

Англійська мова

Алла Несвіт

«English (the seventh year of studies)»
a textbook for the 7th form of secondary schools

«Англійська мова (7-й рік навчання)»
підручник для 7 класу загальноосвітніх навчальних закладів

УМОВНІ ПОЗНАЧЕННЯ:



– говоріння



– читання



– аудіювання



– письмо



– домашнє завдання



– проектна робота

Шановні семикласники!



Гучний шкільний дзвінок знову запросив вас у захопливу подорож країною знань.

Звичайно, у перші шкільні дні ви ще перебуваєте під враженнями від літнього відпочинку в колі рідних і близьких, і це не дивно, адже сім'я – найбільший скарб у житті людини. Цього року ви навчитеся розповідати про сімейні традиції, обов'язки членів родини та взаємини з друзями.

Дружна сім'я – це обов'язково затишний дім, гостинний стіл. Ми розкриємо вам секрети приготування улюблених страв, з нашою допомогою ви навчитеся швидко й вишукано сервірувати стіл для рідних та друзів.

У темі «Охорона здоров'я» разом з головними героями ви завітаєте до лікаря, навчитесь описувати симптоми захворювання.

Усі сторони нашого життя знаходять відображення на сцені та в кіно, і тому ми залюбки відвідуємо кінотеатри й обговорюємо нові спектаклі. Тут відтворюються реальні події нашого життя, і, споглядаючи гру акторів, ми маємо можливість проаналізувати свої вчинки, стати кращими.

Сподіваємося, що у коло ваших захоплень входить і спорт. Більшість із вас відвідують різноманітні спортивні клуби та секції, беруть участь у змаганнях. Багато хто вже пізнав радість перших перемог. У темі, присвяченій спорту, ми поговоримо про різні види спортивних змагань, спортивні клуби та секції. Ви будете висловлювати свої враження, давати поради.

Наступна тема запросить вас до Великої Британії, зокрема до Лондона – великого міста з давньою історією. Подорожуючи вулицями Лондона, ви дізнаєтеся про місця, пов'язані з королівською родиною, а також відвідаєте кілька найвідоміших музеїв.

Після цікавої подорожі так приємно повернутися додому – в Україну. На вас чекає її прадавня столиця – Київ – колиска нашої держави. Тож погуляймо його центральною вулицею, Хрещатиком, та відвідаймо історичні місця Подолу. А найкраще це зробити з друзями та однокласниками. От де відчуете справжню радість спілкування і нових відкриттів! Про позакласні заходи ми поговоримо в темі «Шкільне життя».

Отже, друзі, вирушаймо у казково-чарівну подорож сторінками нашого підручника. У добру путь! Бажаємо успіхів!

З повагою, автор

INTRODUCTION

WELCOME BACK!



IN THIS UNIT YOU WILL:

- **talk** about the first day at school and summer holidays;
- **read** a magazine article;
- **listen** to a dialogue;
- **write** a letter about your summer holidays; the English learner's year plan;
- **revise** question words and types of questions; the Past Simple Tense.

Lesson 1

1. Look at the pictures and the keywords. Talk about the joys of going back to school. Which feelings do you have on your first school day?

Keywords: *Talking about Feelings*

• happy • excited • cheerful • interested • glad • calm •



Example:

A: *I'm usually excited about the beginning of the new school year.*

B: *I'm glad to share my summer stories with my classmates.*

C: *I'm happy to meet my school friends on the first of September.*

2.  Listen and read the dialogues on page 6.

1.

Dan: Hello, Oles! Nice to see you again!

Oles: Hi, Dan! Nice to see you, too! What was your summer like?

Dan: It was really fantastic!

Oles: Did you spend any time at the seaside?

Dan: Yes, I did. We went to Turkey in August. We swam in the sea, dived with an aqua-lung and went on wonderful **excursions** there. And where did you go in summer?

Oles: I spent a month in Yaremche. It's a very nice place for a holiday. We often went to the forest with my granddad. We also **went hiking** with my friends.

Dan: I like hiking in the **mountains**, too. But I didn't go to the mountains this summer.



2.

Jane: Hi Ann – you're back! How was your trip to Europe?

Ann: It was fantastic. I saw a lot of **ancient** buildings like castles, churches and cathedrals. The weather in England was not very good, though. It rained a lot.

Jane: What about France?

Ann: It was so interesting! I liked the Eiffel Tower and the Louvre. The people were really friendly to me. Now I've got a few friends there.

Jane: And Italy?

Ann: That was the best of all. The weather was fine and the food was so tasty. We did a lot of shopping!

Jane: Have you practised your English?

Ann: Yes, I have. I could **communicate** by speaking slowly in English. I have also learnt a few French and Italian words.

Jane: Have you **taken lots of photos**?

Ann: Yes, I have. And I have got a lot of stories to share. Come and see me one day!

Jane: With pleasure!



Portabello Road Market in London



Shopping in Milan



The Eiffel Tower in Paris



Windmills and gardens in the Netherlands

3. Read and say who:

... spent holidays at the seaside?

... practised English in summer?

- ... enjoyed some time in the mountains?
- ... asked a friend about the holiday photos?
- ... wants to share holiday stories with a friend?



4. a) Match the questions (1–6) and the answers (A–F). Then listen and check.

b) Work in pairs and talk with your friend.

1. What did you do in the holidays?	A We went by plane.
2. Where did you go?	B We went away for two weeks and the rest of the time I was at home.
3. How did you get there?	C Turkey – we spent some time at the seaside.
4. Who did you go there with?	D Because we all like seaside holidays.
5. Why did you go there?	E My parents and my cousins.
6. When did you come home?	F In August.



5. Look and describe the pictures (1–4) on page 6. Use the adjectives from the box given below.

- wonderful • exciting • busy • great • lovely • excellent
- bright • huge • crowded •

Conversation Lab



6. Speak in class. Act out the situations. Use Ex. 1 as a model.

1. You have met your friends on the first of September. Ask them how they spent their summer holidays.
2. Talk about the activities children enjoyed doing in summer.



7. Write a letter about your summer holidays. Describe the places you visited and the activities you did there. Use the prompts given below.

Hi all!

Now it's September and I'm back at school. What wonderful holidays I had last summer!

I was That was such a fantastic and the people were I went there with We travelled by We went to and watched there. It was so ! I took

How did you spend your summer holidays?

Yours,

.....

Lesson 2

1. Look at the pictures. Say where the children spent their last summer holidays and what they did there. Use the words from the box given below.

- to go on an excursion
- to play games on the beach
- to spend a month at grandma's
- to take some photos



2. Read and say what Ann thinks about school holidays.

Dear Mary,
How are you? Thank you for your letter about your summer holidays.
You really had a great time.

All school holidays are exciting, and there are some reasons for this.

Firstly, you can keep late hours. **Secondly**, you can watch lots of TV programmes and **play outdoors** with your friends. **Thirdly**, you can visit new places and meet new faces.

However, there are some things that I don't like about my summer holidays.

To start with, I usually miss my school friends and teachers. **Also**, my parents' vacations are not as long as school holidays, and we can't spend all three months together. **Finally**, my mum always makes me read a lot in summer.

This summer I visited Greece. I have seen the Parthenon at last.

Come and see me one day. I'll show you my holiday photos and a video film.

Yours,
Ann

3. Read and complete the sentences.

1. Ann thinks that all school holidays are
2. There are some things that Ann doesn't like about her school holidays. They are
3. The things that Ann likes about school holidays are
4. This summer Ann has visited
5. She promises Mary to

Conversation Lab

- 4.** Work in pairs. Choose the role card. Act out the situation “Looking at the Holiday Photographs”.

Role Card A.

You took some photos when you were on holidays last summer. You are going to show them to student B. Talk to him / her about the photographs and about your holidays. Before you start, think about:

<i>the photographs:</i>	<i>the holiday:</i>
<ul style="list-style-type: none"> • where you took the photographs; • the name of the building or place; • who the people are. 	<ul style="list-style-type: none"> • where you went; • how long you stayed there; • who you went there with; • what you did there.

Role Card B.

Student A is going to show you some photographs he / she took while on holidays last summer. Try to ask lots of questions about them, as well as questions about the holidays itself.

Here are some questions you can ask about:

<i>the photographs:</i>	<i>the holiday:</i>
<ul style="list-style-type: none"> • Where did you take this photograph? • What’s that building there? • Who are these people? • Do you know them? 	<ul style="list-style-type: none"> • How long did you stay in ...? • Was it nice there? • Who did you go there with? • Where did you stay? • What did you do?

- 5.** Read the word combinations and write true sentences about yourself now and a few weeks ago.

Example:

I go to school five days a week now, but I enjoyed my summer holidays a few weeks ago.

Now	A Few Weeks Ago
<ul style="list-style-type: none"> • to go to school • to meet classmates every day • to get up early in the morning • to have a lot of classes • to work hard 	<ul style="list-style-type: none"> • to enjoy summer holidays • to miss classmates • to keep late hours • to play outdoors with friends • to spend a lot of time on the beach

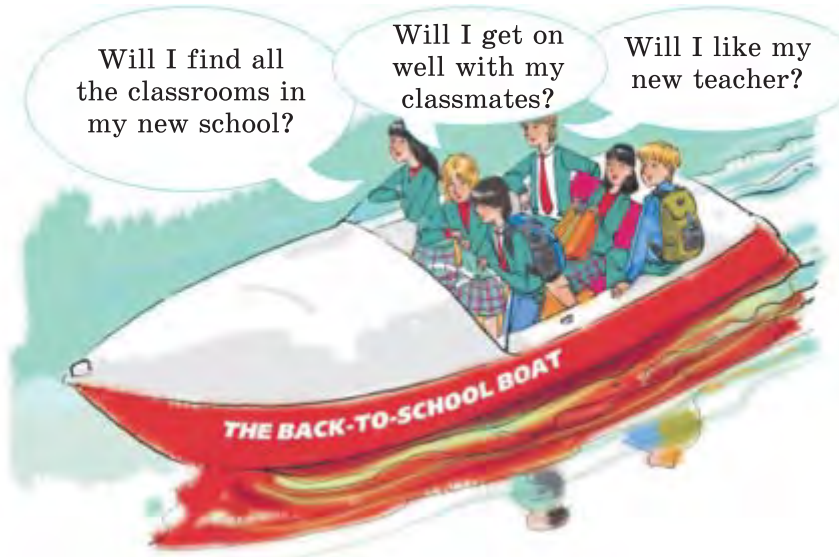
Lesson 3

1. Work in pairs. Look at the picture and talk with your friends about the new school year.

Example:

A: *Our school looks wonderful. Will I find all the classrooms in it?*

B: *Don't worry! There is always someone to help you.*



2. Read a newspaper article and match the paragraphs (1–5) to the headings (A–F). There is one heading that you do not need. Say which advice you like most of all.

- A Learn to be a good friend
- B Everybody is special
- C Be positive
- D Share what you know
- E The same feelings
- F Be flexible

1.

At the beginning of school almost everybody tries to look cool and calm. Each **back-to-school** student is wondering what will happen during the new school year. Most children feel a little **shy**. But it won't take long for you to feel at home at school.

2.

You know that you are special to your parents, friends and family. You will meet other children at school. They are special to their parents, friends and families, too. You will have to learn to **share the attention** of the teachers with others.

3.

We learn to read, write and do the sums at school. We also learn to get on well with others. Try to be a good friend for everyone.

4.

If something goes wrong with you, don't let it **ruin** your day.

When something at home really **upsets** you, talk to your parents or a teacher at school about it.

5.

Try to be a positive thinker and talker. Look at the bright side of things.

(by Betty Debnam)

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

- What do back-to-school students look at the beginning of the school year?
- What do they sometimes wonder about?
- Which pieces of advice can help them feel comfortable during their first school days?

4. Complete the tables with the words from the text of Ex. 2. Then make sentences with some of them.

- wonder • look • cool • shy • at home • know • read • write
- do the sums • get on well with smb. • friend • back-to-school student
- thinker • talker • family • teacher • learn • talk •

People	Things people do	Things people feel

5. Read and complete the sentences with the words from the box given below. Use the verbs in the correct tense form.

- shy • to ruin • to upset • to share smth • not / to wonder • to get on well •

1. I that she is the best student in class – she has always worked so hard.
2. Her illness her chances of winning the race.
3. He was very that you didn't reply to his letters.
4. If you with someone you like them and have the same interests.
5. Will you your sandwich with me?
6. Children are often with people they don't know.

6. Write a paragraph to the advice column of your school newspaper. Use the ideas from the text of Ex. 2.

Lesson 4

1. Look at the photos. Ask and answer the questions about them.

1. Where are the children?
2. What lesson are they having now?
3. What is their classroom like?
4. What are the children doing?
5. What do you usually do in the English lessons?



2.  Listen, read and act out the dialogue.

Jane is helping Ann with her English homework.

Ann: Jane, could you help me with this grammar exercise?

Jane: Sure, Ann. Have you looked at the examples attentively?

Ann: No, I haven't. Do you mean I have to analyse the examples?

Jane: Right. Read the sentence. Imagine the situation and **apply** the grammar rule to your sentence. Why don't you try one now?

Ann: Oops! A mistake again!

Jane: That's okay, try again. This time, **keep your eye on** the subject of a sentence.

Ann: Oh, I see. Let me try again...

Jane: Here is another sentence... Wow! You've done it correctly.

Ann: "Practice makes perfect!" they say. Thank you, Jane for your help.



3. Answer the questions to the dialogue of Ex. 2 on page 12.

1. Why does Ann ask Jane for help?
2. What recommendations does Jane give to her?
3. Why has Ann made a mistake again?
4. Were Jane's recommendations helpful?

4. Work in pairs. Talk with your friend about your school English lessons and the following classroom activities:

1. Learning vocabulary and grammar.
2. Working with the text.
3. Writing tests.

Expressing Likes and Dislikes

I like it.
I like it a lot.
I like it very much.
I really like it very much.
I love it.

I don't like it.
I don't like it at all.
I don't like it a bit.
I hate it.
I think I can't stand it.

5. Speak in class. Tell the classmates about your way of learning English. What can your friends recommend you to do?

Example:

This is my sixth year of learning a foreign language. I have two English lessons a week. I try to practise the language every day. Sometimes we speak English with my friends during the breaks. It's great fun! I read books in English, too. I also listen to the songs in English. Watching videos helps me, too!

6. Write your plan for this school year. Use the prompts given below to help you.

Name: _____ Date: _____

ENGLISH LEARNER'S YEAR PLAN

This year I am going to work harder at my I want to improve my and skills. I am going to work hours a day. I need to practise I am going to use I am going to consult and

Signature:

Teacher:

UNIT 1

My Family and Friends





IN THIS UNIT YOU WILL:

- **talk** about your family and friends;
- **describe** your household chores;
- **read** about family relationships;
- **listen** to a dialogue with personal information;
- **write** a story about your household chores and family traditions;
- **revise** personal and object pronouns;
- **learn** about the reflexive pronouns and the question tags.



Lesson 1

1. a) Work in pairs. Ask your partner about his / her family.

- How many members are there in your family?
- Who do you live with?
- Do other members of your family live near you, or do you have to travel to visit them?
- Are there any traditions in your family?

b) Tell the class what you have learnt about your friend.

Example:

My friend Olena comes from a large family. There are five of them in it – his father, mother and two younger brothers. They are twins. They live in a large flat. Their grandparents don't live with them. They live in another town. Olena and her family often visit them on holidays. Olena's family have got some good traditions – they always celebrate Christmas together and travel to Zakarpattia in summer.

Reading Lab

Reading Strategy: *Predicting*

- Before you begin to read, look at the pictures and the title.
- Guess what the text is about.

2. Read the texts on page 19 and find out what the children say about their families.



OUR FAMILIES

Dan: I love my family very much. My mother is very **caring** and kind. She is **excellent at** cooking. I love her apple pies. She often bakes them for our family celebrations. My father is very **intelligent** and smart. He is good with his hands. When we are together I'm never bored. We always do something: modelling a plane or repairing our family car.

Ann: My grandparents live in another city, so I always travel to visit them. We often meet at family celebrations. I always get a present from them. My granny is **interested in** art. So every time I visit her, we go to museums together. My granddad is **fond of** photography. He is very funny and outgoing. When we are together, we always **go picnicking** and cook shashlyk. It's fantastic!

Tom: I'm lucky to have an elder brother. His name is Nick, and he is 15. He's shy and some people think he is moody but I get on with him really well. When you get to know him, he's really friendly. He is excellent at studying. He is fond of playing football. I like spending time with him. We often watch films or do sports together.

3. Read and tick D (Dan), A (Ann) or T (Tom). Which of the children:

- ... likes doing something with hands?
- ... likes doing sport?
- ... enjoys eating mother's pies?
- ... enjoys spending time outdoors?
- ... has got the same hobby as the granny?

Grammar Lab: Verbs + -ing form

to like / don't like	→	doing something
to love / don't love		
to enjoy / don't enjoy		
to be good at	→	doing something
to be excellent at		
to be fond of		

4. Write sentences about yourself. Use the word combinations from the box given below.

- listening to music • working in the garden • playing the musical instrument • cooking • cleaning my room • doing my homework
- playing with my younger sister / brother • going shopping •

Example:

I like listening to music. I don't like working in the garden. I am good at cooking.

Conversation Lab

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

1. How large is your family?
2. What do your parents like doing? What are your sisters and brothers good at?
3. Are you a good son (daughter)? How do you take care of people around you?
4. Who usually helps you when in need?

6. Write a paragraph about your family. What do you value most in your family members? Start like this:

My family is very friendly. I love my mother because I enjoy spending time with When I need a piece of advice I ask Etc.

Lesson 2

1. Look at the pictures and say what you like doing together with your family members.





2. Listen to the children talking about the things they have learnt to do from grown-ups. Match the children's names with the activities they can do.

1. Tetiana	A to do the knitting and embroidering
2. Taras	B to cook spaghetti and make sandwiches
3. Olha	C practical life skills: to choose the clothes to wear according to the weather, brush the shoes, make the bed in the morning, keep things in the right place
4. Oleksandr	D to make bird feeders



3. Speak in class. Say what the children have learnt to do from the adults.

Conversation Lab



4. Work in pairs. Complete the dialogue and act it out.

- keeping promises • sharing activities • being honest with each other
- staying in contact with each other • taking an active interest in each other's hobbies • caring about each other • doing things for each other • feeling safe and secure with each other • accepting the differences •

A: Hi,! We are doing a survey on family ties. Can I ask you a few questions?

B: Yes, please.

A: What makes a home a pleasant place to live in?

B: Happy families have certain traits in common.

A: Who do you admire most in your family? What have you learnt to do from this person?

B:

A:

B: Children benefit from regular mealtimes, affection, play, traditions and outings with the whole family.



5. Talk about the members of the family you admire. What have they taught you to do? Use the word combinations given below.

- to be good (excellent) at • to be full of • to set a good example • to be fond of • to like (love) doing smth. • to be good with smb.'s hands •



6. Write a short story to post on the Internet blog about the person in your family you admire. Use the questions given below to help you.

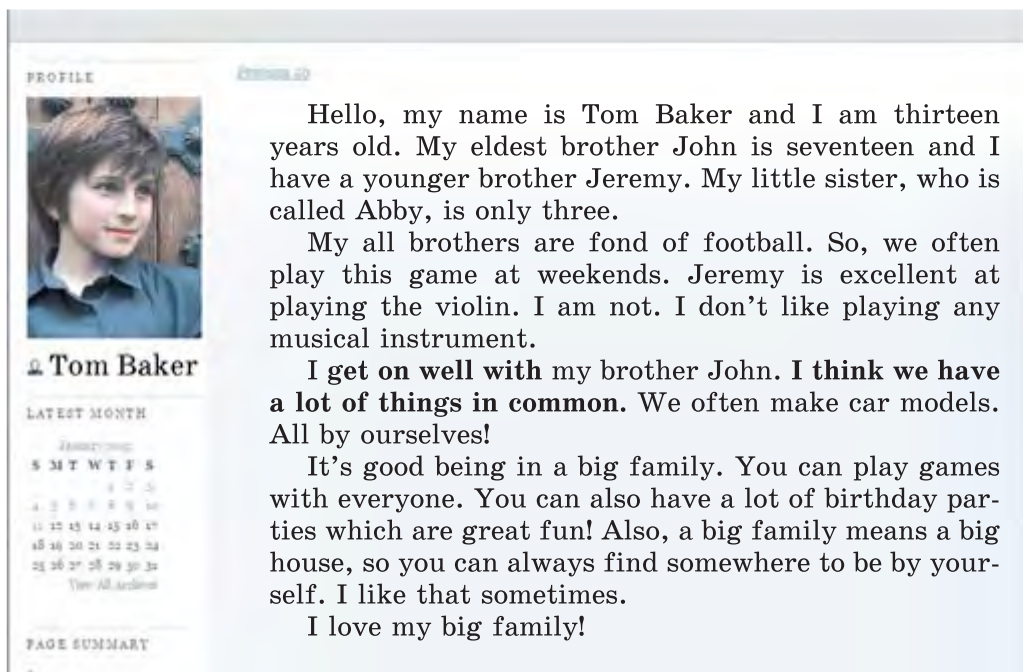
- What makes this person so special to you?
- What does he / she teach you to do?
- Would you like to be like this person when you are his / her age?

Lesson 3

1. Work in pairs. Decide which of these may not be possible in big families:

- ... being by yourself?
- ... playing sport with others?
- ... helping other children?
- ... living in a big house?
- ... doing lots of cooking and washing?
- ... doing what you like?
- ... keeping the place tidy?

2. Read Tom's blog about his family. Is it small or big? Who does he get on well with in his family?



PROFILE

HELLO, MY NAME IS TOM BAKER AND I AM THIRTEEN YEARS OLD. MY ELDEST BROTHER JOHN IS SEVENTEEN AND I HAVE A YOUNGER BROTHER JEREMY. MY LITTLE SISTER, WHO IS CALLED ABBY, IS ONLY THREE.

My all brothers are fond of football. So, we often play this game at weekends. Jeremy is excellent at playing the violin. I am not. I don't like playing any musical instrument.

I get on well with my brother John. I think we have a lot of things in common. We often make car models. All by ourselves!

It's good being in a big family. You can play games with everyone. You can also have a lot of birthday parties which are great fun! Also, a big family means a big house, so you can always find somewhere to be by yourself. I like that sometimes.

I love my big family!

3. Read what Tom says again. Tick the sentences A (True) or B (False). If Tom doesn't tell you the answer tick (C).

1. There are four children in Tom's family.
2. Tom is older than Abby.
3. Tom has a lot in common with his brothers.
4. Tom is fond of playing the piano.
5. Tom wants to be like his elder brother.
6. Tom sometimes spends time alone in his house.
7. Tom doesn't like it when the house is dirty.

Grammar Lab: *Pronouns*

Subject / Personal pronouns	Object pronouns	Reflexive pronouns
I	me	myself
We	us	ourselves
You	your	yourself
You	your	yourselves
It	it	itself
He	him	himself
She	her	herself
They	them	themselves

Compare:

I always help my parents. Who can help me?

We use *myself*, etc when an object is the same person / thing as the subject.

He tried to do his homework by himself.

4. Read and choose the correct answer.

1. Tell *we / us* your address.
2. Where are the children? Do you see *they / them*?
3. Ask *she / her* why *she / her* is crying.
4. She likes looking at *her / herself* in a mirror.
5. Mary talks about *her / herself* all the time.
6. We really enjoyed *us / ourselves* at the party last night.
7. Find chairs for *you / yourself* and sit down.
8. Can you repair this, or must we do it *themselves / ourselves*.

Conversation Lab

5. Read and act out the situations.

You are at the International Summer Camp. There are many children from different countries there. They can speak English. Your friend doesn't know English well. You want to introduce him / her to other children. Talk about his / her family, his / her interests and hobbies.

6. Write sentences with different pronouns as in the example.

Example:

I am nine. (A subject pronoun)

John is kind and helps me. (An object pronoun)

I can tell you about myself. (A reflexive pronoun)

Lesson 4

1.  a) Listen and repeat. Match the words with the pictures.

- | | |
|------------------------|---------------------|
| 1. to make one's bed | 5. to water flowers |
| 2. to tidy up the room | 6. to sew buttons |
| 3. to wash up | 7. to wash clothes |
| 4. to iron clothes | 8. to cook meals |



b) Make sentences with these words about your household chores.

Example:

I tidy up my room twice a week.

I always wash my clothes by myself.

2. a) Read and complete the text with the sentences (A–E) from the box given below.

It was Saturday. The alarm clock rang. Ann jumped out of bed. She had a lot of things to do. First, she had to help her mum in the kitchen. So she washed up the dishes. (1) Then, it was time to do the washing. Ann put her dresses, blouses and T-shirts in the washing machine. (2) All of a sudden, she heard a noise in the next room. Rosie, her cat, knocked a vase off the table. (3) What a naughty cat!

After that Ann still had her Maths homework to do. (4)

It took her an hour and a half to do it.

“Now I can work on my stamp collection,” she thought happily.

The telephone rang. It was Jane. (5) In twenty minutes Ann put her jacket on and left home.

- | |
|---|
| <p>A Ann had to clean it up.</p> <p>B Next, she had to dust the furniture in her room and vacuum the carpet.</p> <p>C She invited Ann for a walk.</p> <p>D She almost forgot to put her socks in the machine.</p> <p>E She sat down at her desk and did the sums.</p> |
|---|

b) Look and order the pictures (A–F) according to the text of Ex. 2 on page 22.



1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___

3. Agree or disagree. Correct the wrong statements.

1. Ann had to help her mum in the kitchen.
2. She had to dust the furniture in her mother's room.
3. Ann put her jacket and trousers in the washing machine.
4. She heard a noise in the next room.
5. The cat knocked a vase off the table.
6. Ann sat down at her desk and read a book.
7. Jane invited Ann for a walk.

4. Look at the pictures of Ex. 2b again and retell the story to your classmates.

Conversation Lab

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

1. How do you help your family about the house?
2. What do you usually do? When do you do it?
3. What can you do well? Who taught you to do it?
4. Do you help your family to do the shopping?

6. Write a paragraph to the Internet blog about the household chores you usually do. Use the word combinations from Ex. 1.

Example: *I never set the table. I wash up every day.*

Lesson 5

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

Example:

A: *Do you like to work about the house?*

B: *No, I don't. But I have to do some things to help my parents. I usually dust the furniture in my room, clean my parrot's cage and do the washing. And what about you?*

A: *Saturday is my helping about the house day. I usually help my mother in the kitchen. I wash the floor, take the rubbish out and wash up.*

Questions	You	Your friend
<ul style="list-style-type: none"> • Do you like to work about the house? • What are your household chores? • What did you do about the house yesterday? • It is important to keep your house clean and tidy, isn't it? 		

2. Read and tick what the children usually do about the house.



1. My name is Taras. I live in the village. You know, there is so much work to do there every day. Cooking and cleaning is half a day's work for my mother. **Besides**, she spends hours working in the kitchen garden and **taking care of** our domestic animals. I try to do my best and help my mum. I always tidy up my room, and do the shopping. Sometimes I **set the table** for dinner. We grow all the vegetables in our kitchen garden, so it's always a pleasure to treat my brother and parents to a tasty tomato salad and boiled potato.

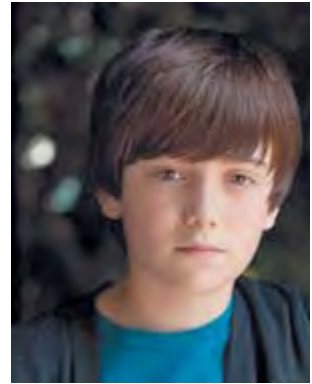
2. My name is Olia. I live in the town of Zhytomyr. My family is very friendly. We share all our **household chores**. My father bought a new modern washing machine last month. Now I like **to do the laundry**. You practically have to do nothing but put the laundry in and out. My mum says that people are going to become lazy after all, but I think we can save our time for other useful things. I also enjoy taking my dog for a walk. He is my real friend and we like playing together.



3. My name is Semen. I live in Lviv. Our family is big. There are five of us: my father, my mother, my elder brother, my younger sister and me.

All the members in our family have their duties about the house. My elder brother always vacuums the carpets and mats, my younger sister has **to keep her dolls in the right place**.

I have to water the flowers, do the cleaning and sometimes do the shopping. I don't set the table for dinner but I always wash up after meals. I would like to take care of a dog or a cat, but unfortunately, we don't have any.



Names \ Chores	Taras	Olia	Semen
Set the table for dinner			
Look after a pet			
Do the shopping			
Do the cleaning			
Do the laundry			

3. Work in groups. Talk about the household chores children usually have.

Example:

A: *A household chore is something people do about the house they live in. In my family I have to walk the dog in the afternoon, tidy up my room every day and do the shopping on Sundays. Sometimes I do the laundry.*

B: *As for me, I wash up after dinner, vacuum the carpet in the living room every day, and look after my younger sister when my mother is busy in the kitchen. I don't think it's difficult.*

C: *It's great when family members share their household chores. Then they usually have more time to spend together.*



4. a) Read and complete the dialogue. Put the verbs in brackets into the correct tense form.

Steve: I think our mother (1) (to be) very pleased with us. We (2) (to white-wash) all the trees in our garden.

Molly: And I (3) (to weed) all the flowerbeds, haven't I? The garden looks so nice!

Steve: The father (4) (to want) me to help him dig around the trees on Saturday. How surprised he (5) (to be) when he comes to the garden tomorrow!

Molly: What if we whitewash the fence?

Steve: Not today, I think. We can't do everything in one day.

Mrs Parker: Molly! Steve! Where (6) (to be) you? (*She sees the children.*) Oh no.....



b) Listen and check your answers.

c) Work in pairs. Act out the dialogue.

5. a) Complete the sentences with the words from the word bank.

• household chores • do • rake • wash • fold • do • weed •

In many families, men and women share For example, in some families women the cooking, and men the dishes. Sometimes women the laundry, and men the clothes. Sometimes women weed the garden, and men the leaves. What chores do you do in your family?

b) Write a letter to your English-speaking friend. In your letter, tell him / her what household chores you have, how often you do them, who helps you, what you like / don't like doing most of all.



Lesson 6

Reading Lab

1. Look at the picture given below. Say what each member of the family can do in the garden.



2. Read the story and say why the Parkers have decided to buy a summer cottage.

A NEW SUMMER COTTAGE (After *Margaret Mahy*)

Summer was coming. The Parkers were planning their rest. Mr Parker worked really hard this year and **made quite a lot of money**. One day the family had a lovely talk in the living room. They decided to buy a new summer cottage.

“Dearest,” said Mr Parker to his wife, Mrs Parker, “we can buy a house at last and have a nice garden like the one we used to have in England.”

“Oh yes, our garden was **full of rose bushes**. It was especially fantastic in spring. You know I love **gardening**.”

“I can help you, Mum, plant and water the flowers, and weed the flowerbeds, can’t I?” asked Molly. She was so excited!

“And I’ll **assist** the father in digging around the trees as well as white-washing the trees and gathering fruit in autumn. I’ll also **water the lawn** in front of the house and rake the leaves in the garden in autumn. At last, I’ll have a room for a tree house!” Steve cried happily, for climbing trees was his hobby and he spent as much time as he could up among the leaves of the tallest trees in his native town.

So the next week the Parkers started to **look for** a house that suited them.

3. Read and complete the sentences.

1. The Parkers decided to buy the house like
2. Mrs Parker is dreaming about because she
3. Mrs Parker wants to plant some
4. Molly can help her mum
5. Mr Parker usually in the garden.
6. Steve can help
7. Steve is dreaming about

4. Ask questions to the sentences below. Say what type of question each of them is.

1. I have been busy weeding the garden this week. (Who?)
2. My parents had a lovely talk around the dinner table yesterday. (When?)
3. They kept on walking along the street. (..... ?)
4. Mary and Brian are planning their rest now. (..... or ?)
5. This skirt suits me wonderfully. (How?)
6. The city is full of places of interest for tourists. (..... or ?)
7. He spent much time working in the garden yesterday. (..... ?)
8. Molly was scared of big spiders in the old house. (..... or ?)
9. Steve has dreamt about a tree house for years. (What?)
10. There are so many cobwebs in this old roof. (..... ?)
11. There were marble staircases and grand pianos in the king's palace. (Where?)

Grammar Lab: Question Tags

Use

Question tags are short questions which are used at the end of the sentences if we are not absolutely sure about something and wish someone else to confirm it.

Form

To form question tags, we use the auxiliary verb of the sentence and the personal pronoun (I, he, she, it, etc.) which corresponds to the subject of the sentence.

- We use a negative question tag in an affirmative sentence.
You always help me, don't you?
You will help me, won't you?
- We use an affirmative question tag in a negative sentence.
You haven't done your homework, have you?
- If there is a modal verb (can, could, should, etc.) in the sentence, we use the same modal verb to form the question tag.
He can't swim very well, can he?

- We use the auxiliary verbs *do*, *does* in the Present Simple and *did* in the Past Simple Tense (except for *to be* and *to have*).
He works in an office, doesn't he?
You didn't eat my ice cream, did you?
- The question tag for *I am* is *aren't I?*
I'm busy, aren't I?
- The question tag for *Let's* is *shall we?*
Let's go, shall we?

Pronunciation

We pronounce question tags with a rising intonation (↗) when we are not sure and expect an answer, or a falling intonation (↘) when we are sure and don't really expect an answer.

5. a) Complete the questions with the correct question tags.

1. Their house is all marble staircases and grand pianos,?
2. Clark doesn't often assist the father in repairing a car,?
3. The Davidsons made quite a lot of money two years ago,?
4. My brother can't climb trees as well as my cousin can,?
5. They gathered fruit in their garden last autumn,?
6. He is whitewashing the fence now,?
7. I'm working in the garden now,?
8. Let's do the shopping,?
9. They have raked the leaves in the yard,?
10. Let's build a tree house,?



b) Listen and check your answers. Repeat the sentences after the speaker. Pay attention to the intonation.



6. Write three questions to each picture. Use different tenses and the correct question tags.



Lesson 7

1. Work in pairs. Discuss the statements. Add information.

Example:

A: *To my mind, it is important to have family traditions. These are usually the things we love doing together. We usually go for a picnic in spring with my parents. It's our family tradition and we always wait for this day to come.*

B: *We have got some traditions in our family. For example, we like to have a family dinner together. My mother treats us to tasty dishes and we discuss our family news. Isn't that wonderful?*

1. It is important to have family traditions.
2. People follow some traditions not because they want to, but because they have to.

2. a) Listen to the dialogue and tick the statements T (True) or F (False).

1. The reporter asks the man about his family traditions.
2. The man doesn't think that family traditions are important.
3. The man has some special traditions in his family.
4. The man thinks that the family members must do everything together.

b) Read and act out the dialogue.

Reporter: Good afternoon! We are asking people about their family traditions. Do you mind answering a few questions?

Man: Not at all.

Reporter: Thank you. Do you have any family traditions? And do you think they are important?

Man: Yes, to both questions. We have many traditions in our family and I think it's great. We like to have dinner together, celebrate our birthdays and public holidays, prepare presents for each other and organize games and competitions. We often go picnicking and play sports. We spend a month at the seaside in summer or go hiking in the mountains. It's great!

Reporter: Is there anything special which you do in your family?

Man: Well, sometimes we make our family newspaper "Family Times" and then have Friday readings. We discuss the family news during the week and plan our weekends.

Reporter: That sounds like great fun for your kids.



Man: Oh yes! They like drawing pictures and sometimes they write funny stories.

Reporter: Thank you so much for the interview.

Man: You're welcome.

- 3.** Work in pairs. Talk about the pictures given below. What family traditions do the children follow during their school holidays?

Example:

A: *It's a tradition in our family to have a rest at the seaside in summer. We usually go to the places we have never been before. We went to Bulgaria last year. My father taught me to dive with an aqualung. Do you go to the seaside in summer?*

B: *Yes, we do. We spent two weeks in Turkey last summer. We are going to visit Egypt next year. I have always dreamt of going there.*



Conversation Lab

- 4.** a) Work in groups. Write a list of family traditions. Use Ex. 2b for help.

Family Traditions:

1. A Birthday Party
2. A Sporting Victory
3. A Wedding
4. A Tea Party
5.

b) Speak in class. Say what family traditions you have in your family and why you keep them.

Example:

A: *We have a special tradition for my birthday celebration. My parents usually **organize a trip to another city**. If we're not travelling on my birthdate, we always have an ice cream social at 7 p.m. in our house. It's just a family thing, not a giant party, although sometimes I invite my friends over. Then we have fun together.*

B: *Christmas is an exciting time. It's a big family party for everyone. We make banners and put them all around the house and put out our **nativity scene**. We have fun decorating and baking and doing all that, too. We prepare presents for everyone and put them under a Christmas tree. I personally enjoy giving presents more. Giving to others is really the focus of celebrating the Christmas season.*



C: *We often celebrate Valentine's Day as a family. It's a really special time with the whole family **getting around the table** and spending time together. Last year we decided to have a big Valentine's banquet for our family. We had a beautiful spread on our table; everything was pink, red and white. We took pictures and made a special event of it. It was our way of **expressing our gratefulness** and our love for each other and the family, and celebrating how much family means to us. It was a day of love and fun for the whole family.*

5. Read and choose the correct item to complete the sentences.

1. She a new story in her Family Book now.
A wrote B writes C is writing
2. Bohdan already lots of pictures about his family rest in the mountains.
A has taken B took C have taken
3. They a family dinner together when they about their son's sporting victory.
A was having, heard B were having, heard C have, hear
4. Sue and Helen dinner yesterday.
A cook B cooked C are cooking

Lesson 8. Grammar Revision

1. Complete the sentences with the correct question tags.

1. Steve hasn't watered the lawn yet,?
2. We can't spend much time in your tree house,?
3. They were discussing the news at that time yesterday,?
4. This souvenir reminded him of his visit to Australia,?
5. My sister is wearing an embroidered blouse,?
6. My mother won't do the laundry tomorrow,?

2. Read the text and put the missing sentences (A-F) in the correct spaces (1–6).

EASTER IN UKRAINE

Easter is the **feast** of the Christ's Resurrection. **(1)** It is celebrated on Sunday between the 4th of April and the 8th of May. The Ukrainians celebrate Easter over a long period of history and this holiday has had many rich traditions. **(2)** During this time people try to finish all work before Thursday. **(3)** , after which people return home with lighted candles.

(4) Butter, **lard**, cheese, roast suckling pigs, sausage, smoked meat and little **napkins**, containing poppy seeds, horseradish and other **provisions** are also blessed. **(5)** Easter is a feast of joy and gladness. People celebrate it for three days. **(6)**



- A** After the matins people exchange Easter greetings, give each other krashankas and then go back home with their baskets full of blessed food.
- B** In the evening of Pure Thursday the Passion service is performed.
- C** Nowadays Easter is a national holiday in Ukraine.
- D** It is celebrated according to the Moon calendar on the first Sunday after the first spring full Moon.
- E** Easter begins with matins and High Mass, during which the paskas (traditional Easter breads), pysankas and krashankas (decorated or coloured Easter eggs) are blessed in the Church.
- F** The week before Easter, the Great Week, is called the White or Pure Week.

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

1. The children (to whitewash) the trees before their mother (to come).
2. They (to gather) fruit in the garden when the rain (to start).
3. they (to rake) the leaves in the garden tomorrow?
4. "Jane, what you (to do) now?" – "I (to change) the sheets in the bedroom."
5. The Parkers already (to choose) the house to buy.
6. Sue (to shake) out the rugs from her room once a month.

Conversation Lab

4. Read and act out the situations.

1. You have just moved to a new flat. You feel really happy about it. Tell your English-speaking friend about your house and your household chores.
2. Tell your classmates about your best friend. Say whether you have much in common or how different you are; whether you spend your free time together or not. Say what you like about your friend and whether there is something about him / her which you don't like.







5. Project Work.

- a) Work in groups. Design a family newspaper under the title "Family Times". Think of the things you would like to write about. Write about family activities for the week. Use symbols for the rubrics, draw cartoons, etc.
- b) Gallery Walk. Present your works in class. Vote for the best project.

Self-assessment

Think of your records. Tick how well you know it:

4 = very well, 3 = OK, 2 = a little, 1 = needs to improve.

Skills	Now I can.....	4	3	2	1
 <ul style="list-style-type: none"> • describe people, holidays, family traditions • talk about my family ties and friends • talk about my duties in the family • ask and present information about events and facts 		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
 <ul style="list-style-type: none"> • understand the text of the interview • understand the information during the discussion 		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
 <ul style="list-style-type: none"> • find relevant and necessary information in the texts • choose from the sentences in the list the one that fits the gap in the text 		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
 <ul style="list-style-type: none"> • write an informal letter • write a short story to post on the Internet blog story 		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

UNIT 2

Food





IN THIS UNIT YOU WILL:

- **talk** about food and cooking;
- **read** the recipes;
- **listen** to a dialogue;
- **write** a paragraph about your kitchen; a recipe of your favourite dish;
- **revise** pronouns *some / any, much / many*;
- **learn** how to make suggestions;
- **learn** the structures *let / make smb. do smth.* and *to be allowed to do smth.* and the Past Perfect Tense.



Lesson 1

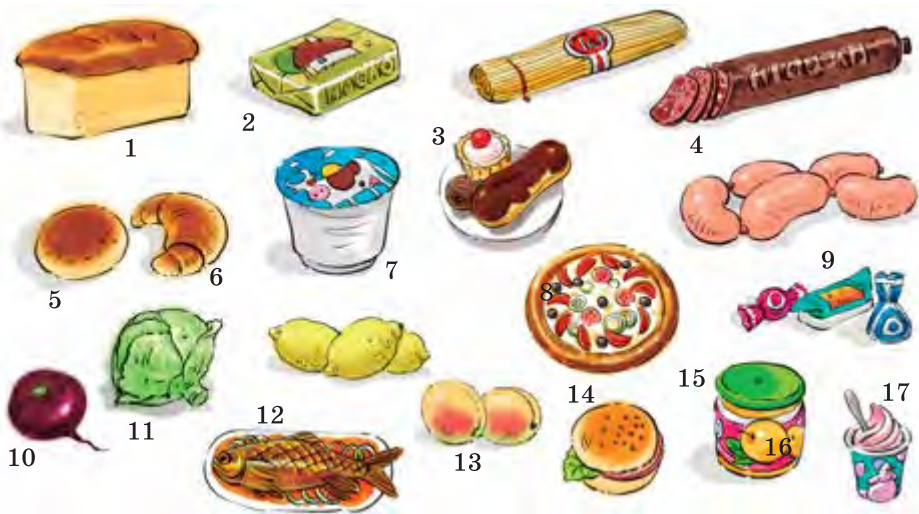
1. Work in pairs. Look at the pictures and match them to the words in the box below.. Talk about the food you like and dislike. Use the phrases:

• sweets • fruits • bread • sausage • butter • sour cream • a pizza
• vegetables • a hamburger • ice cream • fish • cakes • spaghetti • jam •

I like it's delicious.
I really like it's healthy.
I don't like

I hate I don't think it's healthy. / It looks greasy.

I can't stand it's too hot. / It's too spicy.



Example:

A: *I think I have a healthy diet. For breakfast I have cereal and milk, which give me carbohydrates and protein. For lunch I like to eat sandwiches and fruit. For an afternoon snack I like to eat yoghurt. It's delicious. I usually have meat for dinner.*

B: *I love to eat, but more than just eating, I love to eat home-cooked food. My favourite dishes are my mum's apple pie and her Ukrainian borsch. I think she's got a special secret recipe, because it's different from all the others I've ever tried. I don't like spicy food.*

C: *I love food and love eating it, who doesn't? When I am enjoying a meal, I am thinking what's in the dish I'm eating. I can't stand the food which is too hot and greasy. I have a passion for food and want to be a cook when I grow up.*


Listening Lab

- 2.**  a) Listen to the interview and tick the boy's answers.

<p>1. How often do you eat fresh fruit? A every day B twice or three times a week C never</p>	<p>4. Do you take sugar in hot drinks? A always B sometimes C never</p>
<p>2. Is most of the fresh food you eat..... A steamed? B boiled? C fried?</p>	<p>5. How often do you drink fizzy drinks (Cola, Fanta, Sprite, etc.)? A every day B twice or more times a week C never</p>
<p>3. How many sweets do you eat during a week? A more than five B one or two C none</p>	<p>6. What do you eat during the breaks (as a snack)? A a bar of chocolate B some biscuits C an apple or a banana</p>

- 3.**  **Work in pairs. Interview your friends. Use the questions of Ex. 1 or think of your own.**


1. What is your favourite health food?
2. What is the most delicious thing you've ever eaten?
3. Do you eat anything that is unhealthy? What is it? Why do you eat it then?
4. Have you ever created new dishes? What ingredients did you use?
5. What helps you decide on a food to eat: somebody's recommendations or your own choice?

- 4.**  **Speak in class. Tell your classmates what you have learnt about your friends' eating habits.**

Example:

I want to tell you about my friends' eating habits. Both Maksym and Natalia eat a lot of fruit and vegetables. They eat dairy products three times a week, although Natalia doesn't like porridge. Both Oles and Maksym are vegetarians. The boy's favourite dishes are cabbage salad and holubtsi with vegetable and mushroom fillings. Iryna has decided to eat less meat recently, too, as she would like to lose weight. However, both girls Natalia and Iryna like going to fast food restaurants once a week.

All in all, my friends want to be healthy and try to eat the right food.

- 5.**  **Write what food you take / don't take to school in your lunchbox. Use countable and uncountable nouns.**

Lesson 2

1. Look and say which of these products you usually have in your packed lunch.



2. Read and act out the dialogue.

Mother: What is in your **packed lunch**, Ann?

Ann: There is a sandwich, a chocolate bar, a packet of crisps and a can of Cola.

Mother: Are you allowed to eat all this junk food? I think you should leave a packet of crisps and a can of Cola at home and take an apple **instead**.

Ann: Oh, mum, I am so busy! Between school, homework, sports, and my after-school activities, there's no time for healthy eating.

Mother: Do you want to say that you have no time during the breaks?

Ann: When I stop to eat, it's probably quicker and easier **to grab** a burger and fries, potato chips, or a sweet.

Mother: But it is possible to treat yourself to a **healthy snack**. In fact, if you have a busy **schedule**, it's even more important to eat healthy foods that give you the fuel you need to keep going.

Ann: OK, I'll take an apple and a can of orange juice. Does it sound nice?

Mother: Sure. They keep your energy level high and your mind **alert** without taking up a lot of your time.



Grammar Lab: to Let Smb. Do Smth.

They let us eat what we want.

– Вони дозволяють нам їсти те, що ми хочемо.

They don't let me eat many sweets.

– Вони не дозволяють мені їсти багато цукерок.

He didn't let them eat spicy food.

– Він не дозволив їм їсти їжу, в котрій багато спецій.

Compare:

We are allowed to eat what we want.

– Нам дозволяють їсти те, що ми хочемо.

We aren't allowed to eat many sweets.

– Нам не дозволяють їсти багато цукерок.

They weren't allowed to eat spicy food.

– Їм не дозволили їсти їжу, в котрій багато спецій.

3. Read and complete the sentences with the particle *to* where necessary.

1. Steve is not allowed eat junk food.
2. Do your parents let you eat so much ice cream?
3. Are they allowed buy so many sweet things?
4. What snack foods do your parents let you take to school?
5. Who lets you drink coffee before you go to bed?
6. We aren't allowed take jam from the cupboard.

4. Agree or disagree with the following statements. Add information.

Example:

Every morning I spend a few minutes in the kitchen packing my lunchbox. I usually take a cheese and ham sandwich, and an apple or an orange. I also buy something for a bite in the school canteen. This can be a packet of biscuits or a bar of chocolate. Although I know they are not healthy, but I don't eat much, only a little. The rest of my chocolate bar I can share with my friend.

1. It is important to have a healthy snack in your packed lunch.
2. It's better to eat a packet of crisps than nothing at all.
3. Pupils are so busy during the day. They can't find time for a snack.

Conversation Lab

5. Work in pairs. Act out the situation.

Pupil A. Describe your favourite food from your lunchbox to your friend.
Pupil B. Guess what food your friend takes to school.

6. Write what food you take / don't take to school in your lunchbox. Use countable and uncountable nouns and the phrases *to let smb. do smth.* and *to be allowed to do smth.*

Lesson 3

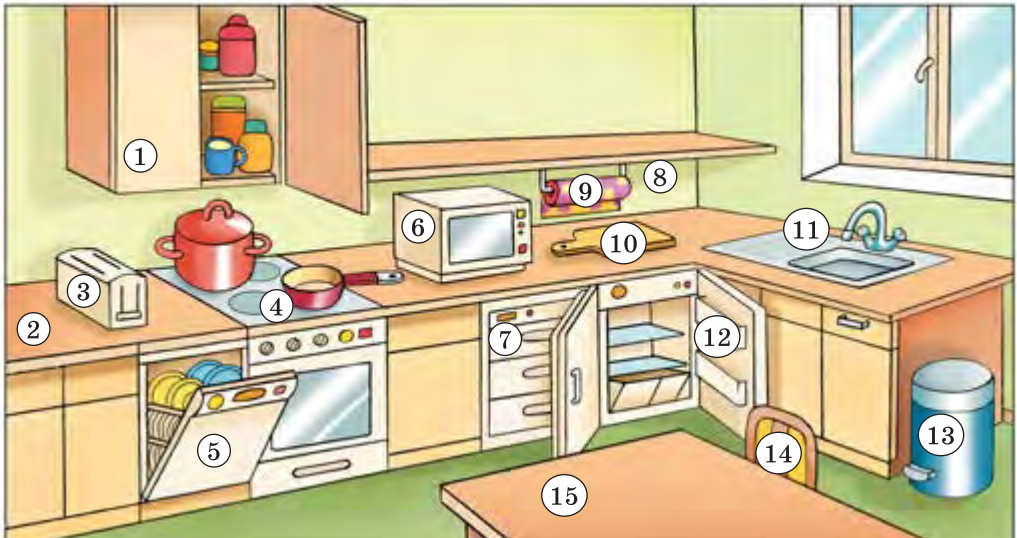
1.  a) Listen and repeat the words in the word bank.

- dishwasher • a kitchen sink • a paper towel holder • a paper towel
- a microwave oven • a kitchen counter (worktop) • a cutting board
- a toaster • a freezer • a refrigerator • an oven • an ice maker
- a kitchen table • a kitchen chair • a wastebin • a cupboard •

b) Look at the picture and match the numbers (1–15) to the words in Ex. 1a. Then describe the kitchen you see.

Start like this:

This is a kitchen. It is quite modern. There is in it. There are also



2. Read, complete and act out the dialogues. Use the words from Ex. 1a.

1.

A: May I help you?

B: Yes, please. Do you have ?

A: Yes. are right over there.

B: Thank you.

2.

A: Here is our kitchen.

B: It's really nice. Is there in it?

A: No, we haven't got one, but I think we'll buy it soon. We have bought a new this month.

B: Oh, it's a quite modern one. I think you have made a nice choice.

3.

A: Uh-oh! I have just spilled coffee on !

B: That's OK. Don't worry about that.

4.

A: Where can I find , Mum?

B: Have you looked on ?

A: Yes, I have.

B: I think you should

A: Oh yes. Here it is. Thank you, mum.

5.

A: Can I help you with the cooking?

B: Yes, please. I think the doesn't work.

A: I think we need a new

B: I think you are right.

Conversation Lab

-  3. a) Work in pairs. Ask your friend questions about the things he / she has got in the kitchen.

Example:


- *Have you got a refrigerator in your kitchen?*
- *Is there a dishwasher in your kitchen?*
- *Are there any flowers in your kitchen?*

- b) Speak in class. Say what things you have or don't have in your kitchen. Start like this:

The kitchen is a very special place in our house (flat). This is the room where the whole family meets together at breakfast, dinner or supper. I think that our kitchen is comfortable. We have got all the modern conveniences: gas and hot and cold running water. There is also a fridge, a cooker and a microwave oven in it. There isn't, but There are some and a few

-  4. Put the verbs in brackets into the correct tense form.

1. The Parkers (to buy) a new dishwasher last month.
2. You should (to keep) meat in the refrigerator.
3. Ann is in the kitchen. She already (to wash) the dishes.
4. The dishes are too greasy. Use the washing liquid to (to wash) them!
5. Jack (to look for) an ice maker now.
6. Dan (not to scrub) the kitchen sink yet.

-  5. Write about the modern conveniences you have in your kitchen. What do you and your family members do in this part of your house (flat)?

Lesson 4

1.  a) Listen and repeat the words.

COOKING EQUIPMENT



1. a cutting board	7. a wooden spoon	13. a hand mixer
2. a set of knives	8. a grater	14. a measuring cup
3. a (frying) pan	9. a vegetable peeler	15. a vegetable steamer
4. a grill	10. a bottle opener	16. a wok
5. a pot	11. a can opener	
6. a food processor	12. a ladle	

b) Speak in class. Say what food you like to cook. What cooking equipment do you use?

2. Say which five pieces of cooking equipment you use most often. What do you use each piece for?

3. a) Read and complete the text with the words from Ex. 1a.

Every country has its own c..... e..... . For example, Italian kitchens usually have a big p..... for cooking pasta. Many Mexican kitchens have a special p..... to make tortillas. Asian kitchens often have a g..... for meat and a special v..... s..... . Ukrainian kitchens have beautifully decorated wooden cooking utensils such as m..... b....., m..... s..... and c..... b..... . Many kitchens around the world have a set of k....., a g..... and a f..... p..... .

-  b) Listen and check your answers.

4. a) Read the list of verbs for preparing and cooking food (1–10) and match them with the food words (A–J).

Verbs	Food	Verbs	Food
1. To bake	A meat	6. To grill	F ckicken
2. To boil	B potato	7. To peel	G a banana
3. To chop	C fish	8. To roast	H a lemon
4. To cut	D a cake	9. To slice	I a carrot
5. To fry	E an onion	10. To squeeze	J turkey

b) Make sentences with the word combinations you have made. Use the different tense forms.

5. Look at the pictures and read the recipe given below. Say what Ann's mum is cooking and what cooking equipment she uses.



ROAST CHICKEN WITH POTATOES RECIPE

1. Season the chicken with garlic and chicken spices.
2. Roast at 175°C (30 minutes).
3. Baste frequently with pan juices.
4. Boil the potatoes.

6. Work in pairs. Read and complete the dialogues. Use the words from Ex. 1a and Ex. 4a.

1.

A: What dish are you going to cook?
 B: I am going to cook
 A: What cooking equipment do you need?
 B: I think I'll need , and
 A: Can I help you?
 B: Yes, please.

2.

A: What are you looking for?

B: I'm looking for the Do you know where it is?

A: Did you look in the cupboard?

B: Yes. I looked everywhere.

7. Real the instructions and play a guessing game.

- tea • a sandwich • a vegetable (fruit) salad • a roast chicken
- fried fish with potato •

The speaker chooses one of the dishes from the word bank. He / She says what cooking equipment he / she uses to cook it and describes the process of preparing and cooking it.

The class tries to guess what dish the speaker is talking about. The person who names the dish becomes the speaker and the game starts again.

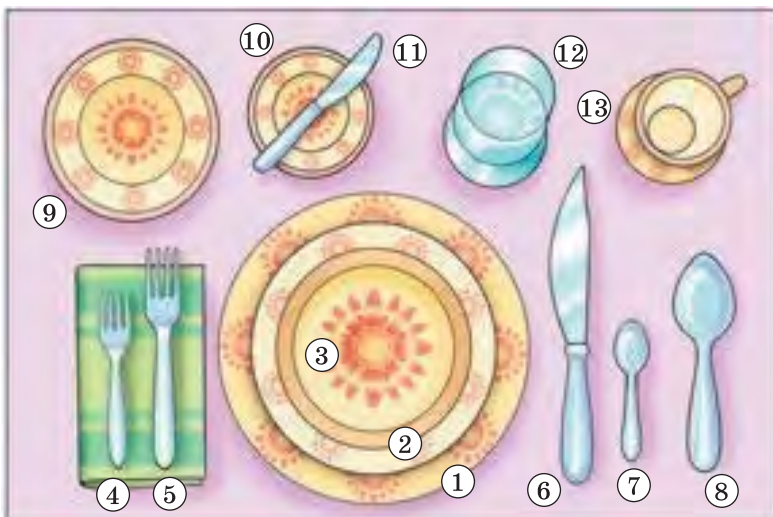
8. Write the recipe of your favourite Ukrainian dish. Describe how you / your mother cook(s) it and what cooking equipment you use / she uses.

Lesson 5

1. Look at the picture and name the things you see. Use the words: *a salad plate, a bread-and-butter plate, a dinner plate, a soup bowl, a water glass, a cup, a saucer, a napkin; silverware: a salad fork, a dinner fork, a knife, a teaspoon, a soup spoon, a butter knife.*

Example: *Number 1 is a dinner plate.*

A Place Setting



 **2. Work in pairs. Look at the picture on page 46. Read, complete and act out the dialogues.**

1.

A: Excuse me. Where does **the knife** go?

B: It goes *to the right of* the dinner plate.

2.

A: Excuse Where does go?

B: It *to the left / between / on* (and).

3.

A: Where a salad fork?

B: It goes

Listening Lab

 **3. Complete the conversation between Ann and Kim. They are talking about cooking. For questions (1–5), mark the correct letters (A–H).**

Ann: I'm learning to make cakes. Can you cook, Kim?

Kim: **(0)** *E I can cook pasta, that's all.*

Ann: I can't. How long does that take to cook?

Kim: **(1)**

Ann: That's quick. And do you have that with tomatoes and cheese? I love that!

Kim: **(2)**

Ann: That sounds great! Why don't we make a meal for everyone?

Kim: **(3)**

Ann: Let's do it at your house. How about next Friday?

Kim: **(4)**

Ann: OK. You do the main course and I'll make a chocolate cake. It'll be fun!

Kim: **(5)**

Ann: I hope so!

A So do I! But I like it with chicken, eggs and cream, too.

B Not long – you boil it in water for about ten minutes.

C Is it? What do you need?

D Yes, it will. I'll check with mum, but it'll be OK, I'm sure.

E I can cook pasta, that's all.

F Saturday's better, Ann. Mum has to work on Friday nights.

G No, there'll be only your parents, my parents and Dan.

H That's a great idea. Shall we do that at our house or at your house?



b) Listen and check. Then work in pairs. Act out the dialogue.

Conversation Lab: Making Suggestions

4. a) Look at the way we can make suggestions. Match the suggestions and answers.

1. Why don't we make some lemonade?	A OK. We could fry some onions with it too.
2. We could have fried rice for dinner.	B But we haven't got any lemons.
3. What about having a picnic?	C Sorry, we can't do that. I haven't got enough money.
4. Shall we buy some burgers?	D Good idea! I'll go and make one.
5. How about having a boiled egg for breakfast?	E How about putting some grapes in it, instead?
6. Let's put some pieces of apple in the salad.	F I'd rather just have some bread, thanks.

b) Look through the text of Ex. 3 on page 49 again. Which phrases have the girls used to make suggestions?

5. You are planning a picnic with your friends. Write sentences to make suggestions. Use the phrases given above. Then act out a dialogue.

6. Read the recipe and write a story about the way Ann cooked *Curry Chicken Salad* one day. Start like this:

One Sunday Ann decided to cook She got up very early, because she had to get the food prepared by noon.

She took a large bowl and prepared First she Then she After that she added She began to Finally,

Curry Chicken Salad

You'll need:

- 2 cups cooked chicken, shredded
- 1 teaspoon curry powder
- 1 celery stalk, chopped
- 2 hard-boiled eggs, chopped
- ½ cup mayonnaise
- ¼ cup almonds, slivered

What to do:

1. Combine all ingredients in a large bowl. Mix well.
2. Refrigerate several hours before serving. Serves 4.



Lesson 6

1. Work in pairs. Make and act out a dialogue “In the Kitchen”. Use the phrases from the table.

QUESTIONS IN THE KITCHEN

Where can I find?
Can I help with?
Where does this go?
Where do I keep?
Where shall I put?

2. Read and say why Justin felt guilty.

A DAY WITH GRANDPA

(by Mildred Pitts Walter)

The **smell** of coffee and **home-smoked** ham woke Justin. His grandpa was cooking breakfast downstairs. Justin jumped out of a bed and quickly put on his clothes.

Grandpa had hot pancakes, apple **jelly** and ham all ready for the table.

“They **taste** delicious, aren’t they?” grandpa asked.

“Of course, they are,” Justin answered.

After breakfast, grandpa **cleared** the table, preparing to wash the dishes. “Would you rather wash or **dry**?” he asked Justin.

“**Neither**,” Justin replied.

Grandpa said nothing. He slowly **removed** the dishes from the table. After that he washed each dish and **rinsed** it with care, too.

After washing the dishes, grandpa swept the floor and then went upstairs.

Justin stood around downstairs. He had a strange feeling of **guilt** and wished he had helped with the dishes.



3. a) Read and complete the sentences with the correct words from the text (Ex. 2).

1. The from the kitchen filled the room.
2. A is a flat round cake made with flour, eggs and milk, fried on both sides.
3. My mother the dishes from the table to wash them up.
4. Peanut butter and sandwiches delicious.
5. “.....” means to wash something with clean water.

Grammar Lab: *the Past Perfect Tense*



We use **the Past Perfect Tense** when we talk about two different events at two different times in the past; one event ends before the second event happens:

*When mum came back home, the room wasn't in a mess. Dan **had cleaned** it. Dan **had cleaned** his room before his mother came back home.*

4. Look through the text of Ex. 2 and find the examples of the Past Perfect Tense in it.
5. Look, read and say which action took place first in the past and which action took place second.

Example:

I had done my homework, when my parents came back home.

1st: I did my homework.

2nd: My parents came back home.

1. I brought a newspaper to my father, but he didn't want it. He had read it during the lunch hour.

I brought a newspaper to my father.

My father read a newspaper.

2. I arrived at school on time, but I wasn't happy. I had left my homework at home.

I arrived at school.

I left my homework at home.

3. My mother came home, and she was surprised. I had cleaned my room.

My mother came home.

I cleaned my room.

4. I played in the yard with my friends. I had written a composition.

I played in the yard.

I wrote a composition.

6. Look at the pictures and write what the children had done before another action happened.



Lesson 7. Grammar Revision

1. Read and complete the sentences with the correct question tags.

1. It's important to eat a wide variety of food, ?
2. You must eat well but not too much of one food, ?
3. I'll take an apple and a can of orange juice for lunch, ?
4. He doesn't eat much chocolate every day, ?
5. Ann mixed the egg, sugar, milk and baking mix in a large bowl, ?
6. Snack foods such as sweets and crisps don't have much food value, ?
7. Let's have something for a bite, ?
8. Dan has already done the shopping today, ?

2. Put a (an) with the countable nouns and some with the uncountable nouns.

..... bread, spaghetti, tomato, potato, sugar, loaf of bread, salt, milk, bottle of lemonade, carton of yoghurt, meat, can of Cola, water, carrot, ice cream, kilo of flour, oil, bottle of oil.

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

1. We came too late to the shop. The shop-assisstant (to close / already) the shop.
2. Jack wanted to introduce his sister cousin to me, but it wasn't necessary. I (to meet / already) her before.
3. He was very tired when he got to the top of the mountain. He (to walk / already) a long distance.
4. I didn't go to the museum with my friends yesterday. I (to be / already) there with my parents before.
5. My mum was angry, when I saw her. She (to talk / already) with my teacher.
6. He wasn't hungry. He (to have dinner / already).
7. He wanted to let them see a house, but it wasn't necessary. They (to buy) a house by the first of September last year.
8. She wanted to tell me what the film was about, but it wasn't necessary. I (to watch / already).

4. Read the online chat and email. What is Ann's project about?

Ann: Hi, Jane! I'm logged in now.

Jane: Hi, Ann! It's good to see you online. What's happening?

Ann: Not much. I'm just doing some research for a project.

Jane: Sounds boring!

Ann: No, it's OK. I love doing projects. Actually, maybe you can help me...

Jane: Sure. What is the project about?


Ann: I have to find out about food of the future. Do you know any good websites?

Jane: Let me think. Why don't you visit the website of the Science Museum in London? Here is the link <http://www.sciencemuseum.org.uk/antenna/futurefoods/>

Ann: That sounds good. And do you know anything about the history of fish and chips?

Jane: Um... no, not really. I'll try to find the email address for you.

Ann: Thanks! I've just found a picture of fish and chips. I'm downloading it now.

From:	mark@yahoo.com
To:	ann14@gmail.com
Sent:	Wed., Nov 10
Subject:	information about fish and chips
Attached:	 Fishchips.doc

Hi Ann,
My name is Mark, and I'm Jane's **classmate**. She asked me to send you some information about the history of fish and chips.
I am interested in the history of the traditional British food. I hope that the information in the **attachment** may help you with your project.
Here is the link you can also use: <http://www.historic-uk.com/CultureUK/Fish-Chips/>
Please, let me know if you find it helpful.
Best wishes,
Mark

5. a) Answer the questions.

1. What is Ann's project about?
2. How does Jane help her friend Ann?
3. What has Mark found in the Internet?

b) Read the sentences and tick them T (True) or F (False).

1. Ann and Jane are talking over the telephone.
2. Both girls like doing the school projects.
3. Jane is the only person who helps Ann with her project.

- ___ 4. Mark is in the class as Jane.
- ___ 5. Mark has sent Ann a necessary photo.
- ___ 6. Mark has recommended Ann to use the Internet website.





6.5 You've got an email from your English-speaking friend in which he / she asks you to help him / her with the school research project. Write your reply.

From:	mark@yahoo.com
From:	clark@yahoo.com
To:	ukraine@gmail.com
Subject:	research on Ukrainian food

Hi there,
 I got your **email address** from the *friendsonline website*.
 I am doing a project on food at school in different countries.
 I read your article on the website. I wonder if you could provide me with some more information about the traditional Ukrainian dishes. It would help me a lot.
 I **look forward to** your reply.
 Clark

Self-assessment

Think of your records. Tick how well you know it:
 4 = very well, 3 = OK, 2 = a little, 1 = needs to improve.

Skills	Now I can.....	4	3	2	1
	<ul style="list-style-type: none"> • describe a kitchen, the kitchenware, a process of cooking and a place setting • talk about different kinds of foods and drinks • ask questions and present information on the topic 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • understand short conversations • understand the recipe 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • read and understand the text of a magazine article, a booklet, a recipe • find relevant and necessary information in the texts 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • write a paragraph about my kitchen • write a recipe of my favourite dish 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

UNIT 3

Health Highlights






IN THIS UNIT YOU WILL:

- **talk** about your health, healthy lifestyle, illnesses and their treatment;
- **read** about the doctor's visit;
- **listen** to a dialogue in the polyclinics; the doctor's recommendations;
- **write** a paragraph / a letter to a friend who is in hospital;
- **learn** what to do in case of emergency;
- **revise** the modal verb *should* / *shouldn't*;
- **learn** about the modal verb *must*.



Lesson 1

1.  Listen and read. Say what you think about Addy and Andy.



ADDY AND ANDY

Addy is healthy,
And Andy is not.
Addy can run fast,
And Andy cannot.
What makes Addy strong?
Good exercises.
What makes Andy sick?
He eats many pies.

From this good example
It soon becomes clear
That being unhealthy
Is often quite drear.
So drink up fresh milk
And say *no* to pie,
Get enough sleep
And you'll be just fine.

2.  a) Look at the pictures. Listen and repeat the sentences.



I feel **fine**.



She looks **happy**.



He looks **tired**.



I feel sick.
I don't feel very well.



He feels cold.



She feels hot.

b) Work in pairs. Read and act out the dialogue.

A: How do you feel?

B: I feel

A: That's good. / Oh, dear. I'm sorry to hear that.

3. Work in pairs. Look at the pictures and make sentences as in the example.

Example:

- Does Ann feel cold?

- Does Peter look sleepy?

- Yes, she does. She feels cold.

- No, he doesn't. He doesn't look sleepy.



Dan / feel hot



Kim / feel thirsty



Tom / feel fine



The worker /
look tired



The farmer /
look angry



The little boy /
look cheerful

4. Read, complete and act out the dialogues.

1.



- A My temperature was very high.
- B Did the doctor visit you yesterday?
- C You must follow the doctor's advice
- D How do you feel?

Denis: Hello!

Olena: Hi, Denis! This is Olena. (1)

Denis: Not very well. I must stay in bed. (2) yesterday.

Olena: Oh, no! Sorry to hear that! (3)

Denis: Yes, he did. He told me to stay in bed for a week. I must also drink hot milk with butter and honey.

Olena: (4) then you will feel better soon. Hope to see you at school next week. Bye!

Denis: Thank you for your call. Remember me to our classmates. Bye!

2.

- E When you get sick you have a high temperature
- F They look clean.
- G Germs are so small that you can't see them

Mum: Time for dinner! Wash your hands, Alex.

Alex: But they are already clean.

Mum: (5) You were playing outside with the dog in the afternoon.

Alex: But look! No dirt!

Mum: There are still germs. (6) But they are everywhere. If you eat with dirty hands, the germs get on your food and go into your body.

Alex: And then I get sick. Good, I don't want to go to school tomorrow anyway.

Mum: (7) And feel very unhappy. And you can't play outside. Go and wash your hands.

Alex: Fine, but after dinner I'm going out to play again.

Mum: That's all right, dear.

5. Read and complete the sentences. Use the words: *comfortable, ill, busy, happy, tired, difficult.*

1. Mary looks Her face is very white.
2. May I sit in that armchair, please? It looks very
3. You seem very , Peter. Go to bed early tonight.
4. John seems very He always has a smile on his face.
5. The children seem very They are working hard.
6. This sum looks very , but I will try to do it.

Lesson 2

1.  Listen and repeat.



earache



a backache



a stomachache



toothache



a bad cold



a cough



a sore throat



a headache



a high temperature



a pain in the knee



a pain in the elbow

2. Listen, read and act out the dialogue.

A: What's the matter with you? Has anything happened?

B: I don't feel very well.

A: Oh, dear! What's wrong?

B: I've got terrible earache.

A: I'm sorry to hear that.

B: It's all right. I'll be better soon.

A: I hope you will.

B: Thank you.

3. a) Look, read and say which picture this dialogue goes with.

A: What's the matter?

B: My left foot hurts.

A: Oh, dear. How did it happen?

B: Well, yesterday I played football.



b) Work in pairs. Choose a picture and act out another dialogue.

A: What's the matter with you?

B: I don't

A: Oh, dear!

B: I've got

A: I'm sorry to hear that.

B:

4. Read and say what happened to Jane yesterday.

Jane **hurt** her arm in the gym yesterday. She is waiting to see the doctor now. There are other **patients** waiting, too. There is a boy with a bad cold and a girl with a headache. There is a woman there with her sons. One of the woman's sons has earache. The other son has toothache.

Now Jane and her mother see a doctor.

Doctor: Hello, Jane. What's the matter?

Jane: I've hurt my arm.

Doctor: Let me examine it. Yes You've got some cuts and bruises, Jane, but your arm isn't broken. I'll put a bandage on it.
 Jane: Thank you, doctor.



Conversation Lab

5. Read and act out a situation "At the Doctor's". Use Ex. 4 or the one given below as a model.

A: Good morning!

B: Good morning! What can I do for you?

A: I've got a terrible headache.

B: How long have you had it?

A: For about two hours.

B: Try this medicine and visit me in three days.

A: Thank you, doctor.

6. Put the verbs in brackets in the correct tense form.

Peter is six. He (1) (to have) a very bad toothache last week. He (2) (can / not / to eat), he (3) (can / not / to play), he (4) (can / not / to sleep) at night. Peter's father (5) (to take) him to the dentist. The dentist (6) (to pull out) Peter's teeth.

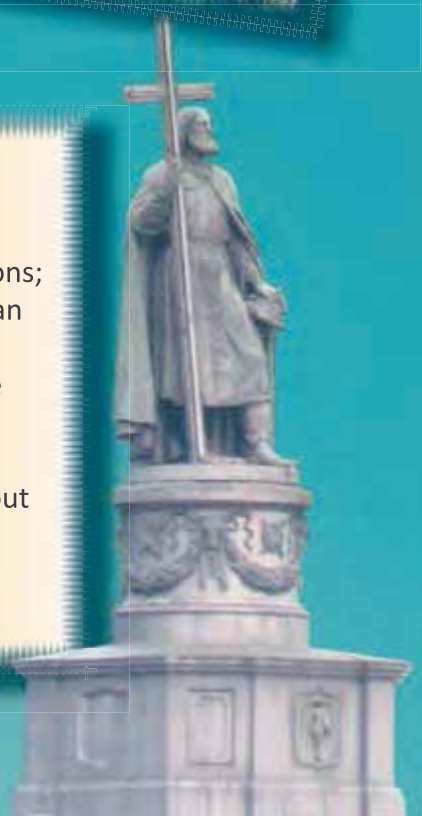
Peter (7) (to cry) and (8) (to say), "Oh, how shall I eat now?"

But the doctor (9) (to say), "Don't cry, little boy! Your tooth will grow again."

UNIT 7

Ukraine: Kyiv





IN THIS UNIT YOU WILL:

- **talk** about Kyiv and its famous landmarks;
- **read** about the Ukrainian national attractions;
- **read** about Khreshchatyk Street and Maidan Nezalezhnosti;
- **listen** to a dialogue about the plans for the coming weekend;
- **write** a description of a place;
- **write** an article to a school newspaper about Kyiv's historical sights;
- **revise** the grammar tenses;
- **learn** how to design a travel brochure.

Lessons 1–2

1. Look at the words in the box given below and decide which places people usually visit when they travel to another city.

• a cathedral • a church • a park • an art gallery • a museum
• an exhibition • a shopping centre • a theme park • a cinema • a theatre
• a circus • a concert hall • a café • a restaurant •

Example:

A: *I think that those who are interested in history usually visit museums, churches and cathedrals.*

B: *To my mind, when you travel to another city, you always plan to visit its famous ancient places. However, there are also wonderful modern buildings.*

C: *When I travel with my family, we usually watch a performance at the local theatre. I also like going to different cafés and eat local food.*

2. Look at the photos given below. Where do you think these places are? Do you know any information about them?



3. Read Ann's letter and say why Ann and her friends have decided to start a project.

Dear Jane,

Thank you for your letter. I'm so glad that you're coming to Kyiv on holidays. It's beautiful in summer here, and I hope that we'll spend wonderful time together.

As for the places of interest, I think we'll go to the Kyiv in Miniature Museum first. You'll be able to **see copies** of all the best Kyiv attractions there and decide which one you would like to visit. **Recently** they have also added some Ukrainian castles and attractions from other cities, so it's even more fun to visit now. They say that all copies of Kyiv's attractions are nicely done, so we will take **gorgeous pictures**.

However, there is no any **guide** to help the visitors. There are only some small **signs** on the ground mentioning the name of the exhibit. So, my friends and me are preparing some information about the places for you. I know you're fond of history!

Write me soon, and tell me if you like the idea.

Kind regards,

Ann

4. Read and say if the statements are T (True) or F (False).

1. Jane is coming to Kyiv in spring.
2. Ann knows which places Jane would like to visit.
3. Kyiv in Miniature Museum has all copies of Kyiv's most famous landmarks.
4. The visitors will be able to take beautiful pictures in the museum.
5. The service is well-provided in the museum.
6. Ann and her friends are working on the project about Kyiv at the moment.

Grammar Lab: So as an adverb and a conjunction

So can be used in the following ways:

- as an **adverb** (followed by an adjective or another adverb):

*It all happened **so** quickly.*

- as a **conjunction** (connecting two clauses):

*There wasn't enough time, **so** I had to take a taxi.*

- as a way of starting a new sentence:

***So**, when do you start your trip?*

- in the conjunction phrase **so that**:

*He was standing in the shadow **so that** I could not see his face clearly.*

So ... + adjective / adverb + (that) makes the adjective stronger. (=result)

Compare:

He was so tired (that) he went to bed. (= He was very tired. The result was he went to bed.)

He was tired, so he went to bed.

5. Look through the text of Ex. 3. Find the examples of **so** and explain its function in each sentence.

6. a) Choose adjectives to make sentences with **so** (+*adjective* + (*that*)).

• hard • poor • small • busy • happy • expensive •

1. The tickets were we could afford them.
2. We were that we didn't have time to talk to each other.
3. Our house was there was no room for all.
4. At first life there was that we got depressed.
5. But after a year, we were we decided we could never go back!
6. At first, he was he couldn't afford to buy anything.

b) Join the sentences with **so** (*that*) and write them down.

Example:

He changed his job. He wanted to spend more time with his family. –
He wanted to spend more time with his family, so he changed his job.

1. She went to the tourist information centre. She wanted to find out about the city's attractions.
2. We hired a taxi. We wanted to get to the airport quickly.
3. We moved to the country. We wanted to grow our own vegetables.
4. They went to the tourist agency. They wanted to have a well-planned rest.
5. They bought the tickets. They wanted to watch that theatrical performance.
6. She bought a book about the history of Kyiv. She was preparing a report on Kyiv in the Middle Ages.

Lesson 3

1. Look at the photos (1–6) on page 145 and match them to the names in the box given below. Where can you find these places of interest? What do you know about them?

- The Mariynskiy Palace • The Mykhailivska Square
- The House with Chimeras • The National Opera House •
St Volodymyr's Cathedral • The Maidan Nezalezhnosti
(Independence Square) •



2. Listen and read the dialogue. Then act it out. Talk about other places of interest in Kyiv.

Teacher: Most big cities in the world have their national attractions. What do we have here in Kyiv?

Ann: Kyiv can **boast** lots of beautiful cathedrals and churches. Some of them are included into the UNESCO World Heritage List. So St Sophia's Cathedral is a national **attraction**, isn't it?

Teacher: It is indeed, Ann. What can you tell us about it?

Ann: Let me see... It's gorgeous in its design and decorations. It dates back to the 11th century and **contains** some great **mosaics** and **frescoes**. It's worth visiting.

Teacher: Good job. Can you think of some other examples, Dan?

Dan: Yes. In my opinion, it's the Kyiv-Pecherska Lavra.

Teacher: But why do you think it's a national attraction, Dan?

Dan: I think so because it's a symbol of Kyiv. It attracts many tourists all year round.

3. Read and complete the sentences.

1. Most big cities in the world have
2. St Sophia's Cathedral is worth visiting because
3. Many of the Kyiv's landmarks are included into
4. The Kyiv-Pecherska Lavra is

Writing Lab

4. Read one of the descriptions and match the sentences to the correct information.

- | | |
|---------------------|----------------------|
| A Why it is special | D What it looks like |
| B Where to find it | E What it is |
| C How old it is | F What it is called |

By *Dan*

___ St Sophia's Cathedral is an important national attraction in Ukraine.

___ It is located in the capital city of Kyiv.

___ It's the most ancient monument through Eastern Europe. The foundation of St. Sophia's cathedral was held in 1017, and in 1037 the construction of the temple was completed.

___ The whole structure is based on the Byzantine traditions. The artists raised this cathedral and decorated its walls with mosaics and frescoes.

___ The cathedral has been created as a centre of Kyiv Metropolis and the main temple of the state of Rus.

___ It's a symbol of Kyiv's ancient past.



By *Ann*

___ St Andrew's Church is an important national attraction in Ukraine.

___ It's a major Baroque church located in Kyiv, the capital of Ukraine.

___ The church was constructed in 1747-1754, to a design by the Italian architect Bartolomeo Rastrelli.

___ The church is part of the National Sanctuary "Sophia of Kyiv" as a landmark of cultural heritage.

___ It's a symbol of Kyiv's ancient past.



5. a) Write a description of a national attraction in Kyiv.

Notes

What it is called:

What it is:

What it looks like:

How old it is:

Where to find it:

Why it is special:

b) Gallery Walk. Present your description to the class. Vote for the best one.

Lessons 4–5

1. a) Look at the pictures. Write down questions you want to ask about the places on them. Start your questions with:

What ... ? Where ... ? When ... ? How ... ? Etc.



Podil



The Merchant's Yard



Fountain Samson



Kontraktova Square

b) Work in pairs. Discuss the questions with your friend. Can you answer them?

Example:

A: *What do these photos remind you of?*

B: *I see St Andrew's Church in photo 1, so this is the heart of Kyiv, Podil.*

A: *Do you know when it was constructed?*

B: *Yes, I do. It was in the 18th century. The church is in the Baroque style.*

A:

Reading Lab

2. Look at the pictures and photos given below. Do they depict the same place? What helps you decide on your answer?



Photo by Oleg Zharii



3. Look at the pictures and the title of the text in Ex. 4. What do you think the text is going to be about?

4. Read the text quickly and say what these dates stand for:

1798, 1811, 1749.

5. Read the text and order the paragraphs (A–E).

PODIL, THE JEWEL OF KYIV

- A Kontraktova Square has become **the market place** since 1798. **Merchants** from all parts of the country visited **the trade fairs** there. For the needs of customers the Merchants' Yard was put up. There were fifty stores in it with various goods and products.
- B People loved their native Podil very much and rebuilt the district after the fire. The Merchants' Yard didn't survive the fire either, so a new building of the same look was built.
- C The **jewel** of Kyiv is Podil. The word literally means "the place in the valley". Craftsmen and fishermen used to live there. The craftsmen produced different goods for sale. Fishing was one of the most important **occupations** of the **inhabitants** at the dawn of Kyiv's history.

D Next to the Merchants' Yard there is the Fountain Samson. It was designed in 1749 by the Ukrainian architect Ivan Hryhorovych-Barskiy. One of the legends says that the person who tastes "Samson's water" will stay in Kyiv forever.

E In 1811 there was a great fire in Podil and the old district was destroyed. As all the houses were wooden, they burnt down very quickly.



*Kyiv harbour in Pochaina
the reconstruction*

1. 2. 3. 4. 5. 6.

6. Read and match the parts of the sentences.

1. Podil	A became famous because of the fairs.
2. Craftsmen and fishermen	B was destroyed by the fire.
3. Kontraktova Square	C you will stay in Kyiv forever.
4. The old district	D is situated in the northern part of Kyiv.
5. People rebuilt Podil	E lived there many years ago.
6. If you drink "Samson's water",	F because they loved it very much.

7. Work in pairs. Take turns to ask and answer questions given below.

- How is Podil called in the text? Why?
- Where is Podil situated?
- Who used to live there?
- What did the craftsmen produce?
- Why has Kontraktova Square become famous since 1798?
- When was the old district burnt down?
- What did people do after the fire?
- What does one of the legends say about the Fountain Samson?

Conversation Lab

8. Speak in class. Tell your new friend what you know about Podil.

9. Read and choose the correct item to complete the sentences.

- Podil is located in the near the Dnipro River.
A yard B valley C hill
- Fishing was one of most important occupations of people there.
A a B the C an
- were visited by merchants from all parts of the country.
A The shops B The place C Fairs
- All the houses down very quickly.
A blew B burnt C built
- Rebuilt after the fire Podil became beautiful than before.
A more B most C the most
- The Ukrainian architect the fountain.
A designed B drew C built

Lesson 6

1. Work in pairs. Look at the pictures. Talk about Khreshchatyk Street in different periods of history. Use the adjectives: *narrow – wide, modern – old, impressive – common, magnificent – simple, etc.*

Example:

A: *Nowadays Khreshchatyk looks like a wide and an attractive street.*

B: *In ancient times the street looked narrower.*



2. Read the text about the main street of Kyiv and complete it with the sentences (A–D) given below. Then tell your classmates how Khreshchatyk got its name.

KHRESHCHATYK STREET

Khreshchatyk Street is the symbol of Kyiv, the **capital** of Ukraine. (1) How has the street got its name? Many years ago there was a valley surrounded by a thick forest with a **stream** across it on the place where Khreshchatyk stands nowadays. (2) Khreshchatyk is a shortened name of Khreshchaty Yar (Crossed Valley).

Now, the street is old and young at the same time but only tourists “hunt” here for souvenirs in the stores of the street. (3) Streams of cars run along Khreshchatyk.

Thousands of people travel along its **pavements**. (4) People live, work, do the shopping, have fun, and rest there.

On Sundays the **traffic** doesn't run in Khreshchatyk Street. It becomes a walking place. (5) Kids can go skateboarding and roller skating.

- A You can see a lot of modern and old buildings, fine shops, cosy cafes, **fashionable** restaurants, modern offices in the street.
- B It became the main street of the city 200 years ago.
- C So the families can **stroll** in the street with their children.
- D Kyivan princes used to hunt wild animals in this **swampy** place.
- E The street is alive.




3. a) Work in pairs. Take turns to ask and answer the questions.

1. Why does Khreshchatyk attract the visitors?
2. What kind of place was it many years ago?
3. Did anybody live there then?
4. What did Kyivan princes do in the swampy place?
5. Where does the word ‘Khreshchatyk’ come from?
6. What does the street look like today?
7. When doesn't traffic run in Khreshchatyk?
8. What can children enjoy doing on Sundays in the centre of Kyiv?

b) Speak in class. Talk about Khreshchatyk Street. Use the word combinations given below and *used to be / is now*.

Surrounded by a thick forest, a valley, to hunt wild animals, a swampy place, to be lined up with chestnut trees, a walking place, a place for entertainment.

4.  a) Listen, read and act out the dialogue.

Andriy: Hello! This is Andriy calling! Is Oleksandr in?
Oleksandr's mother: Yes, he is. Andriy, hold the line, please!
Oleksandr: Hello!
Andriy: Hi, Oleksandr! How's life going? Have you got anything special for this weekend?
Oleksandr: Not really! Why do you ask?
Andriy: You know, my friends and I are going to have some fun in Khreshchatyk Street on Sunday.
Oleksandr: Are you going to hunt for souvenirs in the stores?
Andriy: No, I am not. I just want to have some fun. Have you got a skateboard?
Oleksandr: I've got it, but I cannot find a good place to ride it.
Andriy: Don't worry. Khreshchatyk is just the place for that on Sundays. There is no traffic at weekends.
Oleksandr: That sounds fine. What time shall we meet then?
Andriy: I think, 10 o'clock is fine.
Oleksandr: Let's meet at Khreshchatyk Metro Station.
Andriy: OK. See you tomorrow then! Bye-bye!

b) You are one of the boys. Tell the class about your weekend in Khreshchatyk Street last Sunday. Use the correct tenses. Start like this:

Last Thursday Andriy called me. We agreed to ride a skateboard on Sunday. That day we took skateboards and went to Khreshchatyk Street...

Finish with:

We also enjoyed different street shows that were organized for the entertainment of Kyivites and the guests of the city.

5.  Write questions to the words in italics.

Example:

Khreshchatyk is the main street of the capital of Ukraine. – *What is the main street of the capital of Ukraine?*

1. The main street in Kyiv attracts *citizens of Ukraine and tourists from abroad*.
2. Kyivan princes used to hunt wild animals *in this swampy place*.
3. *Chestnut trees* are in blossom in Kyiv in spring.
4. *On Sundays* the traffic doesn't run *in Khreshchatyk Street*.
5. *Kyivites and visitors of the city* enjoy different street shows on Sundays.

Conversation Lab

6. Speak in class. Tell your classmates what you know about Khreshchatyk.
7. Write an article to a school newspaper about the street you live in.

Lesson 7

1. Look at the pictures and say what is happening in the square.




b) Speak in class. Answer the questions below.

- What can you see in the square?
- How do you feel about it?
- What can you do there?

Examples:

I can see people of different ages, races and nationalities there. I feel comfortable in the square. I can take pictures of the square.

2.  Listen and read the magazine article about Maidan Nezalezhnosti in Kyiv. Match the titles (A–C) with paragraphs (1–3).

- A The Place to Share
- B The Place of Attraction
- C The Main Sights of the Square

MAIDAN NEZALEZHNOСТИ

(1)

Among the squares of Kyiv Maidan Nezalezhnosti (Independence Square) **stands out** as the most attractive one. It has wide **grass-covered areas**, fountains and **magnificent** historic buildings.

(2)

In ancient times it used to be a swampy place with only the Polish Gate (Liadski Vorota) through which people could **enter** the city. Nowadays you can hardly imagine that. Only a model of the old gate reminds Kyivites and guests of the capital of the fact.

Visitors of the square can see the monument to the legendary founders of Kyiv, the Statue to **the Patron Saint** Archangel Michael, the Hotel “Ukraina”, **the Conservatoire**, the International Centre of Culture and Arts (the former Zhovtneviy Palace) and the underground **entertainment** and trade centre “Globus” in Maidan Nezalezhnosti.

The Monument to the Independence of Ukraine is definitely the most **impressive** one. It is the white column, with the statue of the Ukrainian girl on the top.

(3)

The square is the place where people of Ukraine can share the days of sunshine and shadow.

Maidan Nezalezhnosti is the heart of Kyiv. It is especially **solemn** on holidays. Thousands of people come here to watch concerts of celebrities, and to observe firework displays.



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

1. How did Maidan Nezalezhnosti get its name? What landmark in the square tells the Kyivites and the guests about this historical event?
2. Why does Maidan Nezalezhnosti stand out as the most attractive square in Kyiv?
3. What landmarks in Maidan Nezalezhnosti remind of the historical past? Which of them are of special interest to the visitors?
4. Why is Maidan Nezalezhnosti especially solemn on holidays?

4. a) Match the words (1–6) with their definitions (A–F).

1. To stand out	A shows, films, television, or other performances or activities that entertain people
2. Magnificent	B to be very noticeable
3. To enter	C serious and without any humour
4. An entertainment	D very good, beautiful
5. Impressive	E special, important, or very large
6. Solemn	F to come or go into a particular place

b) Read and complete the sentences with the words from Ex. 4a.

1. They live in a(n) medieval house.
2. That building really on that orange background.
3. There's not much in the way of in this town – just the cinema and a couple of cafés.
4. There are some very buildings in the town.
5. Everyone looked very
6. They the building through the side door.

5. Find the verbs in the sentences below and define their tenses.

Example:

They admired the statue to Saint Archangel Michael in the city centre last week. – admired – Past Simple Tense.

1. We had discussed the film before they came.
2. The Ukrainian girl is stretching her arms with the snowball tree branch into the sky.
3. Many Kyivites enjoy their time in the main square of the city.
4. Look at the firework display! It has been shining for almost a quarter of an hour.
5. Maidan Nezalezhnosti has changed a lot recently.

Conversation Lab

6. You are touring Kyiv. Talk about your walk in Maidan Nezalezhnosti. Use the words given below. Start like this:

Independence Square has played a prominent role in Kyiv's history. Etc.

- to play a prominent role • to stand out • magnificent historic buildings
- to remind of • a patron saint • the Conservatoire • an entertainment centre
- impressive • a statue • to share • solemn • celebrities • a firework display •

7. Write a letter to your English-speaking friend. Tell him / her about the main square of the capital of Ukraine and its places of interest.

Lesson 8. Grammar Revision

1. Complete the questions with the correct question tags.

1. Podil suffered a great fire in the past, ?
2. There are many interesting picture galleries and souvenir stores in Andriyivskiy Uzviz, ?
3. The inhabitants of Kyiv and the tourists like to have a walk along Khreshchatyk Street, ?
4. The traffic doesn't run in Khreshchatyk Street on Sundays, ?
5. Maidan Nezalehnosti is the main square in Kyiv, ?
6. Different shows and performances are organized in the centre of Kyiv on holidays, ?

2. Put the verbs in brackets into the correct tense form.

1. We (to have) a lesson on the history of Kyiv Rus yesterday.
2. Look! The flag (to fly) on the top of Buckingham Palace, so the Queen (to be) in her residence.
3. London (to change) during the centuries but the River Thames always (to be) the central part of it.
4. Kyiv boasts a lot of places which (to be) worth visiting.
5. Londoners (to rebuild) the city with brick and stone after the Great Fire of London.
6. The pupil (to look for) the information about the historical places of Kyiv when they (to find) an old photo of Kyiv in the 18th century.
7. Kyiv and London always (to be) and always (to remain) great historical capitals.

3. Work in pairs. Look at the pictures on page 157. Ask each other questions to find out if you (your friends, the members of your family, etc.) have visited the places in the photos. Agree with your friend's answer.

Examples:

1.

A: *Have you visited the Golden Gate?*

B: *No, I haven't.*

A: *Neither have I.*

2.

A: *Did your sister go on an excursion to St Sophia's Cathedral last year?*

B: *Yes, she did.*

A: *So did I.*



4. a) Work in groups. Write five questions to ask the other group about Podil. Use the words and word combinations: *to be situated on*, *the jewel*, *craftsmen*, *to produce*, *to be destroyed*, *to be built*, *to burn down*.

Example:

1. *Where is Podil located?*
2. *Why is it called the jewel of Kyiv?*
3.

b) Ask and answer the questions you have written.

5. a) Match the names of the tenses (1–8) with the correct verbs (A–H).

- | | |
|-------------------------------------|------------------------|
| 1. Past Continuous Tense | A am looking |
| 2. Past Perfect Tense | B are |
| 3. Past Simple Tense | C were discussing |
| 4. Present Perfect Tense | D will restore |
| 5. Present Perfect Continuous Tense | E had lost |
| 6. Present Simple Tense | F haven't seen |
| 7. Present Continuous Tense | G have been travelling |
| 8. Future Simple Tense | H lived |

b) Write sentences using the verb forms above and the correct time expressions.

6. Put the verbs in brackets into the correct tense form.

Kyiv (1) (to be) the city with a history that (2) (to span) more than a millennium. It (3) (to be) one of the most picturesque cities in the world. Green streets fully (4) (to harmonize) with its impressive architecture.

Prince Volodymyr the Great (5) (to build) the first stone church in Ukraine during his reign. The Golden Gate, built in the 11th century and restored in 1989, (6) (to be) very famous in Eastern Europe.

St Sophia's Cathedral (7) (to locate) not far from the Golden Gate. It (8) (to face) a square in the centre of which there (9) (to be) a monument to Bohdan Khmelnytskyi, the Hetman of the Ukrainian Cossacks.

You (10) (can / to find) the first school and library in it as well.





Project Work.

a) Work in groups. Design a Kyiv Travel Brochure. Think of the places of interest you would like to include there. Draw pictures, or stick postcards or photos. Write a short paragraph about the place.



Self-assessment

Think of your records. Tick how well you know it:
 4 = very well, 3 = OK, 2 = a little, 1 = needs to improve.

Skills	Now I can.....	4	3	2	1
	<ul style="list-style-type: none"> • describe the places of interest in Kyiv • talk about famous sights the capital city • talk about favourite places to visit in Kyiv 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • understand the information during the presentation 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • read and understand the text of the travel brochure 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • write an informal letter • write a short report on the place of interest 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tapescripts

Unit 1, Lesson 3, Ex. 2 (p. 19)

Taras: My name is Taras. My father loves cooking. He often creates new dishes. He has taught me to cook spaghetti and make sandwiches. When my friends come to see me, I always try to cook something to surprise them.

Olha: My name is Olha. I think we learn from our parents a lot of simple practical life skills. We learn which clothes to wear according to the weather, to brush our shoes in the evening, to make our bed in the morning, and to keep things in their proper places. This is really very important.

Oleksandr: My name is Oleksandr. I like to spend time with my uncle. He lives in the village. He is very good at making things. He has taught me to make bird feeders and I can do it very well now.

Tetiana: My name is Tetiana. I live in Ivano-Frankivsk. We like traditional Ukrainian things. There is the embroidered cloth on the table in our living room. This is my aunt's piece of work. She has taught me to make handmade things. Now I am fond of knitting and embroidering too.

Unit 1, Lesson 7, Ex. 4b (p. 26)

Steve: I think our mother will be very pleased with us. We have white-washed all the trees in our garden.

Molly: And I have weeded all the flowerbeds, haven't I? The garden looks so nice!

Steve: The father wanted me to help him dig around the trees on Saturday. How surprised he will be when he comes to the garden tomorrow!

Molly: What if we whitewash the fence?

Steve: Not today, I think. We can't do everything in one day.

Mrs Parker: Molly! Steve! Where are you? Oh no...

Unit 1, Lessons 8–9, Ex. 5b (p. 29)

1. Their house is all marble staircases and grand pianos, isn't it?
2. Clark usually doesn't assist his father in repairing a car, does he?
3. The Davidsons made quite a lot of money two years ago, didn't they?
4. My brother can't climb trees as well as my cousin, can he?
5. They gathered fruit in their garden last autumn, didn't they?
6. He is whitewashing the fence now, isn't he?

Unit 2, Lesson 1, Ex. 2 (p. 39)

A: Hello! We are doing a poll on eating habits. Will you answer the questionnaire?

B: Sure, why not?

Grammar Reference

UNCOUNTABLE AND COUNTABLE NOUNS

Most nouns in English are countable. This means they can have singular and plural forms:

One sandwich – four sandwiches, the child – the children.

Common uncountable nouns: *advice, furniture, help, homework, information, jewelry, luck, mail, money, music, peace, traffic, weather, work, milk, tea, bread, sugar, flour, coffee, cheese, food, fruit, meat, pepper, rice, salt, soup, water ...*

Uncountable Nouns

Use	Example
<p>You use uncountable nouns with a singular verb form. You don't use articles <i>a</i> or <i>an</i> with them.</p> <p>Uncountable nouns have no plural form.</p>	<p><i>This news is not interesting.</i></p> <p><i>I don't like milk.</i></p> <p><i>They want some sugar with tea.</i></p> <p style="text-align: center;"><i>money</i> <i>some money</i> <i>a lot of money</i> <i>much money</i> <i>a little money</i></p>

Countable Nouns

Use	Example
<p>Countable nouns have singular and plural forms.</p> <p>You use them with articles <i>a</i> and <i>an</i> in the singular.</p> <p>We use them with the definite article <i>the</i> or without an article in the plural.</p> <p>You use them with singular and plural verb forms.</p>	<p><i>a book</i> <i>books</i> <i>one book</i> <i>two books</i> <i>some books</i> <i>a lot of books</i> <i>many books</i> <i>a few books</i></p> <p><i>There is an orange and some apples on the plate.</i></p> <p><i>Pineapples are very delicious.</i></p> <p><i>Mango is a tropical fruit.</i></p>

A lot of – Many – Much

Only countable nouns can follow *a / an, many, a few, these, one, two*, etc.

Irregular Verbs

Infinitive	Past Indefinite	Past Participle	Translation
arise	arose	arisen	виникати, поставати
bear	bore	born(e)	нести, носити
beat	beat	beaten	бити
become	became	become	ставати, робити
begin	began	begun	починати(ся)
blow	blew	blown	дути
break	broke	broken	(з)ламати
bring	brought	brought	приносити
build	built	built	будувати
burn	burnt	burnt	палити; горіти
burst	burst	burst	розбиватися; вибухати
buy	bought	bought	купувати
catch	caught	caught	ловити, (с)піймати
choose	chose	chosen	вибирати
come	came	come	приходити
cost	cost	cost	коштувати
cut	cut	cut	різати
dig	dug	dug	копати
do	did	done	робити
draw	drew	drawn	тягти; малювати
dream	dreamt dreamed	dreamt dreamed	бачити уві сні; мріяти
drink	drank	drunk	пити
drive	drove	driven	гнати; їхати
eat	ate	eaten	їсти
fall	fell	fallen	падати
feed	fed	fed	годувати
feel	felt	felt	почувати; відчувати
fight	fought	fought	битися; боротися
find	found	found	знаходити
fly	flew	flown	літати
forget	forgot	forgotten	забувати
forgive	forgave	forgiven	вибачати; прощати

English-Ukrainian vocabulary

n noun
v verb
adj adjective
prep preposition

adv adverb
phr phrase
conj conjunction

A a

achievement, *n* /ə'ʃi:vmənt/ досягнення, здобуток
actor, *n* /'æktə/ актор
actress, *n* /'æktɹəs/ актриса
actual, *adj* /'æktʃuəl/ дійсний, справжній
admire, *v* /əd'maɪə/ милуватись, захоплюватися
adventure film, *phr* /əd'venʃə ,film/ пригодницький фільм
affect, *v* /ə'fekt/ впливати на
amateur, *n* /'æmətə/ аматор, любитель
amazing, *adj* /ə'meɪzɪŋ/ дивовижний, вражаючий, чудовий
ambulance, *n* /'æmbjələns/ швидка допомога
anaesthetic, *n* /,ænəs'θetɪk/ знеболювальний засіб, наркоз
ancestor, *n* /'ænsəstə/ предок, прабатько
angle, *n* /'æŋɡl/ кут
animation, *n* /,æni'meɪʃn/ анімація; захоплення, жвавість
applaud, *v* /ə'plɔ:d/ аплодувати
application, *n* /,æplɪ'keɪʃn/ прикладання, застосування
appreciate, *v* /ə'pri:ʃieɪt/ цінувати, бути вдячним, розуміти
appreciation, *n* /ə'pri:ʃieɪʃn/ оцінювання, визнання
appropriate, *adj* /ə'prəʊpɹiət/ придатний, властивий, відповідний
armband, *n* /'ɑ:mbænd/ перев'язка (на руку)
artefact, *n* /'ɑ:tɪfækt/ пам'ятка, художній витвір
artificial, *adj* /,ɑ:tɪ'fɪʃl/ штучний
as busy as a bee, *phr* /əz 'bɪzi ,æz ə 'bi:/ працюючий як бджола, роботячий

aspirin, *n* /'æsprɪn/ аспірин
assist (in), *v* /ə'sɪst/ допомагати, брати участь у
attacker, *n* /ə'tækə/ нападаючий
attitude, *n* /'ætɪtju:d/ відношення, ставлення
audience, *n* /'ɔ:diəns/ публіка, слухачі
auditorium, *n* /,ɔ:di'tɔ:riəm/ зала, аудиторія
avoid, *v* /ə'vɔɪd/ уникати
aware, *adj* /ə'weə/ обізнаний

B b

background, *n* /'bækgraʊnd/ задній план, тло, фон
ballet, *n* /'bæleɪ/ балет
bar, *n* /bɑ:/ перекладка, *спорт.* колода
barbecue, *n* /'bɑ:bɪkjʊ:/ барбекю
baseball, *n* /'beɪsbɔ:l/ бейсбол
basketball backboard, *n* /'bɑ:skɪtbɔ:l 'bækbɔ:d/ баскетбольний щит
beach, *n* /bi:tʃ/ узбережжя
behave, *v* /bi'heɪv/ поводитись
beloved, *adj* /bi'lʌvd/ улюблений
beneath, *prep* /bi'ni:θ/ внизу, нижче, під
beyond, *prep* /bi'jʌnd/ по той бік, за межами, поза
billboard, *n* /'bɪlbɔ:d/ афіша, дошка оголошень
blame, *v* /bleɪm/ докоряти, ганити, звинувачувати
bleed, *v* /bli:d/ пускати кров; кровоточити
bleeding, *n* /'bli:dɪŋ/ кровотеча
blood, *n* /blʌd/ кров
boil, *v* /bɔɪl/ кип'ятити, варити
bone, *n* /bəʊn/ кістка
boots, *n* /bu:ts/ бутси, чоботи
bored, *n* /bɔ:d/ той, хто нудьгує

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