go to London. I find it amazing.</p>	
Send	Save   Cancel

**5. Complete the sentences with the information from Sam’s personal profile.**

1. He is Sam ... . 2. He is slim and ... . 3. He enjoys ... . 4. English is ... .  
 5. Sam is not good ... . 6. The most interesting subject for him ... . 7. It takes Sam ... .  
 8. His school is an ... . 9. Sam’s street is famous ... . 10. His private house is with ... .  
 11. He wants to ... because ... . 12. He lives with ... . 13. They love their ... .

**6. Read Sam’s personal profile again and write yours. The map below will help you.**



**7. Explain the quotations below in your own words.**



“Nothing makes a person more productive than the last minute.” (*Unknown*)

“Those who don’t know history are doomed to repeat it.” (*Edmund Burke*)

“An educated man should know everything about something, and something about everything.” (*C. V. Wedgwood*)

“Keep away from people who try to belittle your ambitions. Small people always do that, but the really great make you feel that you, too, can become great.” (*Mark Twain*)



# Lesson 76

## 1. Listen and read about English in the third millennium.



### ENGLISH IN THE THIRD MILLENNIUM

Two thousand years ago English didn't exist. A thousand years ago it was a language used by less than two million people. Now it is the most influential language in the world, spoken by more than a billion people on the planet, as the first, second or third language. English currently dominates science, business, the mass media and popular culture. For example, 80% of e-mails on the Internet are in English.

## 2. Answer the questions about English in the third millennium.

1. How many years ago English didn't exist?
2. How many people used English one thousand years ago?
3. What kind of language is English now?
4. How many people on the planet speak English now?
5. In which spheres does English currently dominate?
6. Are 100% or 80% of e-mails on the Internet in English?

## 3. Look at the pictures and describe what you see.



### 4. Make the sentences interrogative.

1. Ukrainian dominates business and mass media. 2. Polish is the most influential language in the world. 3. I will send more than 120 e-mails next year. 4. Tania was good at swimming. 5. We played language games last lesson. 6. Many people will have billions in the third millennium. 7. I am translating sentences from Ukrainian into English.

### 5. Act out the short dialogues and make up similar ones.

1. A: Two thousand years ago English didn't exist.  
B: How many years ago?
2. A: Two thousand years ago English didn't exist.  
B: Right. But now it dominates science, business, the mass media and popular culture.
3. A: I am good at Maths. I can help you with your homework.  
B: Good idea! When will you have time?
4. A: What are you interested in?  
B: What am I interested in?
5. A: A thousand years ago English was used by less than two million people.  
B: You are right. But do you know how many people speak it now?  
A: Sure. English is spoken by more than a billion people on the planet now.

### 6. Write German/French equivalents to English word combinations. Make up three dialogues with them.

I can help you. What are you interested in? Good idea. I am good at History.

### 7. Make a library research. Use questions below as a plan.

1. How many years ago did Ukrainian language appear?
2. How many people used Ukrainian one thousand years ago?
3. Is this language influential in the world?
4. How many people on planet speak it now?
5. Do people in the world learn Ukrainian as the first, second or third language?

### 8. Compare the importance of English and Ukrainian languages.

	Ukrainian	English
2000 years ago		did not exist
1000 years ago		
now		



SELF-ASSESSMENT MODULE 7

LEVEL 1

1. Find 7 words and write them down.

report history translate geography learn handicraft language

2. Choose the correct item.

1. I ... English  
a) was learning                      b) were learning
2. We ... games.  
a) was playing                        b) were playing
3. They ... reports.  
a) was preparing                      b) were preparing
4. He ... doing his home assignment.  
a) was not                                b) were not

3. Write five sentences about your school studies.

LEVEL 2

1. Write in the vowels.

frgn, chmstr, blg, phscs, sbjcts, schl, lssn, fvrt, ttnd

2. Complete the text with the words from the box.

had, was beginning, had peeped, thought, was reading

Alice (1) ... to get very tired of sitting by her sister on the bank and of having nothing to do: once or twice she (2) ... into the book her sister (3) ... , but it (4) ... no pictures or conversations in it, "and what is the use of a book," (5) ... Alice, "without pictures or conversations?"

3. Write about 10 sentences about your favourite subject.

### LEVEL 3

1. Write down as many words and word combinations as you can under each heading.

Objects which can be used in a classroom	School subjects	Activities at the lessons

2. Choose the best item (a, b, c or d) for each space.

"I'm an Italian student and I (1) ... at St Peter's School for almost six months, it (2) ... to be absolutely wonderful — the best experience I've ever had! Canterbury (3) ... a lovely town and the school is great as well. All of the staff have been ever so nice and helpful, thank you. I'll miss this place and all the amazing people I (4) ... throughout this time but I'll keep in touch. Hope to see you again."

1. a) have been      b) had been      c) was      d) was being
2. a) has turned out      b) have turned out      c) turns out      d) was turning out
3. a) is      b) was      c) is being      d) was being
4. a) met      b) have met      c) had met      d) meet

3. Describe the activities you do during your English lessons at school.

### PROJECT WORK

1. Discuss in class what you already know about individual staff, i.e.

**Title:** Ms/Mrs/Miss/Mr

**Role within the school:** Head of Department, head staff.

**Subject(s) taught:** ...

**Outside interests:** ..., etc.

2. Construct a list of all or some of the staff. Secretarial and catering staff can also be included.
3. Interview the staff, select their photographs, and write a brief impression of them.
4. Agree on questions to ask (see step 1 above). Other questions to ask could include:

How long have you been teaching at this school?

What do you do in the holidays?

What is your favourite TV programme?, etc.

5. Present the information. Written texts can be prepared to accompany the photographs.

*Example:* This is ... . He teaches geography and has been here for six years. He is married and has two children. He plays tennis and travels a lot in his spare time. His favourite TV programme is "Discovery", etc.

# SUPPLEMENTARY READING

## TASK 1

1. **Read the text about babysitting and say whose point of view you share. Explain why.**

### WHY DO I HAVE TO BE A BABYSITTER?

When one large group of teenagers was asked, "Which chores do you think teenagers should do around the house?", babysitting was listed by 32% (percent). The responses were different. "I love little children", said one teenage girl, "so it's no problem." One teenage boy even boasted: "I enjoy the power!" "I do it because I know my parents need help", explained a young girl. "But I'm not happy about it," said another girl, "I sometimes want to go to the movies or something", but my mother will say, "Take your little brother along"; I really don't want to."



Yes, babysitting responsibilities are a fact of life for today's youths. More and more mothers must work both at home and on an outside job. They are often stressed to the limit.

A babysitter makes it possible for mum and dad to get some needed relief from time to time. True, parents may hire an outsider to babysit, but wouldn't they feel more secure knowing that their smaller children were in the hands of a loving family member?

One young woman recalls caring for her brothers and her baby sister while her mother, a single parent, worked as a waitress: "Every day I'd look after them until Mama got home. She would leave me a list of things to do: "Hang up the clothes, clean the house, start dinner." Quite a burden for a teenage girl! But she says: "Now I can see that it was the best thing in the world for me. I grew up faster and became responsible."

2. **Add your ideas:**  
Babysitting teaches: to love little children, to become responsible, ...
3. **Write how you feel about babysitting your younger brothers and sisters. Is it better to hire an outsider to babysit? Why/Why not? Which chores do teenagers in Ukraine do around the house? And you?**

### TASK 2

1. **Read about the three Tytla brothers and answer the questions given after the text.**

#### THE THREE TYTLA BROTHERS

A young couple in Pidhajtsi, Ternopil region, Spiridon and Olga Tytla became the proud parents of three sons: Bohdan, born 1927, Markian (1929), and Ewhen (1930). The boys studied in the local school and were active in the local social activities.

The Second World War changed their lives. They found themselves in the USA. In the USA Bohdan began to study art. His artistic talent revealed itself in landscapes. He received a lot of awards for his works of art.

In 1993–1998 he travelled in Ukraine. Later B. Tytla produced a large number of pictures in which he rendered the very soul and spirit of the Ukrainian scenery. Bohdan's paintings are famous for their lyrical and poetic quality.

Bohdan Tytla's wife, Halyna, studied iconography with Petro Chododny, the younger. Her works decorate several churches in the USA and in Ukraine.

Markian worked in Ukrainian Credit Union as a director. All his life he was very active in Plast, a Ukrainian Youth Organization. Markian Tytla received the highest award for his work in Plast, the award of St. George in Gold. His wife, Natalia, is a kind, sensitive, patient and generous mother and a devoted wife. She and her husband raised two sons and twin daughters.

The heart of the youngest brother, Ewhen, was in singing. He studied voice with Andry Dobriansky and sang in many Choruses as lead tenor and soloist. The Dumka Chorus of NY, Ukrainian Bandurist Chorus in Detroit, the Millenium Chorus of North America, Lysenko Opera Chorus in Toronto were some of the groups that he sang with. Ewhen had quite a few personal solo performances and took part in Ukrainian opera productions. He also made a solo recording which was very well received. His singing took him to many countries. With the Ukrainian Bandurist Chorus, he toured Ukraine twice (1991 and 1994) on the invitation of the Ukrainian government. At that time the Chorus received the Taras Shevchenko Award from President L. Kravchuk. His wife, Bohdana, travelled with her husband. She acted as an archivist of the chorus, audio and video taping the appearances. They were a very hospitable, friendly and intelligent family. After the death of Ewhen (1999), Bohdana takes an active part in the work of Plast.

1. How many children did Spiridon and Olha Tytla have?
2. What changed the life of Tytla's family?
3. Who sang in many choruses as lead tenor and soloist? Name some of the choruses that he sang with.
4. Who of the three brothers became an artist?

5. Who acted as an archivist of the chorus? Tell about her activities.
6. Who studied iconography? Where one can find her works?
7. Who was very active in Plast? What award did he receive for his activity in Plast?
8. What kind of woman is Natalia Tytla?

### 2. Tell about Tytla's families.

#### TASK 3

### 1. Read the story.

#### CHARLIE AND THE CHOCOLATE FACTORY

*By Roald Dahl*

I

These two very old people are the father and mother of Mr. Bucket. Their names are Grandpa Joe and Grandma Josephine.

These two other very old people are the father and mother of Mrs. Bucket. Their names are Grandpa George and Grandma Georgina.

Mr. and Mrs. Bucket have a small boy whose name is Charlie Bucket.

How d'you do? And how d'you do? And how d'you do again?

He is pleased to meet you.

The whole of this family — the six grown-ups (count them) and little Charlie Bucket — live together in a small wooden house on the edge of a great town.

The house wasn't nearly large enough for so many people, and life was extremely uncomfortable for them all. There were only two rooms in the place altogether, and there was only one bed. The bed was given to the four old grandparents because they were so old and tired. They were so tired, they never got out of it.

Grandpa Joe and Grandma Josephine on this side, Grandpa George and Grandma Georgina on that side.

Mr. and Mrs. Bucket and little Charlie Bucket slept in the other room, upon mattresses on the floor.

In the summertime, this wasn't too bad, but in the winter, freezing cold draughts blew across the floor all night long, and it was awful.

There wasn't any question of them being able to buy a better house — or even one more bed to sleep in. They were far too poor for that.



### 2. Tell what you have learned from the story.

### TASK 4

#### 1. Read the story. Was your prediction confirmed?

### CHARLIE AND THE CHOCOLATE FACTORY

*By Roald Dahl*

II



Mr. Bucket was the only person in the family with a job. He worked in a toothpaste factory, where he sat all day long at a bench and screwed the little caps on to the tops of the tubes of toothpaste after the tubes had been filled. But a toothpaste capscrew is never paid very much money, and poor Mr. Bucket, however hard he worked, and

however fast he screwed on the caps, was never able to make enough to buy one half of the things that so large a family needed. There wasn't even enough money to buy proper food for them all.

The only meals they could afford were bread and margarine for breakfast, boiled potatoes and cabbage for lunch, and cabbage soup for supper. Sundays were a bit better. They all looked forward to Sundays because then, although they had exactly the same, everyone was allowed a second helping.

The Buckets, of course, didn't starve, but every one of them — the two old grandfathers, the two old grandmothers, Charlie's father, Charlie's mother, and especially little Charlie himself — went about from morning till night with a horrible empty feeling in their tummies.

Charlie felt it worst of all. And although his father and mother often went without their own share of lunch or supper so that they could give it to him, it still wasn't nearly enough for a growing boy. He desperately wanted something more filling and satisfying than cabbage and cabbage soup. The one thing he longed for more than anything else was ... CHOCOLATE.

Walking to school in the mornings, Charlie could see great slabs of chocolate piled up high in the shop windows, and he would stop and stare and press his nose against the glass, his mouth watering like mad. Many times a day, he would see other children taking bars of creamy chocolate out of their pockets and munching them greedily, and that, of course, was pure torture.

Only once a year, on his birthday, did Charlie Bucket ever get to taste a bit of chocolate. The whole family saved up their money for that special occasion, and when the great day arrived, Charlie was always presented with one small chocolate bar to eat all by himself. And each time he received it, on those marvelous birthday mornings, he would place it carefully in a small wooden box that he owned, and

treasure it as though it were a bar of solid gold; for the next few days, he would allow himself only to look at it, but never to touch it. Then at last, when he could stand it no longer, he would peel back a tiny bit of the paper wrapping at one corner to expose a tiny bit of chocolate, and then he would take a tiny nibble — just enough to allow the lovely sweet taste to spread out slowly over his tongue.

The next day, he would take another tiny nibble, and so on, and so on. In this way, Charlie would make his sixpenny bar of birthday chocolate last him for more than a month.

2. **Tell what you have learned from the story. Do you know needy families in your neighbourhood? How could you help the children from these families?**

### TASK 5

1. **Read the text.**

#### WHAT DO YOU KNOW ABOUT TEMPERATURE?

What is more relaxing than stepping into a warm shower or bath on a chilly day? But if the water is too hot or too cold, you may feel discomfort and spend as little time bathing as possible. What makes taking a shower or a bath a pleasant experience instead of a shock?

Of course, it is the temperature of the water.

The temperature of the air outside is also an everyday concern. Knowing the temperature helps us to decide how to dress and how to plan our day. Since knowledge of the temperature is so useful, public buildings often display it along with the time.

Depending on where you live, the number displayed may reflect entirely different conditions. Why, for example, would a reading of 40 degrees in the United States call for putting on a coat, whereas a 40-degree reading in Europe would call for the lightest possible clothing?

Very simply, where the Fahrenheit scale is used, such as in the United States, 40 degrees is cold. However, in Europe, where the Celsius scale is commonly used, 40 degrees registers a temperature that is very hot.

Since both the Fahrenheit and Celsius scales are in common use today, it is often necessary to convert from one to the other. How is this done?

To change from Fahrenheit to Celsius, first subtract 32 from the Fahrenheit temperature. Then multiply the difference by  $5/9$ . As an example, say the Fahrenheit temperature is 104 degrees. To arrive at the Celsius temperature, subtract 32 from 104, which gives 72.



## Supplementary Reading

Then multiply 72 by  $\frac{5}{9}$ . The result is 40, which is the Celsius temperature.

$$1) 104 - 32 = 72 \quad 2) 72 \cdot \frac{5}{9} = 40$$

On the other hand, to change from Celsius to Fahrenheit, you need to multiply the degrees Celsius by  $\frac{9}{5}$  and then add 32. So, as an example, say the temperature is 20 degrees Celsius. What does that equal on the Fahrenheit scale? Multiplying 20 by  $\frac{9}{5}$ , you get 36.

By adding 32 to 36, you arrive at the Fahrenheit temperature of 68 degrees.

$$1) 20 \cdot \frac{9}{5} = 36 \quad 2) 32 + 36 = 68$$

2. **Were your predictions confirmed? Did they change as you read? How did they change?**
3. **Convert the temperature from the Fahrenheit to the Celsius and vice versa.**

$$\begin{array}{lll} 40^{\circ} \text{ F} = \dots^{\circ} \text{ C} & 55^{\circ} \text{ F} = \dots^{\circ} \text{ C} & 78^{\circ} \text{ F} = \dots^{\circ} \text{ C} \\ -5^{\circ} \text{ C} = \dots^{\circ} \text{ F} & 20^{\circ} \text{ C} = \dots^{\circ} \text{ F} & -10^{\circ} \text{ C} = \dots^{\circ} \text{ F} \end{array}$$

### TASK 6

1. **Remember what you know about the foundation of Kyiv. Read the title of the text. What do you expect to learn? Read the text. Were your guesses correct? What new information have you learned?**

#### A LEGEND ABOUT THE FOUNDATION OF KYIV

##### Part I



Once there lived three brothers: Kyi, Schek and Khoriv, and they had a sister Lybid. One day they were boating along the beautiful banks of the Dnipro. They saw three green hills covered with a thick forest.

“This is a fine place,” said Kyi. “Let us settle here.” So, they settled on those three hills.

Kyi, the eldest brother, was a tall strong handsome man. He was a fine boatman. He was also a gifted craftsman and made fine boats. People used to come to buy his boats or to learn how to make them. Kyi loved the river and spent much time on the Dnipro.

Schek, the younger brother, had a freckled face, green eyes and red hair. He was a very good potter. He made wonderful jugs and basins of clay.

Khoriv, their youngest brother, had hazel eyes and fair hair. He was a fine psaltery-player and sang beautiful songs, but he was a talented craftsman as well. He made wonderful silver rings, necklaces and earrings.

Their sister, Lybid, was a pretty girl with blue eyes and long golden hair. She was gentle and modest. Lybid was a very good spinner and her snow-white linen was famous among the Polian women. The three brothers loved their sister very much and took care of her.

By and by many people settled around the three hills near the Dnipro. The three brothers always helped their neighbours.

For a long time the people lived happily, but one day their enemy, the Avar tribe, came to their land.

### TASK 7

1. **Remember what you know about the foundation of Kyiv. Read the title of the text. What do you expect to learn? Read the text. Were your guesses correct? What new information have you learned?**

#### A LEGEND ABOUT THE FOUNDATION OF KYIV

##### Part II

The invaders robbed the Polian houses and burnt them down. They wanted to make the people their slaves. The Polians were brave people. They did not run from their enemies but began to fight with them. They bravely defended their homes, their wives and their children.

Kyi, Schek and Khoriv were in the first ranks of the fighters. The three brothers fought bravely and killed many of their enemies.

The Polian tribe and the Avar tribe fought for many days but neither side could win.

Then the chief of the Avar tribe said, "Let us have a single combat between two warriors, I'll fight for my people and one of your warriors will fight for your people. If I win, your people will pay a big tribute to us every year. If I am defeated, my people will leave your land forever."

### TASK 8

1. **Remember what you know about the foundation of Kyiv. Read the title of the text. What do you expect to learn? Read the text. Were your guesses correct? What new information have you learned?**

#### A LEGEND ABOUT THE FOUNDATION OF KYIV

##### Part III

Schek and Khoriv wanted to fight the single combat but Kyi said, "I am the eldest brother, I will fight."

The single combat began. It was the most terrible combat that took place on the banks of the Dnipro. Long and bitter was the struggle. The Avar chief was

a man of great strength and Kyi could not overcome him. At last the Avar chief aimed his spear at Kyi's heart. Kyi threatened him with his oar.

There was a terrible blow and... the spear and the oar were broken.

"Come then, my hands will serve me as they served me in my work," cried Kyi. He seized the Avar chief, lifted him into the air and threw him into the Dniro. That was the end of the enemy. The Avars ran away as quickly as they could.

Great was the joy of the Polians and the people said, "You have won the victory, Kyi. You are both strong and wise. You are honest, and we respect you. Be our Prince."

Kyi became the first Prince of the Polian tribe. He said to his people, "We must unite and we must always be ready to defend our land and our people. That's why we must build a high wall around our settlement. It will defend us from enemies." And the Polians built the first walled town on one of the hills at the river Dniro and named it Kyiv in honour of their Prince.

### TASK 9

1. **Do you remember your first day of school? Share your impressions with your friend. Read the first part of the text about Tommy's first day of school.**

#### THE FIRST DAY OF SCHOOL

*By Tomie dePaola*

##### Part I

The first day of school arrived! I was excited and nervous all at once. We got to school and the bell rang. We all lined up by class. Last year's sixth-graders were not there. They had gone to Lincoln Junior High School. We all filed into Miss Immick's room.

"Well, hello, boys and girls," she said. "I hope we all had a wonderful summer vacation."

Another bell rang. We stood at attention and recited the Pledge of Allegiance to the flag.

Then Miss Immick had us all sit down on the floor. It had been polished until it shone like a mirror.

On the first day of school everything was clean and shiny and smelled of floor wax and lemon oil polish. The blackboards were the cleanest they'd be all year. The waxed wooden floors in the hallways squeaked when you walked on them.

The first day of school was always special to me. I wondered when we would find out which first grade we were in. But I didn't say anything.

“Now, boys and girls, I’m going to read you a story until Miss Philomena gets here.”

Miss Philomena was the school secretary, and she would tell us about first grade.

Miss Immick was in the middle of the story when Miss Philomena came in carrying a big book called a ledger book. You could hear a pin drop. I didn’t care if I ever heard the end of the story!

“Good morning, boys and girls. The following children will please go very quietly and quickly to room two across from Miss Pagnam’s kindergarten room. It is Miss Kiniry’s room.” She started to read out names. I thought I would die.

“Tommy dePaola,” she called out. I thought I would faint. I didn’t move.

“Tommy, I called your name,” Miss Philomena said.

This time I got up and started to walk out of the room.

“Congratulations, Tommy,” Miss Immick whispered to me as I walked by her.

I went into Miss Kiniry’s room. She looked prettier than ever.

“Welcome, children,” she said. “And yes, Tommy. We do learn how to read this year.”

“When?” I asked.

“Friday,” Miss Kiniry answered.

It was Wednesday. The first day of school was always on Wednesday.

We were given our own desks — real desks — with chairs. My desk was in the row next to the windows. I was in the first seat. We would always sit in the same place.

I looked around the room. The bulletin boards were all decorated with pictures and words that I couldn’t read yet. Across the top of the blackboard stood twenty-six alphabet cards with a capital letter and a smaller letter on each. First grade was going to be fun!

One of the first things we did was to make a colour wheel. Miss Kiniry gave each of us a pencil, a box of school crayons, and a round cardboard milk-bottle top.

“Now, boys and girls,” she said, “carefully draw around the milk-bottle tops. Make six circles on your paper. Do it just like I have drawn it on the blackboard.” Then we had to colour in the circles in the right order — red, orange, yellow, green, blue, violet.

It was really something how some of the kids couldn’t stay in the lines and how messy they coloured. Because I was going to be an artist when I grew up, my colour wheel was very neat. Miss Kiniry stuck a gold star on it!

### TASK 10

#### 1. Read the second part of the text about Tommy's first day of school.

##### THE FIRST DAY OF SCHOOL

*By Tomie dePaola*

##### Part II

On Friday morning, when I came into my first-grade room, Miss Kiniry whispered, "This afternoon!"

I knew what she meant. I practically flew home for lunch and flew back to school. (We ate lunch at home in those days.)

"Well, Tommy, you are the first one back," Miss Kiniry said as the other kids walked in behind me. She went over to the big activity table in front of the room. There were three piles of books — a yellow pile, a red pile, a blue pile. All the books were the same inside, but each one had a different coloured cover.

When everyone was back in their seats, Miss Kiniry handed the books out. She gave me a blue one. I would be in the blue reading group.

"Now, class, don't open your books until I tell you." I peeked quickly. Oops! The pictures that I saw weren't very exciting.

Then Miss Kiniry went to an easel at the front of the room. It was covered with a cloth. She held her pointer — a long wooden thing with a red rubber tip on it. She took the cloth off. There was a big book just like ours.

"Open your books," she said. She opened the big book. "Now follow along with me." She pointed at the words and read aloud. "See Dick run. Run, Dick, run. Run, run, run. See Dick run."

This is not what I had in mind! By reading I meant, "Once upon a time, in a deep dark wood stood the cottage of the woodcutter." The next page was no better. "See Jane run. Run, Jane, run. Run, run, run. See Jane run."

I was in trouble. I expected to learn how to read quickly. Get Miss Kiniry to sign the slip that said I could read. Go and get my "liberry" card (that's how we all pronounced library) and take out books! You couldn't get your library card until your teacher signed the slip.

So I did a bad thing. I hid the book under my sweater and took it home. Mom saw the book. "Where did you get that reading book?" she asked.

I answered, "Miss Kiniry said I could take."

"No, she didn't," Mom said, not even letting me finish. "You stole that book from the school." Now I was not only a boy who didn't know how to read, but I was a criminal. I would have to remember that for my First Confession at St. Joseph's next year. (That's when you told Father O'Connell all the bad things you had done so that you could make your First Communion.)

"Monday morning, young man, you are going to go to school early and confess your crime to Miss Kiniry and apologize to her."

I couldn't get away with anything. Oh well.

Since I had the book all weekend, I decided I would learn to read the whole thing! So, I asked everyone — Buddy, Mom, Dad, Tom, Nana, Uncle Charles, his girlfriend, Viva, Mickey Lynch — what the words were. By Sunday night I could read and remember the words on every page. It wasn't that hard. There weren't that many words. See, run, Dick, Jane, Spot, Puff, baby.

So on Monday morning, I confessed my crime.

I apologized. I even cried a little. Miss Kiniry was very understanding.

"But," I added, "Miss Kiniry, I learned how to read."

"Really, Tommy?" she said.

"Yes. Sit down," I said.

She sat down and I read the entire book to her. And guess what Miss Kiniry said?

"Well, Tommy, that is so great that I am going to sign your library card slip right now!"

Mom took me to the library the next day. I got my very own library card and took out one book. (I wanted to take out three, but that's another story.)

Life was wonderful. My baby sister was healthy and happy. Our new house and neighbourhood were great. I would be six in a week or so. Dancing school was starting up again.

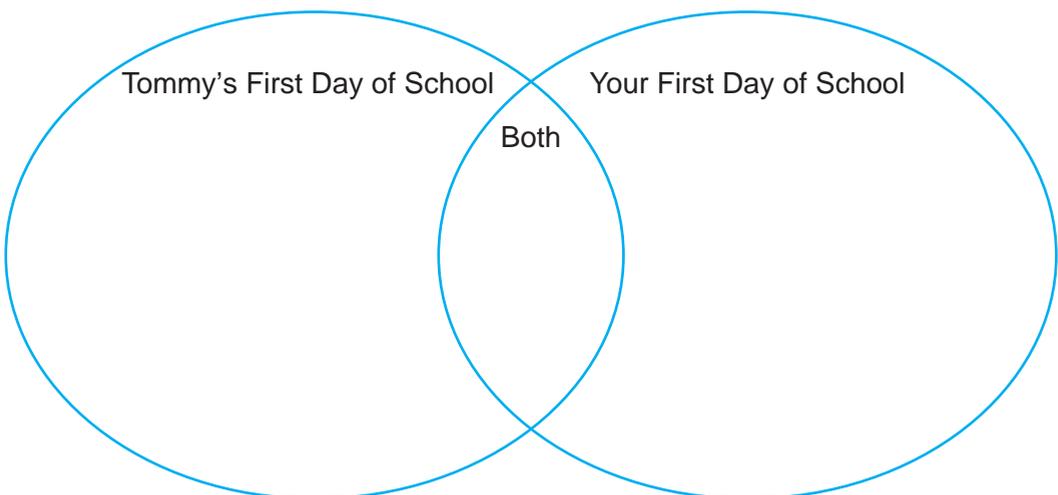
I was learning to read and I had my library card.

I was ON MY WAY!!!

(There's more coming!)

2. **Complete the compare/contrast diagram comparing your and Tommy's first day of school. Write a two paragraph compare/contrast essay.**

### *Compare/Contrast Diagram*



# GRAMMAR REFERENCE

## ДІЄСЛОВО (THE VERB)

### Неозначені часи (Simple Tenses)

Часи групи **Simple** виражають дію як факт, що відбувається в теперішньому часі.

#### Теперішній неозначений час (Present Simple Tense)

**Present Simple** виражає дію як факт, що відбувається в теперішньому часі.

**Стверджувальна форма** дієслова в **Present Simple** збігається з інфінітивом без частки **to**.

*I run. You run. We run. They run.*

але *He runs. She runs. It runs.*

Більшість дієслів у третій особі однини мають закінчення **-s**. Закінчення **-es** додається у таких випадках:

а) якщо основа дієслова закінчується на **-s, -ss, -s, -(t)ch, -x**:

*to wash — washes*

*to dress — dresses*

б) якщо основа дієслова закінчується на **-y**, перед яким стоїть приголосний, то **-y** змінюється на **-i** і додається **-es**: *to study — studies*

в) якщо основа дієслова закінчується на **-y**, перед яким стоїть голосний, то до дієслова додається лише **-s**:

*to play — plays*

г) якщо основа дієслова закінчується на **-o**:

*to go — goes [gəʊz]*

**Питальна форма Present Simple** утворюється за допомогою допоміжного дієслова **do** або **does** (у третій особі однини). Допоміжне дієслово ставиться перед підметом.

*Do you play the piano?*

*Does he (she, it) go to school?*

Але якщо питання ставиться до підмета або означення, що стосується підмета, допоміжні дієслова **do, does** не вживаються.

*Who plays the piano?*

*Whose friend knows English?*

**Заперечна форма Present Simple** утворюється за допомогою допоміжного дієслова **do** або **does** та заперечної частки **not**.

*They do **not** (don't) play tennis.*

*She does **not** (doesn't) know English.*

### Минулий неозначений час (Past Simple Tense)

**Past Simple** виражає дію як факт, що відбувалася в минулому.

**Стверджувальна форма** правильних дієслів у **Past Simple** утворюється додаванням **-ed** до інфінітива без частки **to**. Форми **Past Simple** неправильних дієслів необхідно запам'ятати (див. таблицю неправильних дієслів).

*They lived in Kyiv. She went to school.*

**Питальна та заперечна форми** утворюються за допомогою допоміжного дієслова **did**.

*Did they live in Kyiv? They **did not (didn't)** live in Kyiv.*

*Did she go to school? She **did not (didn't)** go to school.*

**Past Simple** часто вживається з обставинними словами *yesterday* — учора; *last week* — минулого тижня; *last year* — торік; *the other day* — нещодавно, цими днями.

*I saw her last week.*

### Майбутній неозначений час (Future Simple Tense)

**Future Simple** виражає дію як факт, що відбудеться в майбутньому.

**Стверджувальна форма Future Simple** утворюється за допомогою допоміжного дієслова **will** та інфінітива без частки **to**.

*You **will** stay at home.*

**Питальна і заперечна форми Future Simple** утворюються за допомогою **will** та інфінітива без частки **to**.

***Will** they write this exercise?*

*They **will not (won't)** write this exercise.*

**Future Simple** часто вживається з обставинними словами *tomorrow* — завтра; *next week* — наступного тижня; *next month* — наступного місяця.

*I **will** do that tomorrow.*

### Тривалі часи (Continuous Tenses)

Часи групи **Continuous** вживаються для вираження дії як процесу в теперішньому, минулому чи майбутньому періоді часу.

#### Теперішній тривалий час (Present Continuous Tense)

**Present Continuous** виражає дію, що триває в момент мовлення або в теперішній період часу.

**Стверджувальна форма Present Continuous** утворюється за допомогою допоміжних дієслів **am, is, are** та додаванням **-ing** до дієслова.

*I **am going** to school. He (she, it) **is going** to school.*

*They **are dancing**.*

Для утворення **питальної форми** допоміжне дієслово **am, is** або **are** ставиться перед підметом.

***Is** she going to school?*

Для утворення **заперечної форми** після допоміжного дієслова **am, is** або **are** ставиться частка **not**.

*They **are not** dancing.*

### Минулий тривалий час (Past Continuous Tense)

**Past Continuous** виражає дію, що тривала в певний момент у минулому.

На час дії вказують такі обставинні словосполучення як: *at two o'clock, at that time/moment, the whole day.*

**Стверджувальна форма Past Continuous** утворюється за допомогою допоміжних дієслів **was, were** та додаванням **-ing** до дієслова.

*I **was going** to school at eight o'clock.*

*He (she, it) **was going** to school at that moment.*

*They **were dancing** when I came in.*

Для утворення **питальної форми** допоміжне дієслово **was** або **were** ставиться перед підметом.

***Was she going** to school?*

Для утворення **заперечної форми** після допоміжного дієслова **was** або **were** ставиться частка **not**.

*They **were not** dancing.*

### Доконані часи (Perfect Tenses)

#### Теперішній доконаний час (Present Perfect Tense)

**Present Perfect** вживається, щоб показати, що дія щойно відбулася.

На час дії вказують такі обставинні слова як: *lately* (нещодавно), *since* (відтоді), *already* (вже), *just* (щойно), *never* (ніколи), *ever* (коли-небудь), *yet* (ще, вже), *this week/month/year* (цього тижня/місяця/року).

**Стверджувальна форма Present Perfect** утворюється за допомогою допоміжного дієслова **have** або **has** і III форми дієслова (Past Participle).

**Has** вживається з третьою особою однини. Правильні дієслова утворюють III форму за допомогою закінчення **-ed**. Неправильні дієслова мають особливу форму, яку потрібно запам'ятати.

*I (you, we, they) **have just opened** the window.*

*Я щойно відчинив вікно.*

*He (she, it) **has just opened** the window.*

*Він щойно відчинив вікно.*

**Питальна форма Present Perfect** утворюється за загальним правилом: допоміжне дієслово (**have** або **has**) ставиться перед підметом.

— ***Have you opened** the window?*

— *Yes, I **have**.*

— *No, I **have not (haven't)**.*

*Why **have you not told** me about him?*

*Why **haven't you put** on your cap?*

**Заперечна форма Present Perfect** утворюється за допомогою частки **not**, яка ставиться після допоміжного дієслова (**have** або **has**).

*I **have not** (**haven't**) opened the window.*

*He **has not** (**hasn't**) opened the window.*

### Минулий доконаний час (Past Perfect Tense)

**Past Perfect** вживається, щоб показати, що дія 1) відбулася раніше за іншу минулу дію або 2) вже закінчилася до певного моменту в минулому.

На час дії вказують такі обставинні словосполучення як: *by two o'clock, by that time, by June.*

**Стверджувальна форма Past Perfect** утворюється за допомогою допоміжного дієслова **had** і III форми дієслова (Past Participle).

Правильні дієслова утворюють III форму за допомогою закінчення **-ed**. Неправильні дієслова мають особливу форму, яка подається у таблиці неправильних дієслів.

*Yesterday we **discussed** the film which we **had seen** some days before.*

*Учора ми обговорили фільм, який переглядали кілька днів тому.*

*I **had cooked** dinner by three o'clock.*

*Я приготувала обід до третьої години.*

**Питальна форма Past Perfect** утворюється за загальним правилом: допоміжне дієслово (**had**) ставиться перед підметом.

— ***Had** you seen the film?*

— *Yes, I **had**.*

— *No, I **had not** (**hadn't**).*

**Заперечна форма Past Perfect** утворюється за допомогою частки **not**, яка ставиться після допоміжного дієслова (**had**).

*I **had not** seen the film.*

### Модальні дієслова (Modal Verbs)

До модальних дієслів належать: **can, may, must, should** та інші.

Модальні дієслова мають такі особливості:

1. Не мають часових форм майбутнього часу, тривалих і перфектних часів.
2. Утворюють питальну і заперечну форми без допоміжних дієслів.

У **питальній формі** модальне дієслово ставиться перед підметом:

***Must** I stay? — Чи повинна я залишитися?*

***May** I come in? — Можна увійти?*

***Can** she read? — Вона вмє читати?*

У **заперечній формі** частка **not** вживається безпосередньо після дієслова.

*You **may not** go.*

*He **cannot** speak English.*

*She **must not** leave.*

### Дієслово CAN

Дієслово **can** вживається для вираження можливості, вміння, неофіційного прохання/дозволу щось робити в теперішньому часі.

*She **can** read. — Вона вміє читати.*

***Can** I borrow your pen? — Можна позичити твою ручку?*

Дієслово **can** має форму минулого часу **could**. **Could** вживається для вираження можливості, вміння, ввічливого прохання/дозволу щось робити в минулому часі.

*He **could** play sports when he was young.*

***Could** you help me, please?*

***Could** I use your phone?*

### Дієслово MAY

Дієслово **may** вживається для вираження можливості, офіційного прохання/дозволу щось робити.

*I **may** go there by train. — Я можу поїхати туди поїздом.*

***May** I have a glass of water?*

*— **May** I use your phone?*

*— **Certainly** you **may**.*

### Дієслово MUST

Дієслово **must** вживається для вираження необхідності, обов'язку щось робити.

*It's raining. I **must** take my umbrella.*

*I **must** go to school.*

Оскільки **must** не має форми минулого часу, замість нього вживається дієслово **to have to** у відповідних часових формах.

**Must** означає, що ви прийняли рішення.

**Have to** означає, що хтось інший прийняв рішення, а не ви.

*I **must** work till late tonight.*

*He **had to** leave early.*

*They will **have to** go there.*

Питальна й заперечна форми модального дієслова **have to** у **Present Simple** та **Past Simple** утворюються шляхом вживання допоміжних дієслів **do, does, did**.

*She **doesn't** have to finish it now.*

***Did** she have to leave early?*

### Дієслово NEED

Модальне дієслово **need** вживається для вираження необхідності виконати певну дію. Як правило, це модальне дієслово використовується тільки в питальних та заперечних реченнях.

*You **needn't** work. — Тобі не обов'язково працювати.*

Для утворення питального речення модальне дієслово **need** ставиться на початок речення перед підметом. Такі питання мають відтінок сумніву в необхідності або ж небажання робити щось. Вони можуть перекладатися як «чи потрібно...?».

***Need I repeat my question?** —*

*Чи потрібно мені повторювати своє питання?*

Заперечне речення з модальним дієсловом **need** утворюється за допомогою додавання заперечної частки **not** після модального need. **Need not** вказує на відсутність необхідності або потреби виконувати щось і перекладається як «нема чого», «не треба», «немає потреби».

*Tom **needn't** come here every day.* —

*Тому немає потреби приходити сюди кожного дня.*

### Дієслово SHALL

Дієслово **shall** вживається для вираження пропозиції.

***Shall I close the window?***

***Shall we dance?***

### Дієслово SHOULD

Дієслово **should** вживається для вираження морального обов'язку, поради чи рекомендації.

*You **should** help her.* — *Вам слід допомогти їй.*

## ТИПИ ПИТАЛЬНИХ РЕЧЕНЬ (Types of Questions)

В англійській мові розрізняють чотири типи запитань: загальні запитання (**general questions**), спеціальні запитання (**special questions**), альтернативні запитання (**alternative questions**) і розділові запитання (**tag questions**).

1. Послідовність слів у загальному запитанні:

допоміжне дієслово, підмет, присудок, другорядні члени речення

*Did you go to Kyiv?*

2. Послідовність слів у спеціальному запитанні:

питальне слово, допоміжне дієслово, підмет, присудок, другорядні члени речення

*When did you go to Kyiv?*

3. Послідовність слів у альтернативному запитанні:

допоміжне дієслово, підмет, присудок, другорядні члени речення, **or** (чи) другорядні члени речення

*Did you go to Kyiv or to Odesa?*

Альтернативне запитання можна поставити до будь-якого члена речення.

1) *Did you go to Kyiv yesterday or the day before yesterday?*

2) *Did you or did your sister go to Kyiv yesterday?*

3) *Did you go to Kyiv or to Odesa yesterday?*

4. Послідовність слів у **розділовому запитанні**:

а) розповідне речення у стверджувальній формі:  
допоміжне дієслово у заперечній формі, підмет.

*Ann went to Kyiv, didn't she? — Аня їздила до Києва, чи не так?*

б) розповідне речення у заперечній формі:

допоміжне дієслово у стверджувальній формі, підмет.

*Ann didn't go to Kyiv, did she? — Аня не їздила до Києва, чи не так?*

### ОСОБОВІ ЗАЙМЕННИКИ (Personal Pronouns)

Особові займенники в англійській мові мають два відмінки: називний (the Nominative Case) і об'єктний (the Objective Case).

Називний відмінок	Об'єктний відмінок
I — я	me — мене, мені
he — він	him — його, йому
she — вона	her — її, їй
it — воно (він, вона)	it — його, йому, її, їй
we — ми	us — нас, нам
you — ви, ти	you — вас, вам, тебе, тобі
they — вони	them — їх, їм

Особові займенники в називному відмінку виконують функцію підмета.

*Наприклад: He goes to school. — Він ходить до школи.*

Особові займенники в об'єктному відмінку виконують функцію додатка.

*Наприклад: Do you know him? — Ви знаєте його?*

### ЗВОРОТНІ ЗАЙМЕННИКИ (Reflexive Pronouns)

Зворотні займенники утворюються додаванням закінчення *-self* (в однині) і *-selves* (у множині) до присвійних займенників *my, your, our*, особових займенників у об'єктному відмінку *him, her, it, them* та неозначеного займенника *one*: *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves, oneself*.

Деякі дієслова із зворотними займенниками перекладаються українською мовою зворотними дієсловами з часткою *-ся(сь)*.

*Наприклад: I dressed myself. — Я одяглася.*

Зворотні займенники вживаються також як підсилювальні слова і відповідають українському *сам*.

*Наприклад: I saw it myself. — Я бачив це сам.*

## IRREGULAR VERBS

Infinitive	Past Simple	Past Participle	Translation
be [bi:]	was [wɔz], 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 [kæʃ]	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:ln]	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'gɔt]	forgotten [fə'gɔtn]	забувати
forgive [fə'gɪv]	forgave [fə'geɪv]	forgiven [fə'gɪvn]	вибачати, прощати
freeze [fri:z]	froze [frəʊz]	frozen [frəʊzn]	замерзати
get [get]	got [gɔt]	got [gɔt]	одержувати
give [gɪv]	gave [geɪv]	given [gɪvn]	давати
go [gəʊ]	went [went]	gone [gɔn]	іти, іти геть
have [hæv]	had [hæd]	had [hæd]	мати
hide [haɪd]	hid [hɪd]	hidden [hɪdn]	ховати(ся)
hear [hɪə]	heard [hæd]	heard [hæd]	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 [sin]	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 [ʃɔt]	shot [ʃɔt]	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 [weɪkt]	woken [woukn] waked [weɪkt]	прокидатися; будити
wear [weə]	wore [wɔ:]	worn [wɔ:n]	носити (одяг)
win [wɪn]	won [wʌn]	won [wʌn]	вигравати
write [raɪt]	wrote [rou]	written [rɪtn]	писати

# ENGLISH-UKRAINIAN DICTIONARY

## A

**above** [ə'bvʌ] вище  
**according** [ə'kɔ:dɪŋ] відповідно до  
**across** [ə'krɒs] через  
**activity** [æk'tɪvəti] діяльність  
**adoption** [ədɒpʃn] прийняття  
**afford** [ə'fɔ:d] мати змогу  
**afternoon** [ɑ:ftə'nʊ:n] день/полудень  
**age** [eɪdʒ] вік  
**aim** [eɪm] ціль  
**airman** ['eəmən] льотчик  
**always** ['ɔ:lweɪz] завжди  
**amazing** [ə'meɪzɪŋ] дивовижний  
**ancient** ['eɪnfənt] древній  
**anything** ['eniθɪŋ] що-небудь  
**appear** [ə'pɪə(r)] з'являтися  
**argue** ['ɑ:gju:] стверджувати  
**army** ['ɑ:mɪ] армія  
**attend** [ə'tend] відвідувати (школу, урок тощо)  
**attraction** [ə'trækʃn] залучення  
**aut** [ɑ:nt] тітка  
**awesome** ['ɔ:səm] дивовижний  
**awful** ['ɔ:fl] жахливий

## B

**babysitter** ['beɪbɪsɪtə(r)] няня, що доглядає за дитиною  
**beef** [bi:f] яловичина  
**beefsteak** ['bi:fsteɪk] біфштекс  
**beetroot** ['bi:tru:t] буряк  
**behind** [br'hænd] позаду  
**Belarus** [ˌbelə'ru:s] Білорусь  
**belt** [belt] ремінь  
**berry** ['berɪ] ягода  
**besides** [br'saɪdz] крім того  
**billion** ['bɪljən] мільярд  
**biscuit** ['bɪskɪt] печиво  
**bitter** ['bɪtə(r)] запеклий

**blackberry** ['blækberi] ожина  
**bless** [bles] освячувати  
**boast** [bəʊst] хвалитися  
**boring** ['bɔ:rɪŋ] нудний  
**bottle** ['bɒtl] пляшка  
**bread** [bred] хліб  
**breakfast** ['brekfəst] сніданок  
**bud** [bʌd] пускати бруньки  
**buttonhole** ['bʌtnhəʊl] петля  
**burden** ['bɜ:dn] тягар  
**business** ['bɪznəs] бізнес

## C

**cabbage** ['kæbɪdʒ] капуста  
**candle** ['kændl] свічка  
**carol** ['kærəl] колядка  
**casual** ['kæʒuəl] недбалий  
**cauliflower** ['kɒlɪflaʊə(r)] цвітна капуста  
**celebrate** ['selɪbreɪt] святкувати  
**checked** [tʃekt] перевірений  
**cheese** [tʃi:z] сир  
**chicken** ['tʃɪkɪn] курка  
**children** ['tʃɪldrən] діти  
**chips** [tʃɪps] чипси  
**choice** [tʃɔɪs] вибір  
**clothes** [kləʊðz] одяг  
**Clyde** [klaɪd] Клайд  
**coast** [kəʊst] узбережжя  
**coin** [kɔɪn] монета  
**collar** ['kɒlə(r)] комір  
**collect** [kə'lekt] збирати  
**commemoration** [kə,memə'reɪʃn] поминання  
**competition** [ˌkɒmpə'tɪʃn] конкуренція  
**concern** [kən'sɜ:n] зацікавлення  
**connect** [kə'nekt] підключити  
**conservation** [ˌkɒnsə'veɪʃn] зберегання

**convert** [kən'vɜ:t] перетворювати  
**cornflakes** ['kɔ:nfleɪks] кукурудзяні  
 пластівці  
**countryside** ['kʌntrisaɪd] сільська міс-  
 цевість  
**count** [kaʊnt] рахувати  
**cover** ['kʌvə(r)] вкривати, обкладинка  
**Crimea** [krɪ'mi:ə] Крим  
**cripple** ['krɪpl] калічити  
**crisps** [krɪspz] чипси  
**crop** [krɒp] урожай  
**crossroads** ['krɒsrəʊdz] перехрестя  
**crowd** [kraʊd] натовп  
**curiosity** [ˌkjʊəri'ɒsəti] цікавість  
**currently** ['kʌrəntli] у цей час  
**cute** [kjʊ:t] милий  
**cycling** ['saɪklɪŋ] велоспорт

## D

**damage** ['dæmɪdʒ] пошкодження  
**dangerous** ['deɪndʒərəs] небезпечний  
**daughter** ['dɔ:tə(r)] донька  
**daybook** ['deɪbʊk] щоденник  
**dear** [dɪə(r)] дорогий  
**decode** [di:'kəʊd] розшифрувати  
**decorate** ['dekəreɪt] прикрашати  
**dedicate** ['dedɪkeɪt] присвячувати  
**degree** [dɪ'ɡri:] градус  
**delicious** [dɪ'lɪʃəs] дуже смачний  
**derive** [dɪ'reɪv] походити  
**dessert** [dɪ'zɜ:t] десерт  
**destroy** [dɪ'strɔɪ] руйнувати, знищу-  
 вати  
**display** [dɪ'spleɪ] показувати  
**disgusting** [dɪs'ɡlʌstɪŋ] огидний  
**divide** [dɪ'vaɪd] ділити  
**dominate** ['dɒmɪneɪt] панувати; домі-  
 нувати  
**download** [ˌdaʊn'ləʊd] завантажити  
**dream** [dri:m] мрія

**dress** [dres] одягатися  
**dried** [draɪd] сухий; сушений  
**drink** [drɪŋk] напій

## E

**e-mail** ['i:meɪl] електронна пошта  
**earth** [z:θ] земля  
**edit** ['edɪt] редагувати  
**editorial** [ˌedɪ'tɔ:riəl] редакційна  
**embroidery** [ɪm'brɔɪdəri] вишивка  
**empty** ['empti] порожній  
**energetic** [ˌenə'dʒetɪk] енергійний  
**England** ['ɪŋɡlənd] Англія  
**enjoy** [ɪn'dʒɔɪ] насолоджуватися  
**entertainment** [ˌentə'teɪnmənt] розвага  
**enthusiastic** [ɪn,θju:zɪ'æstɪk] захоп-  
 лений  
**envy** ['envi] заздрість  
**evening** ['i:vnɪŋ] вечір  
**exciting** [ɪk'saɪtɪŋ] захоплюючий  
**excursion** [ɪk'skɜ:ʃn] екскурсія  
**exhibit** [ɪg'zɪbɪt] експонат  
**Europe** ['juərəp] Європа  
**eyebrows** ['aɪbraʊz] брови

## F

**fan** [fæn] уболівальник; прихильник  
**fantastic** [fæn'tæstɪk] фантастичний  
**fashionable** ['fæʃnəbl] модний  
**favourite** ['feɪvərɪt] улюблений  
**fear** [fiə(r)] страх  
**festive** ['festɪv] святковий  
**fish** [fɪʃ] риба  
**forecast** ['fɔ:kɑ:st] прогноз  
**foreign** ['fɒrən] іноземний  
**forget** [fə'get] забувати  
**France** [frɑ:ns] Франція  
**frosty** ['frɒsti] морозний  
**fulfil** [fʊl'fɪl] здійснювати  
**funny** ['fʌni] смішний  
**furnish** ['fɜ:nɪʃ] обробка

## G

**Germany** ['dʒɜ:məni] Німеччина**grass** [grɑ:s] трава**greeting** ['gri:tɪŋ] привітання**great** [gret] чудовий**guitar** [gɪ'ta:(r)] гітара

## H

**hail** [heɪl] град**hate** [heit] ненавидіти**headline** ['hedlaɪn] заголовок**healthy** ['helθi] корисний (для здоров'я)**heavy** ['hevi] важкий**homework** ['həʊmwɜ:k] домашнє завдання**honey** ['hʌni] мед**hope** [həʊp] надія**horseradish** ['hɔ:srædɪʃ] хрін**Hungary** ['hʌŋgəri] Угорщина**hurt** [hɜ:t] біль**hurricane** ['hʌrɪkən] ураган**husband** ['hʌzbənd] чоловік

## I

**immediately** [ɪ'mi:diətli] негайно**improve** [ɪm'pru:v] покращувати**influential** [ɪnflu'enʃl] впливовий**injure** [ɪndʒə(r)] ранити

## J

**jacket** ['dʒækɪt] піджак**join** [dʒɔɪn] приєднувати(ся)

## K

**key** [ki:] ключ

## L

**label** ['leɪbl] наклейка**language** ['læŋgwɪdʒ] мова**lead** [li:d] вести**leather** ['leðə(r)] шкіра**leaf** [li:f] листок**lenten** ['lent(ə)n] пісний (про їжу)**lesson/class** ['lesn/kla:s] урок/заняття**level** ['levl] рівень**lie** (lay, lain) [laɪ] лежати**light** [laɪt] ліхтарик**like** [laɪk] подобатися**linen** ['lɪnɪn] полотно**love** [lʌv] любити**lucky** ['lʌki] щасливий

## M

**matins** ['mæɪnz] ранкова служба (церковна)**meal** [mi:l] прийняття їжі; їжа**mean** [mi:n] означати**menu** ['menju:] меню**millennium** [mɪ'leniəm] тисячоліття**Moldova** [mɒl'dəʊvə] Молдова**morning** ['mɔ:nɪŋ] ранок**mountaineering** [maʊntə'niəriŋ] альпінізм**mourning** ['mɔ:nɪŋ] траур**multiply** ['mʌltɪplai] множити**mushroom** ['mʌʃrʊm] гриб

## N

**napkin** ['næpkɪn] серветка, маленький рушник**nasty** ['nɑ:sti] неприємний**national** ['næʃnəl] 1) народний, національний; 2) державний**neighbourhood** ['neɪbəhʊd] сусідство**nephew** ['nefju:] племінник**network** ['netwɜ:k] мережа**newspaper** ['nju:zpeɪpə(r)] газета**nowadays** ['nəʊədəɪz] у наш час, тепер**nut** [nʌt] горіх

## O

**oar** [ɔ:(r)] весло**occupation** [ˌɒkjʊ'reɪʃn] заняття

**offer** ['ɒfə(r)] пропонувати  
**often** ['ɒfn] часто  
**overcast** [ˌəʊvə'kɑːst] похмурий  
**overcome** [ˌəʊvə'kʌm] перемагати  
**overwhelm** [ˌəʊvə'welɪm] 1) пригнічувати; 2) затоплювати

## P

**pass** [pɑːs] передавати  
**pattern** ['pætn] візерунок  
**pavement** ['peɪvmənt] тротуар  
**peanut** ['piːnʌt] арахіс  
**pea** [piː] горох  
**pear** [peə(r)] груша  
**perform** [prə'fɔːm] виконувати, здійснювати  
**picturesque** [ˌpɪktʃə'resk] мальовничий  
**pie** [paɪ] пиріг  
**pineapple** ['paɪnæpl] ананас  
**pizza** ['pɪtsə] піца  
**plain** [pleɪn] одноколірний  
**planet** ['plænɪt] планета  
**plate** [pleɪt] тарілка  
**Poland** ['pəʊlənd] Польща  
**Polian** ['pəʊliən] полянський (поляни — східнослов'янське плем'я)  
**pollution** [pə'ljuːʃn] забруднення  
**poppy** ['pɒpi] мак  
**pork** [pɔːk] свинина  
**porridge** ['pɒrɪdʒ] каша  
**potter** ['pɒtə(r)] гончар  
**pour** [pɔː(r)] наливати  
**prefer** [prɪ'fɜː(r)] надавати перевагу  
**preposition** [ˌprepə'zɪʃn] прийменник  
**print** [prɪnt] друк  
**proclaim** [prə'kleɪm] проголошувати  
**provision** [prə'vɪʒn] продукти харчування  
**prune** [pruːn] чорнослив

**psaltery-player** ['sɒlt(ə)ri pleɪə] гусяр  
**pure** [pjʊə(r)] чистий

## Q

**quality** ['kwɒləti] якість  
**quiet** ['kwaɪət] спокійний

## R

**rainfall** ['reɪnfɔːl] сильний дощ  
**raisin** ['reɪzn] родзинка  
**rank** [ræŋk] ряд, шеренга  
**raspberry** ['rɑːzbəri] малина  
**record** ['rekɔːd] записувати  
**register** ['redʒɪstə(r)] показувати (про прилад); реєструвати  
**relative** ['relətɪv] родич  
**reliable** [rɪ'laɪəbl] надійний  
**relief** [rɪ'liːf] полегшення  
**remain** [rɪ'meɪn] залишатися  
**remember** [rɪ'membə(r)] запам'ятовувати  
**research** [rɪ'sɜːtʃ] дослідження  
**response** [rɪ'spɒns] відповідь  
**responsible** [rɪ'spɒnsəbl] відповідальний  
**ripe** [raɪp] стиглий  
**roast** [rəʊst] смажити, пекти  
**roast beef** [rəʊst'biːf] печена телятина (яловичина)  
**rob** [rɒb] грабувати  
**Romania** [ru'meɪniə] Румунія  
**roundabout** ['raʊndəbaʊt] карусель  
**rowing** ['rəʊɪŋ] гребля  
**Russia** ['rʌʃə] Росія

## S

**sailor** ['seɪlə(r)] моряк  
**salad** ['sæləd] салат  
**sausage** ['sɒsɪdʒ] ковбаса, сосиска  
**save** [seɪv] зберігати  
**Scafell** [skɔː'fel] Скафелл

**science** ['saɪəns] наука  
**Scotland** ['skɒtlənd] Шотландія  
**screw** [skru:] крутити, закручувати  
**secure** [sɪ'kjʊə(r)] спокійний, безпечний  
**seed** [si:d] насіння  
**seize** [si:z] хапати  
**separate** ['seprət] окремий  
**service** ['sɜ:vɪs] служба  
**share** [ʃeə(r)] частка  
**silence** ['saɪləns] тиша  
**sign** [saɪn] знак  
**size** [saɪz] розмір  
**slave** [sleɪv] раб  
**sleeve** [sli:v] рукав  
**slide** [slɑɪd] слайд  
**Slovakia** [slə'vækiə] Словаччина  
**smart** [smɑ:t] розумний  
**smile** [smaɪl] посмішка  
**smoke** [sməʊk] дим  
**soldier** ['səʊldʒə(r)] солдат  
**sometimes** ['sʌmtaɪmz] інколи  
**soul** [səʊl] душа  
**sound** [saʊnd] звучати  
**soup** [su:p] суп  
**sneakers** ['sni:kə(r)] кросівки  
**spear** [spɪə(r)] спис  
**spinner** ['spɪnə(r)] пряля  
**spoil** [spɔɪl] псувати  
**stand** [stænd] терпіти  
**stare** [steə(r)] пильно дивитися, витріщати очі  
**starve** [stɑ:v] голодувати  
**state** [steɪt] держава  
**step** [step] ступати  
**storey** ['stɔ:ri] поверх  
**straight** [streɪt] прямо  
**stream** [stri:m] потік, струмок  
**stretch** [stretʃ] протяг  
**striped** [straɪpt] смугастий  
**subject** ['sʌbdʒɪkt] предмет

**subtract** [səb'trækt] віднімати  
**suit** [su:t] костюм  
**suitable** ['su:təbl] підходящий  
**support** [sə'pɔ:t] підтримка  
**sweater** ['swetə(r)] светр

## T

**tap** [tæp] кран  
**taste** [teɪst] смак  
**tea** [ti:] чай  
**team** [ti:m] команда  
**temper** ['tempə(r)] характер  
**tent** [tent] намет  
**terrible** ['terəbl] жахливий  
**Thames** [tɛmz] Темза  
**thaw** [θɔ:] відлига  
**thing** [θɪŋ] річ  
**throughout** [θru:'aʊt] по всьому  
**thunder** ['θʌndə(r)] грім  
**thunderstorm** ['θʌndəstɔ:m] гроза  
**timetable** ['taɪmteɪbl] розклад  
**tired** ['taɪəd] стомлений  
**toast** [təʊst] грінка  
**too** [tu:] надто; також  
**train** [treɪn] поїзд  
**trap** [træp] потрапити у пастку  
**travel** ['trævl] їхати; подорожувати  
**tribute** ['trɪbjʊ:t] данина  
**trip** [trɪp] поїздка  
**T-shirt** ['ti:ʃɜ:t] футболка, теніска  
**tummy** ['tʌmi] животик

## U

**uncle** ['ʌŋkl] дядько  
**unusual** [ʌn'ju:zʊəl] незвичайний; дивний  
**usually** ['ju:zʊəli] зазвичай

## V

**variety** [və'raɪəti] різноманітність  
**vary** ['veəri] відрізнятися

**victory** [ˈvɪktəri] перемога  
**viewpoint** [ˈvju:ɹəɪnt] точка зору

## W

**Wales** [weɪlz] Уельс  
**warrior** [ˈwɒriə(r)] боєць  
**wear** (wore, worn) [weə(r)] носити,  
бути вдягненим у щось  
**weekday** [ˈwi:kdeɪ] робочий день

**wheat** [wi:t] пшениця  
**wish** [wɪʃ] бажати  
**wood** [wud] ліс  
**wonderful** [ˈwʌndəfl] дивовижний  
**world** [wɜ:ld] світ, всесвіт  
**wreath** [ri:θ] вінок

## Y

**yesterday** [ˈjestədeɪ] учора

## UKRAINIAN-ENGLISH DICTIONARY

### A

**альпінізм** mountaineering  
**ананас** pineapple  
**арахіс** peanut

### Б

**бажати** wish  
**бізнес** business  
**біль** hurt  
**біфштекс** beefsteak  
**боєць** warrior  
**брови** eyebrows  
**буряк** beetroot

### В

**важкий** heavy  
**велоспорт** cycling  
**верба («котики»)** pussy willow  
**весло** oar  
**вести** lead  
**вечір** evening  
**вибір** choice  
**виконувати** perform  
**виснажливий** tiring  
**вишивка** embroidery  
**вище** above  
**відвідувати** (школу, урок) attend  
**відлига** thaw  
**віднімати** subtract

**відповідальний** responsible  
**відповідно до** according  
**відповідь** response  
**відрізнятися** vary  
**візерунок** pattern  
**вік** age  
**вінок** wreath  
**вкривати** cover  
**впливовий** influential

### Г

**газета** newspaper  
**гітара** guitar  
**голодувати** starve  
**гончар** potter  
**горіх** nut  
**горох** pea  
**грабувати** rob  
**град** hail  
**градус** degree  
**гребля** rowing  
**гриб** mushroom  
**грім** thunder  
**грінка** toast  
**гроза** thunderstorm  
**груша** pear

### Д

**данина** tribute  
**день/полудень** afternoon

**десерт** dessert  
**дивовижний** wonderful, amazing  
**дим** smoke  
**ділити** divide  
**діти** children  
**діяльність** activity  
**домашнє завдання** homework  
**донька** daughter  
**дорогий** dear  
**дослідження** research  
**древній** ancient  
**друк** print  
**душа** soul  
**дядько** uncle

## Е

**екскурсія** excursion  
**експонат** exhibit  
**електронна пошта** e-mail  
**енергійний** energetic

## Ж

**жахливий** awful, terrible

## З

**забруднення** pollution  
**забувати** forget  
**завантажити** download  
**завжди** always  
**заголовок** headline  
**зазвичай** usually  
**зздрість** envy  
**заливати** overwhelm  
**залишатися** remain  
**залучення** attraction  
**заняття** occupation  
**запам'ятовувати** remember  
**запеклий** bitter  
**записувати** record  
**захоплюючий** exciting  
**зацікавлення** concern

**зберігання** conservation  
**зберігати** save  
**збирати** collect  
**збудливий** exciting  
**звучати** sound  
**здивований** amazed  
**здійснювати** fulfil  
**земля** earth  
**знак** sign  
**з'являтися** appear

## І

**інколи** sometimes  
**іноземний** foreign

## Ї

**їжа; прийняття їжі** meal  
**їхати; подорожувати** travel

## К

**калина** snowball-tree  
**калічити** cripple  
**капуста** cabbage  
**карусель** roundabout  
**каша** porridge  
**ключ** key  
**ковбаса, сосиска** sausage  
**колядка** carol  
**команда** team  
**комір** collar  
**конкуренція** competition  
**корисний** (для здоров'я) healthy  
**костюм** suit  
**кран** tap  
**Крим** Crimea  
**крім того** besides  
**кросівки** sneakers  
**крутити, закручувати** screw  
**кукурудзяні пластівці** cornflakes  
**курка** chicken

## Л

**лежати** lie (lay, lain)  
**листок** leaf  
**ліс** wood  
**ліхтарик** light  
**льотчик** airman  
**любити** love

## М

**мак** poppy  
**малина** raspberry  
**мальовничий** picturesque  
**мати змогу** afford  
**мед** honey  
**меню** menu  
**мережа** network  
**милий** cute  
**мільярд** billion  
**мова** language  
**модний** fashionable  
**монета** coin  
**морозний** frosty  
**моряк** sailor  
**мрія** dream

## Н

**надавати перевагу** prefer  
**надійний** reliable  
**надія** hope  
**надто; також** too  
**наклейка** label  
**наливати** pour  
**намет** tent  
**напій** drink  
**народний, національний** national  
**насіння** seed  
**насолоджуватися** enjoy  
**натовп** crowd  
**наука** science  
**небезпечний** dangerous  
**негайно** immediately

**недбалий** casual  
**незвичайний** unusual  
**ненавидіти** hate  
**неприємний** nasty  
**носити** wear (wore, worn)  
**нудний** boring  
**няня** babysitter

## О

**обкладинка** cover  
**обробка** furnish  
**огидний** disgusting, nasty  
**одноколірний** plain  
**одяг** clothes  
**одягатися** dress  
**ожина** blackberry  
**означати** mean  
**окремий** separate  
**освячувати** bless

## П

**панувати** dominate  
**перевіряти** check  
**перемагати** overcome  
**перемога** victory  
**перетворювати** convert  
**перехрестя** crossroads  
**петля** buttonhole  
**печиво** biscuits  
**пиріг** pie  
**піджак** jacket  
**підключити** connect  
**підтримка** support  
**підхожий** suitable  
**пісний** (про їжу) lenten  
**піца** pizza  
**планета** planet  
**племінник** nephew  
**пляшка** bottle  
**поверх** storey  
**подобатися** like  
**позаду** behind

**поїзд** train  
**поїздка** trip  
**показувати** display  
**показувати, (про прилад);**  
**реєструвати** register  
**покращувати** improve  
**полегшення** relief  
**полотно** linen  
**поминання** commemoration  
**помножити** multiply  
**порожній** empty  
**порося** suckling pig  
**посмішка** smile  
**потік, струмок** stream  
**похмурий** overcast  
**походити** derive  
**пошкодження** damage  
**предмет** subject  
**привітання** greeting  
**пригнічувати** overwhelm  
**приєднувати(ся)** join  
**прийменник** preposition  
**прикрашати** decorate  
**прихильник** supporter  
**прогноз** forecast  
**проголошувати** proclaim  
**продукти харчування** provision  
**пропонувати** offer  
**протяг** stretch  
**пряля** spinner  
**прямо** straight  
**псувати** spoil  
**пшениця** wheat

## Р

**раб** slave  
**ранити** injure  
**ранкова служба** (церковна) matins  
**ранок** morning  
**рахувати** count  
**редагувати** edit

**редакційна** editorial  
**ремінь** belt  
**риба** fish  
**рівень** level  
**різноманітність** variety  
**річ** thing  
**робочий день** weekday  
**родзинка** raisin  
**родич** relative  
**розвага** entertainment  
**розклад** timetable  
**розмір** size  
**розумний** smart  
**розшифровувати** decode  
**ростбїф** roast beef  
**руйнувати** destroy  
**рукав** sleeve  
**ряд, шеренга** rank

## С

**салат** салат  
**светр** sweater  
**свинина** pork  
**світ** world  
**свічка** candle  
**святковий** festive  
**святкувати** celebrate  
**сир** cheese  
**сільська місцевість** countryside  
**слайд** slide  
**смажити** roast  
**смак** taste  
**смішний** funny  
**смугастий** striped  
**сніданок** breakfast  
**спис** spear  
**спокійний, безпечний** secure  
**спокійно** quiet  
**стверджувати** argue  
**стиглий** ripe  
**стомлений** tired

**страх** fear  
**ступати** step  
**суп** soup  
**сусідство** neighbourhood  
**сухий** dried  
**схвилюваний** excited

## Т

**тарілка** plate  
**тепер** nowadays  
**терпіти** stand  
**тисячоліття** millennium  
**тиша** silence  
**тітка** aunt  
**трава** grass  
**траур** mourning  
**тротуар** pavement  
**тягар** burden

## У

**уболівальник** fan  
**узбережжя** coast  
**улюблений** favourite  
**ураган** hurricane  
**урожай** crop  
**урок/заняття** lesson/class  
**учора** yesterday

## Ф

**фантастичний** fantastic  
**футболка, теніска** T-shirt

## Х

**хапати** seize  
**характер** temper  
**хвалитися** boast  
**хліб** bread  
**хрін** horseradish

## Ц

**цвітна капуста** cauliflower  
**ціль** aim

## Ч

**чай** tea  
**частка** share  
**часто** often  
**через** across  
**чипси** crisps  
**чистий** pure  
**чоловік** husband  
**чорнослив** prune  
**чудовий** great

## Ш

**шкіра** leather

## Щ

**щасливий** lucky  
**щоденник** daybook  
**що-небудь** anything

## Я

**ягода** berry  
**якість** quality  
**яловичина** beef

## WORD COMBINATIONS

**after school activity** — позашкільні заняття

**angel's wings** — крила ангела

**an opera production** — постановка опери

**audio and video taping** — запис на аудіо- та відеоплівку

**Avar tribe** — аварське плем'я

**bar of chocolate** — плитка шоколаду

**be angry with** — сердитися

**be defeated** — зазнавати поразки

**be fond of** — любити, захоплюватися

**be good at** — бути вмілим, вправним (у чомусь)

**be interested in** — цікавитися

**be made of** — готуватися з

**be over** — закінчуватися

**be proud of** — пишатися

**be situated** — бути розташованим

**be surrounded** — бути оточеним

**be very popular with** — бути дуже популярним серед

**belong to** — належати до

**Ben Nevis** — Бен-Невіс

**Brussel sprout** — брюссельська капуста

**by/at the wall** — біля стіни

**car park** — стоянка (парк) для автомобілів

**celebrate Easter** — святкувати Великдень

**Celsius scale** — шкала термометра Цельсія

**Christ Resurrection** — Воскресіння Христа

**clean the room** — прибирати в кімнаті

**colourful lights** — кольорові гірлянди

**come home from school** — прийти додому зі школи

**consist of** — складатися з

**couch potato** — людина, яка мало рухається

**couldn't believe her eyes** — не могла повірити своїм очам

**do sums** — розв'язувати задачі

**day off** — вихідний

**deal with** — мати справу з

**Declaration of State Sovereignty** — Декларація про державний суверенітет

**dining car** — вагон-ресторан

**draw attention** — привертати увагу

**eat out** — поїсти не вдома

**Fahrenheit scale** — шкала термометра Фаренгейта

**feature article** — художня стаття

**films and cartoons** — фільми та мультфільми

**first course** — перше (перша страва)

**fitting room** — кімната для примірки

**flash flooding** — миттєве затоплення

**found oneself** — опинитися

**fresh air** — свіже повітря

**fried bacon** — смажений бекон

**from Ukrainian into English** — з української мови на англійську

**full Moon** — повний місяць

## Word Combinations

**get suntanned** — полежати на сонечку і позасмагати

**get used to** — звикати

**gifted craftsman** — добрий майстер

**give regards to** — передавати привіт

**go in for** — займатися

**go camping** — вирушати в похід; жити в таборі

**go on an excursion** — їхати на екскурсію

**go out** — виходити

**go out with friends** — гуляти з друзями

**go to bed** — лягати спати

**Greek Catholic Church** — греко-католицька церква

**gusty winds** — поривчасті вітри

**have breakfast** — снідати

**have fun** — веселитися

**have supper** — вечеряти

**here you are** — ось, будь ласка; прошу

**high mass** — урочиста меса

**high-heeled boots** — чоботи на високих каблуках

**highly qualified** — висококваліфікований

**home-owners** — власники будинків

**I can't stand it!** — Терпіти цього не можу!

**I don't mind it.** — Не маю нічого проти.

**individual sports** — індивідуальні види спорту

**indoor games** — ігри в приміщенні

**in front of the sofa** — навпроти дивана

**in honour** — на честь

**in the corner of the room** — у кутку кімнати

**in the middle of the room** — посередині кімнати

**It's all right.** — Нормально.

**kiss somebody "good-bye"** — цілувати когось на прощання

**last week** — минулого тижня

**last year** — минулого року

**latest style** — найновіший стиль

**leaf lard** — шматок сала

**leave for work** — вирушати на роботу

**leisure time = spare time = free time** — дозвілля, вільний час

**lighted candles** — запалені свічки

**local customs** — місцеві звичаї

**look forward** — чекати з нетерпінням

**lose one's** — зійти з

**Lunar calendar** — місячний календар

**main course** — головна страва

**make a recording** — зробити запис

**make an effort** — робити спробу

**make up** — складати

**mashed potatoes** — картопляне пюре

**mass media** — засоби масової інформації

**milk a cow** — доїти корову

**more like** — більш подібний

**more than** — понад, більше ніж

**many rich traditions** — багато різних традицій

**no wonder** — не дивно

**Northern Ireland** — Північна Ірландія

## Word Combinations

- not at all** — анітрохи, аніяк  
**Not very much.** — Не дуже.  
**of course** — звичайно  
**Orthodox Church** — православна церква  
**other day** — недавно, цими днями  
**outdoor activities** — види діяльності на свіжому повітрі  
**over there** — ось там  
**pass the Declaration** — прийняти Декларацію  
**Passion service** — страсна відправа  
**personal solo performance** — особистий сольний виступ  
**pick up** — забирати  
**play language games** — грати у мовні ігри  
**play a musical instrument** — грати на музичному інструменті  
**play the piano** — грати на фортепіано  
**polka dot** — візерунок в горошок  
**poppy seed** — мак  
**popular culture** — народна (загальнопоширена) культура  
**pork chops** — котлети зі свинини  
**proclaim independence** — проголосувати незалежність  
**Pure Week** — Чистий тиждень  
**Pure Thursday** — Чистий четвер  
**pussy willow** — верба («котики»)  
**put up** — ставити (намет)  
**pull out** — витягувати  
**rely on** — покладатися на  
**reveale oneself** — проявлятися  
**save money** — заощаджувати гроші  
**second / main course** — друге (друга страва)  
**send mails** — відправляти листи  
**surf the net** — блукати інтернетом  
**severe weather** — сувора погода  
**sing in the Chorus as lead tenor and soloist** — співати у хорі провідним тенором і солістом  
**single combat** — поєдинок  
**Slieve Donard** — Слів-Донард  
**smoked meat** — копчене м'ясо  
**study voice** — ставити голос  
**suckling pig** — поросся  
**take a shower** — приймати душ  
**take in** — ушивати (одяг)  
**take off** — знімати (одяг)  
**take part** — брати участь  
**tap with a willow branch** — бити гілкою верби  
**team sports** — командні види спорту  
**the Atlantic Ocean** — Атлантичний океан  
**the British Isles** — Британські острови  
**the Carpathian mountains** — Карпати  
**the Crimean mountains** — Кримські гори  
**the influential language** — впливова мова  
**the less ..., the less ...** — чим менше ..., тим менше  
**the Lough Neagh** — Лох-Ней  
**the more ..., the more ...** — чим більше ..., тим більше  
**the Sea of Azov** — Азовське море  
**the third millennium** — третє тисячоліття

## Word Combinations

**the United Kingdom** — Сполучене Королівство

**threaten someone with** — замахуватися на когось

**to be honoured** — бути вшанованим

**to catch one's eye** — затримати погляд

**to the left (right) of the sofa** — зліва (справа) від дивана

**to reach over to** — простягти руку до

**torrential rain / pour cats and dogs** — проливний дощ

**translate the sentences** — перекладати речення

**try on** — приміряти

**traffic jam** — пробка

**turn left** — повертати ліворуч

**turn right** — повертати праворуч

**two days/a month ago** — два дні / місяць тому

**Ukrainian Bandurist Chorus** — українська капела бандуристів

**Ukrainian government** — український уряд

**violent storm** — сильний шторм

**wash up** — мити посуд

**week before Easter** — тиждень перед Великоднем

**Willow Sunday** — Вербна неділя

# CONTENTS

## REVISION

Lesson 1 .....	4
Lesson 2 .....	7
Lesson 3 .....	10
Lesson 4 .....	14
Lesson 5 .....	16
Lesson 6 .....	19
Lesson 7 .....	23
Lesson 8 .....	27

## UNIT 1. Family. Working Day

Lesson 9 .....	30
Lesson 10 .....	32
Lesson 11 .....	34
Lesson 12 <i>Can</i> .....	36
Lesson 13 <i>May/Past Simple</i> .....	38
Lesson 14 .....	42
Lesson 15 <i>Must, need</i> .....	45
Lesson 16 .....	48
Lesson 17 .....	50
Self-Assessment Module 1 .....	52

## UNIT 2. Food and Drink. Clothes

Lesson 18 .....	54
Lesson 19 <i>Present Simple</i> .....	56
Lesson 20 .....	58
Lesson 21 .....	60
Lesson 22 <i>Personal Pronouns</i> .....	62
Lesson 23 .....	64
Lesson 24 <i>Reflexive Pronouns</i> .....	66
Lesson 25 <i>Future Simple</i> .....	68
Lesson 26 .....	70
Lesson 27 .....	72
Lesson 28 .....	74
Self-Assessment Module 2 .....	76

## UNIT 3. Leisure Time. Mass Media

Lesson 29 <i>Past Simple</i> .....	78
Lesson 30 .....	80
Lesson 31 .....	82
Lesson 32 .....	84
Lesson 33 .....	86
Lesson 34 .....	88
Lesson 35 .....	90
Lesson 36 .....	92
Lesson 37 <i>Was/were</i> .....	94
Lesson 38 <i>Would/used to</i> .....	96
Lesson 39 <i>Simple Tenses</i> .....	98
Self-Assessment Module 3 .....	100

## UNIT 4. Weather. Nature

Lesson 40 .....	102
Lesson 41 .....	104

Lesson 42 <i>Present Perfect</i> .....	106
Lesson 43 .....	108
Lesson 44 <i>Present Perfect</i> .....	110
Lesson 45 .....	112
Lesson 46 .....	115
Lesson 47 .....	117
Lesson 48 .....	119
Lesson 49 <i>Present Perfect</i> .....	121
Self-Assessment Module 4 .....	122

## UNIT 5. The British Isles and Ukraine. Native Town/Village

Lesson 50 .....	124
Lesson 51 .....	127
Lesson 52 .....	129
Lesson 53 <i>Past Perfect</i> .....	132
Lesson 54 .....	134
Lesson 55 .....	136
Lesson 56 .....	138
Self-Assessment Module 5 .....	140

## UNIT 6. Holidays and Traditions

Lesson 57 .....	142
Lesson 58 .....	145
Lesson 59 .....	147
Lesson 60 .....	150
Lesson 61 <i>Present Continuous</i> .....	153
Lesson 62 .....	155
Lesson 63 .....	157
Lesson 64 .....	159
Lesson 65 .....	161
Self-Assessment Module 6 .....	164

## UNIT 7. My School

Lesson 66 .....	166
Lesson 67 <i>Past Perfect</i> .....	168
Lesson 68 .....	170
Lesson 69 .....	172
Lesson 70 .....	173
Lesson 71 .....	175
Lesson 72 .....	177
Lesson 73 .....	179
Lesson 74 <i>Past Continuous</i> .....	181
Lesson 75 .....	183
Lesson 76 .....	185
Self-Assessment Module 7 .....	187
<i>Supplementary Reading</i> .....	189
<i>Grammar Reference</i> .....	200
<i>Irregular Verbs</i> .....	207
<i>English-Ukrainian Dictionary</i> .....	209
<i>Ukrainian-English Dictionary</i> .....	214
<i>Word Combinations</i> .....	219