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ENGLISH



INTRODUCTION

Lesson 1

WHO'S WHO IN 'ENGLISH-7'?



1. a) Listen and read.

Meet the group of the young and talented Ukrainian teens!

Taras (Terry) is 12. Terry takes pictures and does interviews for the *English Bridge* newspaper. When he was 8 he visited the International Camp for Kids. He made many friends there. Bill Brown became Terry's pen friend. Terry visited him in London 3 years ago.



Christina (Chris) is 12. She is good at typing and making pictures on the computer. Chris types articles for *English Bridge*. She really wants to go to London, too. Is she going to go? Find out later...



Ivan (John) is 12. He has got a computer at home, too. He uses the Internet and helps the *English Bridge* to communicate with kids all over the world. John makes web-pages of the paper on his computer.



Lilia (Lilly) is 12. She won a prize as an editor of the best school newspaper in the interschool competition last year. She's got a pen friend Amelia Jones from the USA. Lilly hopes they'll meet each other some day.



Maryna (Mary) is 12, too, and she is a new classmate. She's keen on reading. She's got a big library at home. She is crazy about learning English. Is she going to join the *English Bridge* group? Let's see later.



BRUSH UP!

- be crazy about
- be good at
- be interested in
- be keen on

b) Work in groups. Close your books and tell what you remember about the children.

2. Interview your teacher and learn his/her personal information.

Where do you live?

How long have you lived there?



- home place
- work
- best friends
- interests

interschool [ˌɪntə'sku:l] — міжшкільний

3. Read and role-play a telephone call to Radio No1.

HAVE A SURPRISE!

Give your friend a surprise today!
You phone and tell us about your friend:
name, address, age, telephone number and so on.



We ask you a simple question about the nationality of a famous person. If you give the right answer, your friend wins a wonderful prize!

Phone us now on 885 885.

Fill in this form and have your information ready!



'HAVE A SURPRISE!' COMPETITION FORM

Friend's name
Friend's home town
Friend's telephone number
Friend's age
Choice of present for a friend (please tick):
 Radio No1 Diary;
 Radio No1 T-shirt;
 Radio No1 Sports Bag.
Your name
Your address
Your telephone number

Pupil A telephones to try to win a prize for a friend.

Pupil B is a Disc Jockey and asks questions.



B: Say hello. Ask the name of the caller.

A: Say who you are.

B: Ask what his/her friend's name is.

A: Say what your friend's name is.

B: Ask where he/she is from.

A: Say where your friend is from.

B: Ask how old he/she is.

A: Say your friend's age.

B: Ask what present the caller wants for his/her friend.

A: Say what present you want.

B: Ask the nationality question.

A: Answer the question.

B: If right, say, "You win a ... for your friend."

A: Say thank you and goodbye.



Work in groups. Read, discuss and write your letter.

What are you doing this weekend? Why not write an article for the *English Bridge* newspaper? What's happening at your school? Write and tell us about it! We're interested in everything: people, countries, cities, lifestyles, films, hobbies, recipes... We are waiting for your letters!

Lesson 2

DO YOU REMEMBER ENGLISH?

1. Group up the words from the box according to the following themes.

sports	celebrations	travelling	environment

a custom, pollution, Olympic Games, wildlife, a railway station, to decorate, to recycle, a parade, athletics, to lose a match, a goal, a firework, rubbish, a journey, a tradition, to save, to discover, a tourist, extinct, to kick a ball, an air-hostess, a sightseeing tour

2. Work in groups.

a) Read and translate these words into Ukrainian.

the Internet, a disco, a supermarket, stereo, a toilet, a computer, a bar, a pizza, a film, pop music, jeans, a video, sport, a modem, a menu, coffee, football, a goal, a sandwich

b) Remember some more English words that are similar in meaning and pronunciation with their Ukrainian equivalents.



3. Match the opposites.

- | | |
|----------------|------------------|
| 1. advantage | a) enjoyable |
| 2. dangerous | b) slow |
| 3. troublesome | c) usual |
| 4. comfortable | d) unknown |
| 5. fast | e) disadvantage |
| 6. famous | f) to build |
| 7. remarkable | g) safe |
| 8. to destroy | h) uncomfortable |

4. Write out the words from the box according to the parts of speech.

noun	verb	adjective	adverb	preposition
net	loose	excellent	loudly	into

loose, next, perform, loudly, excellent, into, depend, happily, original, greatly, northern, embroidery, along, native, down, explore, with, wildly, activity

5. **Work in pairs. Read and match the questions with the answers.**

- | | |
|---|---|
| 1) Do you go to the library? | a) Because your face is dirty. |
| 2) What should I do first? | b) Two. |
| 3) How many dictionaries have you got? | c) Yes, I have. I went there last week. |
| 4) Have you written your story? | d) They are Nelly's. |
| 5) Have you ever gone to the museum? | e) On foot. |
| 6) Whose shoes are these? | f) Start with your greetings. |
| 7) Why are you looking at me like that? | g) My ruler. |
| 8) How do you go to school? | h) Yes, I do. But not very often. |
| 9) What's that under the table? | i) It's foggy. |
| 10) What's the weather like? | j) No, I haven't. |



6. a) **Note down your answers to these questions.**

- Have you read any interesting books on summer holidays?
- Have you been to any interesting places?
- Have you tried any unusual food or drink?
- Have you done anything exciting on your summer holidays?

b) **Add some more questions. Ask and answer. Work in pairs.**

A: Have you ever read... by...? / seen...? / been to...?

B: Yes, I have.

A: Did you enjoy it?

B: Yes, I did. / No, I didn't. I think it was...

PROJECT

7. **MY HOBBY**



Write about your hobby (or your friend's hobby).

- 1) Find pictures or things connected with the hobby (things you collect, a cage, a skateboard, etc) and bring them to school.
- 2) Do you know all the words? Use a dictionary or ask your teacher if necessary.
- 3) Write what your hobby is, what you do and why you like it.
- 4) Present your project in your group.
- 5) Make a class display of hobbies. Discuss in groups:
How many are the same? Which hobby is the most unusual?



coins



badges



postcards



Homework

Workbook ex.3 - p.5

Lesson 3

BRUSH UP YOUR GRAMMAR!

PRESENT TENSES

1. a) Match the sentences to the tenses below.

Are you doing anything at the moment?
Bill never **does** anything.
Jim **has** already **done** lots of work today.

Present Simple

Present Continuous

Present Perfect



b) Complete the rules with the words from the Word Bank.

- We use the Present Continuous Tense for something that is happening... .
- We use the Present Simple Tense for something that happens... .
- We use the Present Perfect Tense for something in the past which tells us something about the... .



c) Make up your own sentences using the tense forms above.

HELPFUL TIPS

When you learn a language, you have to learn different tenses. While revising or learning a tense form try to think about:

a) the 3 basic forms of any tense: positive (розповідна), negative (заперечна) and interrogative (питальна);

b) two other important questions:

- Is the tense form the same for all persons (I, you, he, we, etc)?
- Are there any irregular verbs?



PAST TENSES

2. a) Match these sentences to the tenses below.

I **was** putting some things on the shelves in the morning.
Pete **put** his books away on the bookshelf.

Past Simple

Past Continuous

was - Ving
were - Ving



b) Complete these rules.

- We use the Past Continuous for a ... activity in the past.
- We use the Past Simple for a ... activity.



c) Make up your own sentences using the tense forms above.

3. Read and put the verbs in brackets into the Past Simple or Past Continuous tense forms.

It was the first day of the holiday. Light breeze ... (to blow), and the waves ... (to sparkle) in the sun. Scott and his friends .. (to play) a game of volleyball on the beach. The boys ... (to throw) the ball over the girls' heads into the sea, and the girls ... (to laugh).

Suddenly, Scott ... (to see) the ball coming his way, and he ... (to throw) himself onto the sand to catch it. He ... (to wave) the ball in the air when he ... (to catch) sight of a girl nearby. She ... (to be) alone, and she ... (to watch) them. He ... (not, to recognize) her, but there ... (to be) something about her that ... (to make) him stop and smile. She ... (to smile) back. She ... (not, to be) very beautiful, but she ... (to have) a very interesting face. Scott ... (to think) she ... (to be) attractive.

EXPRESSING FUTURE

4. Read and compare.

We think we **shall go** to the concert tomorrow.
I'll help you!
(opinions and beliefs' about the future or sudden decision)

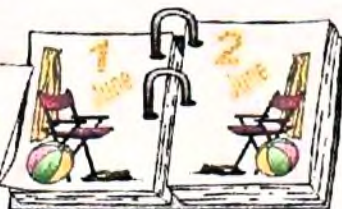
Father **is arriving** home next week.
(planning and arrangements)

She **is going to buy** a new dress for her birthday party.
(intention²)

5. Choose the correct form: 'will'/'shall', 'going to' or Present Continuous. Explain your choice.

- 1) We've got some great plans.
We ('ll spend) / ('re going to spend) the holidays in Italy.
- 2) I'm busy. I ('ll talk) / ('m talking) to you this afternoon.
- 3) A: This bag is heavy!
B: I ('ll help) / ('m going to help) you.
- 4) I promise I ('m sending) / ('ll send) you a postcard.
- 5) She's busy every afternoon this week.
On Monday she ('ll go) / ('s going) to the dentist.

6. Write about your plans for this year. Do you think it will be a good one?



Homework

Pupil's Book ex.6 - p.9

¹opinions and beliefs [ə'pɪnjənz ənd br'i:lɪ:fs] — думки і сподівання

²an intention [ɪn'tenʃən] — намір

Lesson 4

LET'S TALK TOGETHER!



1. Listen, read and talk. Work in a group of four.



Terry: Hello, everyone. You know what?!

Chris: Well, we are listening with open ears!

Terry: Olha Serhiyivna made a suggestion to join our school Radio Board. She said we could make radio programmes in English. It is something we should speak about.

Lilly: Well, we are in the seventh form now. I believe we can develop new ideas and try a new project.

John: Do you mean we should give up making a newspaper?

Lilly: Absolutely not. We may go on with the newspaper. I think these two projects will help each other.

John: In my opinion, radio programmes and newspaper's issues are nearly the same.

Terry: I'm afraid you are wrong here. Radio programmes differ from newspaper articles.

Chris: I quite agree. Radio has got other possibilities. Having a sound we can use music, for example...

Lilly: That's why we need new people: a speaker and a sound producer. That's clear now.

Terry: As far as I know, a sound producer is not a problem. School radio team has just started their work, and they have already had a good sound producer. As for the radio speaker...

John: What about that new girl in our class? Her name is Maryna, isn't it?

Chris: Yes, it is. And I must say she has got a nice loud voice and she can speak English well.

Lilly: We should ask her first.



2. Answer the questions.

- 1) What was the teacher's suggestion?
- 2) Did the children agree with their teacher's idea? Why?
- 3) Should they give up making the newspaper?
- 4) What is John's opinion about the project? Do you agree? Explain your answer.
- 5) How many new people do they need for the new project? Why?
- 6) What have you learnt about Maryna?



NEW VOCABULARY

absolutely [ˌæbsəˈlu:tli]

an opinion [əˈpɪnjən]

a possibility [ˌpɒsɪˈbɪlɪti]

a sound producer

[ˈsaʊndˌprəˈdju:sə]

a voice [vɔɪs]

to develop [dɪˈveləp]

to give up [ˌgɪvˈʌp]

● **as far as I know...**



3. Work in groups. Act out the situation in task 1.
Use the phrases from the boxes below.

Expressing opinions

- I think / suppose...
- In my opinion...
- I must say that...
- I believe that...

Agreeing

- Yes, that's right.
- I think so too.
- I (quite) agree.
- That's clear now.

Disagreeing

- I'm afraid you are wrong.
- That's not right.
- Absolutely not.
- I disagree.

4. Read and fill in the words from the 'New Vocabulary'.

Learning English gives any person a ... (1) to make new contacts and get more impressions. In Dr Lorence's ... (2), any foreign language is a tool to ... (3) ideas and thoughts. It doesn't mean you should ... (4) your previous experience. Your previous life is ... (5) necessary basic thing to create a new building on it. Like a (6), who can improve your ... (7), the use of English can improve your life and make it more interesting and bright.

5. Work in groups.

a) Answer the questions.

- What do you like the best in learning English?
- What don't you like, and what can you do to make these things more enjoyable?
- What do you think can help to learn English out of class?

b) Write down your ideas and discuss them.

Use the phrases from the boxes in task 3.

PROJECT

6. YOUR LIFE



WORK

1) Try to remember what has happened in your life for the last time.

- What has happened in your family?
- Have there been any changes at school?
- Have there been any important events in your town?

2) Write down the following.

- What has happened.
- When and where it happened.
- How you feel about it.

3) Make It like a page from your diary with photos and pictures and present it in class.



Homework

Pupil's Book ex.6 - p.11

Unit 1

WE ARE DIFFERENT!

Lesson 1



1. Listen and talk. Work in a group of five.

Lilly: It's time to speak about our first radio programme. Are there any ideas?

John: I think we can speak about our hobbies, likes and dislikes, for example.

Chris: It is too usual. Let's choose something more interesting.

John: By the way, have you heard the news about the interschool radio programmes competition? I've read that the winners will get a prize — a travel to London.

Lilly: Let's speak about it later. We need to choose the theme of our programme first.

Mary: Why don't we speak about us on the radio?

Terry: Do you mean we should speak about the members of our *English Bridge* group?

Mary: Not exactly. I mean we can speak about a person's character, some qualities and the things that make all of us different.

Terry: I see. In my opinion, it's a good idea.

Chris: Yes, I think so too.

Lilly: Not bad. This theme is interesting for everyone, I suppose.

John: How do we call it?

Chris: We can call it...

"We Are Different",
for example.



NEW VOCABULARY

a member ['membə] *MEMBER*

a quality ['kwɒlɪti] *QUALITY*

interschool [ˌɪntə'sku:l] *INTER-SCHOOL*



2. Read and say if it is true or false.

- 1) The children are together to speak about their first radio programme.
- 2) John's idea is to speak about something unusual.
- 3) The prize of the interschool competition is a travel to London.
- 4) Mary's idea is to speak about the members of the *English Bridge* group.
- 5) The radio programme 'We Are Different' will be about the things that make people different.
- 6) Chris agrees that they have chosen a good theme for the programme.

3. Imagine you are one of the participants¹ of the situation above. Complete the sentences below. Express your own ideas.

- 1) I think we can speak about...
- 2) Let's choose...
- 3) We need...
- 4) Why don't we speak about...
- 5) I mean that...
- 6) In my opinion, ...
- 7) I suppose...



4. a) Make up your questions to interview someone of the English Bridge group. Use the phrases from the box below to ask his/her opinion as for the theme of their first radio programme.

b) Work in pairs.

A is one of the *English Bridge* group.

B is an interviewer.

c) Make a report of your interview.

Asking for someone's opinion

- Do you think that ...?
- What do you think about ...?
- Do you agree that ...?
- Why do you think that ...?
- What is your opinion on ...?



5. Role-play. Work in a group of four.

You are the school television team. You are discussing the theme of your first TV programme in English. Make suggestions and express your opinions. Use the phrases in the task above and in the task on page 11.



Homework

Workbook ex.1 - p.9

¹a participant [pɑ:ˈtɪsɪpənt] — участник

Lesson 2

1. Compare the sentences. Read the 'Grammar Point' below.

He is **slow**. He walks **slowly**.
 She is **quick**. She runs **quickly**.

GRAMMAR POINT

Adjectives (Прикметники)

- Adjectives describe nouns and go before nouns:
a tall man, a beautiful girl
- There are 2 kinds of adjectives: **opinion adjectives** (*good, beautiful*) and **fact adjectives** (*tall, young*). Opinion adjectives show what we think of somebody or something. Fact adjectives give us factual information about size, colour, age, etc.
- Opinion adjectives go before fact adjectives:
beautiful blond hair, good young man

Adverbs (Прислівники)

Some adverbs like 'slowly' or 'quickly' show manner and usually go after verbs: *He drives carefully. She listens attentively.*

2. Choose one fact adjective and one opinion adjective to make up word combinations with the nouns from the box on the left.

day
man
holidays
bed
animal

young, unhappy, new, exciting, short, sunny,
unpleasant, wonderful, unusual, sick



BRUSH UP!

We usually form an adverb by adding **-ly** to an adjective:
 dangerous → dangerously.
 But some adverbs are not formed according to the above rule.

Adjective	Adverb	Adjective	Adverb
good	→ well	fast	→ fast
hard	→ hard	late	→ late
early	→ early		

3. Make up the adverbs from the adjectives.

Her voice is loud. She speaks loudly.
 He has got a brave look. He looks bravely.
 They are honest people. They do things honestly.
 There are different children in the classroom. They think and make things differently.
 That is a quiet room. It is quietly in the room.

Lesson 3

1. Guess the meaning of the words and phrases.

well-mannered, ill-mannered, unhelpful, a nice sense of humour ['hju:mə], to take things too seriously, different styles, to be good at practical things, a special talent

2. Read the article and write out the adjectives which describe people.

WHAT MAKES PEOPLE DIFFERENT



No one in the world looks exactly alike. People can be different in appearance, character, experience, language, culture, dreams, tastes, etc.

People behave differently and act differently. People are brought up differently: some can be kind, well-mannered, others are selfish, unhelpful and very ill-mannered. Some are happy and caring, others are sad and strict.

Different people find different things funny. Some people are good at practical things, others sit for hours with their noses in books, but everyone has a special talent for some activity. Some people are dull and take things too seriously. Others are clever and smart.

People have got different tastes. They wear different clothes. For example, some people like dresses and others like jeans. Besides, they also have got different hobbies. They like different kinds of music and books, films and sport.

And we all have different views and opinions...

3. Agree or disagree. Prove your statement.

- 1) People usually like jeans, not dresses.
- 2) Those people who take things too seriously are usually dull.
- 3) People look and behave differently.
- 4) All people are well-mannered.
- 5) Those people who have a nice sense of humour usually find different things funny.
- 6) Some people have special talents for some activities, others haven't.
- 7) Different people have different opinions.



NEW VOCABULARY

an activity [æk'tɪvɪti]

an appearance [ə'piərəns]

a temper ['tempə]

caring ['keərɪŋ]

smart [smɑ:t]

to act [ækt]

to behave [bi'heɪv]

to be brought up [brɔ:t] up

4. Look at the lists of adjectives below and divide them into 3 categories:

- a) adjectives describing a person's appearance
- b) adjectives describing a person's character
- c) adjectives describing other qualities

Use a dictionary if necessary.

attractive	small	great	slow
dull	cheerful	wise	tidy
independent	athletic	hard-working	beautiful
unhappy	strong	generous	smart
famous	fat	thin	ill-mannered
lonely	young	sad	unhelpful
modest	weak	poor	selfish
smart	brave	pleasant	kind
attentive	tall	shy	careful
untidy	serious	careless	honest
stupid	ugly	lazy	
short	clever	free	
strict	polite	lovely	



- 5. a) Make a list of qualities that you believe to be important. Put them in order of importance.
- b) Make a list of qualities that you do not sympathize¹.



6. Write sentences about your family and your friends.

My sister Tina is serious and hard-working. She always does well at school. My brother Ted is shy, but he's also very clever. My friend Paul is very popular. He's got a lot of friends.

My sister Tina is popular and kind-looking. She always does well at school. My brother Ted is shy, but he's also very clever. My friend Paul is very popular. He's got a lot of friends.



Workbook ex.2 - p.12

¹to sympathize ['sɪmpəθaɪz] — симпатизувати

БІБЛІОТЕКА
Гімназія №4 і
М. Миколаїв

Lesson 4

1. Read the letter and say what qualities help people become good (true) friends.

17 Lystopadova Street
Dnipropetrovsk
Ukraine

4th October 2007

Dear English Bridge,

I'd like to tell you about my best friend.

His name is Max. I met him at primary school. I like Maxi because he's funny and he makes me laugh. He's very kind and he's always there where I need him.

We've got much in common. That's why we often go out together. Max and I both like pop music and we often go to music shops. We play football together, too. He also likes to watch fencing competitions. I can't understand this because I don't like fencing.

I hope you liked my letter.

Best wishes,

Victor Pilyarchuk

2. a) Read the letter and explain what Lucy means telling that they made friends because they are different.

12 Narrow Street
Newbury ES 3 4LM
England

1st October 2007

Dear English Bridge Members,

Friendship is a thing I often think about.

This year I made a new friend. Her name is Sally Rodgers. She isn't in my class. I think we made friends because we are different. Sally is thin and not very tall. Her hair is blond, her face is oval. She's got a high forehead. Her nose is turned up and her beautiful grey eyes look widely. Sally is warm-hearted. She is always ready to help people. Sally likes to be well-dressed and sometimes gives me advice what is better to wear.

Since we have become friends we do everything together: watching films, going shopping, listening to music. We both go swimming and take part in swimming competitions. We like to talk over the phone for hours. My mum says we are crazy because we can't live a moment without each other.

Once we quarreled. (I think everybody sometimes does.) But we made peace the next day. I think we are true friends.

What do you think?

Your friend,

Lucy Bellawater



NEW VOCABULARY

an acquaintance

a forehead [ˈfɒrɪd]

friendship [ˈfrendʃɪp]

to quarrel [ˈkwɒrəl]

● to be in trouble

● to be turned-up

● to have in common

● to make

an acquaintance

● to make peace

b) **Speak on what Sally looks like. Give your ideas as for Lucy's appearance.**

3. **Read the sentences below and say if you appreciate¹ your friend who:**

- always listens to your problems
- is nice only when he/she wants something
- borrow²s money and 'forgets' to give it back
- is someone you can have fun with
- is always sure that you agree with him
- tells your secrets to other people

4. **Speak on the theme 'Friendship as I See It'. Work in groups. The following questions will help you.**

- How does a friend differ from an acquaintance?
- Do you have a true friend?
- Do you think a man can have one or many true friends? What about you?
- What do you have in common with your friend: views, interests, tastes, way of thinking or way of life?
- What way do you differ from your friend?
- Do you think your friend will come to help you when you are in trouble?
- What kind of a boy/a girl is your friend? Describe him/her.
- How long have you been friends?
- What does friendship mean to you?
- What can you advise a person who has no friends and feels lonely?



¹to appreciate [əˈpri:ʃieɪt] — цінувати

²to borrow [ˈbɒrəʊ] — позичати



5. Write about your friend. Use the examples in task 1 and 'Useful Tips' below.

Informal Letter

USEFUL TIPS

YOUR ADDRESS

- Street number and name
- Town/City and postcode
- Country, if foreign
- Date

Flat 2
16 Zelena Street
Lviv, 79000
Ukraine
4th December 20__

GREETINGS

- Greet your friend

Dear ~~John~~ *Nastyh*

Sanky

MAIN BODY

- Give your reasons for writing

ENDING

- End your letter in a friendly way.

Sign your name

Love, / Your friend,
Victor

REMEMBER!

- If you are writing to a newsletter, for example, to the *English Bridge* Members, you usually begin with giving your reasons for writing. You can end your letter with 'Best wishes', or 'Your friend' and sign your name.
- If you are writing to a personal friend, you usually begin with greeting your friend and giving some views. You can end your letter with 'Love' or 'Your friend' and then sign your name.



Homework

Pupil's Book ex.5 - p.20

Lesson 5

1. a) Read and guess the meanings of the words in bold.

^{n'heor}
 'An ancestor' [ˈænsəstə] is a member of a family tree who lived a long time ago.

Examples: His **ancestors** were Spanish. I don't know much of my **ancestors** but I know they lived in Chernyshiv region.

^{нечетко}
 'Heredity' [hɪ'redɪti] is the family information like qualities of appearance or character, different abilities or illnesses, which come from parents to their children. Your **heredity** can be passed in father's or mother's family lines like from your grandfather or great-great-grandmother or other **ancestors**. Money, a title, a house or other things can be passed as a **heredity** to a person from their parents or other **ancestors**.

^{4. наследие}
 'To inherit' means to get money or other things from someone after he or she has died. 'To inherit' means to have the same qualities of appearance or character as your parents did.

Example: George **inherited** his father's bad temper.

'A trait' is the special quality in someone's character or appearance.

Example: Kindness is the **trait** Liz inherited from her mother.

b) Make up your own sentences with the words above.

2. a) Answer the questions.

- 1) Do you know any ancestors in your mother's line? How did they look like?
- 2) Are there any qualities your father has inherited from his father?
- 3) What traits of yours do you think is your heredity?
- 4) Have you got any photos of your great-great-grandparents? Can you notice some traits that they passed to you?



- b) Listen to the girl's story about some traits that may come to her as a heredity.



3. Listen to her story again and complete the sentences according to the information you've just heard.

- 1) The girl's father says that Dan Kelly passed ...
- 2) Every living thing ...
- 3) ... are some traits people get from their ancestors.
- 4) Traits come from ...
- 5) Some traits that aren't seen in the children, may ...
- 6) We can't tell yet what traits exactly will come to us because we ...

LISTEN AND DISCUSS

BRUSH UP!

HOW TO DESCRIBE PEOPLE

figure: tall, short, athletic, slim, delicate ['delɪkət] *xycau?*

face: round, oval ['əʊv(ə)l], long, pretty, beautiful, handsome, ugly, lovely

hair: straight, curly, brown, grey, golden, dark, long, short, blond

forehead: narrow, wide, high, low *keebere?*

nose: small, long, straight, snub, large

eyes: clear, bright, large, round, small, shining

manners: pleasant, nice, quiet, friendly, naughty *me cwy? hictre?*

clothes: tidy, untidy, neat, pretty, smart, plain

4. Work in pairs. Play the game.

Think of a classmate, but don't tell his/her name. Describe his/her appearance in three sentences. Your partner asks you 3 yes/no questions and guesses. Take turns when your partner has guessed right. Use the words from exercise 1 on page 21.



Is his/her figure athletic?

Yes.../No...

Is his/her forehead wide?

Yes.../No...



REMEMBER!

'What does he/she look like?' is the question about someone's appearance.

'What is he/she like?' is the question about someone's character.

5. Speak on the following.

- 1) What do you think, what way you got your colour of hair and eyes?
- 2) What traits do you think you can inherit from one of your ancestors?
- 3) What makes us different from each other?

6. Read, think and write.



a) Find out more about your family history and the heredity.

You are going to write the history of your family. What would you like to know? Perhaps your great grandfather came from another country. Do you have a relative who lives far from you? What questions would you like to ask your family members?

b) Write a paragraph about the family traits your ancestors passed to you.



Homework

Pupil's Book ex.6 - p.22

Lessons 6-7



1. Listen and read the story.

THE DEVOTED FRIEND

(Adapted from 'The Devoted Friend' by O. Wilde)

"Once upon a time," said a Linnet¹, "there was an honest fellow named Hans."

"Was he famous?" asked a Water-Rat.

"No," answered the Linnet, "I don't think he was famous at all, but he had a kind heart and a funny, round, good-humoured face. He lived in a small cottage all by himself², and every day he worked in his garden. In all the countryside there was no garden so lovely as his. Different flowers grew there, and they bloomed or blossomed, so that there were always beautiful things to look at."

Hans had many friends, but the most devoted friend of all was big Hugh [hju:], the Miller³. Indeed, so devoted was the rich Miller to Hans, that he would never go by his garden without filling his pockets with plums and apples if it was the fruit season.

"Real friends should have everything in common", the Miller used to say, and little Hans nodded and smiled, and felt very proud of having a friend with such noble⁴ ideas.

Sometimes, indeed, the neighbours thought it was strange that the rich Miller never gave little Hans anything in return⁵, though he had a hundred sacks of flour in his mill, and six cows, and many sheep; but Hans never troubled his head about these things, and nothing gave him a greater pleasure than to listen to all the wonderful things the Miller said about the unselfishness of true friendship.

So little Hans worked away in his garden. During the spring, the summer, and the autumn he was very happy, but when the winter came, and he had neither fruit nor flowers to bring to the market, he suffered⁶



NEW VOCABULARY

devoted	[di'vəʊtɪd]	присвячений
generous	['dʒenərəs]	щедрість
greedy	['gri:di]	жадіж
hard-working	[hɑ:d'wɜ:kɪŋ]	працьовитий
lonely	['ləʊnli]	самотний
to bother	['bɒðə]	набригадити
to devote	[di'vəʊt]	присвячувати

¹ a linnet ['lɪnɪt] — коноплянка (різновид пташки)

² all by himself — сам один

³ a miller ['mɪlə] — мельник

⁴ noble ['nəʊbl] — благородний

⁵ in return [ɪn rɪ'tʌ:n] — у відповідь, на заміну

⁶ to suffer ['sʌfə] — страждати, потерпати

a lot from cold and hunger, and often had to go to bed without any supper. In winter, he was very lonely, as the Miller never came to see him.

"There is no good in my visits to Hans while there is snow," the Miller said to his Wife, "because when people are in trouble, no visitor should bother them. This is my idea about friendship, and I am sure I am right. So I shall wait till the spring comes, and then I shall visit him, and he will be able to give me a large basket of roses, and that will make him so happy."

"You are certainly very thoughtful about others," answered the Wife, as she sat in her comfortable arm-chair by the fire, "very thoughtful indeed. It is quite a pleasure to hear you talk about friendship!"

2. Read and choose the right word to fill in the gaps.

- 1) Hans was ...
 - a) a famous person
 - b) a miller
 - c) an honest fellow
- 2) He lived in ...
 - a) a garden
 - b) a small cottage
 - c) a palace
- 3) Every day he worked ...
 - a) in his garden
 - b) at his mill
 - c) in his cottage
- 4) Hans felt ... of having a friend with such noble ideas.
 - a) very lonely
 - b) very surprised
 - c) very proud
- 5) The rich Miller ... gave little Hans anything to help with food.
 - a) always
 - b) never
 - c) sometimes
- 6) In winter, little Hans ...
 - a) got a great help from the Miller
 - b) asked the Miller to help
 - c) suffered from cold and hunger
- 7) The Miller said: ...
 - a) "There is no good in my visit to see Hans."
 - b) "I should go to visit Hans."
 - c) "I have to help my friend when he is in trouble."
- 8) The Miller's wife was ... her husband's words.
 - a) displeased with
 - b) pleased with
 - c) afraid of

3. Speak on the Miller's words. Agree or disagree with him.

"...when people are in trouble no visitors should bother them."

4. Discuss in groups.

- 1) Prove that Hans was a hard-working and kind-hearted man.
- 2) Do you agree that the most devoted friend was big Hugh, the Miller. Give your reasons.

- 3) "Real friends should have everything in common," the Miller used to say. Do you agree with these words?
- 4) "Actions speak louder than words". Comment on this proverb and say which of the two characters was a man of actions and which was a man of words.
- 5) Say which of the two characters proved to be a devoted friend. Give your opinion.
- 6) What is your idea of a true friend?

5. Comment on the proverbs.

- 1) If you want to have a friend — be one.
- 2) The way to your friend is never too long.
- 3) A friend in need is a friend indeed.

6. Speak about the episode described in the story 'The Devoted Friend' from the point of view:

- a) of Hans
- b) of one of the neighbours
- c) of Hugh, the Miller

7. Give a character sketch² of the Miller and Hans. Say who is more sympathetic to you?

You may find the following words helpful when describing Hans:

kind-hearted
unselfish
generous
devoted
willing to help
friendly
open-hearted

You may find the following words helpful when describing the Miller:

selfish
unfriendly
mean
greedy
unable to be thankful
thoughtless

HELPFUL TIPS

A story's success¹ often depends on how well the characters are presented. You can understand the character:

- 1) through the character's actions;
- 2) through the character's thoughts and speeches;
- 3) through a physical description of the character;
- 4) through the opinions of other characters.



8. a) Compare the fairy-tale 'Selfish Giant' you read last year with the story 'The Devoted Friend':

- What is different in these stories?
- What do both of the stories have in common?

b) Say why selfish people can't be true (devoted) friends.



Homework

Lesson 6. WB ex.2 - p.15. Lesson 7. WB ex.1 - p.16

¹success [sək'ses] — успіх

²to give a character sketch — коротко змалювати образ (персонаж)

Lessons 8-9

1. Make up the degrees of comparison of the following adverbs.

biggona
devotedly, late, generously, lonely, hard, loudly

2. Complete with the forms of the adverbs from the box.

- 1) She was worried ... than we thought.
 2) We can't wait any ... *most* noiselessly
 3) Now the fog is not so thick and I can see the road ... *better*
 4) She opened the door ... not to bother her husband.
 5) As the night came ... he felt ... *worse*
 6) We will work ..., we promise. *more seriously*

more clearly,
 most noiselessly,
 more seriously,
 longer, worse,
 better, nearer

3. Do the questionnaire and test yourself to find out if it is easy to be a good friend.

CAN YOU BE A REAL FRIEND?

- 1) Your friend wants to borrow your new computer game but you don't want to give your CD to anyone. What do you say?
 a) Sorry, but I don't like to give my CDs to anyone.
 b) Yes, of course.
 c) Buy your own CD!
- 2) Your friend made a new acquaintance and tries to introduce his new friend to you. You'll:
 a) do it easily;
 b) pretend you feel good, but feel jealous¹;
 c) say you don't want to make the acquaintance.
- 3) You are at home and feel tired. Your friend phones and asks you to go out. You'll:
 a) go out easily;
 b) explain that you're tired and say 'no';
 c) explain you're tired and invite him to come to your place.
- 4) You are very busy at the moment. Your friend phones and tells he needs your help. You'll:
 a) hurry up to your friend;
 b) explain that you're busy but in an hour or two you'll visit him;
 c) make an excuse² and explain that you don't like when someone interrupts³ you in a work that is important to you.



WHAT IS YOUR SCORE?

1. a) 1 b) 2 c) 0
 2. a) 2 b) 1 c) 0
 3. a) 0 b) 2 c) 1
 4. a) 2 b) 1 c) 0

RESULTS

- 6-8 You're a real friend. You are kind and helpful.
 3-5 You can be a good friend, but try to be less selfish.
 0-2 Oh, no... You're too selfish! Friends are important in everyone's life. If you want to have a real friend you should be more helpful and kind to others.

¹jealous ['dʒeləs] — ревнивий

³to interrupt [ɪntə'rʌpt] — перебивати

²to make an excuse [ɪk'skju:z] — вибачатись

4. Read the words and say what kind of people make good (true) friends.

faithful, selfish, attentive, friendly, honest, devoted, thoughtful of others, boastful, heartless, kind-hearted, unselfish, brave, good-looking, hard-working, cheerful, lazy, untruthful *спрехун!*

5. Read and speak on the following.

a) Comment on the proverbs.

Like father, like son. / Like mother, like daughter.
The apple never falls far from the tree.

b) What family traits have you got in your appearance and character?

c) Have you got friends in your family? What are they like?

6. Work in a group. Read, then agree or disagree. Prove your opinion.

- 1) People are both different and alike.
- 2) Good-looking people are always kind and friendly.
- 3) Teachers and parents are never good friends to children.
- 4) It doesn't matter what people think of you.
The only person who matters is you.
- 5) Only people who like and dislike the same things can understand each other.

HELPFUL TIPS

If you would like to make the description more vivid and lively¹ use a **simile**². In a simile the two things that we compare, we usually join with the word 'like' or the word 'as'.

For example: Liz runs **like** the wind.

George was **as** quiet **as** a sleeping cat.

Tim was **as** scared **as** a rabbit.

Isn't such language more interesting?



7. Match the words to make up a simile.

Use them in sentences of your own.



- | | | |
|--------------|---|--------------------|
| as like as | — | a bee |
| as silent as | — | the grave (могила) |
| as hungry as | — | two peas |
| as busy as | — | the day |
| as clear as | — | snow |
| as white as | — | the hills |
| as old as | — | gold |
| as good as | — | a bear |



¹vivid and lively ['vɪvɪd ənd 'laɪvli] — яскравий і жвавий

²a simile ['sɪmɪli] — порівняння

8. Work in pairs. Speak about your friends.

- 1) Who is your best friend? *Harmony*
What does your friend look like? *nooboo elbeg*
- 2) What is your friend like? *XOB*
- 3) What do you do together? *nappe*
- 4) Why do you like you friend?

My friends is...
His / her hair is...
He / she wears...
He / she looks (like)...

9. Work in groups. Do the class survey and make a report on it.

- 1) **Speak on the following:**
How much do you know about your classmates? Do you know their favourite singers or writers? What's their favourite sport? Have they got any hobbies?
- 2) **Make up a questionnaire to find out how much people know about their friends.**
- 3) **Ask ten classmates to do the questionnaire. Then ask their partners to check their answers.**
- 4) **Read all the questionnaires. Share the results with the class.**
Were there many wrong answers? Which ones?
Do you think your classmates know each other well enough?
- 5) **Write your report.**

10. Remember one of the popular characters from a book or film (cartoon). Choose one of them and describe his/her appearance and character.

PROJECT

11. MAKING A CARTOON CHARACTER



Work in a group of four. Discuss your ideas and create a character for a cartoon. Follow the steps.



- Step 1. Choose between a 'negative' or 'positive' character.
- Step 2. Brainstorm your ideas and make a list of his/her qualities according to your choice.
- Step 3. Describe the way of his/her behaviour as a demonstration of his/her traits. You may use 'Helpful Tips' and similes from task 5.
- Step 4. Make up a story with illustrations in a form of comics.
- Step 5. Display your illustrations and present your cartoon character in class.

Lesson 10



1. Listen and read.

Today we are glad to present our new project: *English Radio Discussion Club* to you!

Different people have different opinions.

English Radio Discussion Club is going to give you a helping hand in your knowledge how to debate correctly and successfully.

We hope our project will help you to develop useful skills you would be able to use in your debates with children from all over the world.



2. Look through the Debaters' Rules and discuss them in groups.

The Debaters' Rules

- respect different opinions
- be tolerant of people with whom you disagree
- look at opposing viewpoint
- look for the issue you are going to debate
- express your arguments logically
- attack arguments, not a person
- be active and use good reasons
- challenge others

3. Think about the discussions and debates and speak on the following

What is the difference between these forms of communication?
What do they have in common?



4. Debate on the following.

Young people and grown-ups can sometimes be friends too. Can grown-ups be good friends?

I think that they can.

I wouldn't say so.

Use the useful phrases on pages 11, 13 and the 'Debaters Rules' above.

A: My uncle is my good friend.
He taught me how to fish.
He taught me how to ride a horse.
Isn't he a good friend?

B: I think you are not right.
He is a good teacher, I suppose.
In my opinion, being a friend is the other thing.



Homework

Workbook ex.1, 2 - p.19

'to challenge ['tʃæliɪndʒ] — робити виклик



Try to remember what you have learnt from Unit 1 and test yourself.



Copy this self-test and put it into your portfolio.

TEST YOURSELF!

GRAMMAR

1. Make up the forms of comparison of the adverbs.

- 1) smartly
- 2) well
- 3) early
- 4) friendly
- 5) fast

10 points

VOCABULARY

2. Read and match the words with their meanings.

- | | |
|---------------|--|
| 1) thoughtful | a) thinking only about his/her own needs |
| 2) devoted | b) without other people, sadly |
| 3) lonely | c) to bring trouble, to worry |
| 4) to bother | d) showing care for the needs of others |
| 5) selfish | e) giving one's time, energy to someone or something |

15 points

COMMUNICATION

3. Complete the interview with the a), b), c), d), e) phrases.

- | | |
|--|---|
| A: Have you got a true friend? | a) Well, she is intelligent and cheerful with good sense of humour. |
| B: | b) Yes, that's right. I quite agree. |
| A: Why do you think that he/she is true? | c) I think, I have. |
| B: | d) We help each other. And we've got much in common, I suppose. |
| A: What does your friend look like? | e) She is tall and slim with beautiful blond hair. |
| B: | |
| A: What is your friend like? | |
| B: | |
| A: Do you agree that everyone is special by being different? | |
| B: | |

20 points

LISTENING



4. Listen to the young woman's opinion about Richard Gere, a film star. Read the statements below and put the letter 'T' for the true statement and the letter 'F' for the false one.

- 1) Many women say Richard is handsome.
- 2) This young woman agrees with the others.
- 3) In her opinion, Richard is slim and straight.
- 4) She thinks he is a bad actor.

20 points



READING AND WRITING

5. Read the information about one of the Zodiac Signs. Imagine your classmate was born under this star. Write a paragraph about your classmate (5 sentences).

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

LEO July 24 - August 23

leading
 brave
 proud
 popular
 generous

rude
 boastful
 untidy

35 points

Total = 100 points

Read and tick (✓) what you can do now.



NOW I CAN...

- listen and read about people and friendship
- talk about my family, my friends and about my classmates
- use the degrees of comparison of manner adverbs
- ask for someone's opinion and express my opinion
- express agreement or disagreement
- describe people's appearance and character
- do a project about film's, book's or cartoon's characters
- write a paragraph about my friend or another person

Unit 2

GETTING ALONG WITH OTHERS

Lesson 1



1. Listen and read, then talk in groups.

John: I say, Lilly, why not talk about our duties at home or at school? We'll do a survey among kids. It'll help to make clear what pupils' attitude to this problem is.

Chris: (having just arrived into the room) A problem? Who has got a problem?

Lilly: Oh, hello, Christie. We are discussing the theme of the future newspaper issue.

Chris: Is it a big problem? Wait a minute... What about the 'Problems in Our Life'? Isn't it a perfect theme for the 'Information Page'?

Terry: I am not sure. As I see it, it's a perfect theme for our 'Letter Corner'.

John: Right. And to solve our problems we need information how to act...

Chris: ...and how to behave! Very often bad behaviour causes lots of problems, by the way. So, it is one of the reasons of our problems.

John: Maybe you know how to avoid problems at all?

Chris: Sure, I don't. Nobody doesn't. But it's important to know how to get along with others, for example.

Lilly: I quite agree.

Terry: So, one of the ideas for the 'Information Page' is to tell about social customs and norms. Am I right?

Lilly: Excellent, Terry. What about the heading?

Mary: Do you like this one: 'What to Say and How to Behave?'

Lilly: Well, why not?



2. Read and complete the story according to the talk above.



- 1) The *English Bridge* team are¹ discussing ...
- 2) John's suggestion is a talk about ...
- 3) He supposes that a survey among kids will help to ... Christie's idea is to talk about ...
- 4) Terry sees this theme John thinks that people need ... to solve problems.

¹The team are... — тут вживаємо 'are', щоб підкреслити діяльність усіх учасників команди. (Але: The team is famous in the country.)

- 5) Chris believes that ...
- 6) She doesn't know how to..., of course. But in her opinion it is important to ...
- 7) So, everyone agrees about the theme for the Information Page to tell about ...
- 8) Mary makes a suggestion about the heading. It may sound like: '...'



NEW VOCABULARY

- an attitude [ˈætɪtʃuːd]
- a behaviour [bɪˈheɪvjə]
- a reason [ˈriːzn]
- a research [rɪˈsɜːtʃ]
- to avoid [əˈvɔɪd]
- to cause [kɔːz]
- to solve [sɒlv]
- to get along (with)



3. Role-play. Work in pairs.

- A, imagine you are a TV reporter and you are interviewing someone from the *English Bridge* team. Ask him/her questions to learn about the next issue of the newspaper.
- B, you are someone from the *English Bridge* group. Be ready to answer the questions. Use task 1.

Useful Phrases

for A

Why are you going to ... ?
 Do you think ... ?
 What are your plans for ... ?
 Have you made all the arrangements for ... ?
 What about sending me ... ?

for B

Well, we are going to ...
 We really think that ...
 We are also going to tell ...
 Well, we have already done ...
 We are glad that we can help to ...

4. Complete with the words from the 'New Vocabulary'.

What is your ... to the Internet? Have you ever used it to ... some problems connected with youth study at school, for example?

Another ... to use the Internet can be your curiosity¹. Your curiosity ... the extension² of your knowledge. You should ... the useless spending of time, of course. To ... with the Internet well means not only to be able to connect the system but to know how to work with the information. Your ... should be as follows: after you have found an interesting fact you can look for more information to learn about it better. For this keep your own file of interesting web pages. This also helps you improve your English.

5. Your friend is looking for some information for his/her Nature Studies. Give him advice to use the Internet. Tell him/her how to get along well with the Internet. Use the information in task 4.



Homework

Workbook ex.1 - p.21

¹curiosity [ˌkjʊərɪˈɒsɪti] — цікавість
²extension [ɪkˈstɛnʃn] — збільшення

Lesson 2

1. Read and compare the sentences in both columns.

- | | |
|--|---|
| ● Mark's dad allows his son to use the garage. | ● Mark's dad lets his son use the garage. |
| ● My mum doesn't allow me to go out in the evening. | ● My mum doesn't let me go out in the evening. |
| ● Did your parents allow you to go shopping with your friends when you were eight? | ● Did your parents let you go shopping with your friends when you were eight? |
| ● " Allow me to do it, myself, please," I asked my teacher. | ● " Let me do it myself, please," I asked my teacher. |



REMEMBER!

Don't use 'to' after the modal verb 'let': Jane's grandma **let** her ~~to~~ feed the chicks. Mr Jones never **lets** her pupils ~~to~~ speak at the lesson.

2. Complete the sentences filling in 'allow' or 'let' correctly.

At first Mark's father ¹ Mark to practise dancing with his friends in the garage, and he ¹ them to keep their instruments there. But when Mark's father got a new car, he didn't ² them use the garage anymore.

A lot of boys and girls have problems with music and dancing. Their parents don't ¹ them to listen to music and dance at home because it's too noisy. But some teachers ² their pupils have parties at school after lessons. Sometimes headmasters ¹ them to arrange discos, too.



GRAMMAR POINT

Active and Passive Voices

(Активний і пасивний стан дієслова)

The tense-forms of the verbs can be used in **Active Voice**:

*People **use** toasters to make toasts.* (Present Simple Active)

or in **Passive Voice**:

*The toaster **is used** to make toasts.* (Present Simple Passive)

- We often prefer the Passive Form when it is not so important who or what does the action: *We **are allowed** to be here.*
- When you want to say who does the action or what causes the action use 'by' in Passive Voice: *The letters **are sent** by mail every day.*
*The website **is visited** by lots of people.*



REMEMBER!

In Present Simple Passive use the correct form of 'be' (am/is/are) + the 3rd form of the verb: **am done, is done, are done**

3. Make up the sentences.

Many books	is are	published	by children in the library.
The country		cooked	by my grandma
This dinner		looked after	at the competitions every month.
The prize		washed	by the sea
The newspaper		read	by their mums.
The children		won	every week.



4. Rewrite the sentences using the passive form.

Example: He allows Vicky to practice on the keyboard.
Vicky is allowed to practise on the keyboard.

- Do his parents allow him to make parties at home?
Is he ?
- They don't allow visitors to touch things in the museum.
Visitors aren't
- He doesn't usually allow people to borrow his instruments.
People aren't usually

5. Work in pairs. Ask and answer. Use the correct forms of 'let' and 'allow'.

Are you allowed to / Do your parents let you:

- choose and buy clothes on your own?
- play computer games on weekends?
- go shopping with your friends?
- go to bed late?
- have a mobile phone?
- watch TV all day?
- eat fast food?
- go out in the evening?



Do your parents let you buy clothes on your own?

I am not allowed to choose and buy clothes on my own yet.

Are you allowed to ... ?

Yes, I am. / No, I am not.
My parents let me ... /
My parents don't let me ...



Workbook ex.2 - p.22

Lesson 3

1. a) Read and answer the questions.

Imagine you are visiting Britain for the first time. Should you:

- shake hands with your friends when you see them?
- kiss your friends when you see them?
- hold hands with your friends?
- stand very close to the person you are talking to?
- call teachers by their first names?
- call people by the short forms of their names?

b) Read the article and check your answers.

WHAT TO SAY AND HOW TO BEHAVE
IN BRITAIN AND AMERICA

Visiting Britain or America it is important to know their social norms of behaviour.

British and American young people don't usually kiss or shake hands when they see each other. They just smile and say "Hi!" or "Hello!". But in Britain some adult friends sometimes kiss when they meet. Women kiss each other as well as men and women kiss, but men don't usually kiss other men, they just shake hands. The British and the Americans don't usually hold hands with their friends. But they often hold hands with small children, or with their girlfriends (or boyfriends), wives or husbands.

You can make British people feel uncomfortable by standing too close and you can feel badly if they move away. In every country, when people talk to each other, they stand in a certain distance from the person they are talking to.

British children use Ms, Mrs, Miss or Mr and their teachers' family name. In some schools, pupils often answer teachers with, "Yes, sir." / "No, sir." or "Yes, miss." / "No, miss." They never call their teachers by their first name. But adults can call each other by their first names except¹ informal or professional situations, such as talking to their bank manager or old people.

Many people in Britain and America use short forms of their names. Children and grown-ups use the same short names. But different people may use a different short form of the name. Someone called Elizabeth, for example, could be Liz, Betty or Beth.



¹except [ɪk'sept] — крім

2. Read and say if it is true or false.

- 1) The British never kiss when they see their friends.
- 2) Men and women sometimes hold hands with each other.
- 3) Young people sometimes call their teachers by their first names.
- 4) In Britain and America they never use short forms of the names.
- 5) In Britain when people talk to each other, they stand in a certain distance from the person they are talking to.
- 6) British children often answer their teachers: "Yes, sir." / "Yes, miss."
- 7) Adults never use first names when they are talking to old people in Britain.
- 8) Young Americans don't usually shake hands.
- 9) In Britain men sometimes kiss other men when they meet.

**NEW VOCABULARY**

certain ['sɜ:tn]

formal ['fɔ:məl]

to treat [tri:t]

- to feel (un)comfortable
- to move away
- to shake / hold hands
- to stand in a distance

3. Think and speak on the following.

- a) Are there any certain social customs in our country? If yes, mention about two of them.
- b) Do you move away when the person who speaks to you behaves not politely?
- c) When do people shake hands in Ukraine?
- d) Do you often see people who hold hands walking in the streets of your town? If yes, who are they?
- e) How do people address to others in formal situations?
- f) What distance is normal to stand in for those who are talking in our country?

4. Work in pairs. Imagine you have got a new pupil in your class. Say what way you are going to treat him/her and what questions you would like to ask him/her.**5. Read and write a paragraph.**

Imagine a British or American boy/girl is coming to Ukraine. Write him/her a letter. Give an advice about social customs in your country. Make sure you answer these questions.

- Do you shake hands or kiss when you see your friends.
- Do you hug¹ your school friend?
- When do you hold hands?
- Do young people call teachers by their first names?
- Do people use short forms of their names?

**Homework***Pupil's Book ex.5 - p.37*¹to hug [hʌg] — обіймати(ся)

Lesson 4

1. Read the children's letters and tell what problems they have.

9 High Street
York ES4 3ML
England
14th October 2007

Dear English Bridge Group,

My biggest problem is my freckles¹. My schoolmates make fun of me. At first it made me angry. But my mother says that the best way to stop them making fun is to ignore them.

My best friend Lucy thinks that appearance doesn't matter much. She says I'm kind and that I'm a good friend.

And now I take it easy.

Best wishes for everybody.

Diana



15 Kashtanova Street
Dzerzhynsk
Dnipropetrovsk Oblast
Ukraine
12th October 2007

Dear English Bridge Members,

Can you help me, please? I've got problems. I don't have any friends at my new school and I feel lonely. I want to make friends but I am too shy.

There's a very nice girl called Tina in my class, and I'd like to invite her to a school party. She sometimes smiles at me, but I'm not sure she likes me.

Also, I always blush² when I speak to girls. I'm sure she'll make fun of me. What shall I do?

Your friend,

Denis



¹a freckle ['fɪrkl] — веснянка

²to blush [blʌʃ] — червоніти

2. Answer the questions.

- Who helped Diana to solve her problem?
- What does Liz like about her friend?
- How does Diana feel about her problem now?
- What do you think about Diana's problem? Is it serious?



NEW VOCABULARY

shy [ʃaɪ]

to ignore [ɪɡnoʊ]

- to cope with someone's problem

- to make smb angry

- to make fun of smb

- to smile at smb

- to take smth easy

- It doesn't matter!

3. Work in pairs. Read the statements giving advice. Use the ideas in the box.



I'm at a new school and I haven't got any friends.

In my opinion, you should join a club. It'll help you to ...



- My parents often say I'm untidy and lazy.
- I often oversleep, and I get into trouble at school.
- I don't like the weekends. I get bored because I've got nothing to do.
- I've got some difficulties with foreign languages and usually get bad marks.

- speak nicely
- take up a hobby
- go to bed early
- go out with friends
- watch English films
- buy an alarm clock
- read English magazines
- tidy your room



REMEMBER!

'make somebody do something'

is used without 'to':

She **makes me** ~~to~~ water the flowers.

My parents **make me** ~~to~~ look after my brother.

4. Work in groups of three-four. Speak on the following.

- What problems trouble you?
- How do you feel about them?
- Who or what helps you to solve them?

Use the phrases from the 'New Vocabulary' and the schemes below.

A: — I want ...
But I'm not
allowed to ...
It makes me ...

B: — ... makes me ...
But I don't
want to ...
And I feel ...

C: — My biggest
problem is ...
I ...
... help(s) me to ...

5. Choose any problem your classmate or you have and discuss the ways of its solution.

1) Work in groups. Brainstorm your ideas and make notes on the following:

- What is the problem?
- What causes the problem?
- How would you solve the problem?
- What would be the result of solving the problem?

2) Arrange your notes into paragraphs according to the plan:

- 1) Introduce the topic.
- 2) Speak on the problem and the ways of its solution.
- 3) Make a conclusion¹.

3) Choose the speaker from your group to present your ideas in class.



6. Write an article for the 'English Bridge' and give advice to Dents. Use the words and phrases from the 'New Vocabulary' on page 39 and 'Useful Tips' below.

USEFUL TIPS

Article: PROBLEMS AND SOLUTIONS	
INTRODUCTION 1st paragraph	Introduce the topic. (Give a short and interesting introduction to the topic.)
MAIN BODY 2nd paragraph	Write about the first problem and its solution.
3rd paragraph	Write about the second problem and its solution.
Conclusion	Summarise ² and make conclusions. (Say what would be the result of solving the problem(s).)

NOTE

The language of an article is usually formal. You should not use short forms like: *I'm, isn't, won't, etc.* Some useful words can be: *First of all / Secondly / Finally*



Homework

Pupil's Book ex.6 - p.40

¹a conclusion [kən'klu:ʒn] — висновок, заключення

²to summarise ['sʌməraɪz] — підсумовувати

Lesson 5

1. a) *Work in pairs. Talk about your special birthday party you have ever had in your life. Ask and answer on the following items.*

When? Where? Guests. Food. Presents. What happened?



b) *Listen to the story about one birthday and say what present was the best one.*




2. *Match to make up the sentences according to the story you have just listened to.*

- | | |
|--|--|
| 1) Jimmy was in the hospital because | a) gave him a CD player. |
| 2) He was in bed, so | b) there was nothing from his friends. |
| 3) Jimmy's family sent him cards, but | c) he felt bored. |
| 4) His doctor came to see him and | d) his leg was broken. |
| 5) His mother came that afternoon and | e) his friends were with him on his thirteenth birthday. |
| 6) His classmates arranged a surprise for the birthday party and | f) told him great news. |
| 7) Jimmy was happy because | g) brought Jimmy a card and some presents. |
| 8) Jimmy's doctor came that afternoon and | h) saw his cards. |

3. *Speak about the impression the story about Jimmy's birthday made on you.*

- Did Jimmy's classmates forget about him?
- What way did they congratulate Jimmy?
- What do you think about Jimmy's class?
- What special present impressed Jimmy most of all? Why?
- Do your classmates get along together?



NEW VOCABULARY

to impress [im'pres]

- **to make an impression on somebody**

4. *Speak on the role the extra-school activities play in your and your classmates' life. Work in groups.*

- 1) Express your ideas on the following.
 - a) How can your extra-school activities help you and your classmates:
 - to get along together?
 - to get to know one another better?
 - to make friends?
 - to understand one another better?

LISTEN AND DISCUSS

b) How can these activities:

- make your school life more interesting and more exciting?
- help you to understand both yourself and others?
- help you to learn more through talks and discussions and to do things better? What way can they?

- 2) Do you think it is necessary for all pupils to take part in extra-school activities? Are extra-school activities an important part of your school life?
- 3) Make a list of the most interesting ideas and some arguments in support of these ideas which you (your mates) have expressed.



5. Listen and sing along.

ISN'T IT ABOUT TIME?

Isn't it about time
We started to think now?
Isn't it about time
We all tried to help?
Isn't it about time
We spoke to our neighbours?
I'm sure it's time
We did all these things.

CHORUS:

It's about time we all got together now? } twice
It's about time we all sang a song!
Sang a song!

Isn't it about time
We tried to forgive?
Isn't it about time
We gave it some thought?
Isn't it about time
We worked for each other?
I'm sure it's time
We did all of these things!

CHORUS.

Isn't it about time
We choose the right road?
Isn't it about time
We told all the world?
Isn't it about time
We learned to be kind?
I'm sure it's time
We did all of these things!

CHORUS.



Workbook ex.2 - p.26

Lesson 6



1. Listen and read.

MISTER UPPITY
(an English fairy tale)

Mr Uppity was very rude. He lived in Bigtown and he had no friends at all. Not one!

Mr Uppity was also very rich. But nobody liked him and nobody came to him as he was always rude to everybody.

One day Mr Uppity was walking in his garden when suddenly he heard a voice. "Good morning," said the voice.

Mr Uppity looked, and there, in one of his flowerbeds, he saw a goblin¹.

"Aren't you going to say *good morning* to me?" asked the goblin.

"Go away!" said Mr Uppity, rudely.

"Oh, I know who you are," said the goblin. "Come with me."

Mr Uppity was curious². He followed the goblin.

"Go into this hole," said the goblin, pointing at a small hole in a tree.

"You are a fool," said Mr Uppity. "How can I go into such a small hole?"

The goblin said a magic word. Suddenly, Mr Uppity began to shrink³. He shrank and shrank until he was the same size as the goblin. Mr Uppity followed the goblin. Inside the tree there was a staircase going down to the Kingdom of the Goblins. By and by they came to a palace. In the largest room of the palace there was a golden throne with the King of the Goblins on it.

"So you are the man who is rude to everybody and has no friends."

"Nonsense!" cried Mr Uppity rudely.

"Oh, I can see that it is true", said the King.

"Turn me back to my size at once!" shouted Mr Uppity.

"Stop shouting!" ordered the King. "You will be of your size. But when you get back to Bigtown don't be rude to anybody or... Well, you will see then."

Then the goblin took Mr Uppity back to his garden and turned him back to his usual size.

The following day Mr Uppity was walking through the streets of



¹a goblin ['gɒblɪn] — гном

²curious ['kjʊəriəs] — цікавий

³to shrink [ʃrɪŋk] (shrank [ʃræŋk], shrunk [ʃrʌŋk]) — зменшуватись

*Nonsense! — Дурня!

Bigtown. Suddenly he came across¹ an old woman carrying a large shopping basket. "Excuse me," she said. "Could you tell me the time, please?"

"No!" said Mr Uppity rudely.

But as soon as he said it, Mr Uppity began to shrink. He thought a little and said to the old woman. "I am very sorry. I beg your pardon². I wanted to say that it is twenty minutes past eleven."

Immediately Mr Uppity grew to his original size and the old woman thanked him, and Mr Uppity went on his way.

Then he bought a newspaper from a man standing on the corner of the street. He was going to walk away when suddenly he stopped and thought. He turned back to a man and said, "Thank you." The man smiled.

Then Mr Uppity was stopped by a young woman. "Could you tell me the way to the station, please?" asked the woman.

Mr Uppity was about³ to say "No!", then he thought and said "Yes!" and told her the way.

"Thank you!" said the young woman.

Mr Uppity smiled. It was very pleasant when somebody said "Thank you" to you. He liked it very much.

And now Mr Uppity is a changed man. He learned to say "Thank you", "I am sorry", "Excuse me", "Let me help you", "With pleasure" and many other nice things. He has lots of friends. And he smiles a lot.

And do you know which two words Mr Uppity uses most of all these days? "Please" and "Thank you".

And what about you? Do you often use these words?



2. Answer the questions.

- 1) What did Mr Uppity look like at the beginning of the story?
- 2) Who did he meet one morning in his garden?
- 3) Was Mr Uppity curious? Prove your answer.
- 4) What did the King say to Mr Uppity?
- 5) Could he come back to his garden?
- 6) What happened when Mr Uppity came across an old woman?
- 7) Was Mr Uppity polite to the newsagent?
- 8) What did he say to the young woman who asked him about the way?
How did he feel himself?
- 9) What words did Mr Uppity learn to say?

¹to come across — настовхнутися на

²I beg your pardon [pɑ:dɪn] — Вибачте.

³to be about to do something — збиратися щось робити

3. Match the opposites.

- | | |
|-----------------|------------------|
| 1) bad-tempered | a) kind |
| 2) difficult | b) polite |
| 3) unkind | c) easy-going |
| 4) rude | d) good-tempered |

4. Think and say.

- What words can hurt a person's feelings?
- Why can they?
- What kind of person usually speaks rude and unfair words?

5. Work in groups. Think and answer.

- 1) What do the words 'to be friendly' really mean?
- 2) Why do you think some people are easier to get along with than others?
- 3) Do you think it is important to learn how to get along together? Why do you think so?
- 4) Do you help your classmates willingly? What can you help them to do?
- 5) How do school (extra-school) activities help you to get along together?

6. a) Answer the questions. Prove your answers.

Do you agree that being polite is really important?
Do you consider yourself to be a polite person?

b) Work in pairs. Make up short dialogues on everyday situations choosing the right phrases from the list.

- 1) You know each other. **A** (a boy) wants to go to a café with **B** (a girl). What would he say? She agrees.
A:
B: I'd love to.
- 2) **A** wants to know if **B** would like to come to a party. **B** refuses politely.
A: Would you like to come to a party?
B:
- 3) The scene is in a café. **A** and **B** don't know each other. **A** wants to take a seat near **B**. **B** agrees.
A:
B: Yes, it is.
- 4) The scene is at some service place. **A** asks for doing some service for him. **B** is a serviceman and is ready to help.
A:
B: Yes, certainly.



NEW VOCABULARY

a politeness [pə'laɪtnɪs]

bad (good)-tempered
[ˌbæd'tempəd]

easy-going [i:si'gəʊɪŋ]

polite [pə'laɪt]

rude [ru:d]

The List

- Excuse me, is this seat free?
- How about going to a café together?
- I'm afraid, I can't.
- Could you repair shoes, please?



Lessons 7-8

1. Choose the verb from the box and put it into the passive form.

- 1) The article ... for the magazine every day.
- 2) The newspapers ... at the newsagents.
- 3) The stories ... by writers.
- 4) The pictures ... by painters.
- 5) The information ... in newspapers and magazines.
- 6) A child ... by its parents.
- 7) The house ... twice a week.
- 8) My friend ... by everybody.
- 9) The vacuum-cleaner ... very often.

like, use,
write (*twice*),
paint, clean,
print, love,
sell

2. Fill in the gaps with the words from the box.

uncomfortable, make angry, rude, good-tempered, be allowed, impression

- 1) It is impossible to hold a conversation with him. He is too ...
- 2) What ... did she make on you?
- 3) Well, I feel a little bit ... about this situation.
- 4) Nobody can ... to take my things!
- 5) Don't ... me ... !
- 6) He is a ... boy and I'm sure you'll make friends.

3. Imagine you were present at the 'English Bridge' group editorial meeting. You are asked to tell about the main points of the discussion (see Lesson 1, task 1) for a TV programme.

4. Work in groups. Read and say what you think of these rules. You may add some other rules if you want.

CONVERSATION RULES

- Talk about things that will interest everyone.
- Keep to the topic.
- Do not say anything to hurt the feelings of someone present. Be polite.
- Do not begin to talk while someone else is talking. Say *excuse me* if you need to interrupt someone. Then wait for your turn.
- Do not talk too loudly.

5. Work in pairs. Practice giving advice in these situations.

Example: Your partner is having problems with her/his schoolwork.
The exams are next week.
You say: *You'd better talk to the teacher.*
You should do some more work.

- 1) Your classmate is always late for school and the teacher is very angry.
You say: ...

- 2) Your classmate has broken his dad's camera.
You say: ...
- 3) Your classmate has a friend who borrows money and never gives it back.
You say: ...

6. Work in pairs.

a) Read the dialogues and say which one is between two people who don't know each other? Act out the dialogues.

- | | |
|--|--|
| <p>A: — Excuse me, is this seat free?
— Yes, it is.
— Is it OK if I have a seat here?
— Yes, of course.
— Er, ... is that your newspaper?
— Yes, it is.
— May I borrow it for a minute, please?
— Yes, certainly.</p> | <p>B: — I'd like to say goodbye to everybody.
— When are you leaving?
— Tomorrow morning.
— Let's meet for tea tonight.
— I am afraid I can't.
— Oh, come on!
— Not really... I have to go. I've got so much to do.</p> |
|--|--|

b) Make up your own dialogue using the phrases from the box below.

Asking politely

- When you want to hear something again, say:
Sorry, I didn't hear you.
Sorry, I didn't catch that.
Could you say that again, please?

7. Work in pairs.

a) Do the questionnaire yourself. Ask a partner.

QUESTIONNAIRE

1. Do you usually:
 - a) offer your seat to an older person on the bus?
 - b) stand up when your teacher enters the room?
2. When do you usually say:
 - a) please and thank you?
 - b) excuse me?
 - c) sorry?
3. Are you always polite to other people?
.....
.....
4. What is your idea of bad behaviour at school:
 - a) shouting and making a lot of noise?
 - b) teasing others?
 - c) being impolite to teachers?
 - d) other things?

b) Compare answers with others in your class.



8. Role-play some everyday situations. Don't forget to be polite.

Work in pairs.

- a) **A** and **B** are friends.
A asks **B** to go to the café.
B can't do it.
- b) The party hasn't finished yet.
A has to go home and is saying goodbye.
B is surprised and asks **A** to stay.

9. Discuss in groups.

- a) When a new friend comes to visit you in your home, what are some ways to please him?
- b) Why does everyone like it when people around are thoughtful and polite?



10. Write a letter to your friend in Poltava. Your friend is going to America. Give him/her a piece of advice as for some social customs they have in the country.

PROJECT

11. RADIO PROGRAMME FOR TRAVELLERS IN UKRAINE



WORK

Make a script of the radio programme on Ukrainian social customs.

1) Work in groups. Discuss the following items.

- a) What way do the Ukrainians make acquaintances?
- b) What words should you use to address people?
- c) How can you attract somebody's attention?
- d) What words of greetings do you know?
- e) What conversational rules are you acquainted with?
- f) How is it to be polite in Ukraine?

2) Write a script of your radio programme for travellers in Ukraine.

Follow the steps.

- Step 1. Brainstorm the ideas about different parts of your programme.
- Step 2. Choose the best ideas and write them down.
- Step 3. Make a plan of your programme.
- Step 4. Decide who is preparing different parts of the programme.
- Step 5. Make a script.
- Step 6. Present your radio programme in class.



Lesson 9

Dear listeners!

Today we are going to speak about extra-school activities. We would like to ask you some questions. Your answers will be of great help in planning our future radio programmes.



1. Here are some subjects to talk about. Read the list and say:

- which themes are the most interesting for you to discuss
- with whom you like to talk about them



2. Read and say.

- 1) What do you usually discuss:
 - at your class meetings?
 - in talks with friends, classmates and parents?
 - when you are planning a picnic or a party?
 - before competitions?
 - after a test?
- 2) With whom do you like to discuss books, films, plays, excursions, sports, TV programmes and your studies?
- 3) What interesting discussions of books (trips, some unusual things, school news) do you remember?
- 4) Who took part in these discussions?
- 5) What made them interesting and exciting?

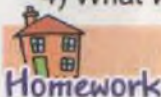


3. Discuss the following. Work in groups.

- 1) Sometimes children quarrel with their mates. How do they make up for it?
- 2) What feelings may you have when you quarrel with a friend or somebody else?
- 3) Is it easy or difficult to be the first to stop a quarrel?
- 4) What ways can you stop a quarrel?

Apologizing

- I'm sorry.
- Sorry, I was wrong.
- I'm very sorry indeed.
- That's all right.
- No problem.
- Don't worry. Forget it.



Workbook ex.1, 2 - p.30

VOCABULARY

1. Fill in the missing words from the box.

- Have you with your problem already?
- Yes, of course.
- What way did you it?
- Well, I thought a little and decided that I couldn't all the problems in my life. That's why I changed my to the problem. I don't think it's a problem at all. I just and feel comfortable now.



TEST YOURSELF!

take it easy, solve, attitude, coped, avoid

10 points

GRAMMAR

2. Change the sentences to use passive forms.

- 1) Parents often read books to their children at bedtime.
.....
- 2) They don't grow tomatoes in front of the house.
.....
- 3) People keep animals in cages. Isn't it awful!
.....
- 4) Everybody brings textbooks to the lesson.
.....
- 5) Good pupils never do homework late at night.
.....

15 points

COMMUNICATION

3. Put the dialogue into the right order.

- 2 — In my opinion, he makes everyone think so. But he is not as polite as he wants to seem. Do you remember the way he treated that old woman?
- 6 — I think he is good-tempered enough. And what impression did he make on you?
- 4 — Yes, I do. He just ignored her. He behaved himself rudely. I agree.
- 1 — What is your impression of that man?

20 points

LISTENING

4. Listen to the story. Match both columns to make up the true sentences.



- | | |
|-----------------------------------|--------------------------------|
| 1) Debbie made impression of | a) a shy girl. |
| 2) Lots of her classmates decided | b) to respect her. |
| 3) Debbie was | c) Debbie unhappy. |
| 4) This situation made | d) a proud and selfish girl. |
| 5) She made her classmates | e) to be a sociable person. |
| 6) Her classmates began | f) they could make fun of her. |
| 7) Debbie slowly began | g) laugh. |

25 points

READING

5. Read and choose the correct word for each space.

Conversational Rules

- 1) Talk about things that ... everyone.
a) will treat b) will ignore c) will interest
- 2) Keep to the a) behaviour b) theme c) impression
- 3) Do not say anything ... the feelings of someone present.
a) to cause b) to solve c) to hurt
- 4) Be a) polite b) rude c) shy
- 5) Say "... " if you must interrupt someone.
a) thank you b) please c) excuse me

10 points

WRITING

6. Write 5 sentences about the rules of behaviour for pupils at your school. Use the words: 'let', 'be allowed to', 'should', 'have to', 'mustn't', 'can', etc.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

20 points

Total = 100 points

NOW I CAN ...

- talk about the ways of getting along with others and about social traditions and norms
- express ideas how to get to know and understand one another better
- listen and read about social norms of behaviour and rules of politeness
- ask and answer politely
- ask for advice and give advice about some problematic situations
- ask and answer about the impression of someone's behaviour
- write an article about social norms in Ukraine
- write a letter giving an advice how to cope with a personal problem

Unit 3

DOING CHORES

Lesson 1



1. Listen and act out. Work in a group of three.

Mother: I'm back home!

Mary: Good evening, mum.

Mother: Good evening, dear. Why aren't you doing your homework?

Mary: I have done it. There was not much to do.

Mother: Good. Well, you look tired. What have you been doing?

Mary: I have been ironing some clothes and cleaning the carpet. Then I have been doing some washing up and some cooking.

Mother: Why didn't you ask Denis for help?

Mary: I did. But he didn't want to.

Mother: Is he in?

Mary: Yes, he is. He is speaking over the telephone in his room. He has been speaking for two hours already.

Mother: Denis! Denis! Can you hear me?.. (Opens the door.) Oh, you're here!

Denis: Yes, mum.

Mother: When are you going to tidy up your bedroom?

Denis: I'll do it now.

Mother: Haven't you cleaned your bike yet? It's really dirty.

Denis: No, I haven't. I'll do it this week.

Mother: So, what have you been doing since you came home?

Denis: Well... I have been washing my pants and socks...

Mary: Really? The washing machine stopped an hour ago.

Denis: Why didn't you tell me?

Mary: You were the person who has been washing his pants and socks, weren't you? Why did I have to tell you?



2. Answer the questions.



- 1) Has Mary done her homework already?
- 2) Why does she look tired?
- 3) What has she been doing?
- 4) Did her brother help her?
- 5) What has Denis been doing for two hours?
- 6) Has he tidied up his bedroom already?
- 7) Has he cleaned his bike?
- 8) What has Denis been doing since he came home from school? Why do you think so?

REMEMBER!



+

I / you / we / they **have been studying**.
He / she / it **has been studying**.

?

Have I / you / we / they **been studying**?

Yes, I / you / we / they **have**.

No, I / you / we / they **haven't**.

Has he / she / it **been studying**?

Yes, he / she / it **has**.

No, he / she / it **hasn't**.

-

I / you / we / they **haven't been studying**.

He / she / it **hasn't been studying**.

3. In pairs, ask and answer.



Why are you so dirty?
What have you been doing?

I have been working
in the garden.



You are wet.
You look tired.
You breathe hard.
Your eyes are red.

Why are you so bright red?
Why are your hands so dirty?
Why do you look so strange?
Why didn't you answer me at once?

4. Look, read and say as in the example.

Mrs Walker hurt her leg and she could not do any housework. She made a list and gave it to all the members of her family at 3 o'clock in the afternoon. It is 4 o'clock now. What have her children been doing for the last hour? What have they been using to do their work?

Example: Mike / to clean / a vacuum cleaner

Mike has been cleaning with a vacuum cleaner.

1) Kate / to wash / with a washing machine

2) Nelly / to iron / with an iron

3) Granny / to cook / on a cooker

4) Bill / to sweep / with a broom

5) Father / to go shopping / by car

6) Grandpa / to wash up / with a dishwasher machine

*Do the cleaning,
washing,
ironing,
cooking,
sweeping,
shopping,
washing up,
please.*

5. Speak on the following. Work in groups.

- Do you help about the house?
- What do you do to help about the house? Do you like it?
- How often do you do it?



Lesson 2

GRAMMAR POINT

The Present Perfect Continuous Tense

is used for:

- an action which started in the past and is still happening or has just stopped, but we want to ask or say how long this action has been happening.

*She **has been ironing** for an hour.*

(She began ironing an hour ago and she is still ironing.)

- an action which has recently¹ finished and we see the result of it.

*Bob is tired. He **has been cleaning** his father's car all morning.*

(He has just finished cleaning and we can see the result now.)

REMEMBER!

- We form the Present Perfect Continuous with **have/has been + -ing form** of the verb.

has been + reading

have been + writing

+ I **have been waiting**.

- We **have not been waiting**.

? **Has he been waiting?**

- With the Present Perfect Continuous you can use time expressions: **for, since, all morning / afternoon / day / week / month / year, how long** (in questions)

*My parents **have been living** here **since** 1980.*

***How long** have you **been studying** English?*

Note

Don't use the Present Perfect Continuous with the verbs which mean mental² activity or emotions: **believe, like, know, etc.** Use the Present Perfect with these verbs.

*She **has known** Bob **since** the 1st form.*

1. Match the sentences to make correct statements.

A

- 1) Granny looks tired.
- 2) Father's in the garden.
- 3) We've been working in the kitchen since 9 o'clock in the morning.
- 4) What have you been doing all day?
- 5) How long have you been shopping?
- 6) There are lots of tasty dishes on the table!

B

- a) I think it's time to stop.
- b) She's been doing ironing all morning.
- c) He's been planting trees all day long.
- d) For three hours.
- e) Yes, there are. Mum and Marry have been cooking all afternoon.
- f) Lots of things. I've been busy.

¹recently ['ri:səntli] — нещодавно

²mental ['mentl] — розумовий



2. Make sentences using the Present Perfect Continuous as in the example.

Example: Max began building his house 3 months ago.
He hasn't finished it yet.

Max has been building his house for 3 months.

- 1) Jane went to the market two hours ago. She hasn't come back yet.
- 2) Granny started cooking three hours ago. She hasn't finished yet.
- 3) I started washing-up twenty minutes ago. I haven't finished yet.
- 4) The children started tidying their room an hour ago. They haven't finished yet.
- 5) Grandpa went to work in the garden at 8 o'clock in the morning. He hasn't come home yet.

3. In pairs, ask and answer questions using the clues as in the example.

Example: Peter / cook pizza / half an hour

— How long has Peter been cooking pizza?

— He has been cooking pizza for half an hour.

- 1) Jenny / walk the dog / two hours
- 2) Ron / warm up food in the microwave oven / three minutes
- 3) The children / plant trees / all day
- 4) Father / fix the iron / all morning
- 5) Nelly / make the salad / ten minutes
- 6) The girls / baby-sit / since afternoon

4. Ask a question for each situation using the Present Perfect Continuous as in the example.

Example: Bob has a black eye and Bill has a cut lip. (They / fight?)
Have they been fighting?

- 1) Helen has just come back from the beach. She is very red.
(She / lie / in the sun?)
- 2) Ron is hot and tired. (He / play / football?)
- 3) You see a little boy. His eyes are red and watery. (You / cry?)
- 4) Your friend comes in. His face and hands are very dirty. (What / he / do?)
- 6) You are meeting your friend who is waiting for Kathy (How long / you / wait?)

5. Ask questions beginning with 'How long...?'

Example: Mike has been writing his homework for an hour.
How long has Mike been writing his homework?

- 1) My sister has been learning Italian since she was five.
- 2) We've been waiting for him for two hours.
- 3) They've been talking for an hour.
- 4) She has been playing the piano since two o'clock in the afternoon.



Lesson 3

1. Read the text and explain why a woman's work is never done.

HOUSEHOLDING CHORES

1 Every child knows he or she has to help his/her family about the house. Doing a work about the house is often called 'doing chores'. Doing chores helps a family to 'hold their house' or in other words 'to household'. Usually a member of a family has a householding duty. It means he or she has a part of chores to do. There are the things like feeding a pet, cleaning the carpets or doing shopping...

On weekends my friend's family members are seldom all at home at the same time, so they write notes to each other. They help them to remember things to do.

2 My mother is the busiest person in the householding chores. And I must admit¹ my elder sister is the greatest helping hand for her.

3 Every morning mother cooks breakfast. She fries some eggs in the frying-pan. My sister sometimes boils sausages in a small pot. When the eggs are ready, mum serves them to us with nicely-decorated salad and boiled sausages. While my mother is doing that, my sister is cutting some bread and taking out the tea-pot, cups and plates.

When the water in the kettle boils, my sister puts some tea into the teapot, pours some of the boiling water into the pot and the tea is ready.

6 Sometimes my mum prefers coffee to tea. Then my father prepares it. He is good at making coffee. I never drink coffee. I prefer tea. My sister sometimes drinks coffee with milk or cream. After breakfast I go to my school and my father goes to his office. My sister washes up the dishes and dries them with the dishwasher machine. My mum cleans the table and takes off the clothes.

My sister puts clean cups and dishes onto the cupboard and goes to her job.

And what about mum? She stays at home and does lots of things about the house. There is always something to do, a woman's work is never done...



¹to admit [əd'mɪt] — визнавати



NEW VOCABULARY

- a kettle ['ketl]
- a pan [pæn]
- a teapot ['ti:pɒt]
- a tablecloth ['teɪbklɒθ]
- seldom ['seldəm]
- to boil [bɔɪl]
- to dry [draɪ]
- to fry [fraɪ]
- to pour [pɔː]
- to prefer [prɪ'fɜː]
- to serve [sɜːv]
- to do chores
- to do householding (duties)

2. Say if it is true or false.

- 1) Everyone must know he has to do his or her part of chores.
- 2) Doing shopping is not a householding duty.
- 3) The elder sister is usually the greatest helping hand for mother.
- 4) We usually boil sausages in a frying pan.
- 5) We usually fry in kettles.
- 6) To make tea we need a kettle, a tea pot and cups with plates.
- 7) His father is good at making coffee.
- 8) His elder sister never drinks coffee.
- 9) After breakfast father washes up with a dishwasher.
- 10) Mother cleans the table after breakfast.
- 11) The elder sister stays at home and does lots of things about the house.

3. Complete the sentences according to the text above.

- 1) Doing a work about the house is called ...
- 2) Usually each member of a family has a ...
- 3) Writing notes to each other helps family members to ...
- 4) Usually mother is the busiest person in ...
- 5) We can ... or ... eggs for breakfast.
- 6) When dish is ready we can ...
- 7) To make tea we should ...
- 8) We can wash up and dry the dishes with ...
- 9) We should put clean dishes ...
- 10) A woman's work is ...

4. Speak on the following. Work in groups.

- 1) Have you got a householding duty? What is it?
- 2) What householding duties do other members of your family have?
- 3) Is your mother the busiest person in doing chores? Prove that.
- 4) Who is the greatest helping hand for your mother?
- 5) Have you got any machines to help in householding?
- 6) Do you write notes to each other to remember things to do?
- 7) What does your morning look like?
- 8) Can you make tea? How do you do it?

5. Write a paragraph about householding duties of your family members.



Lesson 4

1. Read both the letters and say what these girls have got in common.

DELETE PRINT FORWARD REPLY DONE

To: English Bridge
From: Lucy Jones
Subject: Chores

My name is Lucy. I am from Kharkiv, Ukraine. I usually cook at home once or twice a week. Cooking is my hobby. I cook for my family for four people. I always prepare lots. They all like my food! Usually pizza and spaghetti, and other Italian food. I spend about an hour on each meal. My mother doesn't help me! She enjoys having a rest.

Today I can share the recipe for an omelette that I like to make.

OMELETTE FROM LUCY

- Take some eggs and break them into a bowl.
 - Mix the eggs with a fork.
 - Put some oil into the frying pan. Then put the eggs into it and cook the omelette.
 - Put some peas and beans into the frying pan.
 - Chop some tomatoes and put them into the frying pan, too.
 - Add some salt.
 - Put the omelette onto a plate.
- Your omelette is a wonderful dish for lunch...

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- Put some peas and beans into the frying pan.
- Chop some tomatoes and put them into the frying pan, too.
- Add some salt.
- Put the omelette onto a plate.

Your omelette is a wonderful dish for lunch.

DONE

To: English Bridge
From: Sheila Smith
Subject: Chores

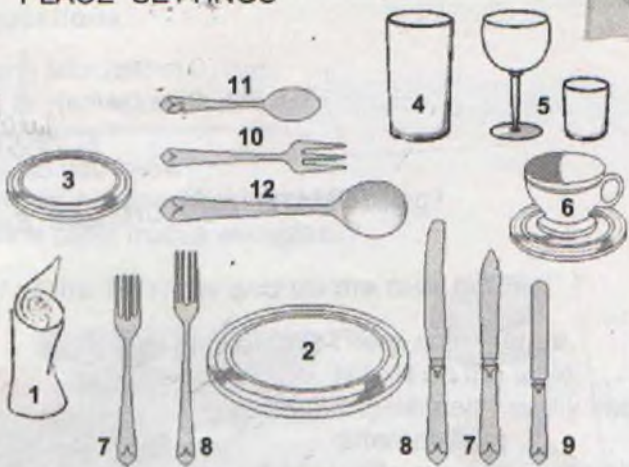
I live in York, England. I like to help mum in setting out a festive table! First we discuss the menu. Mum and I suggest different dishes and write down all the ideas on the paper. Then we choose our best ideas and mum writes the shopping list. It is my father who usually goes shopping.

When the dishes are ready we are busy with laying the table. For festive dinner it is important to decorate the dishes beautifully and to set the table correctly.

My granny taught me about the 'place settings' and I am ready to share my knowledge about it with the 'English Bridge' readers.

PLACE SETTINGS

- 1) napkin
- 2) plate
- 3) bread and butter plate
- 4) water glass
- 5) wine glasses
- 6) cup and saucer
- 7) fork and knife for the fish
- 8) fork and knife for the meat
- 9) butter knife
- 10) fork for dessert
- 11) spoon for dessert
- 12) spoon for soup



2. Read and choose the correct answer.

- 1) Lucy usually cooks ... a week.
 - a) three times
 - b) once or twice
 - c) once
- 2) She spends ... on each meal.
 - a) an hour
 - b) half an hour
 - c) an hour and a half
- 3) Her mother ... helps her.
 - a) usually
 - b) always
 - c) never
- 4) Lucy shares the recipe for ...
 - a) Italian spaghetti
 - b) a pizza
 - c) an omelette
- 5) Sheila likes to help mum in ...
 - a) cooking
 - b) setting out the table
 - c) eating omelette
- 6) For festive dinner it is important to ...
 - a) write a shopping list
 - b) prepare lots
 - c) set the table correctly and beautifully
- 7) In her letter Sheila shares ... with us.
 - a) the recipe
 - b) her knowledge of 'place settings'
 - c) her best ideas



a bowl [bəʊl]
a fork [fɔ:k]
a knife [naɪf]
a napkin ['næpkɪn]
a recipe ['resɪpi]
a spoon [spu:n]
festive ['festɪv]
to chop [tʃɒp]
to mix [mɪks]
to mash [mæʃ]
to slice [slaɪs]
 ● **to lay/set (out) the table**

3. Read and fill in the words from the box.

put (3 times), cut,
eat, slice (twice)



TOMATO AND CHEESE SANDWICH

one bread roll,
some tomatoes,
some cheese



... to open the bread roll,



... the tomatoes.

... the cheese.



... tomato slices on the bread.



... some cheese on top.



... the top of the bread roll on top.



Now ... your sandwich. It's delicious!



4. Role-play. Work in pairs. You are arranging a party. A is going to cook some dishes and asks B to do some shopping.

A asks B for help and tells him/her what A needs.

B is ready to help and asks questions about shopping.

for A

I need some ...
I am going to cook ...
No, ... is enough.
You may buy a ...

for B

Do you need some ...
Do you think it will be enough?
What about some ... ?
Why don't we buy a ... ?

5. Work in pairs. You are in the restaurant. One of you doesn't know what to do with all those knives, spoons and other things that the waiter has put in front of him/her. The other tells him/her what each thing is used for.



Homework

Workbook ex.2 - p.35

Lesson 5

1. Answer the following questions.

- 1) What do people do in the kitchen?
- 2) Who does the cooking in your house? *mom*
- 3) What is salad usually made of?
- 4) What cooking methods do you know?
- 5) Do you know the difference between baking and boiling?
- 6) How does a glass of wine differ from a wineglass?

2. Listen to the part of the TV show and do the task below.



- 1) There are different knives on the table: ...
- 2) Englishmen usually use different forks: ...
- 3) In the oven Englishmen bake ...
- 4) Boiling means ... and frying means ...
- 5) A cup of coffee means ...
- 6) A coffee cup may be ...
- 7) The difference between 'a pot of tea' and 'a tea pot' is in that a ...

3. Read the cultural notes and answer the questions.



In Great Britain, people usually work five days a week. Many of them also work at home at the weekend. They do the chores and gardening. They also do repairs¹ and make improvements² to their houses. This is called DIY (Do It Yourself). The British love DIY because they are very proud of their homes.



- Do people in Great Britain work at the weekend?
- What is the attitude of the British to their homes?
- What is called DIY?



NEW VOCABULARY

- a method ['meθəd]
- empty ['empti]
- to bake [beik]
- to spread [sprəd]
- (the table cloth)

¹a repair [ri'peə] — ремонт

²improvement [im'pru:vmənt] — усовершенствования

LISTEN AND DISCUSS

4. Speak on the following.

Does your family work about the house at the weekend? What is your family's attitude to your home? How often does you family do repairs and improvements to your house or flat? Do these days have got special names? What is your usual part of work on these days?

5. a) Answer the questions:

- Can you cook?
- Does your mother have a cookery book?
- Have you ever followed the instructions in a recipé?

b) Read the example of the recipé from a cookery book.

A BULGARIAN SALAD

Instructions

Slice all the vegetables and combine them in a bowl. Mix all the ingredients. Then slice the parsley, the fennel and add them to the mixture¹. Add salt, vegetable oil and vinegar. Decorate the salad with cucumbers, tomatoes and green onions.

Ingredients:

Sweet pepper — 10gr
Onion — 100gr
Vegetable oil — 20gr
Fennel² — 15gr
Vinegar³ — 10gr
Tomatoes — 200gr
Cucumbers — 300gr
Parsley⁴ — 15gr
Sugar — 5gr
Salt



6. Write the letter to the 'English Bridge' sharing the recipé for the dish you usually cook yourself.



7. Listen and learn the poem.

WHEN MUMMY IS AWAY

I'd like to tell you
all about
A very stormy day,
When Daddy stayed
at home with me
While Mummy went away.
He made the beds
and swept the floor,
And did the washing up.



(And do you know, he broke a plate,
Two saucers and a cup.)
Then, when he bathed me, after tea,
He taught me how to swim.
(And there were puddles on the floor,
And drips all over him!)
The Mummy came home just in time
To see me getting down.
"Next time I'll stay at home," she said,
"While Daddy goes to town."



Homework

Pupil's Book ex.6 - p.62

¹mixture ['mɪkstʃə] — суміш

²fennel ['fenl] — фенхель, солодкий кріп

³vinegar ['vɪnɪgə] — оцет

⁴parsley ['pɑ:slɪ] — петрушка

Lesson 6

1. Read the sentences and try to guess the meaning of the words in bold.

- 1) "There is a big **pile** of dirty clothes in the bathroom. You better wash it today." Grandma has been baking her tasty rolls and **piling** them on the plate. The small boy has been **piling** sand into two places and there are two **piles** of sand in the yard now.
- 2) We **used up** all the paper: there aren't any on the shelf. All the vases are **used up** for the flowers.
- 3) "Call me **as soon as** you get ready." Children will go to bed **as soon as** mother comes.
- 4) "Can you give me this book **right away**?" "I'm sorry, I can't. I haven't read it yet." My brother is happy: he found the job **right away** after school.



2. Listen and read the following story. Say why people have to keep their things clean.

THE MAN WHO DIDN'T WASH HIS DISHES

(after Phyllis Krasilovsky)

There once was a man who lived alone in a little house in a small town. He always cooked his own dinner, cleaned the house by himself, and made his own bed.

One night he came home feeling very hungry, so he made a big dinner. He had been eating much and he was very tired after finishing. He decided to leave the dishes till the next night.

But the next night he was **TWICE**¹ as hungry, so he cooked **TWICE** as big of a dinner, and it took **TWICE** as long to eat it, and he was **TWICE** as tired as he had been the day before. As the days passed by, he got hungrier and more tired, and there were so **MANY** dirty dishes that he started to pile them on the table.

As soon as the table was full he started to put them on his bookshelves. As soon as **THEY** were full, he had been piling them on the floor for several days and soon he couldn't get into his house!

One night he looked in his cupboard and found out² that there wasn't any clean dish there. Soon he used up all his ashtrays³ and clean flowerpots, and his sweets dishes, and drank water from vases. He used up **EVERYTHING**, even the pots he cooked his food in, and the frying pan, and the

¹twice [twais] — двічі, 2 рази;
тут: вдвічі

²to find out [ˌfaɪnd 'aʊt] — виявляти

³an ashtray ['æʃtreɪ] — попільничка



REMEMBER!

leave — left — left

keep — kept — kept

drive — drove — driven ['drɪvən]

kettle, and he didn't know what to do! He was SO unhappy. His whole house was full of dirty dishes, and dirty flowerpots, and dirty ashtrays, and dirty sweets dishes, and dirty pots, and a dirty soap dish, and a dirty frying pan, and a dirty kettle. He couldn't find his books or his clock, or even his BED any more! He couldn't sit down to think because even his chairs were all with dishes, and he couldn't find the sink so he could wash them!

But THE RAIN STARTED! And the man got an idea. He drove his big lorry around to the side of his house and piled all the dishes, and all the vases, and all the ashtrays, and pots, and a frying pan, and a kettle on it and drove the truck out into the rain.



The rain had been falling ON EVERYTHING and soon the dishes were clean again. THE RAIN WASHED THEM! Then the man carried everything back into the house again. He put the dishes into the cupboard, the frying pan and the pots on the pot shelves, the ash trays on the tables, the flowerpots back where he found them, the vases where the vases go, the kettle on the gas cooker, and the soap dish in the bathroom. He was so very tired after he had been carrying everything back and putting it away that he decided: "I will better always wash my dishes just as soon as I have finished my dinner." The next night when he came home, he cooked his dinner, finished to eat it, then washed the dishes and put them right away. He did this every night after that, too. HE IS VERY HAPPY NOW. He can find his chairs, and he can find his clock, and he can find his BED. It is easy for him to get into his house, too, because there are no more dishes piled on the floor or anywhere!

3. Answer the questions.

- 1) What did always a man, who lived alone in the house, do?
- 2) How did he feel himself and what did he do one day?
- 3) What were the next nights like?
- 4) Did he wash up the dishes right away after his eating out of them?
- 5) What did he find out one night?
- 6) What was his house like soon?
- 7) What things couldn't he find? How did he feel himself?
- 8) What idea came to his mind?
- 9) Why was he very tired?
- 10) What did he decide?
- 11) Why is he happy at the end of the story?

4. Divide the story into some passages¹ and tell the main idea of each passage.

5. Tell the story as if you are the main character of it.

6. Speak on the following.

- What will you decide to do if all the plates are used up?
- How long does it take you to wash up the dishes after your dinner?
- Do you always start doing washing up right away after your eating?
- How do you feel yourself after you have cleaned and put the dishes into their places?
- What will happen when we don't put our things on their places and don't clean them every day? Why?

7. Speak about your usual work about the house.



Пакражен се боје и
обучи. работи
по дому

Workbook ex.2 - p.37

Homework

¹a passage ['pæsɪdʒ] — уривок

Lessons 7-8



1. Open the brackets and put the verbs in the Present Perfect Continuous Tense.

Example: What you (do) ...?

— I (try) ... to reach you by phone.

What have you been doing?

— I have been trying to reach you by phone.

- 1) How long you (cook) ... this dinner?
- 2) How long you (do) ... gardening?
- 3) Is the doctor coming? I (wait) ... for him since the morning.
- 4) John looks tired. — He (study) ... very hard lately.
- 5) I (work) ... in the garden all day. Let me have a rest.
- 6) How long you (do) ... shopping?
- 7) You (cook) ... anything here?
— No, we (make) ... experiments.
- 8) We (fish) ... since the morning.
- 9) I (ask) ... you to tidy your room for two days.
- 10) I (stay) ... with my friends but now I'm going to move to a hotel.
- 11) I (ring) ... for half an hour. Why didn't you answer?
— I (clean) ... the carpets with the vacuum cleaner.



2. Open the brackets using the Present Perfect Continuous Tense. Make up the negative sentences.

Example: They (do) ... the exercises.

The haven't been doing any exercises.

- 1) The boys (clean) ... the bike.
- 2) She (live) ... in the house for 2 months.
- 3) I (learn) ... Japanese for half a year.
- 4) They (help) ... their mum for all the day.
- 5) We (paint) ... our house.
- 6) Jane (iron) ... since 9 o'clock in the morning.

3. Play the game. Act and guess with your partner.

A pretends he/she is tired because he/she has been doing one of the household jobs.

B tries to guess what **A** has been doing and asks 'yes/no' questions about it. **B** should ask no more than twice. If **B** can't guess, take turns.



Why are you tired? Have you been washing your clothes?

No, I haven't. / Yes, I have.



4. Read and do the task below. Work in pairs.

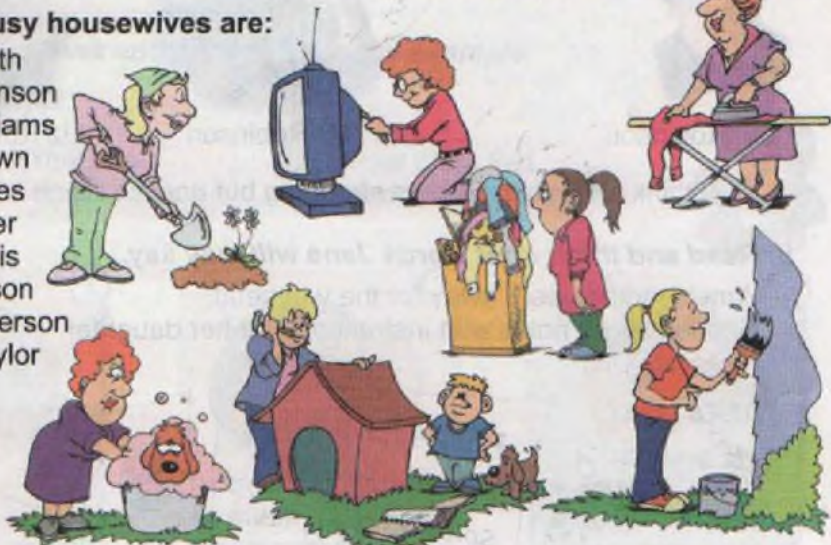
THE BUSY HOUSEWIVES

The first busy housewife has been sweeping up the floor.
 The second busy housewife has been polishing the door.
 The third busy housewife has been washing all the socks.
 The fourth busy housewife has been winding up the clocks.
 The fifth busy housewife has been cleaning with a broom.
 The sixth busy housewife has been tidying the room.
 The seventh busy housewife has been washing in the sink.
 The eighth busy housewife has been giving her cat a drink.
 The ninth busy housewife has been cooking lunch for ten.
 The tenth busy housewife has been doing it all again.



The ten busy housewives are:

1. Mrs Smith
2. Mrs Johnson
3. Mrs Williams
4. Mrs Brown
5. Mrs Jones
6. Mrs Miller
7. Mrs Davis
8. Mrs Wilson
9. Mrs Anderson
10. Mrs Taylor



Ask your friend: "What has Mrs ... been doing?"

Ask him/her 10 questions. How many times is he/she right?

Now your partner asks you the questions.

How many times are you right?

5. Read and write down the explanations as in the example.



There are some things which make our everyday home life easier. They are called the electrical household goods. They are: toaster, microwave oven, cooker, dishwasher, freezer, refrigerator (fridge), food mixer, iron, vacuum cleaner, washing machine, sewing machine and others.

What each of them is for?

Example: A vacuum cleaner is a machine that is used to clean carpets, furniture and floors.

Now go on.

6. a) Read and say how the Robinsons feel about their duties.

To feed and walk the dog? Why me again? To make my bed? That's really boring.



Tim Robinson

Well, shopping as usual. It's OK. And no cooking. That's great! Now I can fix Jane's CD player at last.



Mr Robinson

To wash up the dishes? I've already done it. Now I can help Dad with the shopping.



Liz Robinson

I think Mr Robinson likes shopping but doesn't like...

b) Read and think what words Jane will say.

Jane's mother went away for the weekend. She left sticky notes with instructions for her daughter.

Make your bed and tidy your room



Phone for a pizza. There is some money on the kitchen table



Wash the dirty clothes



Do your homework now



Cook some spaghetti. The sauce is in the fridge



Take the video back to the video club



c) Role-play the telephone talk the mother and daughter had in the evening. Work in pairs.

A is mother. She asks about the things Jane had to do.

B is Jane. She tells mum about the things she has and hasn't done yet.

7. Read and discuss the girls' attitudes to doing housework.

I think that parents shouldn't ask their children to do housework. They are going to do it when they get older. I hate cooking and cleaning. They are really boring.



And I enjoy helping mum with cooking and with cleaning the house. It's wonderful to do something with your own hands. I'm sure that doing housework will give me good experience for the future.

8. Work in pairs. Ask and answer as in the example.



Example:

What shall I do with these?

Peel them first and then chop them.



9. Look, read and choose.

MAKE A POTATO SALAD!

- 1) Peel and (**chop / slice**) the potatoes and onions.
- 2) (**Bake / boil**) the potatoes in a pan.
- 3) (**Add / mix**) a little butter with some mayonnaise.
- 4) (**Pour / throw**) the mixture onto the potatoes and onions.

10. Write a recipe of the Ukrainian Borsch to your British friend. Use the clues below.

УКРАЇНСЬКИЙ БОРЩ



Приготування:

Поріжте капусту, картоплю, моркву та покладіть їх у бульон (bullion). Варіть протягом 10 хвилин. Потім поріжте буряк і додайте його до овочів. Варіть далі, а на сковороді розігрійте вершкове масло, поріжте цибулю і смажте її, поки (until) вона не пожовтіє. Додайте до неї сметану та перетерті помідори. Хай закипить. Потім вилийте усе до каструлі. Додайте оцет і сіль. Поріжте петрушку та кріп і покладіть їх у тарілку перед подачею до столу.

Складники:
 Капуста - 200 г
 Помідори - 150 г
 Сметана - 200 г
 Петрушка - 5 г
 Морква - 200 г
 Масло - 50 г
 Буряк - 300 г
 Цибуля - 80 г
 Кріп - 5 г
 Оцет - 10 г
 Сіль

PROJECT

11. PLANNING YOUR BIG DINNER



You are going to plan and cook a Big Dinner with your friends.

- 1) Work in a small group. Discuss these questions and make some notes.
 - a) What food can you do yourselves?
 - b) What food are you going to cook?

Don't forget about:

- an appetizer,
- a soup,
- a main course,
- a dessert,
- a drink.

- c) What Ingredients will you need?
- d) Where will you do the cooking?
- e) How long will it take to cook dinner?
- 2) Make a poster about your meal. Write out the recipes for preparing each course. Don't forget to note about the time. Design the 'Menu' for Your Big Dinner and do some drawings.
- 3) Display your poster and comment on it in class.

YOUR BIG DINNER	AN APPETIZER	Recipe
	A SOUP	Recipe
	A MAIN COURSE	Recipe
	A DESSERT	Recipe
	A DRINK	Recipe

Lesson 9

What schoolchildren can do themselves?



1. Read some passages which help you take part in a discussion and answer the questions.

English proverbs may be very useful to begin a discussion, and today you are going to discuss whether¹ you can learn to do everything yourselves. There is an English proverb which says, "If you want a thing well done, do it yourself."

You parents shouldn't do what you can do, should they? It's a little early for seven formers to drive a car or to make a full dinner for the family. But you can help by washing the dishes, sweeping the floors and cleaning the rooms. A boy can try to make something in the workshop². A girl can try to make a dress for herself or for her sister. It's important to want to know how to do necessary and useful things, isn't it?

There are many boys and girls who can show you a lot of things they have made with their own hands. They can do almost³ everything. Let's hope that it's possible to learn several trades⁴ and become a very useful worker at a factory or on a farm. Everything is possible for young people, isn't it?

- Why is it very important to do everything yourselves?
- What English proverb on this problem do you remember?
- Home-made things are made at home, they are not bought from shops. Which of the things can be made by seven formers?
- Where can pupils learn to do things with their own hands?
- What do you do to help your parents?



2. Debate on the following.

I quite agree because...

Well, I think it's not exactly true because...

An English proverb says, "Jack of all trades and master of none." It means that he who works at many trades never becomes a real specialist in any of them.

Do you agree? Prove your opinion.



Homework

Workbook ex.1, 2 - p.40

¹whether ['weðə] — чи

²workshop ['wɜ:kʃɒp] — майстерня

³almost ['ɔ:lməʊst] — майже

⁴a trade [treɪd] — заняття, ремесло

VOCABULARY

1. Match the pictures with the words from a) to j) putting the letter near each word.

- 1) peel d
- 2) slice f
- 3) mash b
- 4) mix c
- 5) oil i
- 6) boil a
- 7) chop g
- 8) pour h
- 9) cut e
- 10) fry j



TEST YOURSELF!

10 points

GRAMMAR

2. Read what the members of the family are busy with at the moment. Ask them 'How long questions' in the Present Perfect Continuous Tense.

- 1) Jim is washing his car. How long
- 2) Mum and Jane are doing shopping.
- 3) Father is washing up.
- 4) Grandpa is ironing.
- 5) Granny is cooking.

15 points

COMMUNICATION

3. Complete the dialogue.

Nick: Bob! What are you doing in the kitchen?

Bob:

Nick: That sounds nice. How long have you been cooking it?

Bob:

Nick: Jane, I need your help.

Jane: Excuse me, I am Ask Sam.

Bob: Sam isn't in. I asked him to do shopping.

Nick: Is he going to come soon? How long

Bob: Well,

Jane: OK. I've done it already and I am going to help you, Nick.

20 points

LISTENING AND WRITING



4. Listen to the story and write down the recipe of the vegetable soup.



VEGETABLE SOUP

.....

25 points

READING AND WRITING

5. Read the notes Mrs Smith wrote to the members of her family for today and write a short story about what they have been doing this day.

Jane,
 Thanks for cleaning the carpets. Don't forget to wash up. Please, help dad to do the shopping today.
 Mum

Tommy,
 Feed the parrot and water the flowers. Don't forget to make a bed, your lazy bone.
 Mum

Sam,
 I can't do the shopping. Can you do it? Don't worry about dinner. Mrs Brown invited us to dinner.
 See you.
 Sobby

.....

30 points

Total = 100 points

NOW I CAN ...

- talk about my help about the house
- express my attitude to different household duties
- ask and answer about cooking methods and household goods
- give advice how to lay the table
- listen, read and understand the instructions how to cook a dish
- understand and use the Present Perfect Continuous Tense in reading, writing, speaking and listening
- write a recipe

Unit 4

DOCTOR! DOCTOR!

Lesson 1.



1. Listen and talk. Work in a group of five.

Lilly: What is your opinion on this point, John?

John: Well... In my opinion... I think... Sorry... I can't speak much today. 16h

Mary: Are you feeling all right?

John: Not really... After I had gone fishing I felt like something was wrong with me yesterday. 26h

Terry: And today? How do you feel today?

John: Today I've got a sore throat and a terrible headache.

Chris: You need some aspirin, but there isn't any here. John, go to the chemist's and buy some tablets of aspirin, please.

Terry: Certainly.

Chris: Mary, help me to take John to that big arm-chair.

Mary: I think we should call the doctor.

John: No, thanks. I don't need the doctor.
I need something hot to drink. I know it'll help.

Chris: OK, John. Let's phone your mother first. She'll take you home and do everything you need.

Lilly: Hello, is this John's mother?

Mother: Yes, it is.

Lilly: It's Lilly. I think John is not well.

Mother: What's the matter with him?

Lilly: He fell ill. He sneezes and coughs. I think he's got a high temperature.

Mother: Oh, my... I guessed he had caught cold before he went to school today! He looked bad in the morning. Well, I'll be in twenty minutes.



NEW VOCABULARY

- a sore throat [ˈsɔː θraʊt] xbope 20p
- to recover [rɪˈkʌvə] byuzac
- to sneeze [sniːz] ut
- to fall ill xarbope 10
- to run high temperature nign-b
- to prescribe [priˈskraɪb] some medicine
- to take [teɪk] nopen
- to stay in bed 30p 6 uac
- to take/feel a pulse [pʌls] uipetu
- to take/check temperature



2. Answer the questions.



- a) Could John express his opinion on the point?
b) How did John feel after he had gone fishing?
c) Did anything hurt him?
d) Where is Terry ready to go? Why?
e) What is Mary's suggestion?
f) What did John ask for?
g) Who did John's friends phone to?
h) What did Lilly tell his mother?
i) What did John's mother guess?
j) When was his mother ready to come?

John

REMEMBER!

The Past Perfect Tense

I / you / he / we (etc) **had done** it before she came.

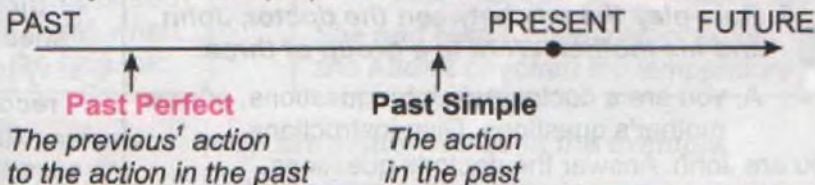
▲ **Had I / you / he / we (etc) done** it before she came?

Yes, I / you / he / we (etc) **had**.

No, I / you / he / we (etc) **had not**.

had not = hadn't

I / you / he / we (etc) **hadn't done** it before she came.



3. Ask and answer. Work in pairs.

- Had you done your homework before you played with your friends yesterday?
- What had you done before mother came?
- How much of your test had you done before the lesson was over?
- What books had you read before you started reading this one?
- How many new English words had you learnt before you started this unit?
- Had you written your English by 3 o'clock yesterday?
- Had you have your breakfast before you came to school?
- Had you come to school before the first lesson started?



Had you done your ...?

Yes, I had. / No, I hadn't.



¹previous ['pri:vias] — попередній

4. Read and fill in the words from the Word Bank.

The doctor was a nice woman. She visited John at his home. She ..10. and listened to his breath. Then she examined the boy's ..9. It was bright red.

Doctor ..5. John's ..1. It was rather high. She said it wasn't ..8. but just a bad cold.

John was ..5. and coughing all the time. But the doctor promised that he would be better in several days. She ..3. some medicine for his headache and his ..4. She asked mother to buy the medicine and John to ..6. for 3 days. She told John he had to drink warm milk with butter, honey and mineral water. Then he would ..4. soon.

With these words the doctor left the room.



Word Bank

checked
temperature
prescribed
throat
sneezing
stay in bed
recover
flu
sore throat
took a pulse



5. Role-play the talk between the doctor, John and his mother. Work in a group of three.

A, you are a doctor. Ask John questions, answer mother's questions. Give instructions.

B, you are John. Answer the doctor's questions.

C, you are John's mother. You can ask some questions as well as say the words that you understand the doctor and you are ready to follow the instructions.

6. Give a short summary of the dialogue in task 1 and the story in task 3.

7. Speak on the following.

- 1) When do people feel that it is something wrong with them?
- 2) Have you fallen ill?
- 3) Did you call (see) the doctor?
- 4) What did the doctor ask you?
- 5) What did the doctor say about the illness?
- 6) What did the doctor prescribe for you?
- 7) Did you feel better after you had taken your medicine?
- 8) Did you eat and drink much while you were ill?
- 9) How long had you stayed in bed before you recovered?
- 10) How did you know that you had recovered?



Homework

Workbook ex.2 - p.42

Lesson 2

GRAMMAR POINT

The Past Perfect Tense

is used:

- for an action which happened in the past before another past action.
*When I got home, Mike wasn't in. He **had gone** to the cinema.
I didn't go to the cinema because I **had already seen** that film twice.*
- for the action which happened before a definite time in the past.
*Suzan **had done** all the housework by seven o'clock in the evening.*
- As the past equivalent of the Present Perfect Tense.

Compare these situations:

PRESENT

*The room is dirty.
I **haven't cleaned** it for weeks.*

PAST

*The room was dirty.
I **hadn't cleaned** it for weeks.*

Note

Time expressions that are used with the past perfect are:
before, after, already, just, till / until, when, by, by the time, etc.



REMEMBER!

- We form the Past Perfect Tense with **had + 3rd form** of the main verb.
had finished **had done**

*She **had taken** some medicine but she **hadn't checked** the temperature.*



1. Read and make up the sentences as in the example.

Max came back home from school and found out that some things had changed.

Example: Ann / clean the flat with the vacuum cleaner

Ann had cleaned the flat with a vacuum cleaner before Max came back home from school.

- 1) Little Fred / break his leg
- 2) Father / call in the doctor
- 3) Mother / give Fred some medicine
- 4) Granny / cook dinner
- 5) Nobody / read Fred a fairy tale

2. Match the column A to the column B to make correct sentences.

A

- 1) By the time the doctor came
- 2) Mary caught a cold because
- 3) Ann had taken her medicine
- 4) John had a bad tummy ache
- 5) The doctor prescribed some medicine for his patient

B

- a) she hadn't been dressed warm.
- b) after he had eaten in the café.
- c) the man in green sweater had given first aid for poor Tom.
- d) after he had examined him.
- e) before she started her dinner.



3. Join the sentences using the words in brackets.

Example: The doctor took Bill's pulse.

Then she listened to his breath. (after)

After the doctor had taken Bill's pulse, she listened to his breath.

- 1) Kate had her lunch. Then she took some medicine. (after)
- 2) Jim ate some ice-cream. Then he had a bad toothache. (when)
- 3) Sally drank a glass of warm milk. Then she felt better. (after)
- 4) Mother went to the chemist's. Then father arrived. (before)
- 5) Sam recovered from his illness. Then the day of his birthday came.
(by the time)

4. Read, then ask and answer in pairs.

Use the clues below as in the example.

Jane fell ill and her mother called a doctor.

What had mother done before the doctor came?

Example: lay Jane / bed

A: What had mother done before the doctor came?

B: She had laid Jane into bed.

- 1) put on / warm blanket
- 2) give / a glass of warm milk
- 3) check / temperature
- 4) clean / carpet

5. Look at the hospital timetable.

In pairs, ask and answer as in the example.

Example: A: Had they washed before they made beds?

B: Yes, they had.

06:00	Morning bell
06:15	Wash
06:45	Make beds
07:15	Breakfast ✓
08:30	Doctor's visit ✓
12:00	Lunch ✓
14:00	Visitors
15:45	Visitors leave
16:00	Tea ✓
19:00	Visitors
20:30	Visitors leave
21:30	Go to bed

6. Put the verbs in brackets into the Past Perfect Tense.

- 1) It was a feeling he (never; to feel) ... before.
- 2) The woman, who (to be) ... on a diet for a year looked younger than her age.
- 3) After he (to cut) ... his finger, he washed it and put a plaster.
- 4) I felt better after I (to take) ... a tablet of aspirin.
- 5) We were pleased to see Alex again. We (not; to see) ... him for a month.
- 6) Rose felt very tired after she (to work) ... in the garden.



Homework

Workbook ex.2 - p.43

Lesson 3-4

1. Read and discuss in groups.

HEALTH SERVICE

People need to see doctors if they have a cough, a high temperature or some other symptoms of some diseases. If you are ill you should see your local doctor first. So you have to make an appointment. As disease is usually characterized by a set of specific symptoms and signs, the doctor will ask you to describe the symptoms of your illness. Then he'll take your pulse, look at your tongue, listen to your heart and lungs and check your temperature. He or she will give you some treatment or send you to see a specialist.

Specialists usually work in medical centres or in hospitals. A specialist will examine you and prescribe some treatment, pills, tablets or some other medicine, which you can buy at the chemist's.

If you feel too ill to go to the doctor's, you'll stay in bed and send for a doctor. If you have an accident, you go to the Accident and Emergency department¹ of the nearest hospital. Sometimes people need to stay at the hospital for several days or weeks. Surgeons make operations, nurses take care of patients. Doctors visit their patients at hospitals regularly.

There are many private hospitals today. So you can go to a private doctor or a dentist. You have to pay there, but it's usually quicker. Today many people can get private treatment.

To be healthy a person needs living a healthy lifestyle: do regular physical exercises, be outdoors every day, eat only healthy food and get enough sleep. There are two more useful things for your health: to take vitamins regularly and have a complete physical² once a year.



NEW VOCABULARY

an accident [ˈæksɪdənt]

a disease [diˈziːz]

a dentist office [ˈdentɪst ˈɒfɪs]

a pill [pɪl]

a surgeon [ˈsɜːdʒən]

a symptom [ˈsɪmptəm]

treatment [ˈtriːtmənt]

private [ˈpraɪvɪt]

regular [ˈregjələ]

regularly [ˈregjələli]

● to make an appointment

[meɪk ən əˈpɔɪntmənt]



¹Emergency department [ɪˈmɜːdʒənsi diˈpɑːtmənt] — відділ швидкої допомоги

²a complete physical — медичний огляд всіма спеціалістами

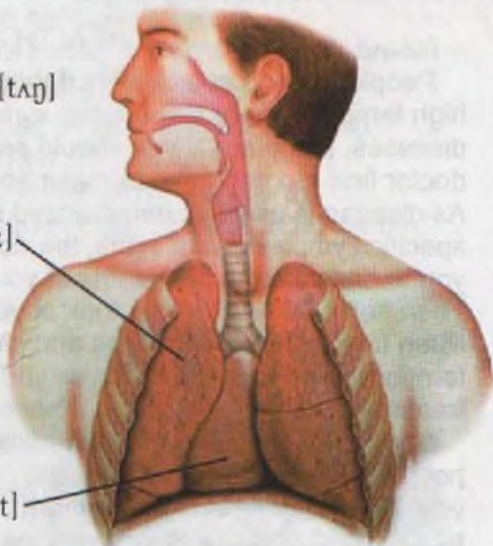
2. a) Get to know some more parts of your body.



tongue [tʌŋ]

b) Play the 'Winner' game. Name all the parts of a body you remember. Who has finished the list? He/she is the winner.

lungs [lʌŋz]



heart [hɑ:t]

3. Say if it is true or false.

- 1) If you have some symptoms of any disease you should make an appointment with a doctor. **T**
- 2) If you are ill you should see a surgeon first.
- 3) Specialists usually work at the dental offices. **F**
- 4) You should tell the doctor about the symptoms of your disease. **T**
- 5) You can buy pills, tablets and other medicine at the hospital. **T**
- 6) When somebody has an accident he goes to the specialist.
- 7) Surgeons make operations in hospitals.
- 8) Nurses take care of sick people.
- 9) You needn't to pay at the private dentist office.
- 10) A healthy lifestyle helps you keep fit. **T**
- 11) To have a healthy lifestyle means to take vitamins regularly. **F**

4. Complete the sentences.



- a) A disease is usually characterized by ...
- b) The doctor will take your pulse, ...
- c) Your local doctor can send you to ...
- d) A specialist will ...
- e) If you feel too ill to go to a doctor, you'll ...
- f) The Accident and Emergency department will help you if you ...
- g) At hospitals surgeons, nurses and doctors ...
- h) If you go to a private doctor you have to, but it's ...
- i) To live a healthy lifestyle means ...
- j) Taking vitamins and having a complete physical once a year are ...



5. Group up the words from the box into 4 columns.

a dentist, to sneeze, a sore throat, a tongue, to cough, lungs,
a surgeon, a nurse, a disease, treatment, a heart, to prescribe

a symptom	an illness	a part of the body	health service

6. Work in pairs. Play the 'Champion' game.

A should say a word on the theme 'Health'.

B should make a sentence with it.

Who's made the last sentence? He/she is the champion.

Example: A: to prescribe

B: A doctor prescribes some medicine you have to take regularly.

7. Say what the doctor usually does when he/she comes to visit your Granny. Use the words below.

listens to her heart and lungs, checks her temperature,
takes her pulse, tells her to take the medicines regularly,
tells her how many times a day to take pills or tablets

8. Speak on the following.

- 1) Do you often catch cold?
- 2) Where do you go to get a treatment?
- 3) What does a doctor usually do to prescribe you some medicines you need?
- 4) Where do you go to get your medicine?
- 5) Do you enjoy good health? What should you do to keep on being healthy?
- 6) What do you do if you have a toothache?
- 7) Have you ever had an operation? If yes, tell about the medical service at the hospital you have taken.



9. Write a letter to your pen friend.

He/she is interested in health service in Ukraine.



Lesson 3. WB ex.2 - p.45

Lesson 4. PB ex.9 - p.81

Homework

Lesson 5

1. Read the letter and say what once happened to Michael.

Dear the 'English Bridge' Members,

I remember the time when I have been off school for a month. One Thursday I fell off my bike and broke it into pieces. And I broke my leg, too. I had stayed at the hospital for three days. Then ambulance brought me home. But I couldn't play football or go out with my friends. I was really bored at that time. I hadn't seen my schoolmates till holidays. Mum bought me some comics, but I read them quickly. I had done 150 word puzzles and had seen 35 films on video before I recovered and came back to normal life. So, my advice to everybody: be careful when you ride your bike or do any other things.

It's not so good to be out of school for weeks!

Michael



2. Answer the questions.

- 1) How long had Michael been off school?
- 2) How did he break his leg?
- 3) How long had he stayed at the hospital?
- 4) Who brought him home?
- 5) How did he feel being at home?
- 6) How many word puzzles had he done?
- 7) What advice does Michael give us in his letter?



NEW VOCABULARY

an ambulance [ˈæmbjʊləns]

blood [blʌd]

a chest [tʃest]

an injection [ɪnˈdʒekʃn]

a pain [peɪn]

an x-ray [ˈeks reɪ]

to bleed [bli:d]

3. Read another letter and say what was the most difficult thing for Kate in her situation.

Dear 'English Bridge',

I'd like to tell you about the time when Mum and Dad went away on their business and left me and my sister for 3 days.

Sally was five at that time. She started to feel ill on Monday evening. She had a temperature, a headache and a sore throat. She wanted to watch cartoons on



TV, but she couldn't and went to bed early. She stayed in bed on Tuesday morning and I had to phone the doctor. The doctor arrived at 11:30. He looked at Sally's throat and checked her temperature.

Sally needed some medicine. The doctor wrote a prescription and gave it to me. I bought the medicine at the chemist's paying the money Mum had left for us.

It was really difficult to make Sally take the medicine. I had to do different tricks and tell lots of fairy tales to Sally to make her do the treatment the doctor had prescribed.

That's why I was the happiest person on Thursday morning when mother came back home. She said I had a useful experience. It's true, but in my opinion, I was too young to be a nurse for my sister.

Kate

4. Make up your questions to interview Kate.
Work in pairs.

A is Kate.

B is an interviewer.

Tell me about...

What about...?

What kind of problems did you have?

What had happened after...?

What had you done before...?

5. Read the sentences to know how to use the words from your 'New Vocabulary'.

chest [tʃest] (n): 'a chest' is the upper front part of body of a person or an animal. He has a weak chest.

blood [blʌd] (n): What is the colour of blood? It's red.

to bleed [bli:d] (v): My knee is bleeding but it doesn't hurt much. I need a bandage for my finger: I've cut it and it's bleeding.

pain [peɪn] (n): to be in pain, to feel some pain. 'Pain' is a feeling of being hurt. He has a pain in his leg.

x-ray ['eks reɪ] (n): to take an x-ray. If you feel pain in your chest you need to take an x-ray of your chest. The doctor asked his nurse to take an x-ray of my brother's broken leg.

an injection [ɪn'dʒekʃn] (n): to have an injection. You need an injection to make your pain less. When I was ill the local nurse came home regularly to give me an injection once a day.



6. Write you letter to the 'English Bridge' Group and tell about the time when you (your friend, etc) got some treatment after something had happened to you or him/her.



Homework

Pupil's Book ex.6 - p.83

Lesson 6

1. Read and guess the meaning of the words in bold.

suffer ['sʌfə] (v): 'To suffer' means to feel pain. He **suffers** from headaches. She **suffered** from her broken leg. She **has suffered** from a sore throat all week.

diet ['daɪət] (n): 'A diet' is what one usually eats and drinks. The Chinese **diet** of rice and vegetables. Correct diet and exercise are both important for health. The doctor prescribed him a **diet** without sugar.

lifestyle ['laɪfstɑɪl] (n): '**Lifestyle**' means the way (style) of life. He lives an unhealthy **lifestyle**, he doesn't do his morning exercises, doesn't sleep enough and smokes much.



2. Listen to the dialogue and tell about what Steve does to keep fit.

3. Answer the questions.

- 1) Had Steve changed a lot since Alex saw him last time?
- 2) How often does Steve get cold?
- 3) Does he suffer from any pains?
- 4) Does Steve keep to a diet?
Prove your answer.
- 5) Does Steve take regular exercise? What is his all year round exercise?
- 6) What else helps Steve to keep fit?



4. Read and discuss these rules in groups.

Nowadays people want to be strong and healthy.
What about you? Do you always keep to the rules below?

THE RULES OF HEALTHY LIFESTYLE

- 1) Get up early and go to bed early.
- 2) Take regular exercise to keep fit.
- 3) Take a cool/cold shower.
- 4) Eat healthy food.
- 5) Never smoke.
- 6) Clean teeth every morning and every evening.
- 7) Wash your hands before you eat.

Add some more rules you got out from the dialogue you have listened to in task 2.



5. Agree or disagree with the following statements as in the examples.

Examples: If you want to live to 100, you should keep fit and eat healthy food.
 — *I can't but agree. If you want to live to 100, you should keep fit and eat healthy food.*

To be healthy means to eat fatty foods.

— *I'm afraid you are wrong. To be healthy means to eat different fruit and vegetables.*

- 1) To be well means to be mentally and physically healthy.
- 2) If you don't want to have a toothache, you should visit the dentist twice a year.
- 3) Children are usually afraid of injections.
- 4) If you got sick, don't consult the doctor.
- 5) The dentist tests your eyes.
- 6) Usually doctors examine patients, feel their pulse, take the temperature, etc.
- 7) Healthy food means ice cream, cakes, bread and sweets.
- 8) If you want to keep in good health, don't keep negative feelings. Try to develop a positive attitude.
- 9) To be on a diet is dangerous for your health.
- 10) To be healthy means to keep oneself clean, to take long walks and to be on a diet.

6. Read the statements and discuss them in groups.

- 1) The best doctors in the world are Doctor Diet, Doctor Quiet and Doctor Merryman¹.
- 2) A good laugh is the best medicine.



Homework

Workbook ex.2 - p.47

¹Merryman ['merimæn] — весела людина; *тут*: Doctor Merryman — Лікар Сміх



1. Listen and read the story.

A STRANGE EVENT

(an extract after "Treasure Island" by R. L. Stevenson)

All the events in the book are told by one of the main characters, Jim Hawkins² who was a boy in his teens. At the beginning of the book Jim tells about the time when his father kept the *Admiral Benbow Inn*³. Jim helped his parents with the work about it.

One day an old seaman came to the inn. He didn't name himself but allowed everybody to call him Captain. Captain was a very silent man. As a rule, he drank very strong rum. It was once when Captain got angry.

At that day he had drunk his rum enough to start singing:

"Fifteen men on the dead man's chest

Yo-yó-ho, and a bottle of rum!"

Dr Livesey⁴, who was inside the room at the moment because he had come to see my ill father, said to Captain: "If you keep on drinking rum so much, you'll die!" Dr Livesey was a bright man with pleasant manners and Captain didn't like him. After the doctor's words the old seaman's anger was awful but Dr Livesey made him stay at his place.

Not very long after that a strange event happened in our inn. One day the door opened and a man who I had never seen before, came into the inn. He asked about his friend Bill and I understood he meant Captain. Captain had just come in after his regular morning walk to the sea and was shutting the door behind him when he heard a voice:

"Hello, Bill, remember me? You remember your old friend, don't you, Bill?" said the stranger.

Captain turned round quickly and saw us. His brown face became white, and even his nose turned blue. He looked old and sick, and I felt very sorry for him at that moment.

"Black Dog!" he said.

"Well, I'll have a glass of rum from this dear child here, and we'll sit down and talk like old friends," continued the stranger.

When I came back with a bottle of rum, they were sitting at the captain's breakfast table. Black Dog made me go and leave the door open.

There were more shouts than quiet talking and then, all of a

¹'Treasure Island' ['treʒə ,aɪlənd] — «Острів Скарбів»

²Jim Hawkins ['dʒɪm 'hɔ:kɪnz]

³Admiral Benbow Inn ['ædmərəl 'benbəʊ ɪn] — трактир «Адмірал Бенбоу»

⁴Dr Livesey ['dɒktə 'lɪvsi]

sudden, there followed the sound of a table and a chair crashing down. Next I heard the sound of knives and a cry of pain. I saw them both with knives in their hands and out ran Black Dog with blood running down his shoulder. Captain ran after the stranger and threw his knife at him. Then Black Dog, in spite of his wound¹, disappeared from sight in seconds.

"Jim," said the captain, "rum!" and as he spoke, he caught himself with one hand against the wall.

"Are you hurt?" I cried.

"Rum!" he repeated. "I must get away from here. Rum! Rum!"

I ran to fetch² a bottle and heard a loud fall in the sitting-room. I saw the captain lying on the floor. He was breathing very loudly and hard, his eyes closed, his face a dreadful³ colour.

At the same time my mother, alarmed by the cries, came running downstairs to help.

We had no idea how to help the captain and were very glad when the door opened and Dr Livesey came in, on his visit to my sick father.

"Oh, Doctor," we cried, "what shall we do? Is he wounded?" *ранен*

"Wounded? No more than you or I. It's his heart. I warned him about rum. Well, Mrs Hawkins, just you run upstairs to your



¹in spite of his wound [wu:nd] — незважаючи на поранення

²to fetch [fetʃ] — (сходити і) принести

³dreadful ['dredfəl] — жадливий; страшний

husband. For my part, I'll do my best¹ to save his life and Jim here can help me."

Dr Livesey took the captain's shirt off. After the doctor had worked hard for a while the captain opened his eyes and looked about him. First he recognized the doctor, then his glance fell upon me. Suddenly his colour changed and he tried to sit up, crying, "Where's Black Dog?"

"There's no Black Dog here," said the doctor. "You've had a heart attack, as I told you. Now, Mr Bones..."

"That's not my name," he interrupted.

"All I have to say to you is this: one glass of rum won't kill you, but if you have one, you'll have another and another, and you'll die — die! So, bear in mind² that the word 'rum' is death to you. And now I'll help you to your bed."

We took him upstairs and laid him on the bed and his head fell back on the pillow. With that the doctor went to see my father, taking me with him by the arm.

"It's nothing," he said, as soon as he had closed the door. "He should lie for a week where he is, that's the best thing for him."

2. Answer the questions.

- 1) Who kept the *Admiral Benbow Inn*?
- 2) What was Captain like?
- 3) Was the doctor afraid of Captain's anger?
- 4) Who came to visit Captain one day?
- 5) What was the stranger's name?
- 6) Why did Black Dog want to leave them alone?
- 7) Did Black Dog go away after he had talked to Captain?
- 8) Who was hurt in the fight?
- 9) What was it that made Captain ill?
- 10) What was Captain's real name?

3. Find out and read the following passages.

- a) Captain's appearance when he saw Black Dog.
- b) The fight that the boy saw.
- c) The way Captain looked like after the fight.
- d) The doctor's visit.

4. Make up the sentences as in the example.

a) to make somebody do something

Example: Mother / he / try the coat on

Mother made him try the coat on.

¹to do one's best — робити все можливе

²to bear in mind — пам'ятати

- 1) the parents / their daughter / study well
- 2) the doctor / the patient / take some medicines
- 3) mother / John / stay in bed
- 4) Mrs Clay / she / read the novel
- 5) Captain / Jim / bring the bottle of rum

b) to keep on doing something

Example: The boy continued to work although he was tired.
The boy kept on working although he was tired.

- 1) The child continued to cry.
- 2) The captain continued to drink rum.
- 3) It continued to rain.
- 4) They continued to discuss that interesting problem.
- 5) The doctor continued to give that medicine to his patient.
- 6) Mother continued to be on a diet.



5. Write out sentences in which the phrases from the 'New Vocabulary' are used. Use them in the sentences of your own.

6. Pick out the words and phrases that can help you to describe the Captain.

kind-hearted, dirty, heavy, neat, with pleasant manners, often drinks rum, pretty, young, old, lazy, cheerful, handsome, polite, rude, gets along well with everybody, shy

7. Prove the fact Captain didn't want to see Black Dog. Begin with the phrases: I think...; I suppose...; To my mind...; etc.



8. Make up your questions to the story that can be used as a plan.

9. Speak about Black Dog's visit to the inn using the plan from task 8.



10. Speak on the following.

- a) Retell the text as if you are Captain.
- b) Retell the text as if you are Dr Livesey.



Lesson 8-9

1. Ask and answer about the patients as in the example.

Example:

Anna / a sore throat / for a week

A: What happened to Anna?

B: She had a sore throat.

A: How long had she had it?

B: She had had it for a week.

- 1) Tim / a headache / for three days
- 2) Jane / a cough / for two weeks
- 3) Adam / a cold / for a week
- 4) Mick / flu / for ten days
- 5) Rosie / earache / for a weekend



2. Use the columns to make sentences as in the example.



Example: Jim / check / his temperature → go to bed

a) After Jim had checked his temperature, he went to bed.

b) Jim had checked his temperature before he went to bed.

First

Then

- | | | |
|------------------------------------|---|----------------------------|
| Mary / call the doctor | → | come back / to the patient |
| He / feel pain / in his heart | → | take / some medicine |
| Bob / visit / dentist | → | go / to the cinema |
| The doctor / examine / his patient | → | change / his opinion |

3. Fill in the gaps with the words from the box.

- 1) She has a cold and ... all the time.
- 2) When the policeman came into the room he saw some ... on the floor.
- 3) Does he do his morning exercise ... ?
- 4) The doctor regularly feels her
- 5) A person is ... when he is not ill.
- 6) This is a good ... for colds.
- 7) I often have a sore ... in autumn.
- 8) The doctor ... the child to see if he was ill.
- 9) She has caught a cold and now she is ... all the time.
- 10) She ... slowly after her long illness.
- 11) The doctor ... a new medicine for the pain in my lungs.

pulse
regularly
coughs
healthy
medicine
throat
blood
sneezing
examined
prescribed
recovered

4. Work in pairs. Ask the question and act out an answer.

A: What's the matter?

B: I've got a ...

A: I think you should ...

For A

drink some water
rest
take some medicine
see a doctor
lie down

For B

a headache
a backache
a sore throat
a temperature
a cold

Offering Help

Would you like a glass of water / an aspirin / some cough medicine?

Would you like: ● to sit / lie down?

● to go home / go to bed?

● to take an aspirin?

● to see a doctor?

5. What people do if:

- they have a headache
- they can't sleep
- they have a toothache
- they have a pain in the heart
- they have a cold
- they have a stomachache

to go to the dentist,
to call a doctor, to go to bed,
to take some medicine,
to have a walk outdoors,
to drink warm milk,
to drink warm milk with honey or butter

6. Work in pairs.

A says he/she feels like he/she has got something wrong with him/her.

B offers his/her help and gives advice.

Use phrases from tasks 4 and 5.

7. Complete the dialogue and role-play it in pairs. Take turns.



Patient: Oh, Doctor...

Doctor: I see. Take off
your blouse. I
would like to listen
to you heart and
lungs.

Patient: Yes, Doctor.
And...

Doctor: Have you taken
your temperature?

Patient: ...

Doctor: Don't worry. ...

Patient: What shall I take
for my cold?

Doctor: ...

8. Disagree as in the example.

Example: — You have a sore throat when you keep to a diet of fruit.
 — I'm afraid you are not right. You don't have a sore throat when you keep to a diet of fruit.

- 1) When you suffer from a headache you have a pain in the stomach.
- 2) When you suffer from an earache you have a pain in your leg.
- 3) If you are on a diet you usually eat a lot of fried meat.
- 4) Your mother lets you eat ice cream when you have a sore throat.
- 5) You never stay in bed, when you are seriously ill.

9. Work in pairs. Choose a partner and ask him questions about:

- his health;
- his last illness;
- his last visit to the doctor.

Take turns.



10. Pretend you are a doctor. Let the classmates answer your questions about their health. Work in groups.



11. A HEALTHY LIFESTYLE

- 1) Discuss in groups what helps people keep on being healthy.
- 2) Write down your ideas like rules for living a healthy life.
- 3) Remind¹ some proverbs or sayings about health to make your ideas brighter.



- 4) Find some pictures to illustrate your ideas.
- 5) Design your ideas as an information leaflet or as a short TV programme.
- 6) Display your project in class.

¹to remind [rɪ'maɪnd] — нагадувати

Lesson 10

Expressing doubt¹

- I can't say if ...
- I have my doubts about that.
- You haven't convinced² me that ...
- I am still not sure that ...
- OK, but ...



1. Read the part of an article from a teenage magazine.

WHEN I WAS SIX YEARS OLD



When I was 6 years old I got flu. It happens to lots of kids and then they are OK, but it wasn't OK with me. I had a serious illness called encephalitis³. I had headaches and felt sick at the beginning, after that I felt dizzy. I had been staying at home and feeling ill for a long time. Then the

serious problem with me was that I often had headaches and kept on being sick.

I always found school difficult, and my teachers explained me the same thing many times. I often left school things at home. The kids in my class teased me and said I was stupid, and my teachers thought I was lazy.

But my parents didn't take me to another school. So, I continued to go to the same school. Every month I stayed a week in a hospital. Doctors taught me to do special

exercises to help my memory.

My memory had been returning step by step. I am 30 now and I am back to normal. And I sometimes ask myself: Were my parents right that they hadn't taken me to another school?



2. Discuss in groups the question the young man asks himself. Prove the opinion of your group in a class debate.



Homework

Workbook ex.1, 2 - p.51

¹ a doubt [daʊt] — сумнів

² to convince [kən'vɪns] — переконувати

³ an encephalitis [ɪn,kefə'lartɪs] — енцефаліт (хвороба мозку)

VOCABULARY

1. Match to give it a name.

- 1) one of the two organs of breathing in the chest of a man and animals
- 2) a feeling of being hurt
- 3) the front of the neck
- 4) to look at something carefully to find out something
- 5) an organ in the mouth used for tasting and speaking



TEST YOURSELF!

- a) throat
- b) tongue
- c) pain
- d) lungs
- e) examine

10 points

GRAMMAR

2. Put the verb in brackets into the Past Perfect Tense.

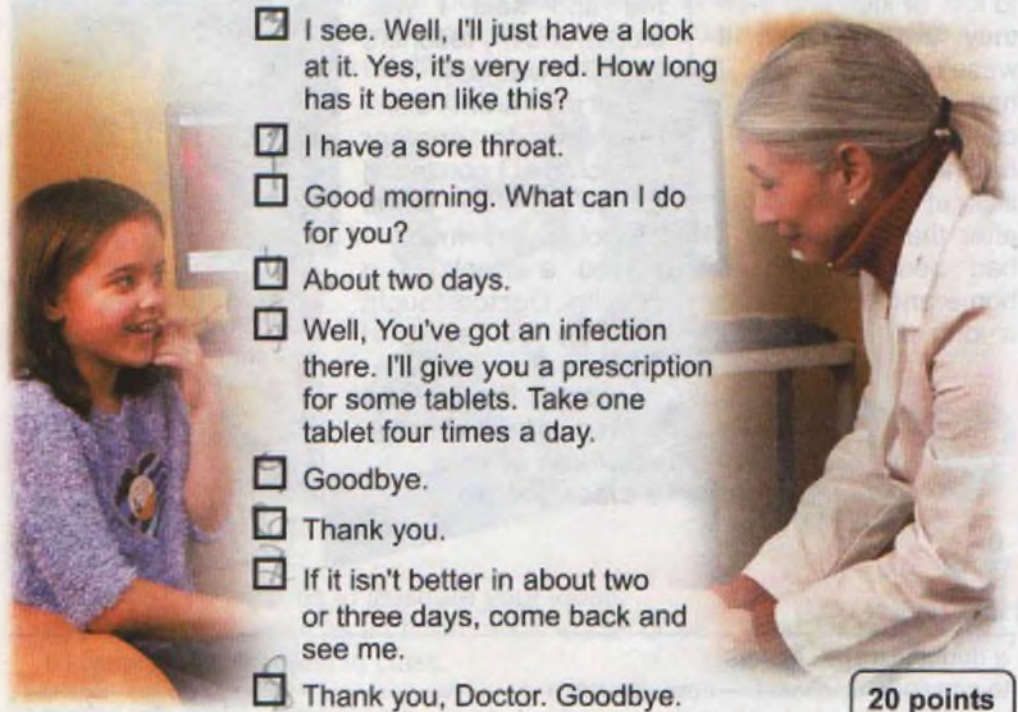
- 1) I couldn't see Tom because he (go) to the hospital.
- 2) I was late because my Granny (fall) ill.
- 3) She looked perfect because she (live) healthy life.
- 4) Sally felt better after she (take) some medicine.
- 5) George didn't go to the theatre because he (see) the play twice.

20 points

COMMUNICATION

3. Put the dialogue between the doctor and his patient in the correct order.

- I see. Well, I'll just have a look at it. Yes, it's very red. How long has it been like this?
- I have a sore throat.
- Good morning. What can I do for you?
- About two days.
- Well, You've got an infection there. I'll give you a prescription for some tablets. Take one tablet four times a day.
- Goodbye.
- Thank you.
- If it isn't better in about two or three days, come back and see me.
- Thank you, Doctor. Goodbye.



20 points

LISTENING



4. Listen to the story and complete the sentences.

- 1) Nick on Sunday evening.
- 2) Nick's mum the doctor.
- 3) The doctor looked at Nick's and
- 4) Nick's mum got the when she went shopping.
- 5) The tasted horrible.

20 points

READING

5. Complete the sentences.

- Too little food makes you
- Too much food makes you
- Too wrong food makes you
- The right food keeps you
- Too many sweets are bad for you, especially for your

10 points

WRITING

6. Write a note (no less than 5 sentences) to your friend who invited you to the cinema for tomorrow evening. Say 'thank you' and explain that you are ill at the moment and can't go out.

.....

.....

.....

.....

.....

.....

.....

20 points

Total = 100 points

NOW I CAN ...

- listen and read about health service
- talk about symptoms of disease and treatment
- understand and use the Past Perfect Tense in reading, listening, speaking and writing
- ask how somebody feels himself/herself and answer such questions
- offer help and give advice to someone who feels not well
- write about an illness and the doctor's visit
- do a project about healthy lifestyle

Unit 5

BRITISH LIFESTYLE

Lesson 1-2

1. Read and speak about what you've learnt from the letter.
You may start like this:

The School of English
43 Victoria Road
Kingston upon Thames
London



Dear Mary and Chris,
Congratulations! You are lucky winners! You have won first prize in our English language debating competition. It is a trip to London!

This includes:

- free air flights (to and from Heathrow airport)
- living in an English family
- free English lessons at the London's School of English
- free sightseeing tour around London
- spending allowance¹
- visiting museums and galleries with a guide

Yours sincerely,
Elisabeth Wright,
Competition Organizer

This letter is from London's School of English. Elisabeth Wright, the competition organizer, informs Mary and Chris that ...



2. Listen and talk. Work in a group of five.



Mrs McBright: Good afternoon.
I'm Sarah McBright. This is my husband Thomas McBright.

Mary: Good afternoon. I am Mary and she is Christina.

Mr McBright: Hello, Mary. Hi, Christina. Welcome to our home!

Mary and Christina: Thank you.

Mrs McBright: Let me show you your room, girls. It is on the ground floor. Look, there is your bathroom with a shower. Next to your room, there is a living room, where you can sit near the fireplace and watch TV.



¹spending allowance ['spendɪŋ əˈləʊəns] — гроші на кишенькові витрати

Christina: It's very nice to be here.

Mrs McBright: Yes, I hope you'll be comfortable down here. In half an hour we'll have a dinner downstairs in the dining room. And now have a little rest, please.

Chris: Thank you.

3. Complete the sentences.



Mary and Chris came to ... Mrs McBright showed ...
Next to their room there is ... Sarah hopes ... The
McBrights are having dinner ... The girls can have ...

REMEMBER!



HOME

Home is the place where you live and feel that you belong because that is where your family is.

- 1) He wants to go **home**.
- 2) This flat is my **home**.
- 3) Here we are at **home**.

HOUSE

A **house** is a building in which people live.

- 1) *Michael has got two **houses**: one is in Brighton, another's in Manchester.*
- 2) *The shopping center is next to my **house**.*
- 3) *How many rooms are there in his **house**?*

4. Find out four of the surrounding words that cannot go with the word 'house'. Use a dictionary if necessary.

light tidy cosy modern
expensive well-furnished fashionable lazy favourite big shy
HOUSE careless convenient spacious



NEW VOCABULARY

an **attic** ['ætɪk]

convenient

[kən'veɪniənt]

cozy ['kəʊzi]

fashionable

['fæʃnəbl]

spacious ['spi:ʃəs]

5. Read about the McBrights' house, then draw a plan of your own home and write a paragraph describing it.

The McBrights have got a typical English house. This lovely house is half a mile from the city centre, and is near the shops and the main road. Upstairs, there are the bedrooms, each with a wardrobe and a bathroom. There is also a study with a big bookcase in the attic. Downstairs, there is a room for guests with a shower and a toilet, a huge kitchen, a dining room and a spacious living room with a fireplace. There is a beautiful garden at the back and the front, and there's also a garage.





6. Listen and act out in a group of six.

Mrs McBright: Meet Betty, our youngest daughter. And this is David — our son. He is 15. Betty, David, these are Mary and Christina. They are from Ukraine. They are going to stay with us for two weeks.



Betty and David: Hi, girls! Nice to meet you.

Christina: Nice to meet you, Betty. Nice to meet you, David.

Mrs McBright: Well, girls. Help yourself to roast beef with carrots, please.

Here are some other vegetables: Brussels sprouts and potatoes. And this is our famous Yorkshire pudding.

Mr McBright: Sarah cooked these traditional British dishes for you.

Mary: Thank you. The roast beef is delicious!

Chris: This pudding is not sweet, is it?

David: No, it isn't. Yorkshire pudding is not sweet.

Betty: What shall we take for dessert?

Mrs McBright: It's a surprise!

David: Let me guess... Isn't it a kind of a pudding?

Mrs McBright: No, it isn't. What about a glass of tea with some apple pie?

Betty: Hurray! We'll have mum's fantastic apple pie!



7. Answer the questions.

- 1) How long are Mary and Chris going to stay with the English family?
- 2) How many members are there in Mr McBright's family?
- 3) What traditional British dishes did Mrs McBright cook for her guests?
- 4) Is Yorkshire pudding a kind of a desert?
- 5) Did Betty like the desert her mother had cooked?

8. Read about Mr McBright's favourite food and tell about the food your father (friend) likes to eat.

I don't like the Continental breakfast of tea or coffee with a sandwich. I like a plain¹ British food. I usually have cornflakes with milk and sugar, fried bacon and eggs, toast and marmalade with tea for breakfast. I usually have a meat course with rice and vegetables for lunch.

I like chicken or fish for dinner. A fruit pudding with a cup of tea is the best supper for me.



Homework

Lesson 1. WB ex.3 - p.54

Lesson 2. WB ex.2 - p.55

¹plain [pleɪn] — простой

Lesson 3

1. Choose the word and write the sentence in the passive form.

made, baked, put, eaten, mixed, called, kneaded

Example: Bread is made from flour, eggs and water.

The flour, eggs and water ^{are} mixed together.

The mixture ^{is} ... dough. ^{mixed}

The dough ^{is} ... by the baker.

The dough ^{is} ... into loaves.

The loaves ^{are} ... into a warm place to rise.

The loaves ^{are} ... in an oven.

Bread ^{is} ... all over the world.

2. Put the verbs into the Present Passive form as in the example.

Example: The British cook roast turkey with carrots, potatoes and peas for Christmas dinner.

Roast turkey with carrots, potatoes and peas are cooked by the British for Christmas dinner.

- 1) They call very strong tea with milk — an 'English tea'.
- 2) They make Yorkshire pudding of eggs, flour and milk.
- 3) They usually serve fruit pudding for dessert.
- 4) English families often grow beautiful gardens near their houses.
- 5) The British use written invitations to invite their friends or relatives to a special party.
- 6) They say the British are great tea-drinkers.
- 7) Now most people prefer cereals or muesli for breakfast.

3. Make a list of tips for foreigners in Ukraine. Use the statements from the box correctly according to the model below.



Model

Ukrainians are (not) expected to...

Ukrainians are (not) supposed to...

- Take off your shoes entering someone's home.
- Make way for a girl or older people.
- Give your seat for older people or other people who need it.
- Say 'Smachnoho!' to people that are having a meal.
- Greet your friends each time you meet them during the day.
- Speak with your mouth full at the dinner.

4. Make sentences. Use the Past Perfect or the Past Simple and the word in brackets.

Example: Lisa's mother / cook breakfast / work in the garden (after)
After Lisa's mother had cooked breakfast she worked in the garden.

- 1) He / his shoes / take off / enter home (before)
- 2) Tom / spend / two weeks in London / come back home (after)
- 3) Bob / see / Rosie / he always / want / be near (as soon as)
- 4) Mother / finish / doing households / she / fall asleep (after)
- 5) Roast goose / be / a usual Christmas dish / they / start / cooking roast turkey (before)



5. Write a paragraph about a busy day of an English housewife. Use the Past Perfect, the Past Simple and the words in the box.

when, after, as soon as, before

*Last weekend Mrs Smith was very busy.
After she had had breakfast, she...*

6. Say how long something has been happening. Use the Present Perfect Continuous Tense.

Example: Ann is working in London. She started working two years ago.
Ann has been working in London for two years.

- 1) My mum is gardening now. She began gardening two hours ago.
- 2) We live in this house. We moved here ten years ago.
- 3) My family uses this car. We bought it in 1999.
- 4) Vira plays tennis. She began playing tennis when she was eight.
- 5) My father doesn't smoke. He stopped smoking three months ago.
- 6) I'm learning English. I started learning English when I was seven.



7. Read and write questions and answers about Alan Jones.

Name: Alan Jones

Born: London, 1980

Work: shoe salesman

How long: 2 years

Hobbies: fishing

How long: 10 years

Example: *How long has he been working as a shoe salesman?
He's been working as a shoe salesman for two years.*

8. Ask about John's sister with 'how long' question as in the example.

Example: John's sister doesn't live with John's family.
How long has she been living away?

- 1) John's sister lives in London.
- 2) She works as a shop-assistant.
- 3) John's sister has got her own flat.
- 4) She has got a good friend.
- 5) John's sister plays tennis well.
- 6) She is learning to drive a car.
- 7) She often promises to visit her family, but she hasn't done it yet.



Homework

Workbook ex.1 - p.56

Lesson 4

1. Read and talk about holidays in Britain.

SOME HOLIDAYS
AND SPECIAL DAYS IN BRITAIN

Christmas is considered to be the most important festival in Britain. It goes on for three days: Christmas Eve, Christmas Day and Boxing Day. There are a lot of Christmas traditions. Buying presents, cooking turkey and decorating Christmas tree are done on the Christmas Eve. Opening presents, going to church, singing carols and having Christmas dinner are the things that are done on Christmas Day. Boxing Day is the day after Christmas. On this day neighbours can come in or you can visit some friends either. People are supposed to greet each other with boxes of presents they've prepared.

The New Year is not as widely celebrated as Christmas. The most common type of celebration is a New Year Party. There is a funny New Year tradition: the First Foot. This is the first visitor to enter a house in New Year's morning. He is a person of great importance. The First Foot must be a man, not a woman, because woman is believed to bring bad luck. Traditionally, the first visitor of the year must carry food, drink and coal¹ into the house. Coal helps to make a fire in midwinter and there will never be lack of food and drink during the coming year.

The 14th of February is not a public holiday, but a special day for people in love. Boys send cards to their girlfriends, and girls send cards to their boyfriends. But often they don't write their names in the cards. The name of a person sending the card is a secret, that's the tradition.

Lent is a period of forty days before Easter.

It's a time to give up something for example, to stop eating sweets. Then at Easter, children in Britain eat lots of sweet things especially chocolate Easter eggs! Lent begins on Wednesday, and many people eat something special on the day before, that is called 'Shrove Tuesday'². In Britain they eat pancakes. Easter is usually in March.

¹coal [kəʊl] — вугілля

²Shrove [ʃrəʊv] Tuesday — останній вівторок перед Великоднім постом



INFORMATION PAGE

May in Great Britain is full of festivals and celebrations. The central figure of the old May Day is a May Queen. A May Queen is traditionally elected on the 1st of May. Usually she is a schoolgirl. There is often a May King either. Different games and sports are played outdoors. Archery¹ is very popular because on May Day people are sometimes dressed in Robin Hood costumes. Every year 40 May Queens from different parts of the country participate in the May Queen Festival that is held in Great Britain in Kent. Thousands of people from many parts of the world gather here to watch how London's May Queen is crowned.



2. Complete the sentences.

- 1) Christmas goes on for three days
- 2) Christmas traditions are
- 3) A New Year Party is
- 4) The first visitor to enter a house in New Year's morning is
- 5) The first visitor must
- 6) Boys send cards to their girlfriends on
- 7) Lent is a period
- 8) A May Queen is
- 9) On May Day people usually
- 10) London's May Queen is crowned at

3. Look at Betty's diary and play 'Happy Birthday' game in pairs.

A chooses a date.

B gives the correct greeting.

- New Year's DayJan 1
- St Valentine's DayFeb 14
- Good FridayMar 28
- EasterMar 31
- May Day HolidayMay 1
- Mother's DayMay 9
- Christmas EveDec 24
- Christmas DayDec 25
- Boxing DayDec 26
- New Year's EveDec 31

PERSONAL DATES TO REMEMBER:

My birthday	Apr 9
Mum's birthday	June 28
Dad's birthday	Aug 4
David's birthday	Oct 3

¹archery ['ɑ:tʃəri] — стрільба з лука

Example: A: June 28 (The twenty-eighth of June)

B: Happy Birthday, Mum!



4. Role-play. Ask your British friend about British celebrations. Use the list below.

Example: A: What do people use to decorate fir trees on Christmas?

B: People decorate fir trees with Christmas decorations and lights.

- People give gifts to their relatives and friends.
- People cook dinner for the whole family.
- People dye eggs and present their relatives and friends with them.
- People make fancy costumes and put them on.
- People go to church and stay for a service.
- People write and send beautiful postcards.

5. Compare the English Christmas to the Christmas we've got in Ukraine. Speak on the following:

- When is it?
- What do you do?
- Are there traditional stories about it?
- Do you eat special food?
- What traditions are connected with Christmas in Ukraine?



6. Write a letter to a friend in Ukraine describing the imaginary situation: Christmas you had had with the English family in London.



Homework

Pupil's Book ex.6 - p.103

to dye [daɪ] — фарбувати

1. Read the letters Mary and Chris wrote to Ukraine and speak on new things you have learnt from them.

Dear Mum and Dad,

You asked me how I am getting on in London. Well, I've spent a week with my English family. Mrs McBright and Mr McBright are very hospitable people. Their children, Betty and David, are friendly and tactful, too. I understand their English a little better now. Students in my group are from different countries and their accents are different. But it's not only the language that's different and surprising. The British are polite and well-mannered people. They use phrases such as 'Please', 'Thank you' and 'Excuse me' very often. Queuing is a national habit. At bus stops and cinemas, in shops, banks and post offices and in lots of other places you'll have to join the queue and wait for your turn. So, everyone is expected to be polite in the way that is normal to people in Britain. Englishmen are great home lovers. 63 per cent of British families have got their own houses. They are fond of gardening and keep lawns and trees near their houses neat and beautiful. I like being here.

Kisses, Mary



Hi, everybody!

You're interested in my impressions of Britain, aren't you? I have heard a lot about Britain. Some things are as I have expected. I've heard that English people are reserved. That's true. When I went on the Underground it was funny for me to see people sitting and reading newspapers. I couldn't understand why no one talked or smiled. But some things are not as I have expected.



I haven't expected London to be so international with so many people from different parts of the world! London attracts large numbers of students from all over the world to study English.

I can't always understand the Londoners. Family life is another surprise. In the family I live with, the children spend a lot of time indoors, watching TV or playing computer games. They don't go out alone. Their mother takes them to and from school.

Sometimes this country is really hard to understand. We'll be back home soon and tell you more.

Yours, Chris



NEW VOCABULARY

- a queue [kju:]
- per cent [pə'sent]
- disappointing [ˌdɪsə'pɔɪntɪŋ]
- hospitable ['hɒspɪtəbl]
- reserved [rɪ'zɜ:vəd]
- to disappoint [ˌdɪsə'pɔɪnt]
- to queue [kju:]
- to get on (well/badly)

2. Speak about the British.

- a) Describe the British as you see them.
- b) Compare your characteristics with your partner's.

3. a) Read what people in different countries think about the British.

Characteristics	People, who haven't visited Britain	People, who have visited Britain
● nice / kind to foreigners	24%	79%
● friendly / honest	27%	29%
● quiet / serious / polite	33%	37,5%
● reserved (don't show their feelings) / cold	54%	33%
● unfriendly to foreigners / think they are better than other people	45%	8,5%



b) Write how they changed their opinions after they had visited Britain.

Example: Before going to Britain 16 per cent of people thought that the British were not kind to foreigners. After visiting Britain they changed their minds. More people believe that the British are nice to foreigners.

4. Make up the sentences with true characteristics.

The British are	thought	to be	well-mannered.
	said		great coffee drinkers.
	known		practical and careful.
	believed		unfriendly to foreigners.
	considered		emotional.
	supposed		countrymen at heart.
			serious and reserved.

5. Speak on the following.

- Have you ever travelled?
- Where did you travel and when?
- Did you try to find out about the place before going there?
What did you learn about it?
- Were there things as you had expected?
- Were there things as you hadn't expected?
Which of them were pleasant / disappointing?

6. Work in a group of four. Think and discuss, then write.



- Answer the questions:
 - What do you think it is like for a foreigner to live in Ukraine?
 - What would be strange, unusual, surprising or disappointing?
- List three of these things.
- Write a letter that a foreigner would write back to England giving his/her impressions of Ukraine.



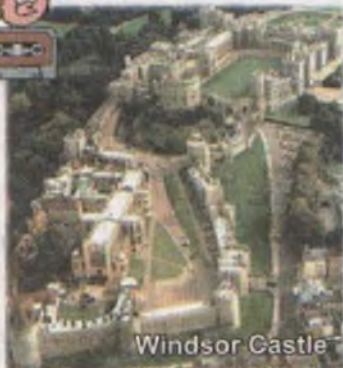
Lesson 6

1. a) Before listening remember what you have already learnt about the British family lifestyle.

- Is family important for the British?
- What does a typical British home look like?
- What family traditions connected with some celebrations do you know?
- What have you heard about the Royal family?



b) Listen about the Royal family and answer the questions.



- 1) Who is always at the centre of people's attention in Great Britain? *Royal family*
- 2) What has the Queen to do every year?
- 3) What is said about Prince Charles?
- 4) What have you learnt about the Queen's silver jubilee¹ celebration?
- 5) Did the ancestors of the Royal family have a German surname?
- 6) What did King George V decide?
- 7) What is the Royal family's name now? Why?
- 8) Where does the Royal family live in London?



2. Read and answer the questions on the right.

An average British family consists of two people either married or unmarried living together without children. An ideal family for the British is a married couple with two children. Ideal families are 25% in Britain.

Grandparents don't normally live in the same house as their children and grandchildren. Young adults usually leave home between 18 and 25 years old when they go to university, get a job or get married.



- What does an average British family look like?
- What is an ideal family for the British?

¹a jubilee ['dʒu:bili:] — ювілей

LISTEN AND DISCUSS

3. Read the opinions and speak on the ways British families spend time together.

I love my family very much. I try to spend as much time with them as possible. At the weekends we usually go to the countryside and have family picnics. In the evenings we often go to the cinema or to the theatre. I am proud that I have such a strong happy family.



Jessica is 25, has 1 child

All my friends' families are very friendly and spend much time together. But I can't say so about my family, because my parents are always busy and don't devote much time to me. Of course, sometimes we go shopping or watch TV together. I think it's not enough to have a strong happy family.



Bob is 35, married, has 2 children



Steve is 10 years old

My husband and I divorced 2 years ago and now I live with my child. I work a lot, but I still try to devote all my free time to my family. We read books together, I teach him to play tennis. My hobby is collecting coins and I hope that my son will continue my collection.

NEW VOCABULARY

- a couple ['kʌpl]
- average ['ævɪdʒ]
- married ['mæɪrɪd]
- possible ['pɒsɪbl]
- to consist [kən'sɪst]
- to divorce [dɪ'vɔ:s]
- as much as possible
- to get married

4. Fill in with the words from the Word Bank.

In a ¹ British home there are two parents and one or two children. Nowadays the British ² more often than in the past, so a lot of children live with just one parent.

About half the households in Britain have got a pet. The most ... pet is a cat. People ⁴ ⁵ and have children later nowadays. The ... age for getting married is 26 for men and 24 for women. The ... age for having a child is 30 now. Many people don't live in the town where they grew up, because they ... to another place to get a job. This means that it's quite ... for people to live a long way away from their grandparents, aunts or uncles.



Word Bank

- 3 get-married
- 2 move
- 1 typical
- 4 common (2 times)
- 5 average (2 times)
- 6 divorce

5. Help Christina to write a letter about an average British family to her friends in Ukraine.



Homework

Pupil's Book ex.5 - p.108

Lesson 7



1. Listen and read the story, then say what Danny thought of his father.

DANNY'S STORY

(after Roald Dahl)

When I was four months old, my mother died.

I had no brothers or sisters. So all my boyhood, from the age of four months, there were just two of us, my father and me. We lived in an old gypsy caravan¹. My father owned the filling station² and the caravan, that was about all he owned in the world. It was a very small filling station on a small country road with fields and woody hills around it.

While I was still a baby, my father washed me and fed me, pushed me in my pram³ to the doctor and did all the millions of other things a mother normally does for her child. That is not an easy task for a man, especially when he has to earn his living at the same time.

But my father was a cheerful man. I think that he gave me all the love he had felt for my mother when she was alive. We were very close. During my early years, I never had a moment's unhappiness, and here I am on my fifth birthday.



I was a little boy as you can see, with dirt and oil all over me, but that was because I spent all day in the workshop⁴ helping my father with the cars. The workshop was a stone building. My father built that himself with loving care. "We are engineers, you and I," he said to me. "We earn our living by repairing engines⁵ and we can't do good work in a bad workshop." It was a fine workshop, big enough to take one car comfortably.



The caravan was our house and our home. My father said it was at least one hundred and fifty years old. Many gypsy children, he said, had been born in it and had grown up within its wooden walls. Different people had knocked at its doors, different people had lived in it. But now its best years were over. There was only one room in the caravan, and it wasn't much bigger than a modern bathroom.

¹a gypsy caravan ['dʒɪpsi 'kærəvæn] — циганський фургон, вагончик

²a filling station — заправна станція

³pram [præm] — дитяча коляска

⁴a workshop ['wɜ:kʃɒp] — майстерня

⁵an engine ['endʒɪn] — мотор, двигун

Although we had electric lights in the workshop, we were not allowed to have them in the caravan as it was dangerous. So we got our heat and light in the same way as the gypsies had done years ago. There was a wood-burning stove¹ that kept us warm in winter and there were candles in candlesticks. I think that the stew² cooked by my father is the best thing I've ever tasted. One plate was never enough.

For furniture, we had two narrow beds, two chairs and a small table covered with a tablecloth and some bowls, plates, cups, forks and spoons on it. Those were all the home comforts we had. They were all we needed.

I really loved living in that gypsy caravan. I loved the evenings when I was in my bed and my father was telling stories. I was happy because I was sure that when I went to sleep my father would still be there, very close to me, sitting in his chair by the fire.

My father, without any doubt, was the most wonderful and exciting father any boy ever had. Here is a picture of him:

You may think, if you don't know him well, that he was a serious man. He wasn't. He was actually full of fun. What made him look so serious and sometimes sad was the fact that he never smiled with his mouth. He did it all with his eyes. He had bright blue eyes and when he thought of something funny, you could see a golden light dancing in the middle of each eye. But the mouth never moved. My father was not what you would call an educated man. I doubt he had read many books in his life. But he was an excellent storyteller. He promised to make up a bedtime story for me every time I asked him. He always kept his promise. The best stories were turned into serials and went on many nights running³.

2. Say if it is true or false.

- 1) Danny's mother died when he was four years of age.
- 2) There were two deep lakes near the caravan.
- 3) Danny's father was a cheerful man.
- 4) Danny's father looked serious.
- 5) Danny was very unhappy in his early years.
- 6) Danny helped his father to build the workshop.
- 7) The gypsy caravan was about fifty years old.
- 8) The caravan was made of stone.
- 9) Danny's father never smiled.

¹ a stove [stəʊv] — пічка

² (a) stew [stju:] — гаряч

³ running — туп: підряд

3. Find in the text and read out the sentences describing:

- the workshop ✓
- the caravan and its history ✓
- the furniture and other things they had in the caravan ✓
- Danny's evenings in the caravan with his father ✓
- the father's duties when Danny was a baby ✓
- Danny's early years ✓
- the way the father looked ✓

4. Say who in the story:

- lived in the caravan
- loved living there
- had lived in the caravan before
- cooked the stew in Danny's family
- never was unhappy in his early years
- repaired cars in the workshop

5. Explain Danny's words 'The caravan was our house and our home.' and comment on them.



NEW VOCABULARY

- a doubt [daot] *eguzub*
- educated ['edjokeitid]
- loving care [ˌlʌvɪŋ 'keə]
- to die [daɪ]
- to repair [rɪ'peə]
- to earn somebody's living

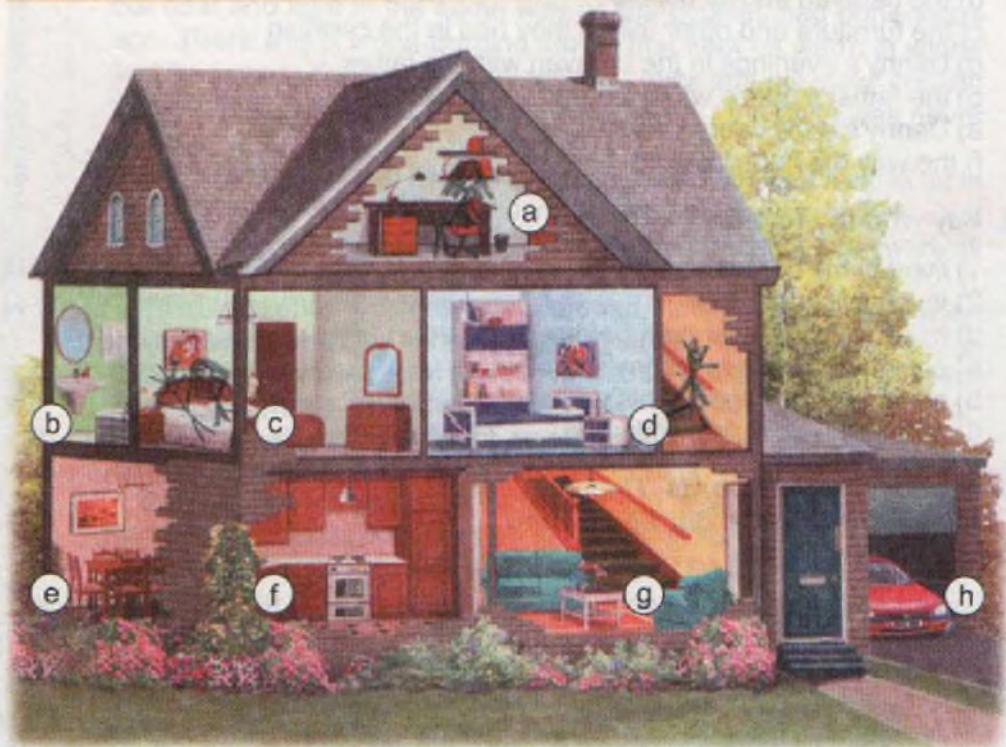


6. Imagine that you are:

- Danny and tell the story of his life;
- Danny's father and speak about Danny's early years and his life in the caravan.



1. Describe the house in the photo. What sort of people live in it?



2. Look, ask and answer.

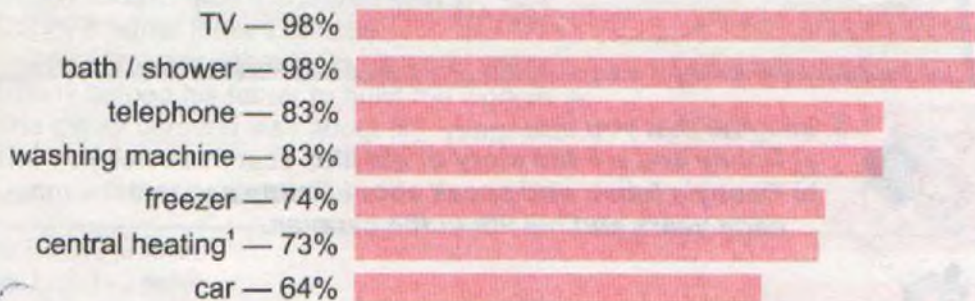


How many families live in houses in Britain today?



Today 63 per cent of British families live in their own houses.

a) THE LIVING STANDARDS IN BRITAIN



¹central heating [ˌsentrəl ˈhi:tɪŋ] — центральне опалення

b) BRITISH FAMILY STATISTICS

36%	— of British families — couples without children
25%	— couples with children
21%	— couples with one child
17%	— lone mothers
1%	— lone fathers

3. Read and explain the meanings of the following proverbs.

Men build
houses, women
make homes.

My home
is my castle.

There's no place
like home.

Every bird likes
its own nest.

4. Agree or disagree with the following characteristics about the British character. Prove your opinion.

- 1) The British are known as unfriendly and unsociable.
- 2) The British are said to be polite and well-mannered people.
- 3) The British people are considered to be the world's greatest tea drinkers. They drink it at meals and between meals.
- 4) Every Englishman is said to be a countryman at heart. The English countryside is many things to many people. It stands for fresh air, rest, fun and games.
- 5) The English are reputed to have a good sense of humour.

5. Speak on how people of your country view the British. Ask your parents, teachers or neighbours. Make a list of some positive or negative stereotypes. Use the words: think, believe, say, etc.

E. Work in pairs. Do the quiz.

- a) What are the traditional Christmas dishes in Britain?
- b) What kind of tea do they call 'English tea'?
- c) What does the traditional breakfast in Britain consist of?
- d) How many days does British Christmas go on for?
- e) Who can visit you on Boxing Day in Britain?
- f) What has the First Foot to carry visiting somebody's home?
- g) Who is a May Queen?

7. Make your own quiz 'Britain and the British'. Work in groups of four.

- 1) Write five questions about things you've learnt in this Unit.
- 2) Exchange your quiz with another group. Answer their quiz.



8. Write a letter to your British friend about your family and the ways you spend your free time together.



PROJECT

9. FAMILY LIFE IN UKRAINE



Work in groups.

- 1) Collect some information and discuss it in a group.
 - What kinds of families are common?
 - Where do young people / old people live?
 - What things do families do together?
- 2) Make up a questionnaire and interview some people about their families.
- 3) Design a poster with writings and illustrations.
- 4) Display your poster in class.



Lesson 10

Different people in Britain have different opinions about the Royal family in Britain. What about you?



1. Read and think about the following points of view.



Mona is 18

I don't like the idea of monarchy¹. I think the Royal family members in Britain are lazy and greedy, they show their wealth². I want to say that they don't work hard and they are connected with many scandals³. It's no good.



George is 27

I like our Royal family because they work a lot and help people. For example, Elizabeth II takes part in many official ceremonies. They also give money for the homeless and the poor⁴.



2. In two teams, debate on the statements above. Prove your opinion. You may use the phrases below.

a part of history, a good (bad) tradition, to loose (save) the symbol, different attitudes, to work hard, to take part



Homework

Workbook ex.1, 2 - p.64-65

¹monarchy ['mɒnəki] — монархія

²wealth [welθ] — багатство

³scandal ['skændl] — скандал

⁴the poor [pʊə] — бідні

VOCABULARY

1. Fill in the words from the box.

disappointing
get married
couples
doubt
average
divorce
devote



TEST YOURSELF!

- 25% of British couples have got children.
- Usually British young men get married at the age between 24 and 26.
- An average British family has got one or two children.
- There is no divorce that the members of an ideal British family devote enough time to each other.
- It's a disappointing fact that many couples devote nowadays.

15 points

GRAMMAR

2. Make up the sentences using Present Passive of the verb.

- The Ukrainians / not expect / to greet the friend every time they meet him.
The Ukrainians are not expected to greet the friend every time they meet him.
- The British / suppose / to be well-mannered.
The British are supposed to be well-mannered.
- The Ukrainians / suppose / to be emotional and kind-hearted.
The Ukrainians are supposed to be emotional and kind-hearted.
- The British / believe / to be reserved.
The British are believed to be reserved.
- The Ukrainians / not know / to be great tea drinkers.
The Ukrainians are not known to be great tea drinkers.

15 points

COMMUNICATION

3. Read and complete.

- A: What will you cook for breakfast today?
B: coentakes with milk, toast and tea.
- A: Do you cook in your kitchen?
B: Yes.
- A: Oh, your kitchen is light and spacious.
You can even have your meals here.
B:
- A: I've heard much about English roast-beef. I'd like to try some.
B:
- A: Thank you. That is very nice of you.
B:

25 points

LISTENING



4. Listen and put a tick (✓) if the sentence is true or cross (X) if the sentence is false.

- 1. For 70% of British families with children dinner is the main meal of the day.
- 2. For 10% of British families eating is the main social activity of the day.
- 3. 90% of British people have breakfast with other members of the family.
- 4. 10% of British people have a traditional English breakfast.
- 5. Most people in Britain prefer cereal or muesli to bacon and eggs for breakfast.

25 points

READING AND WRITING

5. Read some facts about the British way of life and write down what these things are like in Ukraine.

in Britain

in Ukraine

- | | |
|---|---|
| <p>1. If you don't repeat the phrase "It's a nice day today, isn't it?" 200 times a day people are surprised and think that you are very dull.</p> <p>2. The newspapers appear on Sunday.</p> <p>3. Cats are loved and taken care of by everyone.</p> <p>4. Even the richest man dresses in some old clothes.</p> <p>5. Englishmen have good table manners.</p> | <p>1.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
|---|---|

every...

20 points

Total = 100 points

NOW I CAN ...

- listen and read about family life and its traditions
- talk about some facts as for the British lifestyle
- explain the difference between 'home' and 'house'
- write a letter about the impression of a country and its people
- do the project about the family life in Ukraine
- do the quiz about Britain and the British

Unit 6

SPORT IN BRITAIN

Lesson 1



1. Listen and talk. Work in a group of three.

Mary: Are there any letters from home?

Chris: Let me see. Yes, there is one from Terry. Terry says they are making the issue about sports. Britain invented many sports and games which are played all over the world. So, boys need some information for the paper.

Mary: I've got an idea. Have you seen David's room?

Chris: What about it?

Mary: He is a great football fan, that's what! His room is decorated with lots of things connected with football.

* * *

David: Football is a wonderful game! It was played in one form or another more than a hundred years ago. First it was a very rude and hard game...

Chris: What were football rules like?

David: There were no rules. Footballers have been playing with proper rules only since 1863. That year the Football Association (FA in short) was started. Its first job was to get a set of rules for all teams. The modern game was introduced to other countries by British soldiers, seamen and businessmen.

Mary: What is the greatest football competition in Britain?

David: It's the FA Cup. The first competition was organized in the middle of the 19th century¹. They are held every May at the famous Wembley stadium here in London.

Chris: Oh, I think I understand why the British club teams are often successful in Europe ['jʊərəp]. Football is quite a British game, isn't it?



2. Answer the questions.

- 1) What does Terry write in his letter?
- 2) What does he ask for? Why?
- 3) What is Mary's idea?
- 4) What does David say about football?
- 5) What is the greatest football competition in Britain?
- 6) When was it organized for the first time?
- 7) How often is it held? Where?
- 8) What does Chris understand? Is she right?

¹in the middle of the 19th century ['sentʃəri] — в середині 19-го століття

3. Ask and answer about the history of football game.



Was football played in old times?

Yes, it was. It was played a hundred years ago.



Was / Were

...started...?
 ...introduced...?
 ...organized...?
 ...invented...?
 ...brought...?



NEW VOCABULARY

an association [ə'səʊsi'eɪʃn]
 a cup [kʌp]
 a set (of) [set]
 stadium ['steɪdiəm]
 modern ['mɒdn]
 proper ['prɒpə]
 to introduce [ˌɪntrə'dju:s]
 to invent [ɪn'vent]
 to organize ['ɔ:ɡənaɪz]

REMEMBER!



were people ^{Past Simple Passive} started play football

+

I / he / she / it **was expected.**
 We / you / they **were expected.**

Was I / he / she / it **expected?**

Yes, I / he / she / it **was.**

No, I / he / she / it **wasn't.**

-

I / he / she / it **wasn't expected.**
 We / you / they **weren't expected.**

Were we / you / they **expected?**

Yes, we / you / they **were.**

No, we / you / they **weren't.**

4. Use the clues below and write the history of rugby, another national British Sport. Use the Past Simple Passive form.

Example: In 1823 / rugby / start / in Britain
 Rugby was started in Britain in 1823.

- In 1830s / rugby / play / all over Britain
- In 1845 / first set of rules / introduce
- In 1893 / the proper rules / take
- The first national championships / hold / a hundred years ago
- The standard game (Rugby Union) / play / by teams of 15
- 400 rugby clubs / organize / in Britain
- Rugby League / play / by teams of 13

THE ILLUSTRATED LONDON NEWS



5. Speak on new facts you have learnt about popular sports in Britain. Work in groups.



Homework

Workbook ex.1 - p.66

Lesson 2

1. Read and compare.

- | | | |
|--|---|---|
| 1) A lot of houses are built in the city every year. | → | 1) These houses were built last year. |
| 2) Are these newspapers sold here? | → | 2) Were these newspapers sold yesterday? |
| 3) Rugby is not played in Ukraine. | → | 3) Rugby was not played in Ukraine a hundred years ago. |
| 4) Where are the Olympic Games held? | → | 4) Where were the last Olympic Games held? |

GRAMMAR POINT

Past Simple Passive

is formed with 'was'/'were' + 3rd form of the verb:

*Golf **was** invented in Britain.*

*Sumo-wrestling **was** invented in Japan.*

*The winners **were** awarded prizes.*

*The players **were** expected to be the winners.*

2. Put the verbs in brackets into the past passive form.

Example: The 'Dynamo' Club (to organize) ... in 1923.

The 'Dynamo' Club was organized in 1923.

- Ice dancing (to introduce) ... to the Olympic programme in 1976.
- National championships in volleyball (to hold) ... in 1933 for the first time.
- Peter Pan Cup (to present) ... to the winner of the hundred yards Christmas Swimming Race.
- Audience (to please) ... with the gymnast's style and charm.
- The game (to lose) ... hopelessly.

3. Change the sentences using passive structures.

Example: People played tennis a thousand years ago.

Tennis was played a thousand years ago by people.

- They held running competitions in ancient times.
- They ran the first London Marathon in 1981.
- They organized the first professional golf contest — the Ryder Cup — in 1927.
- They introduced the first Goodwill Games in 1984.
- They started Tour de France cycling race in 1926.
- They held the games in Olympia in 1453 B.C.
- They organized the games every fourth year beginning with 776 B.C.
- They called the four-year cycles the Olympiads.

4. Do the quiz about British football. Work in pairs.

- 1) Where was a football game invented?
- 2) What was started in 1863 in British football?
- 3) Whom was the modern football introduced to other counties by?
- 4) When were the first FA Cup competitions organized?
- 5) Where were they held last May?



5. Put the wh-questions to the following sentences. Use the words in brackets.

Example: Running competitions were held in ancient Greece for the first time. (Where)

Where were running competitions held for the first time?

- 1) A gold medal was won by British cyclist Chris Boardman. (Who)
- 2) His bike was designed by Lotus Engineering. (What company)
- 3) Chris Boardman was supported by his fans. (Who)
- 4) The European Cup was won by Manchester United Football Club four times. (How many times)
- 5) Bryan Robson was elected to be a captain of Liverpool Football Club for many years. (How long)
- 6) The gold medal was won by an American, Doris Kennedy, in the women's 200 meter freestyle competition. (What)
- 7) The best result in gymnastics was shown by Olha Ulyanchenko. (What sport)
- 8) The Olympic Gymnasium in Luzhniki was built in Moscow in 1980. (When)
- 9) A new world's record was done in the high jump event in Athens. (Where)
- 10) Two bowling leagues were formed by Boston University students. (How many)
- 11) Golf was not played yesterday because of the bad weather. (Why)

6. Read and put the verbs in brackets into Present or Past Simple Passive.

The Olympic Games (to call) ... an outstanding international event.

Wonderful sports facilities¹ (to create) ... for the Olympic Games and provided with the modest modern communication systems, radio, TV and 'Olympiad automatic control systems'. Excellent living and training conditions (to make) ... available² to the athletes, and first-class hotels (to build) ...

All the time the participants of the Games and the guests (to surround) ... with hospitality and warmth of people.



Homework

Workbook ex.2 - p.68

Homework

¹facilities [fə'sɪlɪtɪz] — можливості, засоби

²available [ə'veɪləbl] — наявний, доступний



Lesson 3

1. Read and name the most popular sports in Britain.

POPULAR BRITISH SPORTS AND GAMES

If the British people are asked to name their favourite sports, they will name football, cricket and tennis, though golf and horse-riding, as well as boating and rugby, are very popular either. Britain invented and developed many of the sports and games which are now played in different countries.

The most popular sport, football, is spread all over the world. There are several national football teams in Britain, which compete with each other every year. The two best teams play in the Cup Final at Wembley Stadium in London. It is the most important football match of the year. National British teams take part in European competitions and other international matches.



Tennis, or lawn tennis, is another popular game in Britain. It was first played in England in 1872. The first Wimbledon tennis championship was in 1877. At first, it was all-English. Now it is international, and the last English champion was Fred Perry in 1936. Nowadays every summer in June, the British hold this famous International Tennis Championship at Wimbledon, near London. The youngest player at Wimbledon was Kathy Rinaldi in 1981: she was only 14.

Boxing as a British sport is one of the oldest. It existed even in Saxon times.

Swimming, boating and sailing are enjoyed by millions of people. But skiing and skating are not so popular because there is not much snow in Britain in winter.

2. Read, choose and complete the sentences.

- 1) The first three sports that will come to every Englishman's mind are ...
 - a) football, boxing and tennis
 - b) football, cricket and tennis
 - c) rugby, cricket and tennis
- 2) Britain invented and developed ...
 - a) rugby, skiing and football
 - b) football, cricket and skating
 - c) football, tennis and cricket
- 3) The international lawn tennis championship is held ...
 - a) at Wembley Stadium in London
 - b) at Wimbledon near London
 - c) in every country
- 4) ... existed even in Saxon times.
 - a) Cricket
 - b) Horse-riding
 - c) Boxing

3. Read and guess.

A sportsman, who plays football, is called 'a football player'. What do we call a sportsman who:

- plays volleyball?
- plays cricket?
- plays golf?
- plays rugby?
- plays tennis?
- plays basketball?



cricket ['kri:kɪt]

championship

[ˈtʃæmpjənʃɪp]

lawn tennis [ˌlɔ:n 'tenɪs]

to exist [ɪg'zɪst]

to spread [sprɛd]

4. Read about popular sports with young people in Britain and compare with those in Ukraine.

From spring till autumn some young people like to spend their holidays this way. Hiking doesn't cost much and it is a really good way to be away from cities' crowds. The longest footpath — The Pennine Way — is over 300 km long. It runs through forests, along the hills and down into deep valleys¹.

Nowadays there are a lot of advertisements in Britain that invite people to spend their free time outdoors. For this kind of sport people can use pony. That's why it is called *pony tracking*.

A long path walking through forests and along the hills is one of the favourite outdoor activities for young people in Britain. It gives you a possibility to enjoy fresh air and beauty of British countryside.

Village/Town
Completed
Days Completed



5. Help Mary and Chris to write a letter to boys in Ukraine and give them information about the popular sports in Britain.




Homework

Pupil's Book ex.5 - p.123

¹a valley ['væli] — долина

Lesson 4


1. Read the letters and say what two opinions they present.



DELETE FORWARD REPLY DONE

To: Teens
From: George Wilson
Subject: Sport


Sport is an important part of my life. I like to take part in sports competitions. I play in our school rugby team. I think that it helps me in different ways. First of all, sport builds character. It teaches to win and to lose. It makes you strong, fast and patient. More than that, it makes men out of boys and women out of girls. Besides, it teaches you about life. And it is a good way to meet people, even from other countries. But for you must be a good sportsman.




DEL DONE

To: Teens
From: Mrs Brown
Subject: Sport

I can't say that sport is very useful. It takes a lot of energy and time. Children often have no time for doing things that teenagers like doing. Sport needs hard work. As a result, they have broken legs and arms. There is no good in sport, it's necessary only to be fit. And for it there are PT lessons at all schools.



2. Discuss in groups.

- How does George prove his point of view?
- What reasons does Mrs Brown give to prove her point of view?

3. Answer the following questions.

- Do you like sports?
- What winter sports do you know?
- Can you play hockey?
- Are you good at skating? How old were you when you learned to skate?
- What summer sport do you do?
- When and where do you play games?
- Can you spend much time on sport?
- Does your friend play tennis?
- What kind of sport does your brother/sister like the best?
- Does he/she like to go to the stadium?
- How often does he/she go there?
- Does he/she go to the stadium alone or does he/she take you with him/her?

4. Read, think and speak on the following. Work in pairs.

- a) Some people like to participate in sports contests, others like to watch them on TV. What do you think the British prefer, to watch or to participate? Explain your idea.
- b) What reason can you give for sport and against it?

Use the phrases below.

Giving Reasons

As for me, I think *all the things were useful*
 On the one hand, it ...
 On the other hand, it ...
 More than that, ...
 I should add ...
 Besides, *it is more*
 Above all, ...
 That's why ...



NEW VOCABULARY

- energy ['enədʒi]
 a reason ['ri:zn]
 a teenager ['ti:neɪdʒə]
 patient ['peɪʃnt]
 to participate [pɑ:'tɪsɪpeɪt]
 ● as a result
 ● to take part (in)

5. Find someone who has an opinion which is different from yours and try to persist¹ in your opinion.

6. Write a short e-mail giving your point of view as for taking part in sport.



Homework

Workbook ex.1 - p.70

¹to persist [pə'sɪst] — настаивать

Lesson 5

1. a) Before listening explain the difference between a professional player and an amateur ['æmətə]?



b) Listen about one more English game and name the qualities of character a player should possess to play the game.



2. Say if it is true or false.

- 1) People in all countries in the world love to play this difficult game.
- 2) People who live in countries, which were British colonies, play cricket.
- 3) A professional cricketer is more qualified than a player who doesn't get money for it.
- 4) A professional cricketer gets more money for the game than an amateur.
- 5) A professional cricketer has a higher level¹ than an amateur.
- 6) The players don't want this game to be so dangerous.
- 7) It is a rude game, but players like it to be a bit risky.

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

If you want to do certain sports, you need certain traits of character and skills. What skills should different sportsmen have? You can add the list.

A football player
A tennis player
A swimmer
A cricketer
A weight lifter
A jumper
...

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

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

¹a level ['levəl] — рівень

4. a) Read the dialogue between Betty and Chris and guess the name of the game they are talking about.

Chris: Is it a popular game?

Betty: Oh yes, very popular.

Chris: What do you need to play it?

Betty: Cards with numbers.

Chris: I think we can do them ourselves.

Betty: Uh, actually, you can buy them.

Chris: Well, what's next?

Betty: It's quite easy. You listen to the number caller. If you hear one of your numbers, cross it out.

Chris: The number caller calls certain numbers, doesn't he?

Betty: Uhm, well, actually, numbers are chosen by chance.

Chris: I see, well, who wins?

Betty: Well, when your card is full of crosses, shout 'Bingo' and you win.

Chris: I see.

b) What similar game do we have in Ukraine? Do you like this game?

c) Read the dialogue again and pay attention to the way Betty corrects Chris. Is Betty polite?



5. Read the note and answer the questions on the right.

'Bingo' is a game played for money or prizes, in which numbers, chosen by chance, are called out and players cross out these numbers if they have them on their cards. The first player to cross out all the numbers on his or her card, shouts out 'Bingo!' or 'House!'



- What is 'Bingo'?
- Who is the winner?

6. Look through the phrases below and answer the questions.

- Which of the phrases are polite?
- Which are impolite?
- Which phrases can't you say to a British boy/girl?
- Which of them do you sometimes use in Ukrainian?
- Are you always polite?

— Actually, ...

— I think you may be mistaken.

— That's nonsense!

— Uh, well ...

— Uhm, well, actually, ...

— You are not right.

— You are wrong.

— Stuff and nonsense!

— Don't be a fool!

— Rubbish!

LISTEN AND DISCUSS

7. Read the text and guess the meaning of the words in bold.

SPORTS IN ENGLAND

Most schools in England have a sports day once a year in late spring or summer. On that day schools have no lessons. The **competitors change into their sports clothes**. The running track is circular ('track' is a prepared path for racing; 'track is **circular**' means that the path goes round or it has the shape of a circle), and inside there are places for the high jump, the long jump and throwing the discus. All these events take place at the same time as the running, so there is plenty to watch. There is a large blackboard on which the results are **chalked up** for all to see. In the middle of the programme there is a break for lunch and if it is a sunny day, the children sit on the grass eating their sandwiches. If it begins to rain they give up their programme and go back to school.

At the end of the day the captain of the winning team is presented with a **shield**, the winners of different events are congratulated and the children leave the place.

It is surprising how sunburnt they can get in one day in the open air and they all feel better for their sports day.



8. Answer the following questions.

- When do most schools in England have a sports day?
- How is that day organized?
- What do all the competitors do when they come to the field?
Why do they change into sports clothes?
- What is the form of the running track?

9. Role-play the situation. Work in pairs.



- A** is a Ukrainian teenager, who explains the rules of one of the popular games in Ukraine.
B is a British teenager, who tries to understand the rules of the game and asks questions about it.

Use the phrases above.



Homework

Workbook ex.2 - p.71

Lesson 6



1. Listen and read the story and explain its title.

HE WAS ONLY WRONG BY TWO!

John was a football coach at a British University. He always tried to find good football players for his team. John trained his players very well.

They were good at running, jumping, swimming, rowing and playing different games. They often took part in races and practically always won. All John's players were tall strong men, excellent sportsmen and just nice people. They hardly ever gave him trouble and the University team was the best in the South of England. Regular training, keeping to a diet and a lot of exercises were very important for the sportsmen. They always followed the coach's advice and received good and excellent results in all home and international competitions and matches. They rarely lost a game or hardly ever ended matches in a draw. In fact, they practically always won.

The only trouble with some of his football players was their bad knowledge of many school subjects because the sportsmen were often not good at Maths, English, etc. and it was not always easy for them to become University students.

One day the coach brought an excellent young football player to the Professor of the University. The Professor had to ask the young player some questions. The Professor chose very easy questions, but the boy couldn't answer them. At last the Professor asked, "Well, what's five times seven?" The student thought for a long time and then answered, "Thirty-six."

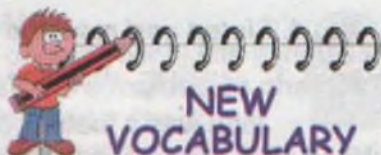
The Professor shook his head and looked at the coach. "It's impossible!" he said. "I don't want to punish your team. I understand he can throw a ball very well, but he doesn't know mathematics at all. He can't be a student."

But the coach seriously asked, "Oh, please, sir! Let him become a student. He was only wrong by two."



2. Complete the sentences according to the text.

- 1) John tried to find
- 2) John's football players were good at
- 3) The players were
- 4) The University team was
- 5) The important things for the sportsmen were
- 6) The footballers rarely
- 7) The only trouble with some footballers was



NEW VOCABULARY

a coach [kəʊtʃ]
 training ['treɪnɪŋ]
 excellent ['eksələnt]
 impossible [ɪm'pɒsəbl̩]
 to punish ['pʌnɪʃ]
 to receive [rɪ'si:v]
 to train [treɪn]

- to end in a draw
- to give trouble

3. Answer the questions using the words and phrases from the 'New Vocabulary'.

- 1) Who trains sportsmen for international competitions?
- 2) What do we call members of the football team?
- 3) What do sportsmen do to keep fit and to be in excellent form?
- 4) How does the game end if the result is 0:0?
- 5) What can a coach say to his sportsman if he hasn't trained for a long time?
- 6) What kind of student is a boy or a girl if he/she gets very good marks?
- 7) If you are a teacher, will you use any punishment?

4. Put the sentences in a logical order.

- 1) The football players had regular training to keep fit.
- 2) The coach said the new footballer had been only wrong by two.
- 3) The coach had the football team, which was the best in the South of England.
- 4) The coach's sportsmen had very bad knowledge of mathematics.

5. Retell the story as if you are:



- a) the coach
- b) the Professor
- c) the new football player

6. Answer the following questions.

- What will you do if you want to keep fit?
- What will you do if you want to take part in gymnastic competition in your school?
- What kind of sport do you like the best and why?
- What will you say to your coach if you are late for your training time?



Homework

Workbook ex.2 - p.72

Lessons 7-8

1. Speak on what you know about sports in Britain.

- What sports were invented in Britain?
- What are the most popular sports in Britain?
- What are the most popular teenagers' sports in Britain?



2. a) Do the quiz in pairs.

- 1) When were the first running competitions in Britain held?
- 2) How long ago was rugby played?
- 3) When was the first International Wimbledon Tennis Competition started?
- 4) For what sport was The Ryder Cup organized?

b) Make your own quiz about sports in Britain.

Work in groups of four.

- 1) Write five questions about things you've learned in this Unit.
- 2) Exchange your quiz with another group.

Answer their quiz.

3. a) Read and do the tasks below.

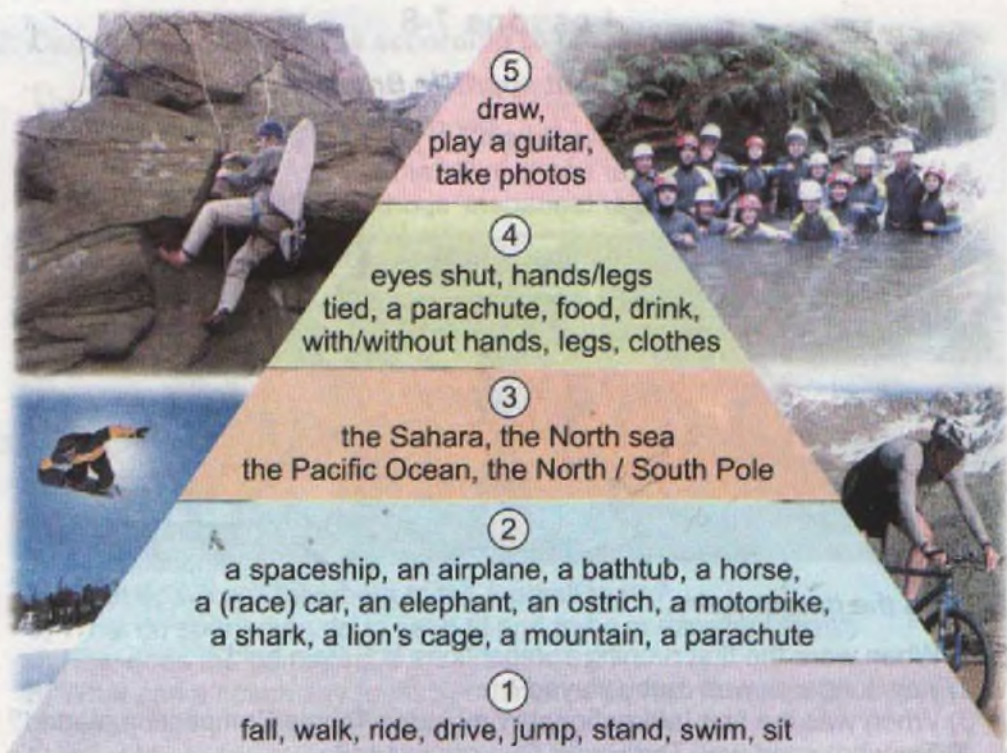
There is a Dangerous Sports Club at Oxford University. The members of the club love excitement¹. They are always looking for new ideas. For example, to swim in a bathtub in the Pacific Ocean. Look at the pyramid on the next page and offer them some new activities. They can be dangerous, difficult, exciting, funny, silly, strange...

Example:

My most exciting activity is 1) to ride 2) an elephant 3) at the North Pole 4) without warm clothes and 5) take photos.



¹excitement [ɪk'saɪtmənt] — збудження



b) Answer the questions.

- Why do you think the club is called in such a way?
- What sort of people are the members of this club?
- What sports do they do?
- What can happen to the members of the club if they are not lucky?

Use the phrases below.

get flu, break legs / arms, be fine, get a lot of

4. Work in pairs. Discuss:

- What sport does your partner do?
- How good is he/she at it?
- Why does he/she think he/she is good/not very good at it?
- How often does he/she do it?
- Why does he/she do this sport?

5. a) Make a short report on one of the sports. Use the questions below.

- When did the sport appear?
- When were the first competitions held?
- What equipment¹ is necessary for it?
- Is it popular or not?

¹an equipment [i'kwɪpmənt] — устаткування, обладнання

b) *Work in a group. Tell about this sport to your classmates but don't mention the name of the sport. Let them guess it.*

6. *Read, look at the pictures and answer the questions.*



The Olympic Games are the world's number one sport event. For thousand of athletes they mean a chance to win gold and glory¹ — but that's not all the Games stand for. They are also an important symbol for billions of people around the world — a symbol of hope, peace and friendly cooperation² between nations.



- 1) What do you know about the Olympic Games?
- 2) Why are the Games called the Olympics?
- 3) What does the Olympic flag symbolize?
- 4) What do you know about the Olympic flame³?
- 5) Do you agree with the words of Pierre de Coubertin, "The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph but the struggle⁴..."
- 6) Read the Olympic motto⁵. It is in Latin. What does it mean?
- 7) What are the Olympic awards?
- 8) What mascots⁶ of Olympic Games do you know?
- 9) What happens at the opening and closing ceremonies?
- 10) What sports are there in the Olympic Games programme?

7. *Write a paragraph about your favourite sportsman/woman.*



- What sport does he/she do?
- Make a list of his/her achievements.
- What traits of character does he/she have?
- Why do you like him/her?

¹a glory ['glɔ:ri] — слава

²cooperation [kəʊ,ɒpə'reɪʃn] — співпраця

³flame [fleɪm] — полум'я

⁴struggle ['strʌgl] — боротьба

⁵motto ['mɒtəʊ] — девіз, гасло

⁶mascot ['mæskət] — талісман;

тут: символ



8. Role-play the dialogue between George from task 1 on page 124 and Mike from task 1 on page 135. They are talking about playing sports.

A is George. Sport is an important part of his life.
He takes part in sports competitions.

B is Mike. He prefers watching sports on TV.

*You may use the phrases: First of all; I wouldn't say that;
But you can't but agree; Not exactly*

PROJECT

9. OLYMPIC GAMES IN FUTURE

Work in groups of four-five and follow the steps.

Step 1. Discuss the following:

- Will the Olympic Games exist in 2092?
- What country will host the Olympic Games? Why?
- Will the Olympic traditions change? What would you like to change: the flag, the flame or the motto?

Step 2. Design your own emblem.

Step 3. Introduce your own new sport into the Olympic programme.

- Invent your new sport.
- Describe the basic rules.
- List the equipment or special clothes needed.

Step 4. Design sports clothes for the Ukrainian team.

Step 5. Write a short script which describes the opening ceremony.

- How many countries will take part in the Olympic Games?
- How many competitors will be there?
- What will happen there?

Step 6. Imagine you were a journalist, who visited these Olympic Games. Describe the Olympics — 2092, how long it took and what the weather was like, what sport competitions you visited, and who won or lost, which were the most exciting events.

Step 7. Make a poster with emblems, your scrip, the information about the new sport, the article written by a journalist and cartoons to illustrate these Olympic Games.

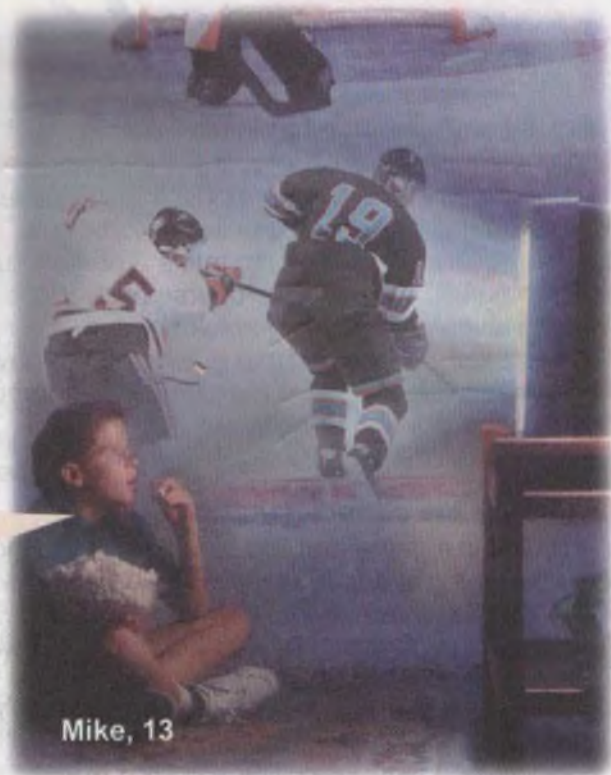
Step 8. Display your project in class.



Lesson 9

1. Read Mike's opinion and say what way he proves his point of view.

I'd rather watch sports competitions. I can't stand¹ those silly contests at school. To be a good sportsman doesn't suit² everyone. Many people simply like to support their favourites. What are the competitions for? In early times they were held to entertain people. And if everybody takes part in competitions nowadays who will have fun? And I think that it is much better to watch sports programmes on TV. You needn't go to a cold wet stadium and buy tickets. You can sit in a comfortable armchair and enjoy yourself.



Mike, 13



2. In two teams, debate on Mike's opinion.

Team 1 shares Mike's opinion.

Team 2 has got an opposite point of view.

Use the phrases below.

- To have a healthy mind you must have a healthy body.
- Sport builds character.
- It takes a lot of time.
- Sport makes men out of boys.
- Sport causes a lot of troubles.
- It takes a lot of energy.
- It makes you unhappy when you lose.
- It teaches you to win and to lose.



Homework

Workbook ex.1, 2 - p.75-76

¹ I can't stand — я не витримуую

² to suit [su:t] — підходити

VOCABULARY

1. Match the words with their definitions.



TEST YOURSELF!

- 1) to train *trayn* a) to make or think of for the first time
 2) training *trayn* b) a teacher or trainer
 3) a coach *koach* c) opposite to 'possible'
 4) a trouble *trub* d) to live or to be real
 5) to receive *ruv* e) to make a person suffer for the wrong he has done
 6) to punish *punish* f) a course of special exercises, practice, etc
 7) to invent *invent* g) to take part in
 8) to exist *exist* h) to teach or learn how to do something
 9) impossible *impossible* i) a difficult or dangerous situation
 10) to participate *participate* j) to get

20 points

GRAMMAR

2. Choose the correct item.

- 1) Golf is a game that *b* in all English speaking countries.
 a) was played b) is played c) are played
 2) The first International Olympic Games *c* in 1896 in Athens.
 a) are organized b) was organized c) were organized
 3) The number of events on the programme *c* since that time.
 a) have increased b) was increased c) increased
 4) The Winter Olympic Games *b* the same year but in a different country.
 a) were held b) are held c) is held
 5) Last Olympic Games all the nations of the world *c* to send their athletic teams.
 a) have invited b) are invited c) were invited

10 points

COMMUNICATION

3. Read and complete the dialogue with the sentences from a) to e).

- | | |
|---|--|
| 1) Let's go to a cricket match tomorrow. It'll be very exciting.
..... <i>c</i> | a) One day is still too long. What are the seats like? |
| 2) It'll be great fun. Why not? | b) Comfortable! I remember what you said about them — hard wooden benches! |
| 3) No, this is a one day match. | c) No. I'd rather not. |
| 4) They are very comfortable. Really! | d) Well, it sounds boring. You told me the game lasted five days. |
| 5) You can always sleep. <i>a</i> | e) Sleep! I don't want to spend six hours sleeping on a hard wooden bench! |

25 points

LISTENING



4. Listen to the report about the history of rugby.
Complete the sentences below.



- 1) Rugby was started ... 1823
- 2) The first set of rules were ... out in 1845
- 3) Rugby Union ... by teams of 15
- 4) There are 13 points in Rugby League and slightly different rules.

20 points

READING AND WRITING

5. a) Read the story about the Peter Pan Cup.

The Peter Pan Cup was introduced by the well-known British writer Sir James M. Barrie, the author of the famous book for children 'Peter Pan'. For a number of years, until his death in 1937, the Peter Pan Cup was presented to the winner of the hundred yards Christmas Race (swimming). The first Christmas Race was held in 1864. It is still going on.



b) Introduce your own prize for any sport or game you like. Write some information to explain what your prize is for.

.....

25 points

Total = 100 points

NOW I CAN ...

- listen and read about sports and games
- talk about taking part in sports
- understand and use the Past Simple Passive structure
- ask and explain the rules of a game
- write about a favourite sportsman/woman
- do the project about the Olympics

Unit 7

ENTERTAINMENT PROGRAMME

Lesson 1



1. Listen and talk. Work in a group of four.

Mary: There are so many places of interest in London!

Mrs McBright: Yes, London is famous for its museums and theatres, galleries and historical places. Have you ever heard about the Globe?

Chris: What is it?

Betty: It is a famous theatre where only the Shakespeare's¹ plays are staged.

Mary: Is it in London?

Mrs McBright: Yes, it is. Tomorrow, when we go sightseeing tour, we'll go to the theatre at the end of the programme.

Chris: Great!

* * *

Mary: I've never been to an open air wooden theatre, where the audience stand around the stage.

Betty: It's a cope of William Shakespeare's Globe theatre.

Mrs McBright: The Globe Theatre was opened in London in 1997. The original theatre burnt down over four hundred years ago.

Chris: What a pity!

Mary: The audience is very noisy.

Mrs McBright: Well, Mary, the audience was very noisy in Shakespeare's time, too. They cheered and clapped and often threw rotten² fruit at the bad actors.

Betty: Now we only cheer and clap. Mum, could I go and buy a programme?

Mrs McBright: OK.

Chris: Can I go with you, Betty?

Betty: Yes, of course. Would you like a programme, Mary?

Mary: Thank you, I would.

Mrs McBright: Hurry, girls, the play is going to start soon.



¹Shakespeare ['ʃeɪkspɪə] — Шекспир

²rotten ['rɒtn] — гнилий

2. Answer the questions.

- 1) What is London famous for?
- 2) What is the Globe?
- 3) What does this theatre look like?
- 4) When was it opened in London?
- 5) What happened to the original Globe Theatre?
- 6) What did the audience look like in Shakespeare's times?
- 7) Does the audience throw rotten fruit at bad actors nowadays?
- 8) What do people usually buy before the performance at the theatre?

3. Complete with the words from the box.

- 1 comedies
- 2 audience
- 3 actors
- 4 famous
- 5 acted
- 6 stage

William Shakespeare was born in 1564 in England. He wrote lots of **1** plays. Some of them were very funny **2**. Shakespeare also **3** in his plays. People loved Shakespeare's plays, and there was always a big **4** at the Globe Theatre. People stood around the **5**. They cheered and clapped. Sometimes they threw rotten fruit at the bad **6**.

4. Speak about the theatre/club.

Use the questions.

- 1) Have you a theatre/club in your town/village?
- 2) What street is it in?
- 3) What kind of building is your theatre/club?
- 4) How many seats are there in it?
- 5) What do they show in your theatre/club?
- 6) What performances do you like to watch?

5. Ask and answer. Work in pairs.

- Do you like to go to the theatre/cinema?
- What was the title of the last play/film you have seen at the theatre/cinema?
- What was it about?
- What are the names of the characters of the play/film?
- What are the names of actors and actresses who played in a play/film?

6. Describe a theatre/club you have been to and your last visit to the theatre/club.



NEW VOCABULARY

- an actor ['æktə]
- an actress ['æktɹɪs]
- audience ['ɔ:diəns]
- a comedy ['kɒmɪdi]
- entertainment
[ˌentə'teɪnmənt]
- a performance [pə'fɔ:məns]
- a stage [steɪdʒ]
- famous (for) ['feɪməs]
- to act [ækt]
- to stage [steɪdʒ]



Homework

Workbook ex.2 - p.77

¹curiosity [ˌkjʊəri'ɒsɪti] — цікавість

²extension [ɪk'stenʃn] — збільшення

1. Put the verbs in brackets in the Past Simple Passive form.



- a) The London Eye is in London, of course, and it (to design) ... by British architects.

However, it (not, to make) ... in Great Britain at all! The main parts of the Eye (to build) ... in Holland. Other parts (to make) ... in the Czech Republic, France, Germany and Italy. The parts (to carry) ... to Great Britain by ship. Then they (to put) ... together in London. It (to open) ... to the public on February, 1 in 2000.

- b) The Millennium Bridge is a new bridge across the River Thames in London. It (to open) ... in 2000 by the Queen. However, it (to close) ... again two days later because it (to wobble¹) ... too much!

Two years later, on February 22nd, it (to open) ... again. Now it is used by thousands of people every day.

2. Put the *wh*-questions to the sentences in the task above.

Example: Who was the London Eye built by?

¹to wobble ['wɒbl] — хитаться

3. Express the idea in one sentence using the Passive construction in Present or Past.

Example: Lots of tourists visit London every day.

London is visited by lots of tourists every day.

- 1) Writers write books.
- 2) In Great Britain they drive cars on the left.
- 3) In all other countries they drive cars on the right.
- 4) People speak English in many countries.
- 5) Shakespeare wrote the play *Hamlet*.
- 6) Leonardo da Vinci painted the *Mona Lisa*.
- 7) The Romans built the Colosseum.
- 8) They staged *Othello* in the local theatre.

4. a) Read and compare.

Past Simple	Past Continuous	Past Perfect
I did it yesterday.	I was doing it when he came.	I had done it before she came.

b) Write the sentences using the verbs in brackets in Past Simple or Past Perfect.



- 1) My granny ... that she ... never ... to London before. (to say, to be)
- 2) He ... that he ... his hat at the theatre. (to remember, to leave)
- 3) She ... that she ... a good sightseeing tour around London. (to write, to have)
- 4) The travellers ... to the hotel, ... their bags there and ... for a walk in the town. (to come, to leave, to go)
- 5) Yesterday I ... a letter from my friend, from whom I ... not ... for a long time. (to receive, to hear)
- 6) We ... in yesterday's newspaper that a group of doctors from Ukraine ... to London to take part in a conference. (to read, to go)

5. Put a question to each sentence starting with the word in brackets.

Example: He had visited the Tate Gallery by that time. (What)
What had he visited by that time?

- 1) She had shown us the central part of the city by 5 o'clock. (By what time)
- 2) She had bought all the things for dinner by 12 o'clock. (Had)
- 3) By that time they had seen most of the Tower of London. (Had)
- 4) By Saturday Martin had seen all the most popular places of interest in London. (By what time)
- 5) By 8 o'clock the daughter had prepared breakfast. (Who)

Lesson 3

1. Read and discuss in groups.

WHAT IS LONDON?

Speaking about London you should remember that it is unlike any other city in the world. It has wide streets but low houses. This city has never been planned and it has many parts which are different from each other.

Modern London is really three cities: the City of London, a commercial and trade¹ centre, the City of Westminster (the West End) that can be called the historical centre of London with lots of historical places and famous parks, and the City of Southwark (the East End), where workers live.

London stands on the deep river Thames, which runs into the North Sea, so all kinds of ships can come into a London port.

There is so much to see in London that even Londoners can always find new places of interest. They like to say: "When a man is tired of London, he is tired of life."



2. Answer the questions.

- 1) Why do they say that London is unlike any other city in the world?
- 2) What is modern London?
- 3) Where can you go to watch historical places?
- 4) What part of London is good for doing shopping?
- 5) Why can all kinds of ships come into a London port?
- 6) What do Londoners say about their city?

3. Read, look and match the places to the pictures.



a



b



c



d



e



f

¹commercial and trade [kə'mɜ:ʃl and treɪd] — комерційний і торговий

THINGS TO SEE IN LONDON

St Paul's Cathedral

It is the greatest work of England's greatest architect ['ɑ:kitekt], Christopher Wren¹. The Cathedral was begun in 1675. It was opened in 1697 but was finished only in 1710, when Wren was almost 80 years old. Some famous men of England have got their memorials there.

Downing Street

Number 10 Downing Street has been the home of the British Prime Minister since 1735.

The Houses of Parliament

Its official name is the Palace of Westminster. It is the place where members of British Parliament work. At the north end there is a famous clock tower, Big Ben. In fact Big Ben is really the name of the bell in the tower not the clock.

Madame Tussauds

This famous museum has got wax models of famous people from pop stars to prime ministers. There is a gift shop.

The Tower of London

It is the oldest building. Since it was built in 11th century, this castle has been a royal palace, a prison², a zoo and many other. Today it's a museum and houses the Crown Jewels³.

The Royal Observatory⁴, Greenwich

It is 10 miles outside London on a hill above the River Thames. The Observatory has got telescopes and displays about astronomy⁵. There is a video theatre and a souvenir shop here.



4. a) Read and say which of the places above Mary and Chris have visited.

Mary and Chris went on their sightseeing tour in London. They have done the following things.

- They have taken photos of themselves with Prime Minister and Michael Jackson.
- They have seen the Queen's crown.
- They have looked at the stars.
- They have seen the memorial of Christopher Wren.

b) What places haven't they visited yet?



NEW VOCABULARY

- a cathedral [kə'teɪ:drəl]
- a memorial [mɪ'mɔ:riəl]
- a museum [mju:'ziəm]
- sightseeing ['saɪt,sɪ:ɪŋ]
- a square [skweə]
- a tower ['taʊə]
- to do / go sightseeing

¹Wren [ren]

²a prison ['prɪzn] — в'язниця

³the Crown Jewels [kraʊn 'dʒu:əlz] — королівські коштовності

⁴Observatory [əb'zɜ:vətɹi] — обсерваторія

⁵astronomy [ə'strɒnəmi] — астрономія

5. Work in pairs. Make your own sightseeing tour and visit two of the places below.

a) Choose the places and get to know about them.

- **Westminster Abbey** [ˌwestmɪnstə 'æbi] is a historic building in London. It was founded in the 11th century. Many of Great Britain's famous men are buried¹ in the abbey.
- **Piccadilly Circus** [ˌpɪkə'dɪli 'sɜ:kəs] is a square in the central part of London.



London's well-known theatres and cinemas are on Piccadilly Circus. This is the square that is round, not square like many other places.

- **Trafalgar Square** [trə'fælgə] is in the centre of the West End. On the north side there is the National Gallery, in the north-east corner there is the **National Portrait Gallery**, and in the centre there is **Nelson's Column** with a figure of the great seaman.
- **Buckingham Palace** ['bʌkɪŋgəm] is a place where British Queen and her family live. In front of the palace, there is a **Monument to Queen Victoria**, who was one of the most favourite British queens. She ruled more than any other and helped make England strong.



b) Write down about two places that you have seen, but don't name them. Give your information to another pair. They must say where you have been.

6. Answer the questions.

- Where can you see the British Prime Minister?
- Which building have got the memorials of many famous men?
- What palace is the living place for the British Queen?
- Where would you go to watch beautiful paintings?
- Which London's square is round?
- What palace has got the famous clock tower?



Homework

Workbook ex.1 - p.79

¹be buried ['berɪd] — бути похованим

²a portrait ['pɔ:trɪt] — портрет

Lesson 4

1. Read Mary's letter and talk about the things which impressed her.



Dear Mum and Dad,

This morning we went to the Zoo in Regent's Park, and we've just been to 'the Odeon', one of the biggest cinemas in London. It has got ten screens and can show around ten films three times a day. Tickets in London are very expensive but this cinema is popular with celebrities¹.

Most of the famous large cinemas are in the area around Leicester ['lestə] Square.

Popular films with British teenagers are cartoons (especially Disney), police films, westerns, adventure films and romantic films.

We were watching 'Shrek'. I was impressed by computer special effects, which made everything look like real.

Kisses,
Mary



2. Read the letter written by Chris and say what makes a performance interesting to the audience.

Dear Lilly,

Yesterday morning we went up on the London Eye and had a good view of London from there. In the afternoon we went to the Old Vic! It is one of the most famous theatres in London. Of course, it is not as famous as the Royal Opera that is in Covent Garden, but there are many talented actors and actresses of the National Theatre Company there, too. We saw a pantomime² 'Sleeping Beauty'. They usually put on pantomimes for children in December and January. This one was a musical comedy based on the story about Sleeping Beauty. We enjoyed music, beautiful scenery and wonderful dancing as well as some funny tricks.

Say hello to John and Terry.

Bye,
Chris



NEW VOCABULARY

an adventure

[əd'ventʃə]

an art [ɑ:t]

an effect [i'fekt]

scenery ['si:nəri]

a screen [skri:n]

to applaud [ə'plɔ:d]

to be on

to entertain [entə'tein]

to perform [pə'fɔ:m]

• a piece of art

¹celebrities [si'lebrɪtɪz] — знаменитости

²pantomime ['pæntəmaɪm] — п'еса-казка; феєрія

квитки
мистецтво

3. Complete the sentences according to the letters above.

- 1) The Odeon is
- 2) There are ten screens which
- 3) Most of the famous cinemas in London are
- 4) Popular films with British teenagers are
- 5) Watching *Shreck* Mary was impressed by
- 6) The Royal Opera is
- 7) The Old Vic is
- 8) In December and January they usually
- 9) A pantomime *Sleeping Beauty* is
- 10) Chris and Mary enjoyed



Asking About Impressions

- What do you think of ... ?
- How do you find ... ?
- How do you feel about ... ?
- What would you say to ... ?

Expressing

Likes

- We enjoyed the play.
- It was really exciting.
- I like this film.

Dislikes

- I hate opera.
- I am not pleased with this performance.
- I don't like such films. They are boring.

4. Read and act out the dialogues in pairs.

- a) A: How do you feel about the film?
 B: I think it is really exciting. I enjoyed it.
 A: What do you think of the new film-star?
 B: Oh, I think he's very handsome and talented.

- b) A: That was a wonderful performance! I liked the music, the lighting and the scenery.
 B: What a fantastic performance! We couldn't take our eyes off the stage. The actress played wonderfully!
 A: The play is really colourful. There is so much in it that is exciting.
 B: I was impressed by the play itself. It's very serious and clever. It makes you think about very important things.

5. Read and speak about performances/films. Work in groups.

Some performances/films make you feel interested, others may make you feel bored. Say what topics in a play or what kind of films may make you feel bored (interested). Explain why.

6. Write a letter about your visit to the theatre/cinema. Share your impressions of the play/film you were watching there.



Homework

Pupil's Book ex.6 - p.146

Lesson 5

1. Before listening ask and answer about film-stars. Work in pairs.

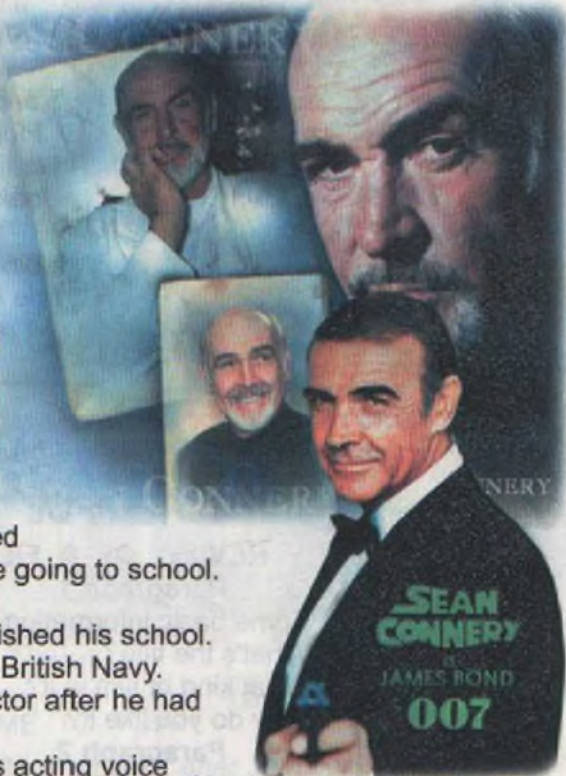
- 1) Who is your favourite film actor/actress?
- 2) What do you like about him/her?
- 3) What films did he/she star in?
- 4) What sort of roles does he/she usually play?
- 5) What is the most interesting film where he/she starred in?
- 6) What do you know about your favourite actor's (actress's) life?



2. Listen about one of the well-known British actors Sean Connery ['ʃə:n 'kɒnəri] and say if he wanted to become 'a film star' when he was a child.

3. Say if it is true or false.

- 1) Sean Connery is considered to be the most famous and popular James Bond.
- 2) He didn't have any experience to play different roles.
- 3) When he was nine, he earned money every morning before going to school.
- 4) He never visited the cinema.
- 5) When he was sixteen, he finished his school.
- 6) Sean Connery served in the British Navy.
- 7) He decided to become an actor after he had come to London.
- 8) Sean Connery developed his acting voice with reading aloud into a tape-recorder.



4. Ask and answer about films.

Work in pairs.

- 1) Have you seen any good films recently?
- 2) What was your favourite?
- 3) Which actors starred in it?
- 4) What kind of film was it?
- 5) What did you like about the film?
- 6) What was it about?
- 7) What didn't you like about it?



NEW VOCABULARY

action	film
computer animation	
horror	
love story	
thriller ['θrɪlə]	
western ['westən]	
to create [kri'eɪt]	
to star [stɑ:]	

LISTEN AND DISCUSS

5. Read Mary's review of 'Shrek'.
Complete the first sentence
with a), b) or c).

- a) Don't watch *Shrek*!
- b) I think *Shrek* is boring.
- c) *Shrek* is one of my favourite computer animation films.



'SHREK'

by Andrew Anderson

A review by Mary Hryshko
...I like the film because it's an exciting story on a basis of a fairy tale. The film has got fantastic special effects. 'Shrek' tells about a monster who lives alone in a wood. His name is Shrek. Two more 'human' characters are Lord Farquaad and the beautiful Princess Fiona. All the characters were created by computers, but they look real.

The story is funny and sometimes sad. As any fairy tale it has got a happy end. I recommend it!

6. Write a review for a school magazine of a film you have seen. Use the 'Helpful Tips' below.



HELPFUL TIPS

REVIEW OF A FILM

Paragraph 1

- Some basic information.
- What's the title?
- What kind of film is it?
- Why do you like it?

Paragraph 2

- Some details about the film.
- Who is the director of the film?
- Who are the leading actors?
- Describe their performances.
- Is there anything special (costumes, effects, soundtrack, scenery)?

Paragraph 3

The idea about the story.

Paragraph 4

Your recommendations.



Lesson 6

1. Read about William Shakespeare's life and answer the questions below.

W. Shakespeare was born on April 23, 1564 in Stratford-upon-Avon. His father was a glove-maker. William went to a grammar school and had a good education. There he learned to love reading.

✓ William married when he was still a teenager. His wife, Anne Hathaway, was several years older than he was. He helped his living helping his father in the family business. He had three children when he left for London in 1587. Some people say that the reason he had left his wife and children was his love to poetry and theatre.

In London Shakespeare began to act and to write plays and soon became an important member of a well-known acting company. Most of his plays were performed in the Globe Theatre, built on the bank of the River Thames. In 1613 he stopped writing and went back to live in Stratford where he died in 1616.

His plays are still acted not only in England but on the stages of many theatres of the world.

- When was W. Shakespeare born?
- What is his birthplace?
- Was his father a farmer?
- Did he have a family?
- How long had he been living in London?
- Where did he die?
- Why did he become famous?



2. Listen and read.



THE ACTORS COME TO TOWN

(from the book 'W. Shakespeare' after Jennifer Basset)

The story is told by
William Shakespeare's friend, Toby.

William married Anne Hathaway in November and she came to live in Henley Street. Will was only eighteen.

Susannah was born the next year. All babies look the same to me but Will was very pleased with her.

"Look, Toby, she's got my eyes," he said happily. "She's going to be as beautiful as Queen of Egypt and as clever as King Solomon."

"Oh yes!" I said. "All parents talk like that about their children."

Soon in February 1585 I hurried round to Henley Street to hear the news. Will came running down the stairs.

"It's two of them!" he said. "Twins! A girl and a boy. Isn't that wonderful!" Will called the twins¹ Hamnet and Judith ['dʒu:dɪs].

Will was still reading and writing but he had changed. He was twenty-three now and he was not happy with his life.

"Stratford's too small, Toby," he said.

"Too slow. Too quiet. Too boring. I've got to get away."

"Yes, but how?" I asked. "You've got a family — three young children, remember."

He didn't answer.

In the summer months companies of players often came to small towns. Will and I always went to see the plays. Will loved to talk to the actors and to listen to all their stories of London.

One evening I walked into the Shakespeare's kitchen and saw Anne with a red, angry face, shouting at the top of her voice.

"How can you do this to me? And what about the children?" Then she saw me and stopped.

Will was sitting at the table and looked pleased to see me. "I've told Anne," he said quietly, "that I'm going to live in London. I want to be an actor and to write plays if I can."

"Plays!" screamed² Anne. "Acting! Actors are dirty, wicked people! They're all thieves³ and criminals⁴! They drink all day and they never go to church..."

"Don't be stupid, Anne. You know that's not true. Listen. I'll come home when I can but I must go to London. I can't do anything in Stratford." He looked at me across the room. "Are you coming with me, Toby?"

"How soon shall we start?" I asked.



3. Find out and read the following passages.

- William as a happy married man.
- Will had changed his views.
- A quarrel between Will and his wife.
- Will's decision.

¹twins [twɪnz] — близнята

²to scream [skri:m] — кричати, репетувати

³a thief [θi:f] — злодій

⁴a criminal ['krɪmɪnəl] — злочинець

4. Say if it is true or false.

- 1) Shakespeare was born in the 15th century.
- 2) Shakespeare's father was a glove-maker.
- 3) William was badly educated.
- 4) Will went to work to London.
- 5) Shakespeare wrote plays for Royal Opera.
- 6) Shakespeare never acted on the stage.
- 7) Shakespeare lived in Stratford the last years of his life.
- 8) Plays by Shakespeare are famous all over the world.

5. Speak about Shakespeare's married life.
Make the story as if you are Will.

6. Read the list of the most famous plays written by Shakespeare.

a) Say if you have heard anything about some of them.

1593 "The Comedy of Errors"	1600 "As You Like It"
1595 "Romeo and Juliet"	1600 "Twelfth Night"
[ˈreɪmiəʊ en ˈdʒuːljət]	1601 "Hamlet"
1596 "A Midsummer Night's Dream"	1603 "All's Well That Ends Well"
1597 "The Merchant ¹ of Venice"	1604 "Othello" [əʊˈθeləʊ]
1599 "Julius Caesar"	1606 "King Lear" [liə]
	1606 "Macbeth" [mækˈbeθ]

b) Guess which of the plays are comedies and which of them are tragedies².

Workbook ex.1 - p.82

Homework

¹a merchant [ˈmɜːtʃnt] — купець²a tragedy [ˈtrædʒɪdi] — трагедія

Lessons 7-8



1. Make a quiz about London. Work in groups of four.

- a) Write ten questions about things you've learned about London's places of interest.
- b) Exchange your quiz with another group. Answer their quiz.



2. Make up a questionnaire and take an interview of any of your classmate about the way he / she entertains himself / herself.

3. Read and discuss in groups.

- a) Discuss a film, which you think is wonderful. Say what it is about and why you like it so much. Ask and answer questions about some other good films you and your friends have seen this year.
- b) Speak about the films you were not pleased with. Explain why. You may use the phrases from the box.

The film is an adventure story.

This film is very well made.

The film has a good soundtrack.

This film was a success.

The performances are excellent.

The film is very sad.

This film is a fall.

I only half enjoyed the film.

4. Speak on the theatre. Work in groups.

- 1) Is it always a pleasure to go to the theatre?
- 2) What kind of plays do you like better modern, historical, musical, serious, amusing or magic? Why?
- 3) The scenery is important in a play, isn't it?
- 4) Sometimes we can't take our eyes off the stage. Why is it so?
- 5) Are there special theatres for children in your town? What kinds of plays do they usually stage? Why are such theatres popular with children?
- 6) Theatre makes you think, doesn't it? In what way does it?

5. Ask and answer. Work in pairs.

- 1) Have you ever acted in a play?
- 2) What was the performance like?
- 3) Have you had a stage fright¹?
- 4) Were the actors excited and why (or why not)?
- 5) What things the performers had to do before the performance?
- 6) Who made the scenery and brought all the other things?
- 7) Did the audience like your performance?
- 8) How did they show that they were pleased (not pleased)?
- 9) Did you enjoy it all from the beginning to the end of the performance.

¹a fright [fraɪt] — переляк; страх

6. Discuss the main points of work you should do to perform a play at school.

- 1) Make a list of the main points of your discussion.
- 2) Brainstorm your ideas.
- 3) Work out a plan of the activities to prepare the play on a stage.



7. Role-play the situation in pairs. Use these posters.

You are inviting a friend to the theatre/cinema. Tell him/her what theatre/cinema you will visit; what will be shown there; where and when you will meet.



8. Write about some places of interest in Kyiv.

- 1) Find out some information about 2-3 famous ruins or buildings.
- 2) Write 4-5 sentences about each place of interest. Use the plan below.

- What kind of building is it?
- Where is it?
- Who built it?
- How did they build it?
- Why is it famous?



PROJECT

9. FAVOURITE FILM STARS



WORK

- 1) Work in groups. Choose one actor and one actress. Find out information about them.
 - When were they born?
 - Did they do any other jobs?
 - When did they become famous?
- 2) Write biographies of the film stars and find photographs of them. Make a poster.
- 3) Display your poster in class.

Lesson 9

You've read about some well-known people. You know that film or sport stars are usually rich and famous. Are people who are rich and famous happy? There are two opposite opinions.



1. Read the opinions and say which of them you agree with. Why?

For

It's good to be famous. When you're rich, you can go where you want. Everyone is your friend. Rich and famous people are your friends, too. Everyone knows who you are. Everyone knows your name. You've got a place in history.

Against

It's bad to be rich and famous. You don't know if your friends like you or they like your fame and money. You can't buy friends. You do not have real friends. Someone always wants to be with you. You don't have peace and quiet. You have to work hard. You can never stop working.



2. In two teams, debate on the opinions above. Prove your own views.





to applaud
to star
actor
performance
to perform
audience
scenery
screen
stage
to be on

TEST YOURSELF!

VOCABULARY

1. Fill in the words from the box.

- 1) What play are you going in your school theatre?
- 2) When does the begin?
- 3) Our seats were not very far from the
- 4) The is so colourful, isn't it?
- 5) It was clear that the was pleased with the performance.
- 6) When the actors appeared on the stage, the audience began them.
- 7) This TV set has got a small
- 8) What this afternoon?
- 9) Who is your favourite?
- 10) What films did Brad Pitt in?

10 points

GRAMMAR

2. Put the verbs in brackets into a proper tense form.

Choose the right preposition.

St Paul's Cathedral (to build) (with/by) Sir Christopher Wren. After the 2nd World War bomb damaged stained glass (to replace) (with/by) clear glass. This originally (to plan) (with/by) Wren. This (to make) the interior¹ of the Cathedral larger. Christopher Wren, Lord Nelson and the Duke² of Wellington (to bury) in St Paul's.



10 points

¹an interior [ɪn'tɪəriə] — интерьер

²a duke [dju:k] — герцог



COMMUNICATION

3. Number the sentences to make up a dialogue.

- A A comedy.
- B Who is your companion?
- C Of course, you can. We can try to get an extra ticket at the theatre door.
- D I am going out tonight. I've got two tickets to the Musical Theatre.
- E My elder sister is. She always enjoys a good laugh.
- F OK. Let's meet outside the theatre near the entrance door.
- G Fine! I am going to join you! See you tonight at 6:30!
- H Oh, is it possible to join you? I haven't been to the theatre for ages.
- I What's on?
- J Good. Looking forward to seeing you.

TEST YOURSELF!

30 points

LISTENING AND WRITING



4. Listen to some facts from Charlie Chaplin's life and fill in the table.



Date	Event
1889
1894
1916
1929
1931
1936

30 points

READING AND WRITING

5. Read Kathy's composition about 'Monsters Inc.' film and complete the table.

I think 'Monsters Inc.' is a great computer animation film. I like it because it's really funny, it has a great story and the actors, who do the voices, are perfect.

The story is set in a huge monster factory. The monsters have to frighten children because power for the factory comes from the children's cries. The problems begin when a little girl comes into the factory.

My favourite character is Sulley (actor John Goodman). He's huge with blue fur. I also like his little green one-eyed friend, Mike (actor Billy Crystal). Mike always has something to say!

In my opinion 'Monsters Inc.' is the best computer animation film I've seen. The computer effects are fantastic.



Film title	
Type of film	
Why Kathy likes it	
Story	
Favourite characters	

20 points

Total = 100 points

NOW I CAN ...

- talk about London and its places of interest
- talk about theatre and cinema
- ask for somebody's and express my own impression of the play or film
- listen and read biographies of famous actors and actresses
- write short reviews of films/plays I've seen
- make a project about my favourite film star

Unit 8

A SHOPPING PARADISE

Lesson 1



1. Listen and talk. Work in a group of three.

Chris: Look at this, Mary! What a great belt!¹

Mary: A belt with a skull² on it? You've really got a bad taste.

Chris: Come on! I'm just kidding. I mean it's not a boring thing.

Mary: Look at these trainers! They are real Dunlop.

Chris: What do you mean?

Mary: I mean they are designer trainers from a popular trainer company in Britain.

Chris: Look at the price. They cost 65 pounds.

Mary: You're right. I can't afford to buy them. Let's look for a nice T-shirt. There are some pretty ones in the sale.

Chris: What about this red one? I think it will fit me.

Mary: Oh! That is cool.

Chris: And it's a real bargain — only 7 pounds.

Mary: Oh, where's Mrs McBright? She promised to meet us at four.

Chris: Yes, she is delaying³. The shop assistant thinks we're shoplifters...

Mary: Don't worry! Just look — there's Mrs McBright.

Mrs McBright: Sorry for coming late. I couldn't find my credit card, so I had to stop at the bank for cash.

Chris: Mrs McBright, what do you think of this T-shirt?

Mrs McBright: It's lovely. Why don't you try it on?

If you want it, I'll buy it for you.

Chris: Thank you, Mrs McBright.

It's really very kind of you!

beltramm



2. Read and choose a proper item.

1) Chris really liked ... very much.

- a) the trainers
- b) the belt
- c) the red T-shirt

2) Mary couldn't afford to buy ...

- a) the designer trainers
- b) the belt
- c) the T-shirt

3) There were some pretty ... in the sale.

- a) trainers
- b) belts
- c) T-shirts

4) The ... was a real bargain.

- a) belt
- b) T-shirt
- c) dress

5) Mrs McBright couldn't find her ...

- a) bag
- b) cash
- c) credit card



REMEMBER!

cost — cost — **cost** [kɒst]

¹a belt [belt] — пояс, ремінь

²a skull [skʌl] — череп

³to delay [dɪ'leɪ] — затримувати(ся)

3. Answer the questions.

- 1) Has Chris got a really bad taste?
- 2) What do the 'designer trainers' mean?
- 3) Could Mary afford to buy the designer trainers? Why?
- 4) How much did the T-shirt cost?
- 5) Who promised to meet the girls at four?
- 6) What did the shop assistant think?
- 7) Why was Mrs McBright delaying?
- 8) Where did she take her cash?
- 9) Did Mrs McBright like the T-shirt Chris had chosen?
- 10) What did she suggest Chris?



NEW VOCABULARY

- a batgain ['bɑ:ɡɪn]
- cash [kæʃ]
- a credit card ['kredɪt kɑ:d]
- a price [praɪs]
- a sale [seɪl]
- a shoplifter ['ʃɒp,lɪftə]
- to afford [ə'fɔ:d]
- to fit [fɪt]
- in the sale
- designer shop



REMEMBER!

One and Ones in place of countable¹ nouns

Don't take that glass!

*Use this clean **one**.*

*This blouse is green, that **one** is red.*

I don't want to wear old shoes.

*I want to wear my new **ones**.*

*The trainers I'd like to buy are the **ones** of my size.*

Note

Don't use 'one' in place of an **uncountable** noun. In this case repeat the noun or use no noun at all:

*Don't use that **milk**.*

*Use this fresh **milk**.*

*Don't put that butter in the porridge. Use this **fresh**.*

4. Use 'one' or 'ones' where possible.

- 1) Which shoes do you like best? The red ...
- 2) I think my parents will sell their old car and buy a new ...
- 3) Which jeans are you going to buy? The most expensive ...
- 4) Which shirts would you like to see? The ... on the third shelf.
- 5) Which computer do you use? The ... in the central office.
- 6) Please, pass me the plate. Which ...?

5. Speak about your last visit to a department store. Say what you bought there, what the prices were, how much money you spent there. Use the words from the box and from the 'New Vocabulary'.

to try on, wrong/right size, cash machine, expensive, cheap, a pair of, clothes, to change



Workbook ex.2 - p.87

countable ['kaʊntəbl] — злічувані

Lesson 2

1. Make the right choice.

- When we entered, the hall, the music ... loudly.
a) was playing b) played c) had played
- My elder brother ... school 3 years ago.
a) finishes b) finished c) had finished
- Many years ago people ...
a) wore funny clothes b) wear funny clothes c) had worn funny clothes
- When we got up, the sun ...
a) already rose b) had already risen c) has already risen
- Before mother called us she ... the table.
a) set b) was setting c) had set
- I ... home very early yesterday afternoon.
a) had come b) was coming c) came
- While my friend ..., I was watching the birds.
a) fished b) had fished c) was fishing
- ★ He said I ... up the story myself.
a) made b) make c) had made

2. Complete the sentences opening the brackets.

- When I opened the door, the lesson (to begin) ^{had begun} and the teacher (to explain) ^{was saying} something to the class.
- I (to clean) ^{was} the carpet, when the dog (to come) ... and (to shake) ^{himself} ...
- When the bell rang, the children (to run) ^{were} into the classroom and (to take) ^{their} seats.
- We (to have) ^{had} a good long holiday after we (to do) ^{had done} all the work.
- Before we (to take) ^{took} the boy to the theatre, he (never to see) ^{had never seen} a play.
- By the time we (to arrive) ^{arrived} ..., the party (to finish) ^{had finished} ...
- When I (to get) ^{got} ... to the playground my friend already (to leave) ^{had left} ... so I (not to see) ^{didn't see} ... him that day.
- What you (to do) ^{were doing} when I (to call) ^{called} you? I (to cook) ^{was cooking} ...

GRAMMAR POINT

Either ... or ...

This structure is used to talk about two possibilities.

You can **either** buy this blouse **or** that T-shirt.

I should like to visit **either** the designer shop **or** the department store.

Neither ... nor ...

This structure is used to join together two negative ideas.

Neither Chris **nor** Mary could afford the designer trainers.

I want **neither** this belt **nor** that blouse.

3. Express the two possibilities as in the example.

Example: We can speak both English and French.
We can speak either English or French.

- 1) Bill can play both football and tennis.
- 2) Liza plays both the piano and the guitar.
- 3) We are going to visit both Kyiv and Zhytomyr.
- 4) They'll buy both the present and the flowers.
- 5) She was able to cook dinner and to look after the child.

4. Disagree as in the example.

Example: We need both fruit and vegetables.
We need neither fruit nor vegetables.

- 1) She drinks both water and coffee after lunch.
- 2) I shall go both to the United States and Canada.
- 3) Both Kate and Mark are fond of ice-cream.
- 4) Ted has bought both the jeans and the trainers.
- 5) Yesterday both Martha and Sally ate pancakes.
- 6) We need both sugar and sweets.
- 7) They speak both German and English.



5. Complete the sentences. Use the verbs in brackets either in Present Perfect or Present Perfect Continuous. (In three sentences two tenses are possible).

- 1) Bill never (to speak) ... Japanese.
- 2) — Mary's voice sounds strange. She (to cry) ...?
— Oh, no. She (to laugh) ...
- 3) Kathy can't go on holiday, she (to break) ... her leg.
- 4) What you (to cook) ... all morning, dear?
- 5) I can't listen to him any more. He (to talk) ... to us for an hour and a half.
- 6) How long you (to live) ... here?
- 7) We (to phone) ... Mrs Smith for half an hour but can't get through.
- 8) — You (to phone) ... Mrs Smith? — Sorry, not yet. I'll do it in a minute.
- 9) Liza (to work) ... as a teacher here since she left London.
- 10) Betty (to live) ... in Sally's flat over the last month.



6 Put the verbs in brackets either in the Present or Past Simple Passive form.

- 1) A new school (open) ... by the President on the 1st of September.
- 2) This umbrella (make) ... in Japan.
- 3) Tea with milk (drink) ... in England.
- 4) Kate and Fred (ask) ... to leave the class yesterday.
- 5) Coffee (grow) ... in Brazil.
- 6) Smoking (not allow) ... here.
- 7) This house (build) ... last year.

Lesson 3

1. Read and discuss in groups.

бувають! SHOPPING IN BRITAIN

1 When you want to buy something you go to a shop or market. Some people are fond of shopping, others are not. But all of them go shopping now and then¹.

2 In Britain buying food is usually done at the baker's, at the butcher's, at the sweet shop or at the greengrocer's. If you need either sugar or rice, you go to the grocer's. If you need fish, you go to the fishmonger's. At the dairy you can buy dairy products like milk or cream.

3 But nowadays shopping in supermarkets becomes more and more popular, because it's convenient as they operate on the self-service system. It means you walk round the shop and choose what you want. You don't put goods into your bags before paying for them. You can use trolleys. At the exit you pay for all your goods at the cashier. Supermarkets don't close for lunch. If you are a traveller in Britain, you should know some shopping habits in the country. For example, you should remember that fish shops are closed on Mondays. You should know that sales are popular with British shoppers. They are held twice a year by shops and department stores to get rid of old stock². Some of shops and supermarkets in Britain have got leading positions.

Sainsbury's supermarkets are leaders in food and drink selling. These very big supermarkets are for richer people who want to do shopping once a week or even once a month.

Tesco's supermarkets are leaders, too. But they've got a different image³. They sell goods at lower prices.

British Home Stores (BHS) is a group of large shops selling mainly clothes but also food and other products for the houses.



¹now and then — час від часу

²to get rid of old stock — позбутись застарілого товару

³image ['ɪmɪdʒ] — *тут*: репутація

Buying clothes in Britain is a problem for Europeans, because they have different size system. Ready-made clothes departments in London usually use both British and European sizes on the tags.

There are some traditions about shopping in Britain. Mothers usually buy clothes for their small children, but British teenagers usually buy clothes by themselves. The British usually buy food in supermarkets once a week. The food shopping in most British families is usually done by mothers.

Don't forget that the British use 'please' a lot. As for 'thank you', remember that in Britain in informal situations and in some shops, lots of people say 'cheers' instead.



2. Complete the sentences according to the text above.

- 1) Buying food is usually done at the
- 2) Shopping in supermarkets
- 3) In the supermarket you
- 4) If you are a traveller in Britain
- 5) Sales are
- 6) Sainsbury's supermarkets are
- 7) Tesco's supermarkets sell
- 8) British Home Stores is a group of
- 9) Buying clothes is a problem because
- 10) Ready-made clothes in London
- 11) Teenagers in Britain
- 12) Mothers in Britain
- 13) You can hear instead of 'thank you'.



NEW VOCABULARY

a cashier [kæ'ʃɪə]
 goods [gʊdz]
 ready-made [,redi 'meɪd]
 clothes

a shopper ['ʃɒpə]
 a tag [tæg]
 dairy ['deəri]
 convenient [kən'vi:niənt]
 to pay [peɪ]

3. Answer the following questions.

- 1) What can you buy at the baker's?
- 2) What can you buy at the butcher's?
- 3) You buy sweets at the greengrocer's, don't you?
- 4) Where can you buy sour cream?
- 5) Where can you buy fish?



4. Read and fill in the words from the box.

Yesterday Mrs Stone went shopping. At the supermarket she bought many things:

- ... of tomato ketchup
- ... of milk
- ... of chocolate
- ... of bread
- ... of flour
- ... of tea
- ... of coffee
- ... of meat
- ... of cheese
- ... of fish
- ... of cola



a bar, a bottle, a bottle, a carton, a packet, a loaf (loaves), a pound, a kilo, a jar, a tin, a bag

5. Read and act out the dialogues in pairs.

a) A: There is little flour left. Will you go to the grocer's and buy a bag of flour and some sugar, please?

B: Shall I also buy a bag of sugar?

A: Could you buy two and a packet of tea?

B: We haven't got any rice. What about salt?

A: There is a lot. But you can buy a jar of sour cream and two bottles of oil. Is that OK?

b) A: Good morning. What can I do for you?

B: I want a pound of carrots and a large cabbage, please.

A: Yes, certainly. Anything else?

B: Some fruit, please, six oranges and two pounds of apples.

A: Any grapes?

B: No, nothing else, thank you.

6. Speak about shopping. Work in groups.

- 1) Do you like shopping? Why / Why not?
- 2) What kinds of shops do you like? Why?
- 3) What kinds of shops don't you like? Why?



Homework

Workbook ex.2 - p.89

Lesson 4

1. Read the e-mail letters and speak on the girls' impressions of shops in London.

DELETE PRINT FORWARD REPLY DONE

To: Lilly
From: Chris
Subject: Shopping

London is a paradise for shoppers. With their large selection of goods, there are famous department stores like Harrods and Selfridges. You can also find designer shops, souvenir shops, well-stocked book shops, market stalls and many other kinds of shops. Second-hand shops are also popular with young people.

I know what I am going to get for you — that's a surprise. But I don't know what to get for boys. Can you suggest some presents for them? Drop me a line soon.



NEW VOCABULARY

market stall

[ˌmɑːkɪt 'stɔːl]

paradise ['pærədəɪs]

selection [sɪ'leɪʃn]

- well (badly) stocked

FORWARD REPLY DONE

To: John
From: Mary
Subject: Shopping

I like shopping in London because it's got a lot of exciting shops. On Saturday Chris and I went to Harrods. I wasn't surprised to see many people there. But the prices are disappointing. The clothes are expensive. I haven't bought anything yet.

2. Answer the questions.

- 1) What kind of shops can everyone find in London?
- 2) What kind of shops are popular with young people?
- 3) Has Chris bought any presents for her friends in Ukraine?
- 4) Where were the girls on Saturday?
- 5) What was the place like?
- 6) Has Mary bought anything?
- 7) Does Mary like shopping in London?
- 8) Why does Chris call London a paradise for shoppers?

3. Complete with a proper degree of comparison of an adjective in brackets.

The market is (close) ... to the McBrights' house than supermarket. Mrs McBright thinks the market is (good) ... than the supermarket. Fruit and vegetables there are (fresh) ... than vegetables and fruit in the supermarket, and they are also (cheap) ... than the ones in the shops. Mrs McBright thinks the market is (exciting) ... place in London. It's (colourful) ... than the shops in the high street. She thinks the market is (good) ... place to shop in London.

4. Look at the two pictures of the shops below. Describe and compare them. Use the words from the box.



The shop in Picture ... is a large group of popular shops, I suppose. It is huge with the good selection of ... and it is more ... than the shop in picture ...
But ...



a



b

modern,
well-stocked,
wide selection,
old fashioned,
interesting,
crowded,
busy,
friendly,
helpful,
noisy,
popular,
cosy,
convenient,
in the state,
expensive,
cheap,
disappointing,
exciting,
well-designed,
famous,
surprising,
polite



5. Role-play. Imagine you want to buy presents for John, Terry and Lilly. Work in pairs.

A, you are Chris.
B, you are Mary.

The belt is very exciting.
I think it's the best present
for Terry. What do you think?

It's not a bad idea, but
I think the book about
Britain would be better.



a book 'Football in Britain', CD 'Selection of the Best British Pop Singers', a pair of trainers, a T-shirt, a video about London, a doll, a designer watch, a pair of jeans, a clock radio, English folk songs, video for English learners



6. Imagine you are a foreigner in Ukraine. Write a letter about doing shopping in Ukraine and share impressions with your friends in Britain.



Homework

Workbook ex.1 - p.90

Lesson 5

1. a) Before listening guess the meaning of the following words.

necessary ['nesisəri] more necessary — the most necessary.

What is necessary for you — to come to school in time?

Proper food and rest is necessary for good health.

pillow ['piləʊ] Pillows are used to put a head on when

sleeping. Pillows can be small, soft, hard, etc.

blanket ['blæŋkɪt] Blankets are used on beds to keep you

warm. I've got a warm blanket.

sheet [ʃi:t] It is a large piece of cotton¹ cloth. I like clean

sheets on the bed. A person usually sleeps with a sheet

under him.

towel [taʊəl] Dry your hands on the towel. We usually need a

big towel after having a bath to dry the body.

wool [wʊl] It is the soft hair of the sheep or some other

animals. I've got a warm sweater made of wool. Woolen

things are made of wool. I don't like to sleep under a

woolen blanket — it's too hot!

b) Name:

- the soft hair of the sheep
- something that is used to cover a bed
- things which are made of wool
- something that is used to put one's head on
- something that is used on beds to keep people warm
- something that is used to dry parts of one's body
- the word which is used to say that we need something

HELPFUL TIPS

Guessing Words

When you read or listen to a new text, there may be several words you don't understand. Try to guess their meaning before you look up any words in a dictionary. Start by asking yourself these questions:

- 1) What sort of word is it? Is it a noun, a verb, an adjective or an adverb?
- 2) Can I guess the meaning from other words?

For example: colourful = colour + full means 'full of colour', 'interesting'

colourless = colour + less means 'without colour', 'not very interesting'

- 3) Can I guess the meaning from the context?

For example: *I'm broke. I spent my last pound on my train ticket.*

'Broke' in this context = without money

Try to guess the meaning of the underlined word:

George Gates is a good-looking man.

He is very rich and so he can afford to buy anything he wants.



¹cotton ['kɒtn] — бавовна



2. Listen about Mrs McBright's going shopping and say what she bought for Betty.



3. Answer the questions.

- 1) What is 'Selfridge's'?
- 2) Where is this store situated?
- 3) What does the 'White Sale' mean?
- 4) What did Mrs McBright want to buy?
- 5) What was the price of the towels?
- 6) What kind of sheets did she buy?
- 7) When will Mrs McBright get all she has bought?
- 8) What did Mrs McBright buy for her husband?
- 9) What did she buy for herself?

4. Read the article and do the task below.

For many Americans shopping is a profession. Americans spend hours walking round different shops and comparing prices to see if the things they want are cheaper than somewhere else.



The British are the world's worst shoppers. They never know what they want when they go shopping, particularly when they go shopping for clothes. They always ask for advice and they trust the shop assistant who says, "It suits you perfectly, madam." or "Blue is just the right colour for you, sir."

The French are very serious about shopping. They plan everything. They know exactly what they want, how much it costs and where they are going to find it.



Answer which shoppers:

- never know what they want?
- know exactly what they want?
- are always looking for a bargain?



je t'aime

¹trust [trʌst] — довіряти

DOING SHOPPING

Making decisions

- I think I'll leave it.
- I'll have / take it.

Asking for alternatives

- Have you got a size 12?
- Could you give me a smaller / larger size?
- Have you got this in another colour?

Saying what is wrong

- It's too big / small / long / short.
- It doesn't suit me.
- The colour's wrong.



5. Role-play. Imagine you are at Selfridge's. Work in pairs. Use the phrases from the box above and the ones below.

A is the shop assistant.

B is the customer.

Phrases for A

Can I help you?
 (A small one or a large one?)
 Yes, anything else?
 What size?
 It costs ...
 Certainly, sir / madam.
 It suits you perfectly.

Phrases for B

Can I have ... please?
 (A (large) one, please.)
 Yes, I'd like ...
 I think ... will be OK.
 Now I need ...
 Can I try it / them on?
 How much is it / are they?
 Here is the money.



6. Write a paragraph about what shoppers the Ukrainians are.



Lesson 6



1. Listen and read.

CHRISTMAS SHOPPING

(from the book 'Mary Poppins' after P. L. Travers)

It was Christmas time and Mary Poppins, Jane and Michael were going to the Largest Shop to do their Christmas shopping. Shop windows were full of toys, books and sweet cakes.

It wasn't easy to choose the presents for all the family.

"That will be for Daddy," said Michael and took a toy train with special signals.

"I think I will get this for Mother," said Jane and took a small doll's pram, which her Mother always wanted. "Perhaps she will give it to me sometimes."

Jane bought "Robinson Crusoe" for the Twins¹ to read when they grew up.

"Now I can read it myself," she said. "I am sure they will give it to me."

At last Mary Poppins said: "And it is time to go home."

"Just five minutes longer," asked Jane.

But Mary Poppins said "No" and the children had to go with her.

And when they were going to open the shop door, they saw a running girl.

"Oh dear!" said Mary Poppins surprisingly.

When the girl saw Jane, Michael and Mary Poppins, she stopped.

"Ah, there you are! Thank you for waiting. I'm afraid I'm a little late. Aren't you glad to see me?"

"Yes," said Jane smiling, "but who are you?"

"Who am I? Don't say you don't know me?"

The child looked very surprised, and then she turned to Mary Poppins.

"She knows me. Don't you? I'm sure you know me!"

There was a curious² look on Mary Poppins' face, "Does it begin with an 'M'?"

"Of course, it does. I'm Maia. I'm the second of the Pleiades³. Electra, she's the eldest, couldn't come because she's looking after Merope, the baby. Oh, Jane! Oh, Michael! I've often watched you from the sky, and now I'm actually talking to you..."

"But what are you doing here?" asked Michael, still very surprised.

¹twins [twɪnz] — близнята

²curious ['kjʊəriəs] — цікавий

³the Pleiades ['plaiædi:z] — Плеяди

"I've come down to buy toys for my sisters. We can't get away very often, you know. We're so busy making the spring rains. Can you help me?" She said and took the children back to the Toy Department. As they went, the people stood, looked at them and dropped their bags.

But Jane, Michael, Mary Poppins and Maia were very busy with shopping and didn't look around.

"Here we are!" said Maia. "What shall we buy? I want something for each of my sisters — six of them. First, my eldest sister. She's very domestic. What about that nice broom¹? We have so many troubles with star-dust². Now for Taygete. She likes dancing. Don't you think, Jane, a skipping-rope would be just the thing for her? Then there's Alcyone. She's so quiet. Does she want anything? A book, do you think, Mary Poppins? I know what Celaeno wants. A hoop³. She will like morning exercises with it up in the sky. Now there are only the two little sisters left. Michael, what would you advise for Sterope?"

"What about a top⁴?" said Michael.



¹broom [brʊ:m] — мітла

²a dust [dʌst] — пил

³a hoop [hu:p] — кільце

⁴a top [tɒp] — дзига

"What a good idea! She will love to watch it turning round in the sky. And what do you think for Merope, the baby, Jane?"

"Have rubber ducks!" said Jane.

"Oh, Jane, how clever you are!" and she took a rubber duck.

"But who will pay for the toys?" asked Michael.

"Nobody will pay. There is nothing to pay, is there?" said Maia.

"Nothing at all, madam," the shop assistant said and gave her the bag full of toys.

"Now we must go," she went on, taking Michael's arm.

"We must all go home. It's very late, and I heard your Mother telling you that you must be home in time for tea."

Outside the shop Jane suddenly said, "But there's no present for her. She's bought something for all the others and nothing for herself."

Mary gave a quick look into the shop window. Then she took off her new gloves and put them on to Maia's hands.

"There!" she said. "It's cold today."

Maia said nothing, but came up to Mary Poppins and kissed her.

"I've been so happy," said Maia. "Don't forget me, will you?" And with these words she went up and up. Then a cloud hid her, but they knew she was behind it. The bright light was coming through the dark cloud.

2. Choose the right item to complete the sentence.

- 1) Jane, Michael and Mary went to the largest shop to buy ...
 - a) toys for the Twins
 - b) a present for Mary Poppins
 - c) Christmas presents for their parents
- 2) The children bought ... for their parents.
 - a) a hat and a book
 - b) gloves and a pram
 - c) a toy train and a doll's pram
- 3) The children bought ... for the Twins.
 - a) a toy train
 - b) a book
 - c) a doll's pram
- 4) When Jane, Michael and Mary were going out of the shop, they saw ...
 - a) a running girl
 - b) some sweet cakes
 - c) rubber ducks
- 5) ... knew the girl.
 - a) Nobody of them
 - b) Mary Poppins
 - c) Jane
- 6) Maia knew a lot about Jane and Michael because ...
 - a) she watched them from the sky
 - b) she often met them in London
 - c) Mary Poppins often told her about the Banks family
- 7) Maia bought ... for herself.
 - a) no present
 - b) a skipping-rope
 - c) a broom
- 8) When Maia went home, Mary Poppins ...
 - a) went up and up in the sky
 - b) gave her a pair of her new gloves
 - c) kissed her

3. Explain why they do the following.

- Jane, Michael and Mary Poppins went shopping that day.
- Michael chose a toy train for his father.
- Jane chose a small doll's pram for her mother in the shop.
- Jane and Michael didn't know Maia.
- Maia knew a lot about Jane and Michael.
- Maia came to the shop that evening.
- Maia bought a nice broom, a skipping-rope, a book, a hoop, a top and a rubber duck in the shop.
- Maia paid nothing for the toys.
- Maia kissed Mary Poppins.



4. Divide the story into several passages to make a plan for your retelling it.

5. Imagine you want to buy presents for your friend's family in Britain. Discuss the situation in a group of four.

- Answer the question:
What should everyone keep in mind when buying presents?
- Brainstorm the ideas.
- Make a shopping list.
- Present your list in class and explain your choice.



Lessons 7-8

1. a) Complete the article with the words from the box.

In most countries the sign at the **2**. in a shop says something like "P. HERE". In Britain, though, it nearly always says "Please ... HERE". When you go shopping, you can often hear people say "please". Let's say you're buying a book which **3** 10 pounds. You hand it to the **4**., who will probably say, "Ten **5**., please". This sounds like "May I have the money, please?", but it's really just a way of talking. Even if you've got the money in your hand, and are giving it to the **6**., he or she will still say the same thing! Remember, the **7**. is always expected to be polite.

costs
pay (twice)
cash desk
cashier (3 times)
pounds



b) Find out and say when the British say 'please'.

2. Put the dialogues in right order and act them out. Work in pairs.

- a) — Hello.
— Oh, I forget, I need a plastic bag, please.
— One kilo of English Cox apple, please.
— Thank you.
— Here you are.
— Hello.
— They're 90 p for a kilo.
— They are 20 p.
— Here's the money and thanks a lot. Goodbye.
— How much are they?



- b) — All right.
— Yes, two cartons.
— John, would you go and get some sugar?
— Yogurt?
— Shall I get anything else?
— Yes. How much shall I get?
— Oh, yes, get a bottle of milk or, perhaps two, and yes, some yogurt, too.
— Get one packet.

3. In groups, discuss the prices of the goods below in Britain and compare with the prices of these goods in Ukraine.



a daily newspaper



a litre of milk



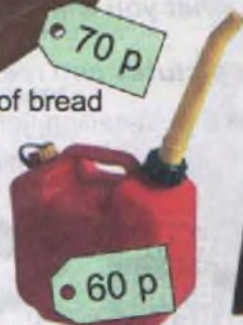
a loaf of bread



a pair of jeans



a packet of cigarettes



a litre of petrol¹



a cup of coffee



a small family car



a cinema ticket

4. a) Read the dialogue and write down Mike's shopping list.



George: Are you going to the shops?

Mike: Yes, I need some new batteries for my radio.

George: Here's a ten pound note. Oh, and can you get me the TV Times?

Mike: Why can't you go shopping yourself?

George: Because I'm lazy!

b) Act out the dialogue in pairs.

c) Make up the similar dialogue. Make a shopping list of four items.



Are you going to the shop?

Yes, I am.



Act out in pairs.

5. Role-play shopping situations at ready-made clothes departments. Work in a group of three.



Collect some outdoor clothes like jackets and coats, and put them on a desk at the front of the class. One of you is a shop assistant.

¹petrol ['petrəl] — бензин¹

REVISION

6. Speak about your last visit to a department store or a supermarket. Say what you bought there, what the prices were, how much money you spent there.

7. Work in pairs. Ask and answer about what shops you will go to and what you will buy if you come to Paris.

8. a) Look at the pictures and read. Answer the questions below.

They are the 8 best-selling items in Britain.



Casio Watch



Heinz Baked Beans



Dunlop Sports Shoes



Hula Hoops Potato Rings



Colgate Toothpaste



Honda Moped



Kellogg's Cornflakes



Levi's Jeans


- Why do Britons buy these things most?
- Would you like to buy any of these things? Why?

b) Read the advertisement. Make a drawing of one or two best-selling things in Ukraine. Write your own advertisement for them.

SPORTS SHOES!

DUNLOP

I WOULD LIKE TO BUY THEM!
THEY ARE NOT LIKE OTHER SHOES!
I LIKE THE WAY THEY ARE DESIGNED.
BESIDES THEY ARE STRONG, LIGHT AND COMFORTABLE.
THEY ARE EXPENSIVE, BUT THEY ARE THE BEST!



9. Read about two shops and complete the text with the paragraphs from a) to d). There is one extra paragraph.

Many of young people spend a lot of money on mobile phones, accessories¹ and phone cards every month, so here is some information about two mobile phones shops in our city: 'Mobilochka' and 'Mobilomania'.

'Mobilochka' is a well-known group of shops. They have just opened their first branch² in the city. It is situated in the city centre, opposite the Central Department Store.



①

 'Mobilochka' has a large selection of mobile phones. It has got a huge variety of phones and accessories, including the latest models. You can buy them more cheaply there than in 'Mobilomania'. There are also phone-holders, special details and posters.

②

 The staff³ at 'Mobilochka' are fast. They try to be helpful, but they are usually too busy to talk to you.

③

 I think 'Mobilochka' addresses to most people more than 'Mobilomania'. But 'Mobilomania' is an interesting shop and you should go there and look around. You may get some interesting information or a good piece of advice there.

a) 'Mobilomania' is less crowded than 'Mobilochka', so you don't have to queue at the cash desk. The staff have also got time to talk to you.

b) 'Mobilomania' is owned by an engineer. There is a good repair service department.

c) 'Mobilomania', on the other hand, has been opened for eight years. Because it is not in the city centre, not many people know about it. You can get there on bus 20.

d) 'Mobilomania' doesn't have all the latest models, but if you like engineering, you will learn more interesting things and other useful information there.

¹ accessories [ək'sesəriz] — приладдя, аксесуари

² branch [brɑ:ntʃ] — тлум: філіал, відділення

³ staff [stɑ:f] — штат, персонал



10. Write a composition 'London Is a Shopping Paradise'. (14 sentences)

PROJECT

11. FOCUS ON SHOPS



Write a report about two music (clothes, sports, etc) shops in your town for your school newspaper.
Work in a group of four.

WORK

- 1) Brainstorm your ideas.
 - What are two different shops to choose?
 - What kinds of goods do they sell?
 - How are they different?

- 2) Put your ideas according to the plan.

- a) Introduction
(street ...)
- b) General Information
(What kind of the shop? How can you get there?)
- c) Stock and Staff
(Describe the stock. What does the staff look like? What are the prices?)
- d) Conclusion¹
Sum up your ideas.
(What specific qualities of each shop?)

- 3) Write your report and display it in class.

FOCUS ON SHOPS



But sometimes shopping in supermarkets becomes more and more popular. Because it is convenient as they operate on the self-service system. It means you walk round the shop and choose what you want. You don't get people into your bags before paying for them. You can use trolleys all the way you go for all your goods in the supermarket. It's also a place for food. It is also a paradise in Britain you should know some shopping habits in the country. For example, you should remember that most shops are closed on Sundays. You should know that supermarkets popular

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¹conclusion [kən'klu:ʒn] — ВИСНОВОК

Lesson 9

1. Read the article and say if your parents give you money to buy things for yourself.

Sarah Wells, 12, spends her money carefully. She never buys clothes that are more expensive than she can afford to buy.

"The jeans at this stall are cheaper than the ones in the designer shop," she says. "And I think they're nicer than the other ones."

Sarah told me that her mother had taught her how to use money wisely. Her mother had given her pocket money since she was eight. At first she wasn't careful enough with money, but now she is. Sarah's mother said that she was proud of her daughter.

"It is important for children to learn to use money well."



2. In two groups debate on Lilly's question.



Should parents allow their children to buy things for themselves?
What do you think?



VOCABULARY

1. Complete the sentences with the words from the box.

- Department stores sell a large selection of
- I can't afford to buy things from this shop.
- That jacket is cheap because it is in
- I paid 5 pounds for the shirt. It was a!
- Mike's mother can't pay for the trousers with her credit card, so she will pay in



bargain
designer
cash
goods
sale

10 points

GRAMMAR

2. Match to make up the sentences.

- | | |
|--------------------------------|--|
| 1) How many days does February | a) we have to stay at home. |
| 2) It is raining all day and | b) she is having a walk in the park. |
| 3) Alec was not at home, | c) didn't have time to write a letter. |
| 4) Helen is out, | d) have this year? |
| 5) I was busy all day and I | e) he had left for his sport club. |

10 points

COMMUNICATION

3. Complete the dialogue with the items from a) to e).

- | | |
|---|---|
| 1) Can I help you? | a) No, not really. The skirt's too long and anyway the jacket's wrong. Have you got a size 10 in black? |
| 2) All the suits are over there on the left. | b) Yes, I need a suit. |
| 3) Yes, sure. The changing rooms are over there. | c) Thanks. |
| 4) Is it any good? | d) OK. Then I'll leave it. |
| 5) No, I'm sorry, we haven't. That's all we've got. | e) Thanks. Can I try this on? |

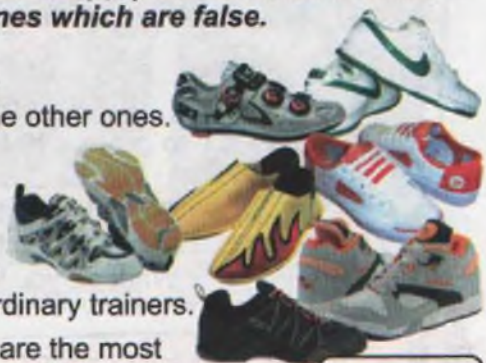
20 points

LISTENING



4. Listen about sports shoes and tick (✓) the sentences which are true and cross (X) the ones which are false.

- 1) Madonna wears trainers.
- 2) Trainers are shoes like the other ones.
- 3) Doctors say it's no good to wear no shoes.
- 4) Children's shoes are very expensive in Britain.
- 5) Teenagers want to buy ordinary trainers.
- 6) Reebok, Nike and Puma are the most popular trainer companies in Britain.



30 points

READING AND WRITING

5. Read the text and write a paragraph about how you think Covent Garden will be changed.

Covent Garden had been one of London's biggest markets. For 200 years, Londoners bought their fruit and vegetables here, but in 1974 the market moved to another part of London.

It is now the best place in London for free entertainment. You can see clowns, mime artists, singers — all for nothing! It's also a great place for shopping. Clothes shops, music stores, art and design — you can find it all in the Central Piazza or in the streets nearby.

But it's going to change soon. The Royal Opera House is going to become much bigger, and some shops will disappear. Will Covent Garden lose its character?

.....

.....

.....

.....

.....

.....

.....



30 points

Total = 100 points



NOW I CAN ...

- talk about shops and doing shopping
- compare different shops
- describe British shopping habits
- go shopping for goods
- make an advertisement of a certain thing
- write about my shopping experience

GOODBYE!

Lessons 1-2



1. Listen and talk in a group of four.

Mrs McBright: They are really nice girls.

Betty: I am going to miss them.

Mrs McBright: Well, you can write to them.

Betty: It's not the same.

Mr McBright: Are you sure Chris and Mary are going to be surprised?

David: Yes, I am. They have no idea that the party is in their honour¹.

Betty: Dave, did you bring the tapes for dancing?

David: They are in my bag.

Betty: What did you bring?

David: Some CDs of

popular singers like Christina Aguilera, Ricky Martin and others. Oh, and *Wild Dances!* It is sung by Ruslana. I heard Ruslana is a pop star in Ukraine, loved by many.

Betty: Great! Mary and Chris will love it! I can't wait to see their faces when they walk in here tonight.

Mrs McBright: Do you really think it's a good idea to have a party room here?

David: Don't worry, mum. It's OK. And what about the cake?

Mrs McBright: It's ready. Betty promised to decorate it.

Betty: I'll be in 3 minutes, Mum...



2. Say if it is true or false.

- 1) The McBrights are going to arrange a farewell party² in honour of Chris and Mary.
- 2) The English family is going to say goodbye to their guests.
- 3) Betty is not going to miss the girls.
- 4) David brought some video films in his bag.
- 5) Betty can't wait to see the girls' faces when they walk in the party room.
- 6) David is not sure that Mary and Chris will be surprised.
- 7) Mrs McBright made a cake.
- 8) Betty has decorated the cake already.

¹in somebody's honour [ˈɒnə] — на чийсь честь

²farewell party [feəˈwel] — прощальна вечірка

3. Work in pairs. Make up the dialogue between Chris and Lilly.

A, you are Lilly. You are interested what the farewell party looked like.

B, you are Chris. Describe the farewell party and answer Lilly's questions.

4. Read the article and answer the questions below.

Heathrow ['hi:θrəʊ] is the main London airport and it's one of the biggest airports in Europe. It's not far from the centre of London and it's used by more than 62 million passengers every year. There are two other large London airports: Stansted and Gatwick. They are in some distance from London but there are fast train services to these airports from the city centre.



- What are the names of large airports in London?
- Which one is not far from the city centre?



5. Work in groups of six. Write a final episode, called 'Goodbye, Mary and Chris!'

Your episode must:

- take place at Heathrow airport
- have some words of every member of McBright's' family as well as for Chris and Mary
- be no more than three minutes long

You may use the phrases below.

Saying Goodbye

- Thanks for everything.
- It was a pleasure.
- We enjoyed having you.
- We'll send you a postcard from Kyiv.
- Phone us when you are at home.
- We hope you'll have a pleasant flight.
- I believe that one day you'll be on visit in Kyiv.

6. Act out your episode.

7. Read and write an e-mail to Ukraine.

Imagine you've been in London for three weeks. You are going to go back to Ukraine tomorrow. You enjoyed your stay with the English family. Write about how you feel about saying goodbye to your new friends in London.

You've come to the end of this school year. But it's not the end of learning English. There are some advices and suggestion for you below.



HELPFUL TIPS

Learning Outside the Classroom

Learning English should not stop at the end of your school year. There are several ways to improve your English:

- 1) Listen to English songs and radio programmes.
- 2) If possible, watch English or American films (not 'dubbed' into Ukrainian).
- 3) Read an English magazine, or a newspaper or a book.
- 4) Make friends with some English-speaking people and communicate with them.
- 5) Notice how English-speaking people say things. Carry a notebook and write down interesting words and phrases.
- 6) Note down any questions in your notebook that you want to ask the teacher in September.



What about starting up your 'Learning Diary'? You can have it in your 'Portfolio'.



How do you feel about the things that you have learnt this year? Write down the list in your Learning Diary:

- 3 things that you feel you know well now
- 3 things that you are still not sure about
- 3 things that you really enjoyed
- 3 things that you didn't like much



Discuss your lists with other pupils of your class. What can you do to learn the things you are not sure about?



**HAVE A NICE SUMMER HOLIDAY!
GOOD LUCK WITH YOUR NEXT YEAR OF ENGLISH!**

1. The Noun (іменник)

COUNTABLE AND UNCOUNTABLE NOUNS

(Зчислювані та незчислювані іменники)

	COUNTABLE	UNCOUNTABLE
Meaning (Значення)	objects: flower, key, knife, man, fox, etc.	food: butter, bread, milk, tea, etc material: wood, iron; petrol, water, snow, metal, etc abstract nouns: peace, anger, love some others: money, soap, furniture, news, information, etc
Plural (Множина)	have plural forms (see the rules) (має форми множини)	have no plural forms (used mainly in the singular) (не має форми множини)
Article (Артикль)	take articles: a/an, the (вживається з означеним та неозначеним артиклями)	have no article a/an sometimes the
Quantity Words (Слова із значенням якості)	many (a lot of) some few (a few)	much (a lot of) some little (a little)

THE PLURAL OF NOUNS

1. + -s	dog — dogs [z] cat — cats [s] rose — roses [ɪz]
2. + -es (ch, sh, s, x, ss)	bench — benches [ɪz] lash — lashes dress — dresses box — boxes
3. -f, -fe — -ves	wolf — wolves wife — wives Note: chiefs, roofs, cliffs, handkerchiefs, safes, hoofs/hooves, beliefs
4. -o — -oes	potato — potatoes Note: vowel (голосний) + o (radios), double (подвійне) o (Zoos), abbreviations (скорочення) (photos), musical instruments (pianos), proper nouns (власні назви) (Eskimos), some nouns can take both -es or -s
5. a) consonant (приголосний) + y — -ies b) vowel (голосний) + y — -s	fly — flies, family — families day — days, boy — boys

<p>6. compound nouns (складні іменники)</p> <p>a) with -man b) noun + noun c) noun + prep + noun d) adjective + noun e) non-noun</p>	<p>a) policeman — policemen Note: German — the Germans Roman — the Romans</p> <p>b) snowball — snowballs c) commander-in-chief — commanders-in-chief d) blackboard — blackboards e) forget-me-not — forget-me-nots</p>
<p>7. irregular (неправильні)</p>	<p>child — children man — men woman — women goose — geese tooth — teeth mouse — mice deer — deer sheep — sheep aircraft — aircraft means — means species — species</p>
<p>8. group nouns = a group of people (they can take either a singular or a plural verb)</p>	<p>army, audience, class, club, crowd, family, press, public, team, etc</p>

THE POSSESSIVE CASE OF THE NOUN

(Присвійний відмінок іменника)

- Betty has got a dog. = This is Betty's dog.
 The boys have got books. = These are the boys' books.
 The children have got a ball. = This is the children's ball.
 The men have got cases. = These are the men's cases.
 Robert Burns wrote a poem. = This is Robert Burns's poem.
 John Brown has got a car. = This is John Brown's car.
 The house has got a red roof. = This is the red roof of the house.

2. The Verb (дієслово)

TENSE

(Граматична категорія часу)

	POSITIVE (Ствердження)	NEGATIVE (Заперечення)	INTERROGATIVE (Питання)
<p>Present Simple V (V_s) (Теперішній неозначений (простий) час) Time expressions (слова, що виражають категорію часу): every week, every day, etc, sometimes, seldom, usually, often, never, always, etc</p>	<p>I often read English books. He seldom reads English books.</p>	<p>I don't read French books. He doesn't read Spanish books.</p>	<p>Do you read books? Does he read books? Who reads books? What do you read?</p>

	POSITIVE (Ствердження)	NEGATIVE (Заперечення)	INTERROGATIVE (Питання)
Present Continuous am/is/are + V_{ING} <i>(Теперішній тривалий час)</i> Time expressions: now, today, this week, at present, at the moment, etc	I am sitting by the fire. He is reading a book at the moment . They are sleeping now .	I am not sitting on the chair. He isn't watching TV. They aren't sleeping .	Am I sitting by the fire? Is he sitting on the chair? Are you reading a book? Who is sitting by the fire? What are you doing ?
Present Perfect have/has + V_{ED} (V_s) <i>(Теперішній перфектний час)</i> Time expressions: ever, never, yet, already, for, since, just, always, so far, how long, recently, today, etc.	I have already seen this film. He has been to London.	I haven't seen the film. He hasn't been to France.	Have you seen this film? Has he been to Greece? Who has been to Italy? Where have you been ? Note: When did you see this film?
Present Perfect Continuous <i>(Теперішній перфектно-тривалий час)</i> have/has been + V_{ED} (V_s) Time expressions: for, since, etc	I have been cooking pizza for half an hour. She has been ironing all morning .	I haven't been cooking pizza for half an hour. She hasn't been ironing all morning .	Have you been cooking pizza for half an hour? Has he been doing shopping for three hours? Who has been playing football for two hours in the afternoon?
Future Simple shall/will + V <i>(Майбутній неозначений (простий) час)</i> Time expressions: tomorrow, next week, in an hour, tonight, the day after tomorrow, soon, etc	I shall go to the park soon . He will go to the park in an hour .	I shan't go to the cinema with you tomorrow . He won't go to the park in an hour .	Shall I go to the park next week ? Who will go to the park with us? Where will he go in an hour ?

GRAMMAR REFERENCE

	POSITIVE (Ствердження)	NEGATIVE (Заперечення)	INTERROGATIVE (Питання)
Past Simple V_{ED} (V₂) (Минулий неозначений (простий) час) Time expressions: yesterday, two days ago, etc, last week, month, etc, in 1859, in winter, at 10 pm, when, then, etc	I heard this song two days ago .	I didn't hear this song yesterday .	Did I hear the song yesterday ? Who heard this song yesterday ? What did you hear yesterday ? When did you hear this song?
Past Continuous was/were + V_{ING} (Минулий тривалий час) Time expressions: at 7 o'clock last night, while you were reading, when you came, from 6 to 8 o'clock yesterday	I was writing a letter. They were doing homework.	I wasn't writing a letter. They weren't writing a letter.	Was I writing a letter? Were they doing their homework? Who was writing a letter? What were you writing ? What was I writing ?
Past Perfect had+V_{ED} (V₃) (Минулий перфектний час) Time expressions: by 7 o'clock last night, after, by the time, before he came, till/until, etc	He had caught a bird before we came to see him.	He hadn't caught a bird before we came to see him.	Had he caught a bird before we came to see him? Who had caught a bird? What had he caught ?

THE PASSIVE VOICE

(Пасивний стан)

	Active (Активний стан)	Passive (Пасивний стан)
Present Simple V(V₁) We speak English here.	am/is/are + V_{ed} (V₃) English is spoken here.	
Past Simple V_{ed} (V₂) They built a house in 1995.	was/were + V_{ed} (V₃) The house was built in 1995.	

3. The Adjective (прикметник)

THE ORDER OF ADJECTIVES

(Порядок прикметників у реченні)

	size	age	shape	colour	origin	material	noun
This is a	large	old	square	brown	French	wooden	table.

THE DEGREES OF COMPARISON

(Ступені порівняння прикметників)

Kind of Adjective (Вид прикметника)	Positive (Позитивний ступінь)	Comparative (Порівняльний ступінь)	Superlative (Найвищий ступінь)
one-syllable (односкладові)	1. nice 2. slow 3. fat	nice er slow er fate er	(the) nice est (the) slow est (the) fath est
two-syllable ending in (двоскладові із закінченням ...) -er, -ow, -y	1. clever 2. narrow 3. happy	clever er narrow er happi er	(the) clever est (the) narrow est (the) happi est
two-syllable with other endings (двоскладові із іншими закінченнями)	gentle	more gentle	(the) most gentle
more than two syllable (більше двох складів)	beautiful	more beautiful	(the) most beautiful
irregular	1. good 2. bad 3. many (much) 4. little	better worse more less	(the) best (the) worst (the) most (the) least
double forms of degrees (двоєкі форми ступенів порівняння)	1. far 2. near 3. old	far ther (longer) fur ther (more) near er — old er eld er	(the) far est (the) fur est (the) near est (the) next (the) old est (the) eld est

4. The Adverb (прислівник)

THE DEGREES OF COMPARISON

(Ступені порівняння)

Kind of Adjective (Вид прислівника)		Comparative (Порівняльний ступінь)	Superlative (Найвищий ступінь)
the same form as an adjective (така ж форма як і в прикметника)		faster	(the) fastest
two-syllable ending in -y (двоскладовий із закінченням -y)		earlier	(the) earliest
two-syllable or compound (adj. + -ly) (двоскладовий або складний (прикметник + -ly))		more often more clearly	(the) most often (the) most clearly
irregular (неправильний)		better worse more	(the) best (the) worst (the) most

TYPES OF ADVERBS

(Типи прислівників)

How (of manner) (Способу дії)	Where (of place) (Місця)	When (of time) (Часу)	How often (of frequency) (Частоту дії)
easily badly etc	there somewhere etc	now yesterday etc	usually sometimes etc

THE FORMATION OF ADVERBS

(Утворення прислівників)

	Adjective (Прикметник)	Adverb (Прислівник)
1. adjective + -ly	slow	slowly
2. adjectives ending in -le	simple	simply
3. adjectives ending in -y	angry gay	angrily gaily
4. the same form	fast hard	fast hard
5. irregular	good	well

ORDER OF ADVERBS (Порядок прислівників у реченні):
ADVERBS OF FREQUENCY (Прислівники частоти)

1. Usually go after an auxiliary verb but before the main verb	He never comes late. Does he ever come late?
2. Before the verb to be	She is never late for the lessons.

WITH A VERB OF MOVEMENT
 (З дієсловом із значенням руху)

	place	manner	time
He walks	home	quickly	every afternoon.

WHEN THERE ARE MORE THAN TWO ADVERBS
 (Коли у реченні більш, ніж два прислівники)

	manner	place	time
She was sitting	lazily	by the pool	all day long.

DETERMINERS (Означувальні прислівники)

	Uncountable Nouns (Прислівники, що вживаються з незчислюваними іменниками)	Plural Countable Nouns (Прислівники, що вживаються із зчислюваними іменниками)
Positive (в ствердженні)	much little some a lot of (plenty of) There is...	many few some a lot of (plenty of) There are...
Negative (в запереченні)	any no not much There isn't any... There is...	any no not many There aren't any... There are...
Interrogative (у питанні)	any Is there...? How much (is/does)...?	any Are there...? How many (are/do)...?

5. The Pronoun (займенник)

Subject Pronouns (Особові займенники)	Object Pronouns (Об'єктні займенники)	Possessive Pronouns (Присвійні займенники)	
I	me	my	Give it to me . It's my bag.
you	you	your	I'll give it to you . It's your bag.
he	him	his	Give it to him . It's his bag.
she	her	her	Give it to her . It's her bag.
it	it	its	Give it to it . It's its bone.
we	us	our	Give it to us . It's our bag.
they	them	their	Give it to them . It's their bag.

6. Conjunctions (сполучники)

AND / BUT / OR

	1st sentence	2nd sentence	example
and	positive	positive	She went to the shop and bought some bread. She went to the shop, but she didn't buy anything. She can't speak English or play tennis.
but	positive	negative	
or	negative	negative	

BECAUSE / SO

	meaning	example
because	introduces a reason	She bought some hot dogs because she was hungry. She was very hungry so she went to the cafe.
so	introduces a result	

FOR / SINCE

	meaning	example
for	a period of time	I haven't seen him for 3 years. I haven't seen him since 1996.
since	a starting point (a point of time)	

7. Prepositions (прийменники)

REMEMBER!

in+	cities / town / streets / the suburbs / an armchair / danger / the middle of / the queue
at+	house number (at 23 Oxford St) / home / school / university / work / bus-stop
on+	the floor / the outskirts / chair / foot / holiday

by+	bus / taxi / car / helicopter / train / plane / ship / boat / air / sea
Note:	on the bus / plane / train / coach / ship / boat in a taxi / car / helicopter

KINDS OF PREPOSITIONS

(Види прийменників)

of place (прийменники місця)	in/inside, on, at, near, under, over, below, above, round/around, among, between, behind, in front of, opposite, to the left/right, next to/beside, against
of movement (руху)	along, across, up, down, onto, off, into, out of, past, over, from ... to, towards, through
of time (часу)	in, on, at, from ... to, by

PREPOSITIONS OF TIME

(Прийменники категорії часу)

at	in	on
at 8:15 at Christmas/Easter at night at midnight at noon at the weekend	in the morning in the evening in July (months) in summer (seasons) in 1998 (years) in the 20th century	on Sunday on the 28th of March on a winter night on Monday morning
Note: on time = at the right time at 8:30 = exactly at that time in time = early enough, not late by 8:30 = not later than that time, before		

8. Articles (артиклі)

a/an	the
1. with singular countable nouns in general: An aeroplane is faster than a train.	1. with singular and plural nouns (countable and uncountable) talking about something specific or when mentioned for a second time: The boy who has left is my cousin.
2. often with the verbs to be and to have : He is a doctor. I have got a camera.	2. with words: cinema, theatre; radio, country(side) seaside, beach, etc: We go to the beach every Sunday.
3. with singular countable nouns to represent a class of people or animals: A dolphin is more intelligent than a shark.	3. with singular countable nouns to represent a class of people or animals: The dolphin is more intelligent than the shark.

GRAMMAR REFERENCE

the	no article
1. nouns which are unique: I have never been to the Acropolis.	1. proper nouns: Paula comes from Canada.
2. names of cinemas (the Peremoha), hotels (the Hilton), theatres (the National Theatre), museums (The Tate Gallery), newspapers (the Times), ships (the Queen Mary)	2. names of sports, activities, colours, substances and meals: He plays tennis well. She likes blue. Lunch is ready.
3. names of rivers (the Thames), seas and oceans (the Black Sea, the Pacific Ocean), groups of islands/states (the Bahamas, the USA), mountain ranges (the Alps), deserts (the Gobi desert), names with of (The Tower of London)	3. names of countries (England), cities and towns (London), streets (Oxford Street), parks (Hyde Park), mountains (Mount Everest), island (Cyprus), continents (Europe)
4. names of lakes (the Synevir)	4. names of lakes (when the word lake is used): Lake Michigan
5. musical instruments: Can you play the guitar?	5. when a possessive adjective is before a noun: Isn't it your coat?
6. names of people / families / nationalities (in the plural): The Smiths visited us last Sunday. The English are rather snobbish.	6. the words home and father / mother when we talk about our own home / parents
7. titles without proper names	7. titles with proper names
8. adjectives used as plural nouns (the rich) and before the superlative degree of adjectives / adverbs (the best): He is the best student of our class.	8. with the words: bed, school, church, hospital, prison, when they are used for the reason they exist: John was sent to prison. Note: His mother went to the prison to visit him.

Tapescript 1 (p.21)

I don't know many of the people on my family tree. Most of them were dead before I was born, but I have pictures of some of them.

These are my great-great-grandfather Dan Kelly. He had red hair. My father says Dan Kelly passed his hair to us. It's our heredity.

Every living thing has heredity. Straight hair or curly hair, the shape of your ears and hands, the colour of your eyes, the colour of your skin — these are all traits people get from their ancestors.

They say that traits come from the ancestors of both the mother and the father. Sometimes these traits like red hair or long legs aren't seen in the children, but they may show up again in the grandchildren or great-grandchildren.

People's traits are all mixed-up. But we can still see some traits from the ancestors in the children and grandchildren.

I get my red hair from my father and my great-great-grandfather. My mother is short, like her mother. Perhaps I will be like them, or I may be tall like my father and his ancestors, I can't tell yet. I don't know all the traits that will come to me from my ancestors. I am still growing.

Tapescript 2 (p.31)

All women like Richard Gere. I don't understand them. They say he is handsome. What's handsome about him? He's got small eyes and a big nose, his hair is terrible. Well, he is slim and straight. It's OK. In my opinion many men are slim, but not all of them are handsome. Maybe he is a good actor but I don't think he is handsome man. As far as I see it he is not even good-looking.

Tapescript 3 (p.41)

Jimmy was feeling very sorry for himself. He was in the hospital because he had his leg broken. Worst of all, it was his thirteenth birthday, and he didn't want to be in hospital. He was in bed and he was boring. His birthday was like the other days in the hospital. At half past ten the doctor came to see him. "Happy birthday, Jimmy," she said. "Can I look at

your cards?" Jimmy had some cards from his family but not any from his friends. Even Mark, his best friend, didn't remember about Jimmy's birthday. Jimmy was feeling unhappily.

At lunch time his mother came with some presents for Jimmy. The best present was a CD player. "Thanks, Mum," he said. "This is just what I need in the hospital." Things were a little bit better but not too much.

Suddenly, there was a lot of noise from outside the door. Then the door opened and his whole class walked in. First, they sang 'Happy Birthday to You' very loudly and gave him a big card. Then they crowded round his bed and looked at all his presents. Next, Mark's mother came in with a big birthday cake and paper plates. After that his classmates gave him three CDs of his favourite singers. Finally, they sat around his bed and ate the birthday cake.

Then Jimmy's doctor came in. "We need some quiet in here," she pronounced. "How would you like going home tomorrow?" she smiled.

"Wow," said Jimmy. "That's a very special birthday present. Thank you, doctor!"

Tapescript 4 (p.50)

Debbie was a kind and intelligent girl, but she couldn't make friends easily. There was no one in her class she could have a talk with. Debbie was shy. Too shy. And because she was the brightest pupil in the class and worked hard, most of the other kids didn't think of her well. She made an impression of too proud and even selfish girl. "You should be nicer to them," her mother said. But it wasn't easy for Debbie. Lots of kids in her class decided that they could make fun of her. This situation made Debbie unhappy. She felt herself very lonely. One Monday Debbie's class teacher chose Debbie to act a main role in a play. Debbie tried to refuse first, but her teacher insisted.

It was the first rehearsal and Debbie was afraid of everyone laughing at her.

When Debbie said her first lines, everyone started laughing. Debbie's eyes filled with tears.

But wait, they weren't laughing at her because she couldn't act, they were laughing because she made them laugh. She could act very well. After the rehearsal some of her classmates came up to her. "You were really good, Debbie. Well done!" "Thanks," she replied and smiled. And they smiled back. Day by day her classmates began to respect her and talk to her, and Debbie slowly began to be a sociable person. It was a start.

Tapescript 5 (p.61)

Good evening ladies and gentlemen!
Welcome to 'Mister Know-All Show'!
Today we're going to speak about English meals. We've got a guest in our studio.

— Meet Mr Goodman, he is an English gentleman. Today he is Mr Know All in our show programme. And you can ask him your questions.

TV Host: Question 1.

— I should like to know how to lay a table and the names of all those forks and knives you use.

Mr Goodman: First, I spread the tablecloth and then I take out of the cupboard a fish-knife and a fork for fish, a large knife and a fork for meat, a small knife for butter, and a fruit knife for dessert. Then I take out plates, wineglasses, glasses and put everything in its place on the table.

TV H: Thank you very much. Question 2.

— Where is baking done? And what things are baked?

Mr G: Baking is done in an oven. We can bake a cake, bread, biscuits, pies, for example.

TVH: Question 3.

— What's the difference between frying, boiling, baking?

Mr G: Frying means cooking in hot fat.

Boiling means cooking in hot water.

Baking means cooking by dry heat.

TVH: Are there any more questions?

— Yes, please.

TVH: Question 4.

— Is a cup of coffee the same as a coffee cup, a pot of tea and a teapot, a glass of wine and a wineglass?

Mr G: No. A cup of coffee means a cup full of coffee; a coffee cup may be empty.

Tapescript 6 (p.73)

Today it is Sunday. My mother is cooking. I would like to help Mum to cook a vegetable soup.

She is glad that I want to help her. She says, "Kate, please, take some potatoes and wash them.

Then give me some carrots, a cabbage and an onion."

Mother washes meat and puts it into the pot. Kate begins to cut the vegetables.

Then Mother puts some salt into the soup.

Now it's time to have dinner. The family is having dinner. Father says, "The soup is very tasty. Who cooked the soup?" And Mother says, "Kate helped me to cook it." Kate is happy, she says, "Tomorrow I'm going to cook porridge."

Tapescript 7 (p.84)

Alex: Hi, Steve. You look fantastic! I haven't seen you for a long time and you haven't changed a bit. You really look healthy.

Steve: I guess I do. I get a cold not more often than once in 2 or 3 years. I never suffer from anything.

Alex: No headaches, backaches, pains in the stomach?

Steve (laughs): No, and my legs don't hurt; and my arms don't hurt either.

Alex: Do you think that's because of your diet or the exercise you take?

Steve: I don't know. I like food, and I eat healthy food, fruit and vegetables. And I like fish and meat as well as sour cream and cottage cheese. I eat bread and pancakes but don't like sweets. So, I can't say I keep to a diet.

Alex: No, you can't. Do you take regular exercise?

Steve: Not enough. My work keeps me busy. It's only in summer when I can play volleyball, swim and ride a bicycle.

Alex: Do you do any winter sport?

Steve: No, I don't. But I walk a lot. That's the exercise I do. By the way I don't smoke and never drink alcohol.

Alex: Great!

Tapescript 8 (p.95)

Nick started to feel ill on Sunday evening. He had a temperature, a headache and a sore throat. He wanted to watch a football match on the television, but he decided to go to bed early. He stayed in bed on Monday morning and his mother phoned the doctor. The doctor arrived at half past 10. He looked at Nick's throat and he checked his temperature. Nick needed some medicine. The doctor wrote a prescription and gave it to Nick's mother. She got the medicine when she went shopping. When she came home, Nick took the medicine. It tasted horrible.

Tapescript 9 (p.107)

The British Royal family is always at the centre of people's attention in Great Britain.

The Queen meets thousands of people every year. She has to shake hands with each of them, and she has to find something interesting to say.

The Royal family are much talked about! The Queen, Prince Charles... Some say that Prince Charles has many intellectual interests. He's a trained driver, he has climbed mountains, parachuted from aeroplanes, and served in the Navy.

The Queen is popular with the British. They say that on the day of the Queen's silver jubilee celebration thousands of people came to the streets to see her. It was shown on TV.

In ancient times the Royal family had a German surname because its ancestors were German.

After World War I King George V decided to adopt a more English-sounding name of Windsor. Windsor is the surname of the Royal family because it's the name of a Royal castle.

In London the Royal family lives in Buckingham Palace. There are many different royal ceremonies and traditions in Britain.

Tapescript 10 (p.117)

The main meal of the day for most British people is the evening meal that is called dinner.

Seven out of ten families with children

sit down at a table for their weekday evening meal, not in front of television, as many people think. For most British families, eating is the main social activity of the day.

But breakfast is different. Only one out of four has breakfast with other members of the family. According to survey the traditional British cooked breakfast of sausage, bacon, eggs and fried bread is disappearing. Only one person of ten has a traditional British breakfast. Most people now prefer cereal or muesli, toast and marmalade and a cup of tea or coffee.

Tapescript 11 (p.126)

Cricket is an English game. It is a difficult game and is loved by many people, but others are bored by it. Some games go on for five days. It is played in many countries which were once a part of the British Empire, but nowhere else.

There are amateur cricket clubs all over England, but there is a big difference between an amateur and a professional cricketer. The amateur cannot get money for the game (he is not paid). The professional cricketer has a higher level. He has to learn many kinds of skills. He has to be an athlete, to run fast, jump and turn like a gymnast. He must be patient, and must not let other players be dishonest with him.

Above all, he has to be very brave. This is what a professional cricketer said after being hit on the head by a ball, "Cricket is hard, it hurts. It takes a special sort of person to be good at it. But we don't want the danger to be taken out of the game." (It took him eight months to recover.)

Tapescript 12 (p.137)

Rugby is a form of football which was started in 1823. Then the pupil of Rugby School William Webb Ellis handled a ball and ran with it during a game of football. The first rules were set out in 1845. Rugby is played all over Britain nowadays. The standard game (Rugby Union) is played by teams of 15.

Rugby League is a different form of the game. There are 13 players and the rules are slightly different.

Tapescript 13 (p.147)

Sean Connery made film after film and played all kinds of roles. He was the most famous and popular James Bond. His life has given him the experience he needed to play so many different kinds of people.

He was born in a very ordinary family in Scotland. When he was 9, during **World War II**, he earned money as a milk boy (early in the morning before going to school). On Saturdays he went to the cinema. He never finished his school, and when he was 16, he joined the Navy. At 19 he went to live in London. He became a **furniture polisher** and a printer. But he decided to become an actor.

To become an educated person, he went to a library and read every day for one year. He read aloud into a tape-recorder to develop his acting voice. After that, he got small parts in films...

Tapescript 14 (p.156)

Charlie Chaplin was born in England in 1889. His mother was so poor that she couldn't look after him. Charlie went to an **orphanage**. But he started acting at the age of five, and was soon a successful comic in the theatre. When he went to America, he got into films and became a film star. In 1916 Chaplin earned \$10,000 a week. His **silent** films were perfect works of art.

In 1929 the age of the silent film came to an end. The 'talkies' arrived. They were very different from silent films. Chaplin's voice was good but he didn't really want to work in the talkies. His love was the silent films.

In 1931 he made another classic film, 'City Lights', but again it was silent. Even 'Modern Times', which is considered to be his most successful film, made in 1936, had only music.

Tapescript 15 (p.167)

"I have some shopping to do. Would you like to come to Selfridge's with me?" Mrs McBright asked Betty that afternoon.

The White Sale was on at Selfridge's, the big store in Oxford Street. Mrs McBright wanted to buy a blanket, a pair of sheets and some towels.

She bought the towels first. "These are a bargain," said the shopper. "The usual price is 11 pounds for six, the White Sale price is 9." Mrs McBright also bought a pair of cotton sheets and a blanket of **Scotch** wool, but no pillow.

"Shall I help you to carry the things you've bought?" Betty asked. "No, that won't be necessary. They'll send them tomorrow, and I'll get them this week."

"Let's go to the ready-made clothes and look at skirts," Mrs McBright said to Betty. "If you like one of them and it suits you, I'll buy it; you need one for school."

Betty chose the skirt. "How much does it cost?" she asked. It cost 8 pounds, which was not very expensive but they did not have her size. "We'll be able to get it for you in about ten days," said the shop assistant.

Then Mrs McBright chose a silk tie for her husband. Next Friday would be his birthday, and she bought a pair of gloves for herself.

Then they went to the market to buy some food for five o'clock tea.

Tapescript 16 (p.180)

Madonna and Paula Abdul are very popular singers. They are different, but they have something in common. They wear trainers!

Trainers are not like other shoes. Good trainers stay with the **natural shape** of your foot. Doctors say it's good for your feet to wear no shoes at all. The next best thing is to wear trainers. Parents all over Britain have been **complaining** about the cost of their children's shoes. Teenagers don't want to buy ordinary trainers from shoe shops now.

Everyone wants to buy 'designer trainers' in smart sports shops. The most popular trainer companies in Britain are Nike, Reebok, LA Year, Hi-tech and Dunlop.

A

- absolutely** [ˌæbsə'lu:tli] цілком, повністю; абсолютно
- accident** ['æksɪdɪnt] (нешасний) випадок
- ache** [eɪk] біль
- acquaintance** [ə'kweɪntəns] 1. *n.* знайомство; 2. *adj.* знайомий
- make an acquaintance** познайомитися
- act** [ækt] 1. діяти; 2. (*театр.*) виконувати роль, грати
- action film** бойовик
- activity** [æk'tɪvɪti] діяльність
- actor** ['æktə] / **actress** ['æktɪs] актор / актриса
- adventure** [əd'ventʃə] пригода
- afford** [ə'fɔ:d] мати змогу, бути спроможним; дозволяти собі
- aid** [eɪd] допомога
- alike** [ə'laɪk] схожий, подібний
- allow** [ə'laʊ] дозволяти
- along** [ə'lɒŋ] вздовж
- get along** жити; ладити, уживатися
- ambulance** ['æmbjələns] швидка допомога
- ancestor** ['ænsəstə] предок, прабатько
- appearance** [ə'piərəns] зовнішній вигляд, зовнішність
- applaud** [ə'plɔ:d] аплодувати, плескати (в долоні)
- appointment** [ə'pɔɪntmənt] призначена зустріч
- make an appointment** призначити зустріч
- arrange** [ə'reɪndʒ] 1. упорядковувати; 2. домовлятися
- art** [ɑ:t] мистецтво
- a piece of art** твір мистецтва
- as a result** в результаті
- As far as I know...** наскільки мені відомо
- as much as possible** наскільки можливо
- as soon as** як тільки
- association** [ə'səʊsi'eɪʃn] асоціація, товариство
- atlic** [ætlɪk] 1. класичний; 2. дотепний; вишуканий
- attitude** [ætɪtju:d] ставлення
- audience** ['ɔ:diəns] аудиторія; публіка, слухачі
- average** ['ævərɪdʒ] 1. середнє число; 2. середній
- awful** ['ɔ:fl] жахливий
- avoid** [ə'vɔɪd] уникати

B

- bad (good)-tempered** [ˌbæd'tempəd] з поганим (добрим) характером
- bake** [beɪk] пекти
- bar** [bɑ:] шматок, брусок
- bar of chocolate** плитка шоколаду
- bargain** ['bɑ:gɪn] 1. торговельна угода; 2. вигідна покупка

- be brought up** [brɔ:t] бути вихованим, виховуватися
- be on** йти (*про фільм*)
- be over** закінчитися
- begin** [brɪ'gɪn] (*began, begun*) починати(сь)
- behave** [brɪ'heɪv] поводитися
- behaviour** [brɪ'heɪvjə] поведінка
- believe** [brɪ'li:v] вірити
- blanket** ['blæŋkɪt] шерстяна (вовняна) ковдра
- bleed** [bli:d] кровоточити
- blood** [blʌd] кров
- boil** [bɔɪl] кипіти
- boring** ['bɔ:ɪŋ] нудний
- bother** ['bɒðə] набридати; турбувати(ся)
- bowl** [bəʊl] миска
- breathe** [bri:ð] дихати
- bring** [brɪŋ] (*brought, brought*) приносити, привозити
- Britain** [brɪtɪn] Британія
- British** ['brɪtɪʃ] британський, англійський
- the British** ['brɪtɪʃ] британці

C

- capital** ['kæpɪtl] столиця
- careful** ['keəfʊl] обережний, уважний
- caring** ['keərɪŋ] турботливий
- cartoon** [kɑ: 'tu:n] мультфільм
- carton** ['kɑ:tən] картон, картонна упаковка
- cast** [kɑ:st] склад виконавців
- castle** ['kɑ:sl] замок
- cash** [kæʃ] готівка
- cashier** [kæʃɪə] касир
- cathedral** [kə'ti:drəl] собор
- caught** [kɔ:f] 1. *n.* кашель; 2. *v.* кашляти
- cause** [kɔ:z] 1. *n.* причина; 2. *v.* спричиняти
- certain** ['sɜ:tɪn] 1. певний; 2. упевнений
- championship** ['tʃæmpɪənʃɪp] чемпіонат
- character** ['kærɪktə] герой, персонаж
- cheap** [tʃi:p] дешевий
- check (up)** ['tʃeklʌp] перевіряти
- chemist** ['kemɪst] аптекар
- at the chemist's** в аптеці
- chest** [tʃest] 1. ящик, скриня; 2. грудна клітка
- chop** [tʃɒp] 1. рубати (*сокирою тощо*)
2. нарізувати
- chore** ['tʃɔ:] буденна (регулярна) робота по дому
- do chores** займатися хатньою роботою
- coach** [kəʊtʃ] 1. карета; 2. репетитор
- comedy** ['kɒmɪdi] комедія
- common** ['kɒmən] звичайний, спільний
- have in common** мати щось спільне
- communicate** ['kɒmjʊ:nɪkeɪt] 1. спілкуватися; 2. передавати; 3. повідомляти
- communication** ['kɒmjʊ:nɪ'keɪʃn] спілкування
- compare** [kəm'peə] порівнювати

n = noun - іменник
v = verb - дієслово

compete [kəmˈpi:t] змагатись
competition [kəmˈpi:tʃn] змагання
complete [kəmˈpli:t] повний
compose [kəmˈpəʊz] створювати, складати
composition [ˌkɒmpəˈzɪʃən] твір
computer animation film фільм з комп'ютерними спец ефектами
consist [kənˈsɪst] складатись
convenient [kənˈvi:niənt] зручний
cope [ˈkəʊp] справитись, упоратись
cope with someone's problem упоратись з чимось проблемою
cost [kɒst] (cost, cost) коштувати
cosy [ˈkəʊzi] затишний
couple [ˈkʌpl] пара
create [kriˈeɪt] створювати
credit card [ˈkredit kɑ:d] кредитна картка
cricket [ˈkri:kɪt] крикет
culture [ˈkʌltʃə] культура
cup [kʌp] 1. чашка; 2. кубок
custom [ˈkʌstəm] звичай
cycling [ˈsaɪklɪŋ] велоспорт

D

dairy [ˈdeəri] 1. маслоробня; сироварня; 2. молочарня
decide [dɪˈsaɪd] вирішувати
degree [dɪˈɡri:] 1. ступінь; 2. градус
delicious [dɪˈlɪʃəs] 1. чудовий; 2. дуже смачний
deliver [dɪˈlɪvə] доставляти, постачати
dentist office [ˈdentɪst ˈɒfɪs] офіс дантиста
department [dɪˈpɑ:tment] відділ
department store [dɪˈpɑ:tment ˈstɔ:] універмар
depend (on, upon) [dɪˈpend] залежати (від)
designer shop дизайнерський магазин
develop [dɪˈveləp] розвивати(ся)
devote [dɪˈvəʊt] присвячувати
devoted [dɪˈvəʊtɪd] відданий
die [daɪ] вмирати
diet [ˈdaɪət] дієта
differ [ˈdɪfə] відрізнятись
difference [ˈdɪfrəns] різниця
different [ˈdɪfrənt] різний, інший
difficult [ˈdɪfɪkəlt] важкий, складний
difficulty [ˈdɪfɪkəlti] складність
disadvantage [ˌdɪsədˈvɑ:ntɪdʒ] невігода
disagree [ˌdɪsəˈɡri:] не погоджуватись
disappoint [ˌdɪsəˈpɔɪnt] розчаровувати
disappointing [ˌdɪsəˈpɔɪntɪŋ] невтішний; що викликає розчарування
discover [dɪsˈkʌvə] відкривати, виявляти
discuss [dɪˈskʌs] обговорювати
disease [dɪˈzi:z] хвороба
dish [dɪʃ] 1. страва; 2. тарілка
display [dɪsˈpleɪ] показувати, виставляти на показ

divorce [dɪˈvɔ:s] 1. *n.* розлучення; 2. *v.* розлучатись
doubt [daʊt] сумнів
draw [drɔ:] нічия
end in a draw завершуватись внічию
dry [draɪ] 1. сухий; 2. сушити(ся), висушувати

E

each [i:tʃ] кожний
each other [i:tʃ ˈlʌðə] один одного
earache [ˈiəreɪk] біль у вусі
earn [z:n] заробляти
earn somebody's living заробляти на чийсь прожиття
easy [ˈi:zi] простий, легкий
take something easy не брати близько до серця
easy-going [ˌi:siˈɡəʊɪŋ] добродушно-веселий; безтурботний
educated [ˈedʒukeɪtɪd] освічений
effect [ɪˈfekt] 1. дія, вплив; 2. наслідок, результат
empty [ˈempti] порожній
energy [ˈenədʒi] енергія
entertain [ˌentəˈteɪn] розважати, забавляти
entertainment [ˌentəˈteɪnmənt] розвага, забава
even [ˈi:vən] навіть
ever [ˈevə] коли-небудь
examine [ɪɡˈzæmɪn] 1. екзаменувати; 2. оглядати
excellent [ˈeksələnt] відмінний
exchange [ɪksˈtʃeɪndʒ] обмінювати(ся)
exiting [ɪkˈsaɪtɪŋ] хвилюючий
excuse [ɪksˈkju:z] вибачати
Excuse me... Вибачте...
expensive [ɪkˈspensɪv] дорогий
experience [ɪkˈspɪəriəns] переживати; відчувати
explain to (smb) [ɪkˈspleɪn] пояснювати
explore [ɪkˈsplɔ:] досліджувати
exist [ɪɡˈzɪst] існувати

F

fall ill захворіти
famous (for) [ˈfeɪməs] славетний; знаменитий; відомий
fashionable [ˈfæʃnəbl] модний
feel (un)comfortable почуватись (не)зручно
festive [ˈfestɪv] 1. святковий; 2. веселий
fit [fɪt] 1. відповідати (чомусь); годитись; 2. підходити
forehead [ˈfɒrɪd] лоб, чоло
fork [fɔ:k] виделка
formal [ˈfɔ:məl] 1. формальний; 2. офіційний
friendship [ˈfrendʃɪp] дружба
fry [fraɪ] смажити(ся)
fun [fʌn] веселощі, забава
make fun of somebody висміювати когось; глузувати з когось

full [fʊl] повний, наповнений
be full of smth бути наповненим чимось

furniture ['fɜːnɪtʃə] меблі

future ['fjuːtʃə] 1. *n.* майбутнє;
 2. *adj.* майбутній

G

generous ['dʒenərəs] 1. великодушний;
 благородний; 2. щедрий

get on (well/badly) поживати
 (добре/погано); просуватися
 (добре/погано)

get together зібратись разом

get to know дізнатися

give up [gɪv'ʌp] покинути; відмовитися;
 кинути (звичку)

goods [gʊdz] товар, товари

greedy ['griːdi] жадібний

guess [ges] здогадуватись

H

hard-working [hɑːd'wɜːkɪŋ] трудолюбивий,
 працьовитий

headache ['hedɪk] головний біль

headline ['hedlɪn] заголовок

health ['helθ] здоров'я

healthy ['helθi] здоровий

hear [hɪə] (heard, heard) чути, почути

heart [hɑːt] серце

hereditary [hɪ'redɪtəri] спадковий;
 успадкований

horror film фільм жахів

hospitable ['hɒspɪtəbl] гостинний

householding ['haʊs.həʊldɪŋ] домашній
do householding (duties) виконувати
 домашню роботу (обов'язки)

I

ignore [ɪg'nɔː] ігнорувати; не звертати
 уваги

imagine [ɪ'mædʒɪn] уявляти

impossible [ɪm'pɒsɪbl] неможливий

impress [ɪm'pres] вражати

impression [ɪm'preʃn] враження

make an impression on somebody
 справити враження на когось

improve [ɪm'pruːv] покращувати,
 удосконалювати

independence [ɪndɪ'pendəns]
 незалежність

independent [ɪndɪ'pendənt] незалежний

indoors [ɪn'dɔːz] у приміщенні

information [ɪnfə'meɪʃn] інформація

inherit [ɪn'hɛrɪt] 1. успадковувати;

2. переймати, запозичувати

injection [ɪn'dʒekʃn] упорскування; ін'єкція

inside [ɪn'saɪd] всередині

interschool [ɪntə'skuːl] міжшкільний

introduce [ɪn'trə'djuːs] 1. запроваджувати;

2. відрекомендувати, знайомити

introduction [ɪn'trə'dʌkʃn] 1. вступ;

2. знайомство

invitation [ɪnvi'teɪʃn] запрошення

invite [ɪn'vaɪt] запрошувати

iron ['aɪən] 1. *n.* праска; 2. *v.* прасувати

irregular [ɪ'regjulə] неправильний

invent [ɪn'vent] винаходити

It doesn't matter! немає значення

K

keep [ki:p] (kept, kept) тримати,
 утримувати, зберігати

keep fit підтримувати (фізичну)
 форму

kettle ['kɛtl] чайник (для кип'ятіння води)

kill [kɪl] вбивати

kind [kaɪnd] 1. *n.* вид, сорт; 2. *adj.* добрий

knife [naɪf] ніж

knowledge ['nɒlɪdʒ] знання

L

laugh [lɑːf] сміятись

lazy ['leɪzi] лінивий

lawn tennis [lɔːn'tenɪs] лаун-теніс

lay/set (out) the table накрити на стіл

leaflet ['liːflɪt] 1. листок; 2. листівка

learn [lɜːn] (learnt, learnt) 1. (ви)вчити;
 2. дізнатися

learn by heart вивчати напам'ять

(the) least [lɪst] 1. *adj.* найменший;

2. *adv.* найменш

leave [li:v] (left, left) залишати, покидати
leave for school виходити з дому до
 школи

lie [laɪ] брехня, неправда

lie [laɪ] (lay, lain) лежати, спочивати

lie in the sun загоряти

life [laɪf] життя

lifestyle ['laɪfstɑɪl] стиль (спосіб) життя

look [lʊk] дивитись

look for шукати

look happy (ill, tired, etc) виглядати
 щасливим (хворим, змученим, т.д.)

look out виглядати (з чогось)

look through проглядати

look around оглядати(сь)

look at подивитись

look like бути схожим

lonely ['ləʊnli] самотній, одинокий

love story любовне оповідання

loving care [ˌlʌvɪŋ 'keə] ніжна турбота

M

make ['meɪk] 1. робити, виготовляти;

2. створювати, творити;

3. здійснювати

make peace помиритися

make somebody angry розсердити
 когось

market stall [ˌmɑːkɪt 'stɔːl] прилавок,
 місце, лоток на ринку

married ['mærɪd] одружений

get married одружитися

mash [mæʃ] розминати, розчавлювати
meal [mi:l] прийом їжі; їжа
mean [mi:n] (mean, meant) 1. означати;
 2. мати на увазі; 3. хотіти сказати
meaning [mi:nɪŋ] значення
medicine [ˈmedsn] ліки
take some medicine приймати ліки
member [ˈmembə] член
memorial [miˈmɔ:riəl] пам'ятник, меморіал
method [ˈmeθəd] метод
mix [mɪks] змішувати, мішати
modern [ˈmɒdn] сучасний
move away віддалятися, відсуватися,
 від'їжджати
museum [mjuːziəm] музей

N

napkin [ˈnæpkɪn] серветка, салфетка
narrator [nəˈreɪtə] оповідач
nation [ˈneɪʃn] нація
national [ˈnæʃənl] національний
nationality [ˈnæʃəˈnælɪti] національність
native [ˈneɪtɪv] рідний (мова, місто),
 корінний (житель)
natural [ˈnætʃrəl] природний
natural resources природні ресурси
nearly [ˈnɪəli] майже
necessary [ˈnesəsəri] необхідно
need [ni:d] потребувати
needle [ni:dl] голка
neighbour [ˈneɪbə] 1. n. сусід; 2. adj. сусідній
nephew [ˈnevju:] племінник
net [net] сітка
never [ˈnevə] ніколи
new [nju:] новий
New Zealand [njuːˈzi:lənd] Нова Зеландія
next [nekst] наступний
next to поряд з
nickname [ˈnɪkneɪm] прізвисько
noisy [ˈnoɪzi] шумний
North [ˈnɔ:θ] північ
in the north на півночі
Northern [ˈnɔ:ðən] північний
nowadays [ˈnaʊədeɪz] сьогодні
nuclear [ˈnju:kliə] ядерний
nuclear weapon ядерна зброя
number [ˈnʌmbə] число, номер
nurse [nɜ:s] няня, доглядальниця;
 медсестра

O

ocean [ˈeɪʃən] океан
Pacific Ocean [pəˈsɪfɪk əʃən] Тихий
 океан
October [ˈɒkˈtəʊbə] жовтень
of [əv] прийменник родового відмінку
of course [kɔ:s] звичайно, безперечно
off [ɒf] прислівник, що вказує на
 віддалення

be off забратись, піти геть
office [ˈɒfɪs] офіс, кабінет, державна
 установа
often [ɒfn] часто
oh [ˈəʊ] ой
Oh, my! Боже мій!
Oh, no! вигук із значенням
 шкодування, співчуття
oil [ˈɔɪl] олія
on [ɒn] на
be on бути включеним
once [wʌns] одного разу
at once відразу
once upon a time колись, одного разу
 (на початку казки)
there once was був собі якийсь
opinion [əˈpɪnjən] думка; погляд
original [əˈrɪdʒɪnəl] 1. початковий;
 2. первісний
order [ˈɔ:də] порядок
in order в порядку
origin [ˈɔ:rdʒɪn] походження
organize [ˈɔ:gənaɪz] організувати
other [ˈʌðə] інший
the other day іншого дня
outdoors [ˈaʊtˈdɔ:z] надворі, на свіжому
 повітрі
outdoor activities види розваг на
 свіжому повітрі
outside [ˈaʊtsaɪd] біля, зовні, поза
 чимось
own [ˈəʊn] власний

P

pain [peɪn] біль
pan [pæn] 1. каструля; 2. сковорода
paradise [ˈpærədaɪs] рай
part [pɑ:t] частина; роль (театр.)
take part (in) брати участь (у)
participate [pɑːtɪsɪpeɪt] брати участь
patient [ˈpeɪjnt] 1. пацієнт; 2. терплячий,
 терпеливий
pay [peɪ] платити
per cent [pəˈsent] відсоток, процент
perform [pəˈfɔ:m] виконувати; здійснювати
performance [pəˈfɔ:məns] 1. виконання
 2. вистава
performer [pəˈfɔ:mə] виконавець
perhaps [pəˈhæps] можливо
person [pɜ:sn] людина, особистість
personal [ˈpɜ:snl] особистий
phrase [freɪz] фраза
pile [paɪl] купа
piling [paɪlɪŋ] збирання (звалювання) в
 купу
pill [pɪl] пілюля
pillow [ˈpɪləʊ] подушка
play [pleɪ] 1. n. п'єса; 2. v. грати(сь)
to play a part грати роль
to play the guitar грати на гітарі
to play volleyball грати у волейбол

pleasant ['pleznt] приємний
pleasure ['plezə] приємність, задоволення
for pleasure [fɪ'plezə] для задоволення
poem ['pəʊm] вірш
poet ['pəʊt] поет
point [pɔɪnt] вказувати
polite [pə'laɪt] ввічливий
politeness [pə'laɪtnɪs] ввічливість
possibility [ˌpɒsɪ'bɪləti] можливість
possible ['pɒsɪbl] можливий
pour [pɔː] лити(ся)
practise in [ˌpræktɪs] практикуватися в чомусь
prefer [prɪ'fɜː] віддавати перевагу
preparation [ˌpreɪpə'reɪʃn] приготування
prepare (for smth) [prɪ'peə] готуватися до чогось

preposition [ˌprepə'zɪʃn] прийменник
prescribe [prɪ'skraɪb] прописувати
prescribe some medicine прописувати деякі ліки
present ['preznt] дарунок
present [pre'zent] дарувати; представляти
pretend [prɪ'tend] прикидатись, удавати
price [praɪs] ціна
private ['praɪvət] приватний, особистий
promise ['prɒmɪs] обіцяти
pronoun [ˌprɒnəʊn] займенник
pronounce [prə'naʊns] вимовляти
pronunciation [prəˌdʌnʃɪ'eɪʃn] вимова
proper ['prɒpə] відповідний, правильний
proud [praʊd] гордий, з почуттям гідності
be proud of пишатись (*кимось/чимось*)
prove [pruːv] доводити
proverb ['prɒvɜːb] прислів'я
public ['pʌblɪk] 1. *n.* публіка;
 2. *adj.* публічний, громадський

pudding ['pʊdɪŋ] пудинг
puddle [pʌdl] калюжа
pull [pʊl] тягнути (*на себе*)
pulse [pʌls] пульс
take/feel a pulse слухати пульс
punish ['pʌnɪʃ] карати
puppet ['pʌpɪt] маріонетка, лялька
push [pʊʃ] штовхати (*від себе*)

Q

quality ['kwɒləti] якість
quarrel ['kwɒrəl] 1. *n.* сварка;
 2. *v.* сваритися
have a quarrel посваритися
queue [kjuː] 1. *n.* черга; 2. *v.* стояти в черзі

R

ready-made clothes [ˌredi'meid] готовий одяг
reason ['riːzn] 1. причина; 2. розум
receive [rɪ'siːv] одержувати
recently [rɪ'sɛntli] недавно
recipe ['resɪpi] рецепт

recover [rɪ'kʌvə] відужувати
record ['rekɔːd] 1. *n.* запис (на аудіо, відео); 2. *v.* записувати
recycle [rɪ'saɪkəl] переробляти вторинну сировину
refrigerator [rɪfrɪdʒə'reɪtə] холодильник
regular ['regjʊlə] правильний; регулярний
regularly ['regjʊləli] правильно; регулярно
regular verbs ['regjʊlə'vɜːbz] правильні дієслова
rehearsal [rɪ'hɜːsəl] репетиція
relation [rɪ'leɪʃn] зв'язок, стосунок
relationship [rɪ'leɪʃnʃɪp] родинний зв'язок
relative ['relatɪv] родич
relax [rɪ'læks] розслабитися, відпочивати
religious [rɪ'lɪdʒəs] релігійний
remember [rɪ'membə] пам'ятати
remind [rɪ'maɪnd] нагадувати
repair [rɪ'peə] робити ремонт
report [rɪ'pɔːt] 1. *n.* репортаж, повідомлення; 2. *v.* передавати, повідомляти
reported [rɪ'pɔːtɪd] переданий, повідомлений
reporter [rɪ'pɔːtə] репортер
resource [rɪ'sɔːs] ресурс
rest [rest] 1. *n.* відпочинок; 2. *v.* відпочивати
retell [rɪ'tel] переказувати
return [rɪ'tɜːn] повертатись
review [rɪ'vjuː] повторювати (*material*)
research [rɪ'sɜːtʃ] дослідження, вивчення
reserved [rɪ'zɜːvəd] скритий; стриманий, нетовариський
right away негайно, зараз же
rude [ruːd] грубий, брутальний

S

sale [seɪl] продаж
in the sale в продажі
sadly ['sædli] сумно
safe [seɪf] безпечний
sail [seɪl] плавати
sailor ['seɪlə] моряк
saint (snt., st.) [seɪnt] ((snt)) святий
salad ['sæləd] салат
salesman [ˌseɪlzmən] продавець
salt [sɔːlt] сіль
salty ['sɔːltɪ] солоний
same [seɪm] такий самий
at the same time в той самий час
Saturday ['setədɪ] субота
save [seɪv] 1. рятувати; 2. зберігати;
 3. заощаджувати
say [seɪ] сказати
Say it right. Скажи правильно.
scene [siːn] сцена
scenery ['siːnəri] 1. (театральні) декорації;
 2. пейзаж, ландшафт
screen [skriːn] екран

school [sku:l] 1. *n.* школа; 2. *adj.* шкільний
science [ˈsaɪəns] наука
scuba diving [ˈsku:bə ˌdaɪvɪŋ] підводне плавання
sea [si:] море
seaman [ˈsi:mən] моряк
seaside [ˈsi:saɪd] морське узбережжя
at the seaside на морському узбережжі
seat [si:t] місце, сидіння
second [ˈsekənd] другий
secret [ˈsi:krit] секрет
secretary [ˈsekɹətɹi] секретар
section [ˈsekʃn] секція, розділ
See you later. Побачимося пізніше.
Let me see. Дайте подумати.
seem [si:m] здаватись
sell [sel] (sold, sold) продавати
seldom [ˈseldəm] рідко
selection [siˈleʃkən] вибір
send [send] (sent, sent) відсилати, надсилати
sentence [ˈsentəns] речення
separate [ˈsepɹɪt] окремий
September [sɛpˈtembɔ] вересень
serious [ˈsɪəriəs] серйозний
serve [sɜ:v] 1. служити; 2. обслуговувати
set (of) [set] 1. *n.* набір; 2. *v.* встановлювати (*час, правило*); накривати на стіл
sew [səʊ] шити
shake / hold hands потиснути руки
shall [ʃæl] буду, будемо, будуть
Shall I do it? Мені це зробити?
shape [ʃeɪp] форма
share [ʃeə] ділитись
share impressions ділитися враженнями
shark [ʃɑ:k] акула
sheet [ʃi:t] 1. простирадло; 2. аркуш
a sheet of paper листок паперу
shoplifter [ˈʃɒp,lɪft] крамничний злодія
shopper [ˈʃɒpə] покупець
shy [ʃaɪ] соромливий, сором'язливий
shine [ʃaɪn] (shone, shone [ʃɒn]) світити
short [ʃɔ:t] короткий
for short скорочено
shoulder [ˈʃəʊldə] плече
shout (at smb) [ʃaʊt] кричати (на когось)
show [ʃəʊ] 1. *n.* шоу, показ; 2. *v.* показувати
shower [ˈʃaʊə] душ
to have/take a shower приймати душ
sick [sɪk] хворий
side [saɪd] сторона
sightseeing [ˈsaɪt,si:ɪŋ] огляд визначних місць
do/go sightseeing оглядати визначні місця
sightseeing tour [ˈsaɪt,si:ɪŋˈtʊə] екскурсія по визначних місцях

sign [saɪn] 1. *n.* знак, сигнал
 2. *v.* підписувати, розписуватись
silly [ˈsɪlɪ] дурний, нерозумний
silver [ˈsɪlvə] срібний
simple [ˈsɪmpl] простий
since [sɪns] з тих пір як
single (ticket) [sɪŋɡl] квиток в один бік
size [saɪz] розмір
skill [skɪl] 1. уміння, здатність;
 2. досвід, майстерність;
 3. талант, здібності;
 4. знання, розуміння, обізнаність
skin [skɪn] шкіра
slice [slaɪs] 1. *n.* скибка; 2. *v.* різати тонкими скибочками
slim [slɪm] тонкий, стрункий, тендітний
slow [sləʊ] повільний
smart [smɑ:t] розумний, кмітливий; нарядний
smell [smel] 1. *n.* запах; 2. *v.* (smelt, smelt) нюхати
smile at somebody посміхнутися комусь
sneeze [sni:z] чхати
smoke [sməʊk] 1. *n.* дим; 2. *v.* палити
snake [sneɪk] змія
sneeze [sni:z] чхати
so [ˈsəʊ] таким чином; так
So many countries in the world! Так багато країн у світі!
soft [sɒft] м'який
solve [sɒlv] вирішувати, розв'язувати
some [sʌm] декілька, трохи
sometimes [ˈsʌmtaɪmz] деколи
soon [su:n] скоро
sore throat [ˈsɔ: ˌθrəʊt] хворе горло
Sorry! [ˈsɒri] Вибачте!
soul [səʊl] душа
sound [saʊnd] 1. *n.* звук; 2. *v.* звучати
sound producer [ˈsaʊnd,prəˈdju:sə] звукооператор
soup [su:p] суп
sour cream [ˈsauəˈkri:m] сметана
South [ˈsaʊθ] південь
Southern [ˈsʌðən] південний
space [speɪs] космос
spaceship [ˈspeɪʃɪp] космічний корабель
Spain [speɪn] Іспанія
Spanish [ˈspæɪnɪʃ] іспанський
speak [spi:k] (spoke, spoken) розмовляти
special [ˈspeʃəl] особливий, спеціальний
specious [ˈspi:ʃəs] правдоподібний; пристойний
spectator [spekˈteɪtə] глядач
spell [spel] (spelt, spelt) писати по буквах
spelling [ˈspelɪŋ] написання, правопис, орфографія

spend [spend] (spent, spent) 1. проводити (час); 2. витратити
spin [spin] 1. н. веретено; 2. в. вертити, крутити
spoon [spu:n] ложка
sports ground [ˌspɔ:ts 'graʊnd] спортивний майданчик
spread [spred] 1. розстилати; 2. простягати(ся)
spread the table cloth розстилати скатертину
square [skweə] 1. н. квадрат; площа; 2. *adj.* квадратний
in the square на площі
stadium ['steɪdiəm] стадіон
stage [steɪdʒ] 1. н. сцена; естрада; 2. в. ставити (п'єсу)
stand in a distance стояти, триматися на віддалі
stairs [steəz] сходи
stamp [stæmp] марка
stand [stænd] (stood, stood) стояти
star [stɑ:] зірка
start [stɑ:t] починати
start on (a newspaper...) започатковувати, засновувати
stay [steɪ] зупинятися, перебувати
stay at a hotel зупинитися в готелі
stay with smb залишитися в когось
stay in bed залишатися у ліжку
stick [stɪk] 1. н. палка; 2. в. клеїти
still [stɪl] все ще
stone [stəʊn] камінь
store [stɔ:] магазин (великий)
storm [stɔ:m] шторм, буря
straight [streɪt] прямо
straight ahead прямо вперед
strange ['streɪndʒ] дивний
straw [strɔ:] соломка, соломинка
string [strɪŋ] струна
strong [strɒŋ] сильний
study ['stʌdi] навчатися
subject ['sʌbdʒɪkt] предмет
success [sək'ses] успіх
suddenly ['sʌdnli] раптом
suffer ['sʌfə] терпіти, страждати
suitcase ['su:tkeɪs] чемодан
sunny ['sʌni] сонячний
supermarket ['sju:pə,mɑ:kɪt] супер-маркет
support [sə'pɔ:t] підтримувати
sure [ʃʊə] впевнений
surfing ['sɜ:fɪŋ] серфінг
surgeon ['sɜ:dʒən] хірург
surname ['sɜ:neɪm] прізвище
surprise [sə'praɪz] сюрприз
sweater ['swetə] светр
sweep [swi:p] (swept, swept) підмітати
sweet [swi:t] солодкий

swim [swɪm] (swam, swum) плавати
swimming pool ['swɪmɪŋ,pu:l] басейн
symbol ['sɪmbəl] символ
symptom ['sɪmptəm] симптом
synonym ['sɪnɒnɪm] синонім
system ['sɪstəm] система

T

tablecloth ['teɪbklɒθ] скатертину
tag [tæg] ярлик, етикетка
teapot ['ti:pɒt] чайник (для заварки)
teenager ['ti:neɪdʒə] підліток
temper ['tempə] 1. натура; характер; 2. настрій
temperature ['tempərɪtʃə] температура
run high temperature мати високу температуру
take/check temperature виміряти температуру
thriller ['θrɪlə] трилер
towel ['taʊəl] рушник
tower ['taʊə] башта
train [treɪn] виховувати; навчати, тренувати(ся)
training ['treɪnɪŋ] виховання; навчання; тренування
trait [treɪt] характерна риса; особливість; властивість
treat [tri:t] поводитися, ставитися; лікувати
treatment ['tri:tmənt] лікування
trouble ['trʌb(ə)] біда, проблема, халепка
be in trouble бути в біді
give trouble завдавати неприємностей
turned-up задертий догори, курносий

U

unusual [ʌn'ju:zʊəl] незвичайний, незвичний
used up виснажений, зморений

V

voice [vɔɪs] голос

W

well (badly) stocked з хорошим (широким) асортиментом
western ['westən] 1. н. вестерн, ковбойський фільм; 2. *adj.* західний
wool [wʊl] вовна, шерсть

X

x-ray ['eks reɪ] рентгєнівське проміння; рентгєнівський знімок

IRREGULAR VERBS

I	II	III	
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
read [ri:d]	read [red]	read [red]	читати
retell [ri:'tel]	retold [ri:'təʊld]	retold [ri:'təʊld]	переказувати
ride [raɪd]	rode [rəʊd]	ridden [rɪdn]	їздити верхи
ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]	дзвонити
rise [raɪz]	rose [rəʊz]	risen ['rɪzn]	піднімати(сь)
run [rʌn]	ran [ræn]	run [rʌn]	бігти
say [seɪ]	said [sed]	said [sed]	сказати, мовити
see [si:]	saw [sɔ:]	seen [si:n]	бачити
sell [sel]	sold [səʊld]	sold [səʊld]	продавати
send [send]	sent [sent]	sent [sent]	надсилати
set [set]	set [set]	set [set]	поміщати, заходити (про сонце)
shake [ʃeɪk]	shook [ʃʊk]	shaken ['ʃeɪkən]	трясти
shine [ʃaɪn]	shone [ʃɒn]	shone [ʃɒn]	сяяти
shoot [ʃu:t]	shot [ʃɒt]	shot [ʃɒt]	стріляти
show [ʃəʊ]	showed [ʃəʊd]	shown [ʃəʊn]	показувати
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]	закривати
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]	співати
sit [sɪt]	sat [sæt]	sat [sæt]	сидіти
sleep [sli:p]	slept [slept]	slept [slept]	спати
speak [spi:k]	spoke [spəʊk]	spoken ['spəʊkən]	говорити
spell [spel]	spelt [spelt]	spelt [spelt]	вимовляти (слово) по літерах
spend [spend]	spent [spent]	spent [spent]	витрачати (гроші, час)
spread [spred]	spread [spred]	spread [spred]	розповсюджувати
stand [stænd]	stood [stɒd]	stood [stɒd]	стояти
stick [stɪk]	stuck [stʌk]	stuck [stʌk]	встромлювати
strike [straɪk]	struck [strʌk]	struck [strʌk]	ударяти
sweep [swi:p]	swept [swept]	swept [swept]	мести, замітати
swim [swɪm]	swam [swæm]	swum [swʌm]	плавати
take [teɪk]	took [tʊk]	taken ['teɪkən]	брати, взяти
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	навчати
tell [tel]	told [təʊld]	told [təʊld]	сказати
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	думати
throw [θrəʊ]	threw [θru:]	thrown [θrəʊn]	кидати
understand	understood	understood	розуміти
[ˌʌndə'stænd]	[ˌʌndə'stɒd]	[ˌʌndə'stɒd]	
wake [weɪk]	woke [wəʊk]	woken ['wəʊkən]	прокидатись
wear [weə]	wore [wɔ:]	worn [wɔ:n]	носити (одяг)
weep [wi:p]	wept [wept]	wept [wept]	плакати
win [wɪn]	won [wɒn]	won [wɒn]	вигравати, перемагати
write [raɪt]	wrote [rəʊt]	written ['rɪtn]	писати

IRREGULAR VERBS

I	II	III	
be [bi:]	was [wɒz], were [wɜ:]	been [bi:n]	бути
beat [bi:t]	beat [bi:t]	beaten ['bi:tɪn]	бити
become [bi'kʌm]	became [bi'keɪm]	become [bi'kʌm]	ставати, стати
begin [bi'gɪn]	began [bi'gæn]	begun [bi'gʌn]	починати(сь)
bite [baɪt]	bit [bɪt]	bitten [bɪtɪn]	кусати
blow [bləʊ]	blew [blu:]	blown [blɔ:n]	дути
break [breɪk]	broke [brəʊk]	broken ['brəʊk(ə)n]	пам'ятати(сь)
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, схоплювати
choose [tʃu:z]	chose [tʃəʊz]	chosen ['tʃəʊzn]	вибирати
come [kʌm]	came [keɪm]	come [kʌm]	приходити
cost [kɒst]	cost [kɒst]	cost [kɒst]	коштувати
cut [kʌt]	cut [kʌt]	cut [kʌt]	різати
do [du:]	did [dɪd]	done [dʌn]	робити
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	малювати
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	пити
drive [draɪv]	drove [drəʊv]	driven ['drɪvn]	везти, їхати за кермом
eat [i:t]	ate [æt]	eaten ['i:tɪn]	їсти
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lɪn]	падати
feel [fi:l]	felt [felt]	felt [felt]	відчувати
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]	боротись
find [faɪnd]	found [faʊnd]	found [faʊnd]	знаходити
fly [flaɪ]	flew [flu:]	flown [flɔ:n]	літати
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtɪn]	забувати
forgive [fe'gɪv]	forgave [fə'geɪv]	forgiven [fə'gɪvn]	вибачати
freeze [fri:z]	froze [frəʊz]	frozen ['frəʊzn]	заморожувати
get [get]	got [gɒt]	got [gɒt]	отримувати, ставати
give [gɪv]	gave [geɪv]	given ['gɪvn]	давати
go [gəʊ]	went [went]	gone [gɒn]	йти, ходити
grow [grəʊ]	grew [gru:]	grown [grɔ:n]	рости
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]	вішати, висіти
have [hæv]	had [hæd]	had [hæd]	мати
hear [hɪə]	heard [hɜ:d]	heard [hɜ:d]	чути
hit [hɪt]	hit [hɪt]	hit [hɪt]	потрапляти, влучати
hold [həʊld]	held [held]	held [held]	тримати
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	робити боляче, вдарити
keep [ki:p]	kept [kept]	kept [kept]	тримати, берегти
know [nəʊ]	knew [nju:]	known [nəʊn]	знати
lay [leɪ]	laid [leɪd]	laid [leɪd]	класти
lead [li:d]	led [led]	led [led]	вести
leave [li:v]	left [left]	left [left]	залишати
lend [lend]	lent [lent]	lent [lent]	позичати (комусь)
let [let]	let [let]	let [let]	дозволяти
lie [laɪ]	lay [leɪ]	lain [leɪn]	лежати
light [laɪt]	lit [lɪt]	lit [lɪt]	запалювати
lose [lu:z]	lost [lɒst]	lost [lɒst]	губити