

Л.І. МОРСЬКА

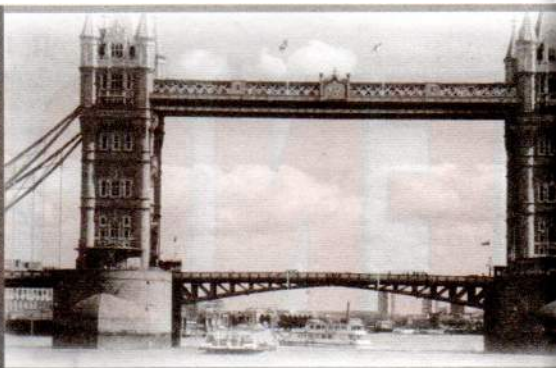
ENGLISH

English

8

ЧЕТВЕРТИЙ РІК
НАВЧАННЯ





THE FIRST TERM

ROUND UP LESSONS

Lesson 1

1. Read (or listen to) the text. Answer the questions given after it.



Hello, dear friends!

My name is Oksanka. I am the same age as you are – I am fourteen. I am a pupil of the eighth form. I am Ukrainian. But this year I am going to study in Great Britain. Last year I was very lucky to win a grant for studying in the UK. In a month I am leaving Ukraine for Britain. I have a month to learn and practise my English and get ready for the trip. So let's start.



1. What is the girl's name?
2. What country does she come from?
3. Where is she planning to go to?
4. What is she going to do there?
5. What did she win last year?
6. When is she leaving for the UK?
7. What is she going to do the whole month?

2. Oksanka is going to study in the United Kingdom of Great Britain and Northern Ireland but she doesn't know much about this country. Help her. Tell everything you know about Britain and its people, their culture and everyday life. Give some advice for Oksanka (as in the model).

❖ *Model:* The British don't like to talk about their Queen. So, be careful, never start your conversation asking questions about her. The weather in Britain is often rainy. So, don't forget your umbrella...



3. Look at the pictures of Oksanka's flat. Fill in the blank spaces with correct words.

a. _____ - room

b. _____



c. _____

d. _____



4. Choose the correct verb.

A: Carol: Where do/does Elizabeth work/works?

David: She works/work in a hospital.

Carol: Really? What do/does she do/does there?

David: She am/work/is/works a doctor.

B: Paul: Where does/do you work/works?

James: I work/works in a department store.

Paul: Oh. And what does/do you does/do there?

James: I are/is/am a salesperson. I sells/sell computers.

C: Steve: What does/do Tom does/do?

Jack: He works/work/am/is in an electronics store.

Steve: What does/do he does/do there, exactly?

Jack: He repair/repairs TVs.

5. Read the dialogue and role-play it with your partner.

Rachel: Where does your brother work?

Angela: He works in a hotel.

Rachel: Oh. What does he do, exactly?

Angela: He's a chef in a French restaurant.

Rachel: That's interesting. My brother works in a hotel, too.

Angela: Is he a chef?

Rachel: No, he's a security guard, but he doesn't like the work.
So he's looking for a new job.

6. Use the picture in exercise 3 and say whether the statements are true or false. Correct the false statements.

1. The picture in the bedroom is above the bed.
2. The table in the living-room is behind the sofa.
3. The rug in the living-room is above the lamp.
4. The toilet in the bathroom is between the cabinet and the bathtub.
5. The dresser in the bedroom is to the left of the bed.
6. The mirror in the bathroom is under the cabinet.
7. The lamp in the living-room is in front of the bookcase.
8. The stove in the kitchen is between the cabinet and the dishwasher.
9. The refrigerator in the kitchen is to the right of the microwave oven.
10. The microwave oven in the kitchen is above the counter.

7. Suggest the Ukrainian equivalents for the words in exercise 3. Say whether you have the same objects in your flat or house.

❖ **Model:** We have got a sofa in our living-room. But there isn't a dresser in our bedroom.

8. Say and then write 7–8 sentences describing your room (rooms in the flat or house you live in).

Lesson 2

1. Read the dialogue and role-play it with your partner.

Woman: Can you help me, please? Is there a public **restroom** near here?

Oksanka: I'm sorry, but I don't think so.

Woman: Oh, no!! My son needs a **bathroom**.

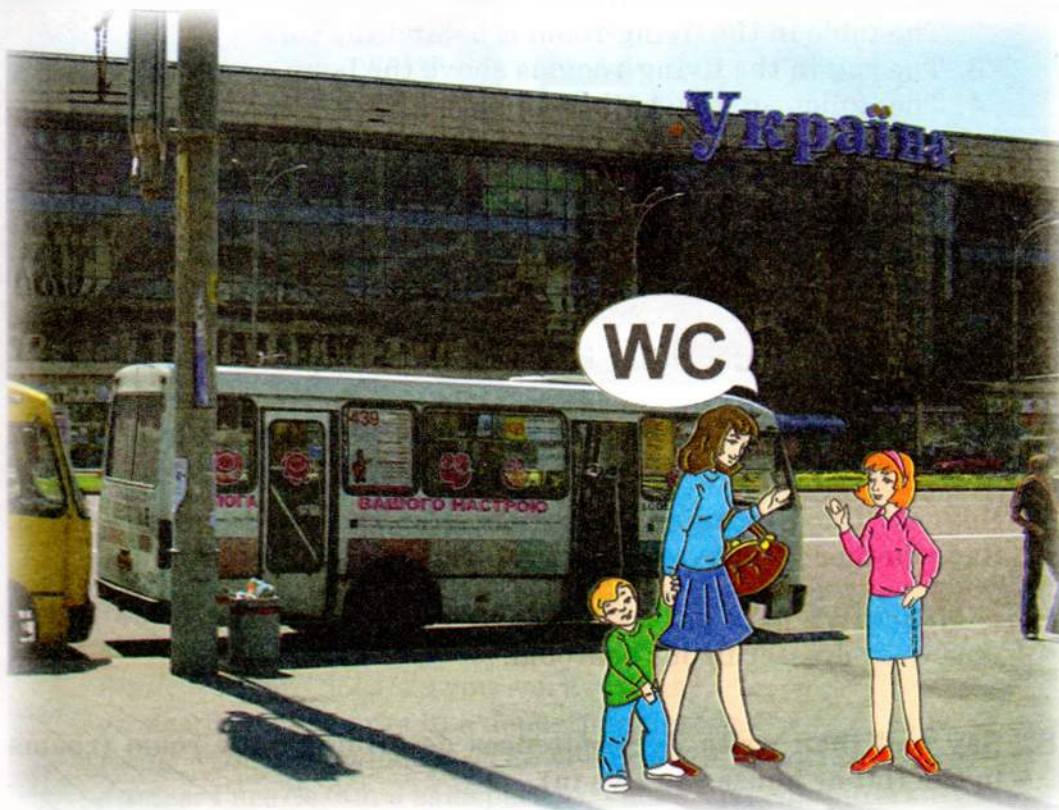
Oksanka: Well, there's a **department store** on Grant Street. There are restrooms in the **basement**.

Woman: Where on Grant Street?

Oksanka: Between Second and Third Streets. The store is across from the hotel.

Woman: Thank you very much.

Oksanka: You're welcome.



2. Look at the map of city downtown ([ˈdaʊnˈtaʊn] центр міста) and help Oksanka to get to:

- a) the Art Gallery; she is near the library;
- b) the post office; she is in Oak Street next to the hospital;
- c) the library; she is in Oak Street next to the Art Gallery.

❖ *Model:* Oksanka, go straight ahead/down/up ..., turn right/left on ... Street/Avenue, go along ... Street/Avenue. ... will be on your right/left.



3. Answer the questions.

1. Do you live in a city/town or in a village?
2. What is the name of the place you live in? What region do you live in?
3. What places did you visit during the summer?
4. What is the difference between a skyscraper and a multistoreyed block of flats?
5. Is your house/flat in the city downtown (in the centre of the village) or in its suburbs?
6. Where do your grandparents live? Do you visit them? How often do you do that?

4. Complete the sentences with the correct form of these words.

sit cry beg tall big

1. I was ... ing on the steps when my father came home.
2. She was ... ing as the plane took off.
3. He ... ed me not to go.
4. My brother is ... er than any of his friends.
5. Ukraine is ... er than Poland.

5. Give the English words for the numbers in the picture.

- | | | |
|----------|----------|----------|
| 1. _____ | 4. _____ | 7. _____ |
| 2. _____ | 5. _____ | 8. _____ |
| 3. _____ | 6. _____ | 9. _____ |



6. Complete the sentences with the Past Continuous or the Past Simple (Indefinite) tense form of the verbs in brackets.

1. Paul ... (wait) for me when I ... (arrive).
2. I ... (not/listen) when the teacher ... (tell) me what to do.
3. When I ... (leave) they ... (sleep).
4. ... (you/listen) to the radio when I ... (arrive)?
5. What ... (you/do) when the windstorm ... (begin)?

7. Read the text below. There are eight spelling mistakes in it. Correct them.

I went to London for the day last week. I had a great time although I spent a lot of money – Bristol is much cheaper than London. I travelled on the train which was nice. My friend and I walked around a bit. We went to a lovely park which was full of runners. But we don't really like running. Later we went shopping. I hoped to find some bargains, but most things were a bit expensive. We went to a café after that. When we were sitting in the café and writing postcards we saw David Beckham (I think). We were so excited. Well, we were getting tired, so we decided to go home after that.



8. Say and then write 6–7 sentences about the city/town/village you (your relatives) live in.

9. Describe the house in the picture.

❖ *Model:* This house is rather big. Its roof is... .



Lesson 3

1. Read the dialogue and role-play it with your partner.

Mykhailyk: What do you do at the weekend? Do you do anything interesting?

Oksanka: Yes. I usually go to the Latin-American dance club.

Mykhailyk: What do you do there?

Oksanka: Oh, talk to people, dance...

Mykhailyk: Really? What kind of dancing do you do?

Oksanka: Samba or Cha-Cha. They are great. Very energetic. Would you like to come along some time?

Mykhailyk: I would love to...



2. Use the model of the dialogue in exercise 1 (lesson 3) and make up your own ones using the information below.

- at the weekend/ in your free time/ at leisure
- watch TV/ go to ... club/ stay at home with the family/ play games/ read something interesting
- what do you do there?/ what kind of programmes do you watch/ books (newspapers) do you read/ dances do you do/ games do you play?

3. Guess a hobby and describe it so that your classmates understand what you mean.

❖ *Model:* (hiking). You usually do it in the open air (outside). You need a rucksack where you put some clothes for a day or more. If you do this hobby for more than one day you need a tent. Sometimes you need a compass and a map of the territory.

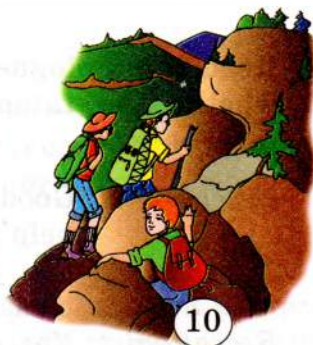
4. Speak about your (your family members', friends') hobbies.

❖ *Model:* My mother's hobby is cooking. She cooks very delicious food.

My friend's hobby is collecting things. She collects coins and stamps.

5. Match the pictures with the words.

- a. embroidery ...
- b. listening to music ...
- c. reading ...
- d. fishing ...
- e. taking photographs ...
- f. knitting ...
- g. going hiking ...
- h. dancing ...
- i. playing computer games ...
- j. collecting stamps ...



6. Make up sentences out of the given words.

1. the, he, I, in, violin, came, was, when, playing.
2. o'clock, were, interesting, at, programme, watching, we, an, TV, five.
3. a, when, Jim, the, bath, was, rang, having, telephone.

7. Say what you were doing at the given time yesterday.

- | | | | |
|----------|----------|----------|----------|
| a. 6:30 | c. 12:45 | e. 16:15 | g. 20:15 |
| b. 10:20 | d. 14:30 | f. 18:00 | h. 23:30 |

Lesson 4

1. Read the dialogue and role-play it with your partner. Then say whether the statements given after it are true or false. Correct the false ones.

Receptionist: Good morning. Steel City Leisure Centre. How can I help you?

Oksanka: Can you give me some information about swimming please?

Receptionist: Yes, of course.

Oksanka: What time does the swimming pool open?

Receptionist: Weekdays or weekends?

Oksanka: Weekends.

Receptionist: We open from 10 a. m. to 9 p. m. on a Saturday and from 10 a. m. to 7 p. m. on a Sunday.

Oksanka: Ok. Is there anything special for children?

Receptionist: Yes. There is a fun pool with **wave machine** and **flumes** ([flu:m] водні гірки).

Oksanka: Is it good for **non-swimmers**?

Receptionist: Yes. We have a learners' pool if the children can't swim at all.

Oksanka: How much does it cost?

Receptionist: It's \$ 4 for **adults** and \$2,5 for children **over five**. **Under-fives** are free. But there is also a family ticket, \$9,5 for two adults and two children.

Oksanka: That's good. Thanks for help.



1. Oksanka wants to know about swimming pool opening hours for weekdays.

2. There is a nice swimming pool for children at Steel City Leisure Centre, but only for good children swimmers.

3. The wave machine doesn't operate at the swimming pool.

4. The families of four can save their money when they buy a family ticket. It is much cheaper than separate tickets for every member of a family.

2. a) Oksanka calls the theme park ([θi:m] ['pɑ:k] парк з різними атракціонами) for information about opening times and prices but she gets a recorded message. Look at Oksanka's telephone. Listen to or read the first part of the message and answer the questions.

b) Listen to or read the second part of the message and make notes about opening times and prices.

Part 1.

Welcome to Dervent Dale Theme Park information line. If you have a **star key** on your telephone, please **press** it **twice** now.

For information about opening hours and prices, please press 1. To **book** tickets, please press 2. For information about **overnight accommodation**, please press 3. For all other **queries**, please press 4.

1. Which key must she press first and how many times?

2. What number must she press to hear the opening times and prices?



Part 2.

The Theme Park is open 10 a.m. to 11 p.m. every day from the 1st of May to the 31st of October, and from 10 a.m. to 7 p.m. between November and April, **excluding** Christmas Day and Boxing Day.

The price for an adult is \$12,5 and \$7,95 for a child under twelve. There is no **reduction** for under-fives and all children must be paid for. There is a family ticket for \$35 which **admits** a family of four.



3. What are your plans for tomorrow? Use the table to write sentences about different people and their plans.

Model: Paul will call his uncle in the morning. He will invite him to Paul's birthday party.

	<i>morning</i>	<i>afternoon</i>	<i>evening</i>
Paul	call his uncle	visit the sport centre	watch a nice comedy
I	do the shopping	help my parents about the house	go to Oksanka's farewell ([ˈfɛəwəl] прощальный) party
Oksanka	get ready for the farewell party	bake a cake for the party	host ([ˈhəʊst] проводить, бути господарем) a farewell party for her friends

4. Look at the list of things for Oksanka to complete. Letter «Y» means that she did this yesterday, «N» – she is doing this at the moment, «T» – she will do this tomorrow. Write down sentences according to the markings.

- to do the shopping and buy everything on the shopping list; T
- to water the flowers; N
- to do the lessons; Y
- to clean the room; Y
- to call aunt Katya and invite her to the farewell party; T
- to feed the cat; Y
- to wash up; Y
- to bake a cake; T
- to get ready for the music lesson. Y

5. Remember two tongue-twisters that you learnt last year and practise saying them as quickly as you can.

6. Read the rhyme and learn it.

Wake up! Get up! Out of bed! Mind your feet!
 Don't run around! Don't be late!
 Look at your room: what a state!
 Put all your stuff away now, please!
 Why can I never find my keys?
 Close your mouth and eat your food!
 Look at that! Don't stare – it's rude.
 Elbows off the table, please!
 Money doesn't grow on trees.
 I won't tell you again
 Did you hear what I said?
 I won't tell you again
 It's time for bed.

(by Michaela Morgan).

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

Oksanka	was	helping Jack with his homework	yesterday at 4 p.m.
My friends	am	watching TV	the whole evening.
I	were	doing the shopping	right now.
We	is	cleaning her room	at the moment.
Susan	are	baking a cake	when you called.
		sleeping	
		speaking	

8. Look around the classroom and say what your classmates are doing now.

Lesson 5

1. Read the dialogue and role-play it with your partner.

Oksanka: Oh, hello, Nadia. How are you?

Nadia: Hi, fine, thanks. What about you?

Oksanka: Not bad. Nice day, isn't it?

Nadia: Yes. Isn't it hot?

Oksanka: Not for me. Would you like to come in (зайти до мене) for a cup of tea?

Nadia: Thanks, but I can't. I am going to the dentist.

Oksanka: Ok, another time.

Nadia: Well, nice to see you.

Oksanka: Ok, bye.

Nadia: See you.

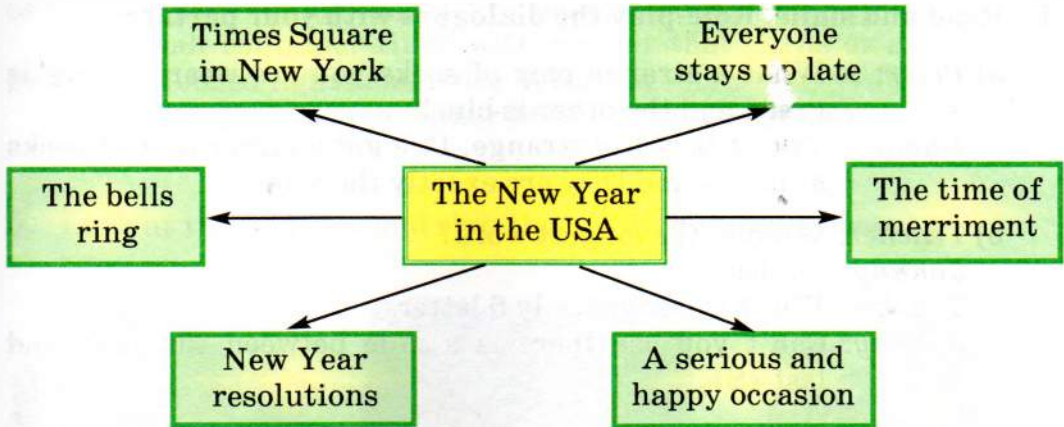
2. Match the words with their definitions.

1. carol	a. if you drink it to someone, you drink something in order to thank them, wish them luck etc.
2. pudding	b. the night or day before an important day
3. toast	c. a given animal filled with a mixture of rice, onion etc. and cooked as a dish
4. stocking	d. a traditional Christmas song
5. stuffed turkey	e. a thin close-fitting piece of clothing that covers a foot and a leg up to the knee
6. snowman	f. a hot sweet dish, made from cake, rice, bread, etc with fruit, milk or other sweet things added
7. eve	g. a simple figure of a person made of snow, made especially by children

3. Complete the table with the names of holidays the British people celebrate each season.

Winter	Spring	Summer	Autumn
New Year's Day			

4. Use the chart to speak about the New Year celebrations in the USA.



5. Put all types of questions to the sentences below.

1. My sister bought a nice dress.
2. The British people celebrate Christmas on the 25th of December.
3. Our neighbours were watching TV at 8 p.m. yesterday.

6. Make up a story about your birthday party (or any holiday) you celebrated last year. The pictures below will help you.



Lesson 6

1. Read and smile. Role-play the dialogues with your partner.

a) *Peter*: What a strange pair of socks you are wearing: one is green and the other is blue!

David: Yes, it is really strange. I've got another pair of socks at home, and they are exactly the same.

b) *Teacher*: What is the longest word?

Johnny: Smiles.

Teacher: Why? It has got only 6 letters.

Johnny: Can't you see there is a mile between the first and last «S».

2. Find 8 names of holidays the British people celebrate.

f	s	a	r	y	c	f	l	u	c
a	t	v	i	t	n	j	o	i	h
t	p	a	c	m	e	b	n	p	r
h	a	l	l	o	w	e	e	n	i
e	t	e	d	t	y	m	k	d	s
r	r	n	o	h	e	b	h	z	t
s	i	t	x	e	a	e	w	e	m
j	c	i	a	r	r	s	g	p	a
q	k	n	v	s	n	l	f	m	s
h	s	e	a	s	t	e	r	g	g

3. Make up sentences with the words from the box of letters (exercise 2, lesson 6).

4. Guess what these definitions mean.

1. the spirit of a dead person that some people think they can see or feel in a place

2. a woman who is supposed to have magic powers, especially to do bad things

3. the place where the spirits of the dead are believed to live

4. someone who is given this title by the Christian church after they have died, because they have been very good or holy

5. a very large orange fruit that grows on the ground
6. the dried stems of wheat or similar plants that animals sleep on, or that are used for making things such as baskets, hats etc.
7. a small container filled with powder that burns or explodes to produce coloured lights and noise in the sky
8. a large outdoor fire, either for burning waste or for a party

5. Look at the pictures and sign them with holiday names.



6. Get ready to speak about your favourite holiday.

Lesson 7

1. Read the dialogue and role-play it with your partner.

Mykhailyk: Good morning!

Oksanka: Hi. Did you have a good weekend?

Mykhailyk: Great. What about you?

Oksanka: Not bad. Hello,
Pavlo. How are
you?

Pavlo: Fine, thanks.
What about you?

Oksanka: Oh, I am OK. Isn't
it wet?

Pavlo: Uh... Awful day,
isn't it?

Mykhailyk: And it's so cold.
Let's shut the
windows.



2. Guess what season is described in the text.

This season's colour is green. It's usually warm but not hot. The birds come back from the warm countries. It rains a lot in this season but the rains aren't cold. It never snows. There are many flowers everywhere – in the fields, flowerbeds or gardens. But you will never find any berries or vegetables in the garden. Children finish their schoolyear in this season.

It's ...

3. Look out the window and describe today's weather.

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

It's	(occasionally)	cold	last winter.
It was	(usually)	sunny	yesterday.
It will be	(rather)	rainy	in spring.
	(very)	cloudy	today.
	(never)	hot	yesterday morning.
		foggy	in the morning.
		frosty	in winter.

5. Complete the text of weather forecast in Ukraine for tomorrow with the proper words.

Good evening, and here is the weather ... for tomorrow. In the west of Ukraine it will be ... and it will ... in the morning. The east of Ukraine will be ... and the ... will move to the south. It will be ... and ... in the north but this will change throughout the day. In the central part of Ukraine it will be a ... day with ... , but it may ... during the evening.

Anyway, don't let the weather influence or change your plans and mood during the day.



6. Speak and then write about your favourite season. Use the chart given below.



Lesson 8

1. Read the dialogue and role-play it with your partner.

Brenda: Hello. Brenda is speaking.

Oksanka: Brenda, hi. It's Oksana.

Brenda: Hi. How are you doing?

Oksanka: Fine thanks. And you?

Brenda: Oh, I am fine.

Oksanka: I can't wait to see you.

Brenda: Me too. So when are you coming?

Oksanka: Next Friday, if that's OK.

Brenda: Friday the 24th?

Oksanka: Yes.

Brenda: That's fine. How are you travelling?

Oksanka: I'm coming by coach.

Brenda: And what time will you get here?

Oksanka: The coach arrives at about five fifteen.

Brenda: Good.

Oksanka: Oh, I nearly forgot. How do I get to your house from the station?

Brenda: Don't worry. I'll meet you.

Oksanka: Where shall we meet?

Brenda: In front of the Information Centre.

Oksanka: Good. Let me give you my mobile number, just in case.
It's 050 5868438.

Brenda: Good. See you then.

Oksanka: Bye.



2. Brendon planned to meet his college friend Jack in Brighton. But Brendon had a problem on the journey ([ˈdʒə:nɪ] подорож). Read the e-mail from Brendon and put the events in the correct order.

Edit Mail Message

Message Edit Search Utilities Spell Checker Privacy View Options

To: _____

CC: _____

Subject: _____

Hi Jack,

I am sorry I missed you in Brighton on Monday. I had a very bad journey. I didn't meet you and I didn't get to the other meeting either.

I got on the train at Birmingham at about eleven o'clock. The first part of the journey was fine. The train wasn't crowded. I had lots of room. I did some work. Then the train stopped at Oxford Station. There was a problem and the train didn't move. I **felt hungry** but the **buffet** on the train was closed.

I saw a **guard** on the platform. He told me that the train would be in the station for another 10 minutes. I had enough time to get something to eat. I took my **wallet** ([ˈwɔ:lət] гаманець) and **got off** the train. I left my other things on the train and went to buy a **sandwich**. I was in the shop for only three minutes.

When I came out the platform was **empty**. The train wasn't there. All my things were on the train: my **jacket**, my **briefcase**, my **papers**. What a **nightmare** ([ˈnaɪtmɛə] жакх)!

24:8 Modified Stream Insert Sergey Cyrillic

- a. He got off the train and left his things on it.
- b. He saw a guard.
- c. He worked for some time.
- d. The guard said the train wouldn't leave for 10 minutes.
- e. The train didn't move.
- f. He felt hungry.
- g. He bought a sandwich.
- h. The train left without him.
- i. He got on the train at Birmingham.
- j. The train arrived in Oxford.
- k. He took his wallet.

3. Match the questions and the answers.



What time is
the bus to
Kingston,
please?

To Downend.



What number
is the bus to
Brighton,
please?

1:50



Where does
the number 48 bus
go, please?

Number 48.



4. Practise speaking as it is given in the model.

❖ *Model:* City: Paris/ Madrid – big

A: Which city is bigger: Paris or Madrid?

B: I think Paris is as big as Madrid.

C: I don't think so. Paris is much bigger than Madrid.

1. River: the Nile/ the Thames – long.
2. Country: the UK/ Spain – small.
3. Means of transport: train/ coach – fast.
4. Mountain: Everest/ Ben Nevis – high.
5. Country: Ukraine/ Poland – beautiful.

5. Read the rhyme and learn it. Look at the picture and follow the movements of arrows.

NUMBER POEM

Down you run and 1 is done.

Around, and down, and out go you,
That's the way to make a 2.

Around and around, just like a bee,
That's the way to make a 3.

Down, across, and down once more,
That's the way to make a 4.

Short neck, belly fat,
Number 5 wears a hat.

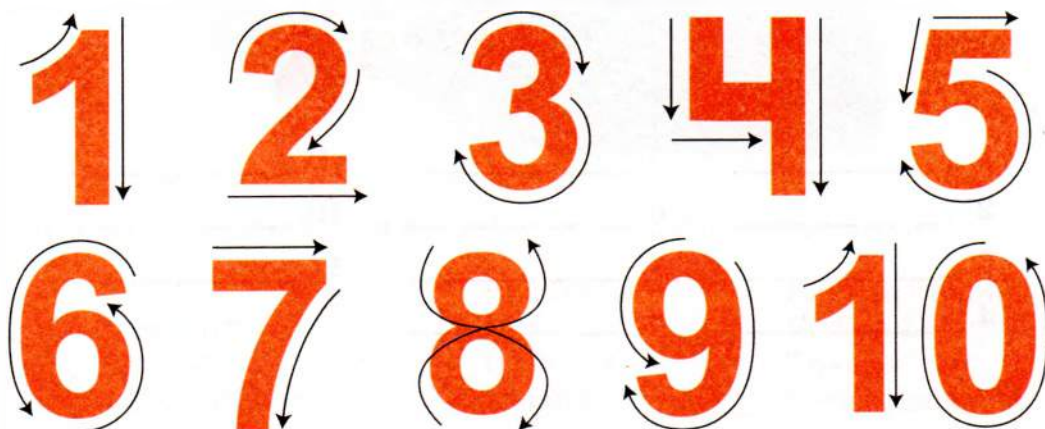
Down, around, in a circle you go,
That's a 6, just as you know.

Straight across, slide down from heaven,
That's the way to make a 7.

First a snake, then come back straight,
That's the way to make an 8.

First a ball, and then a line,
That's the way to make a 9.

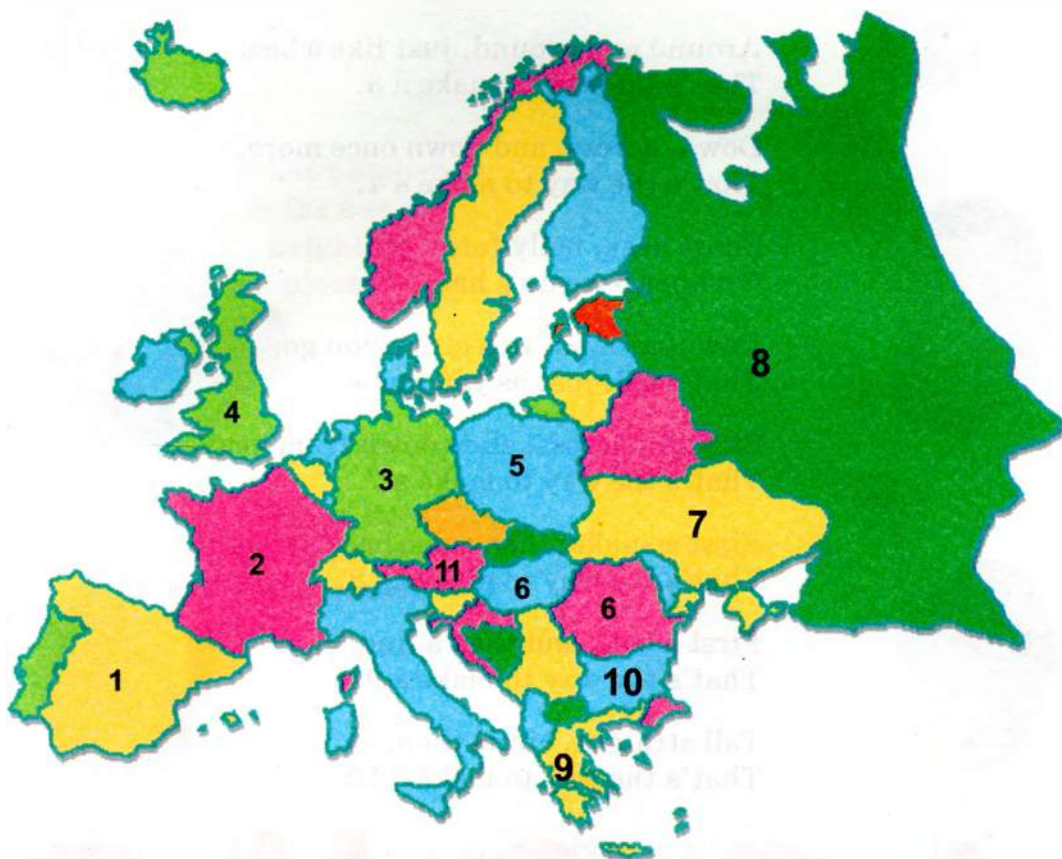
Tall straight, circle then,
That's the way to make a 10.



6. Write down country names next to the numbers. Practise speaking as it is given in the model.

❖ *Model:* Ukraine's neighbours are Poland, Moldova, Byelorussia, Russia and Romania.

Ukraine borders on (['bɔ:də] межувати з) Poland in the west. It borders on Moldova and Romania in the south...



1. _____

5. _____

9. _____

2. _____

6. _____

10. _____

3. _____

7. _____

11. _____

4. _____

8. _____

Lesson 9

1. Read the dialogue and role-play it with your partner.

Oksanka: Excuse me. Can I trouble you for a moment?

Police officer: Sure. What's wrong?

Oksanka: I'm lost. Do you know how to get to the Stadium?

Police officer: The easiest way to get there is probably by **underground**. Just take the Central Line to Broadway Station. **Transfer** to the Green Line and **get off** at Harbour Station. If you **go out** exit number four it should be **right in front of you**.

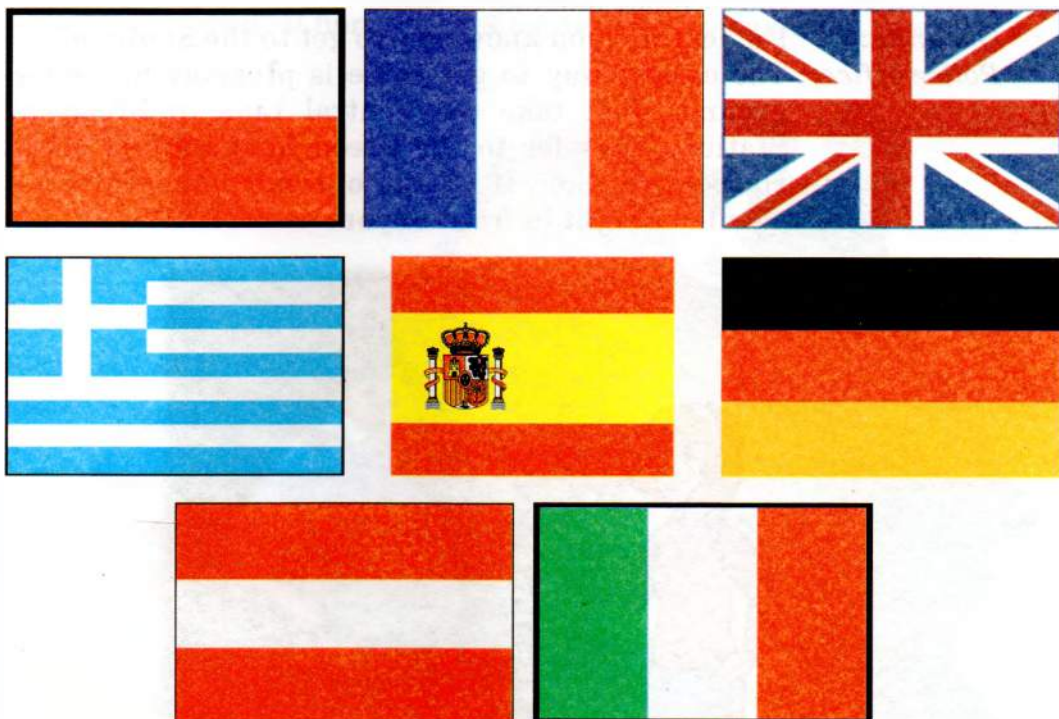


2. Fill in the blank spaces with the correct article (if necessary).

- | | | |
|--------------------|---------------|---------------------|
| ___ UK | ___ Ben Nevis | ___ English Channel |
| ___ Great Britain | ___ USA | ___ British Isles |
| ___ Europe | ___ Irish Sea | ___ Thames |
| ___ Atlantic Ocean | ___ Ireland | ___ Carpathians |

3. Look at the flags and sign them with the countries' capital cities. Then practise speaking as it is given in the model.

❖ *Model:* Poland's flag consists of ([kən'sist] складается з) two stripes of white over red.



4. Match the words with their definitions.

1. passport	a. the place where your bags are checked for illegal goods when you go into a country
2. customs	b. an act of leaving a place, especially at the start of a journey
3. arrival	c. a printed piece of paper which shows that you have paid to enter a cinema, travel on a bus, plane etc.
4. departure	d. a small official document that you get from your government, that proves who you are
5. timetable	e. the price you pay to travel somewhere by bus, train, plane etc.
6. fare	f. coming to a certain destination place
7. ticket	g. a list of the times at which buses, trains, planes etc arrive and leave

5. Sort out the words into two groups:

- a) those used in the singular;
- b) those used in the plural. Then complete the table with the missing singular and plural forms.

Mice, louse, man, oxen, sheep, roofs, toys, teeth, child, families, goose, woman, fish, feet, knives, photo, men, potatoes, pianos

Singular	Plural

6. Make up 5 sentences with the words from exercise 5 (lesson 9).

7. Look through your parents' (relatives') foreign passports (закордонний паспорт) and say what foreign countries they visited and when.

- ❖ *Model: My mother visited Germany in August, 1998.
She also was in Hungary in July, 2001.*



Lesson 10

1. Read the dialogue and role-play it with your partner.

Tim: Where's Sam?

Samantha: He's not in school today. He is helping his grandparents.

Tim: And what's Jack doing?

Samantha: He is talking to the teacher.

Tim: What about Jane and Terry? What are they doing?

Samantha: Jane and Terry? They're finishing some work in the library. They are coming in a few minutes.

2. These are the school rules at a secondary school. Match the pictures to the rules. Do you agree with these rules? Why are rules necessary?



1



2



3



4



5



6



7



8

- a. Pupils must arrive at school on time.
- b. Pupils must wear school uniform.
- c. Pupils must do their homework.
- d. Pupils must leave the building when the fire alarm rings.
- e. Pupils must not use mobile phones at the lessons.
- f. Pupils must not smoke.
- g. Pupils must not use bad language.
- h. Pupils must not wear a lot of jewellery.

3. Find 10 words to the topic «School life» in the box of letters given below. Make up 5 sentences with the words.

k	n	o	w	l	e	d	g	e	n
h	a	k	t	p	d	m	v	u	c
s	x	z	s	t	u	d	e	n	t
l	f	t	e	a	c	h	e	r	g
h	e	a	d	m	a	s	t	e	r
c	o	m	p	u	t	e	r	b	h
i	s	p	u	p	i	l	j	w	r
t	e	c	h	n	o	l	o	g	y
l	e	s	s	o	n	e	q	o	d
s	p	e	c	i	a	l	i	s	t

4. Read the rhymes and learn them.

A circle of friends

We've joined together as classmates
As the new year begins...
A year full of learning
While we become friends.
We'll share and be kind
As we work and play.
And our friendship will grow
With each passing day.

* * *

The leaves are falling
one by one.
Summer is over
School has begun.



5. Complete the pages of a day book with your lesson timetable. Then practise speaking as it is given in the model.

❖ *Model:* On Monday we have got six lessons.
Our first lesson is
The second lesson on Monday is ...

1			
2			
3			
4			
5			

1			
2			
3			
4			
5			

1			
2			
3			
4			
5			

1			
2			
3			
4			
5			

1			
2			
3			
4			
5			

1			
2			
3			
4			
5			

BASIC COURSE

Unit 1. TRAVELLING. GLIMPSES OF GREAT BRITAIN AND UKRAINE

Lesson 11

1. Read the dialogue and role-play it with your partner.

Oksanka: Well, good-bye, Mom and Dad.

Mother: Good-bye, honey. Have a safe flight ([seif] безпечний, [flait] політ, переліт). Don't forget to call when you are there.

Oksanka: I shall not forget. Mom, don't be sad. Time will fly very quickly and I'll be back home.

Father: You remember my e-mail address, don't you?

Oksanka: Yes, I do. I'll send you an e-mail letter as soon as possible. And I'll send you a postcard from London.

Mother and father: Good-bye, daughter. Our daughter is the best girl in the world!



2. Oksanka is in London now. She is at the railway station. She is going to Birmingham [*'bɜ:mɪŋəm*]. Listen to or read the information at the station and say: a) which platform she has to go to; b) what time her train arrives at the station.

The next train to arrive at **platform** two is the 14:25 to Birmingham New Street.

The train **approaching** platform 7 is the 15:10 to Liverpool Lime Street.

Will passengers waiting for the **delayed** 16:05 to Glasgow Central please go to platform 3? Platform 3 is for the delayed Glasgow train.

This is a change of platform **announcement**. The 16:43 train to Southampton will now **depart** from platform 1. Platform 1 is for Southampton.

3. Find these words.



r	y	k	h	r	e	t	u	r	n
t	i	c	k	e	t	r	n	q	c
i	m	p	l	a	t	f	o	r	m
m	k	r	u	u	d	h	e	b	s
e	u	i	n	e	a	t	s	w	i
t	p	h	y	m	x	b	i	t	n
a	s	t	a	t	i	o	n	d	g
b	n	e	z	o	r	c	g	x	l
l	t	t	o	i	l	e	t	s	e
e	r	s	h	t	a	x	i	p	l

4. Look at the pictures of places at the station. Match the pictures with the signs and then with conversations.





1. **Driver:** Where are you going?
Passenger: The Park Hotel.
Driver: OK. Jump in.
2. **Woman:** One coffee, one tea and two biscuits, please.
3. **Man:** A return to Newport, please.
4. The next train to arrive at platform 2 is the 14:25 to Birmingham New Street.
5. **Woman:** Excuse me. Can I have some information about Family Railcards, please?
6. **Woman:** Do I have to pay to use this room?

5. Read the text about transport in Somalia. Complete the sentences after it with information from the text.

In Somalia there are buses, cars and taxis, but there aren't any trains.

In the cities there are a lot of cars and buses, but in villages people travel by car, on foot or by lorries. Some farmers travel on camels.

People travel from city to city by bus. It is very cheap, so the buses are usually full. Sometimes boys sit on top of the buses. The buses are slow because some of the roads are not good and the buses stop a lot.

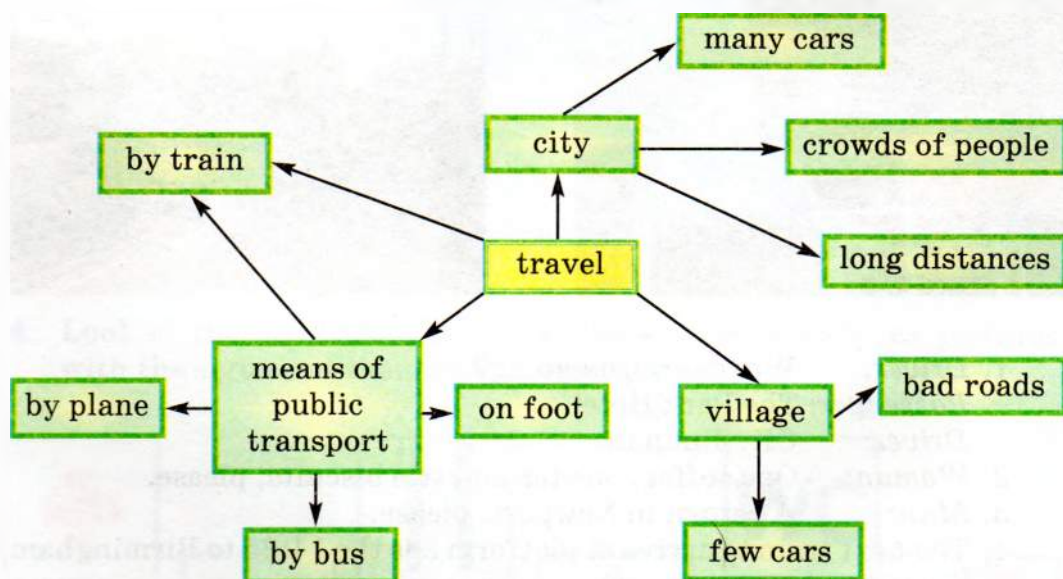
1. In Somalia people travel _____.

2. There are a lot of _____, but there aren't any _____.

3. The buses are _____, because _____.

6. Speak and then write about transport in Ukraine. Use exercise 5 (lesson 11) as the model.

7. Look at the mind-map and make up 5–6 sentences.



❖ *Model:* We can use different means of public transport to travel to many places.

Lesson 12

1. Read the dialogue and role-play it with your partner.

Agent: Good morning, how can I help you?

Oksanka: Um... I want to go to Birmingham.

Agent: How would you like to travel?

Oksanka: I am not sure. How far is it?

Agent: Oh, about 200 miles.

Oksanka: Can you tell me the best way to get there?

Agent: Well, there is a number of ways. You can go by train.

Oksanka: How much does the train cost?

Agent: Well, a return ticket costs \$122 and takes about three hours.

Oksanka: And what about a coach from London to Birmingham? How much is that?

Agent: Well, the coach is much cheaper. It costs \$58 for a return ticket. But the journey is longer – it takes about five and a half hours.

Oksanka: Mmm, that's a bit too long. Can you fly to Birmingham from London?

Agent: Yes, you can, from London Heathrow Airport.

Oksanka: So how long does that take? And the price, please.

Agent: Just over an hour. There are lots of fares but the economy class return is about \$190.

Oksanka: \$190? That's expensive. I think I'll go by train. Can I book a ticket?

Agent: Certainly. When would you like to travel?

Oksanka: I'd like to go next Wednesday.

Agent: OK, and what's your name, please?

2. Listen to the dialogue in exercise 1 and complete the table.

	Cost of journey	Length of journey
Train		
Coach		
Plane		

3. Who asked these questions? Without consulting the text in exercise 1 write «O» for Oksanka and «T» for travel agent.

1. How much does the train cost? _____
2. And what's your name, please? _____
3. How can I help you? _____
4. So how long does that take? _____
5. How far is it? _____
6. When would you like to travel? _____
7. Can you tell me the best way to get there? _____
8. How would you like to travel? _____

4. Look at the pictures. Read the words and complete the table.



boat



motor scooter



coach



hovercraft



car



hot-air balloon



minibus



bicycle



van



train



jet plane



lorry



subway train



cargo aircraft



bus



ship



airplane



helicopter



motorbike



yacht



streetcar



sailing boat



watercraft



motorboat/runabout



ferryboat

Transportation on water	Transportation in the air	Transportation on land

5. Circle the odd word out.

- ferry hovercraft boat lorry
- hot-air balloon van airplane
- bicycle hot-air balloon bus yacht
- airplane hot-air balloon subway train hovercraft
- helicopter yacht bus
- hot-air balloon yacht ship
- van bus lorry motorbike

6. Describe different means of travelling using the words in exercise 4 and the model.

✿ *Model:* Travelling by coach is comfortable, but expensive and slow.

Travelling by hovercraft is exciting, but dangerous and slow, sometimes uncomfortable.

Exciting/interesting – boring	Cheap – expensive	Comfortable – uncomfortable	Safe – dangerous/unsafe
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Lesson 13

1. Brenda lives in Birmingham. She is looking forward to a visit from her Ukrainian friend Oksanka. She wants to make sure Oksanka enjoys her stay. She is talking to her neighbour about places to visit. Read the dialogue and role-play it with your partner.

Sally: Hello, how are you?

Brenda: I am very well, thank you. How are you?

Sally: Oh, not so bad. Happier now, the weather is nice.

Brenda: Yes, it's very nice, isn't it? I hope it stays like this for my friend's visit.

Sally: Oh, I hope so too. **Have you decided** what you are going to do with her while she is here?

Brenda: Actually, I wanted to ask your *advice*.

Sally: Oh, yes?

Brenda: You see, I still don't know the area very well. Do you know anywhere we could visit?

Sally: Now, let me think. **Have you ever been** to Warwick Castle?

Brenda: Oh, yes. Yes, I have. It's very interesting. That's a good idea. We'll *definitely* go there. And if the weather is good we can take a picnic.

Sally: **Have you ever been** to the safari park? It's wonderful. It's got lions and tigers, *hippos* and a lot more.

Brenda: No, I haven't. That would be great. I **have never seen** a tiger in my life. Oh, Oksanka loves shopping. I think we'll have to do that too.

Sally: What about the big shopping centre near Dudley? **Have you ever been** there?

Brenda: No, I haven't. Is it good?

Sally: *It's amazing*. They've got everything there. And you can walk along the canal too.

Brenda: *That sounds great*.

REMEMBER!

We use the Present Perfect tense form to speak about experiences up to now.

Have you ever visited Liverpool?

I have never been to Brazil (but I have many chances to visit this country in the future).

Affirmative ([ə'fə:mətiv] стверджувальна) and negative (заперечна) forms:

I You They We	have (not)	been visited bought	to Brazil. India twice. seven ice-creams.
He She It	has (not)		

Interrogative ([Intə'rogətiv] питальна) form:

Have	I you they we	been visited bought	to Brazil? India twice? seven ice-creams?
Has	he she it		

2. Read the following sentences in: a) the negative; b) in the interrogative.

1. They have visited Ukraine several times so far. 2. He has seen your aunt recently. 3. She has come to see the new company manager. 4. They have already repaired that old road. 5. They have missed the train, so they will not be in time for the lessons. 6. We have been here before. I remember this place. 7. She has spent all her money on clothes. 8. You have broken my favourite vase.

3. Use the words in exercise 4 (lesson 12) and practise speaking as it is given in the model.

❖ **Model:** **A:** Have you ever travelled by hovercraft?

B: No, I haven't. But I'd like to.

Yes, I have. But I'd like to do it again.

4. Practise speaking using the given situations.

❖ **Model:** **A:** Have you ever seen the Eiffel Tower?

B: No, I haven't. I have never been in Paris./ Yes, I have.
I have been in Paris several times.

1. see Taj Mahal
2. play soccer
3. ride a horse
4. eat Chinese food
5. ride an elephant
6. have the flu ([flu:] грип)
7. ride a motorbike
8. fly in a jet-plane

5. Complete the table.

Infinitive	Past Simple	Participle II
ride		
	was/ were	
		seen
	flew	
		bought
make		
	wrote	
		spoken
tell		
	ate	

6. Speak and then write about five things that you have and five things that you haven't done in your life.

❖ **Model:** I have eaten Chinese food several times in my life.

I haven't ever (have never) ridden a motorbike in my life.

Lesson 14

1. Read the telephone conversation and role-play it with your partner.

Assistant: North-East tourist information. How can I help you?

Oksanka: Hello, I need some information.

Assistant: What station are you traveling from?

Oksanka: Birmingham New Street.

Assistant: And where are you travelling to?

Oksanka: Leeds.

Assistant: OK. When are you travelling?

Oksanka: On Friday the 18th.

Assistant: And what sort of time?

Oksanka: Late morning.

Assistant: OK. Right. Depart Birmingham New Street 11:30, arrive Leeds 13:33.

Oksanka: 11:30. OK. Thank you very much.

Assistant: You are welcome.

2. How well you know Great Britain. Look at the map of the UK. Match the numbers with the city names.

Birmingham _____
Cardiff _____
Manchester _____
Edinburgh _____
Glasgow _____
Newcastle _____
Liverpool _____
London _____



3. Read the information about British cities and complete the table after it.

Birmingham is in the Midlands. It was a major industrial city. This is no longer the case, but it is still the second largest city in England.

Cardiff is on the south coast of Wales. It's a pleasant city with green open spaces. It was an important port in the past. Now you will find more offices in the port than ships.

Edinburgh is on the east coast of Scotland. It's a beautiful city with a castle and fine streets such as Princess Street. Edinburgh has a festival of music and drama every summer.

Glasgow is on the river Clyde on the west side of Scotland. It has a famous museum and art gallery.

Liverpool is on the river Mersey, not far from Manchester. It's famous for its football teams and for the Beatles. In the past it was a major port and industrial city.

London is the capital of the United Kingdom. It's in the south of England. It's an important financial centre. Its population is about 7 million people.

Manchester is in the north-west of England. Like Liverpool it was a big port and industrial city before. And Manchester has also two famous football teams, Manchester United and Manchester City.

Newcastle is a lively city in the north-east of England. It's well-known for art, culture and its nightlife, and of course, its football team.

	Birmingham	Cardiff	Edinburgh	Glasgow	Liverpool	London	Manchester	Newcastle
Characteristic features								
Location								

4. Ask and answer questions about places on the map (exercise 2, lesson 14).

❖ **Model:** **A:** Do you know where Manchester is?

B: Yes, it's a city in the north-west of England.

5. Match the adjectives with their definitions.

- | | |
|----------------|--|
| a. beautiful | 1. not new |
| b. boring | 2. not making much noise |
| c. busy | 3. exciting because a lot of things are happening |
| d. crowded | 4. extremely attractive to look at, giving you great pleasure |
| e. dull | 5. not quiet |
| f. exciting | 6. not interesting in any way |
| g. interesting | 7. calm and quiet without any worry or excitement |
| h. lively | 8. too full of people |
| i. noisy | 9. full of people, vehicles and movement |
| j. old | 10. extremely unattractive and unpleasant to look at |
| k. peaceful | 11. not interesting, bright or shiny |
| l. pretty | 12. attracts your attention because it seems unusual or exciting |
| m. quiet | 13. pleasant to look at but is not impressive |
| n. ugly | 14. making you feel excited |

6. Look at the pictures. What kind of places do they show? Use the words from exercise 5 (lesson 14) to describe them.



Lesson 15

Read the dialogue and role-play it with your partner.

Oksanka: Hi, Brenda. It's Oksanka.

Brenda: Oh... Where are you?

Oksanka: I'm at the bus station.

Brenda: But you are early. I thought it was 5:50.

Oksanka: No (*laughing*). I said 5:15.

Brenda: Oh, I'll come and meet you, but I've just woken up.

Oksanka: Don't worry. I can find my way to your house. Just give me some directions.

Brenda: Sure. Have you got a pen and a paper?

Oksanka: Yes. So how do I get to your house from here?

Brenda: Well, take bus 45 to King Street, then come out of the bus station into King Street and turn left.

Oksanka: Turn left into King Street. OK.

Brenda: Go along King Street. Go over the bridge and past a pub called Red Lion to the traffic lights.

Oksanka: Go straight on, past a pub to the traffic lights. Ok. Where do I go then?

Brenda: Turn right at the traffic lights into Station Road.

Oksanka: Right at the traffic lights. Ok.

Brenda: Go along Station Road until you come to Broad Lane.

Oksanka: Then where?

Brenda: You turn right into Broad Lane and walk along for about 200 yards. Then you will see a small road on the right called Riverside.

Oksanka: So I turn right into Riverside?

Brenda: Yes. That's it. Turn right into Riverside and walk to the end of the road. My house is on the left.

Oksanka: Great. I've got all that. How far is it from the bus station?

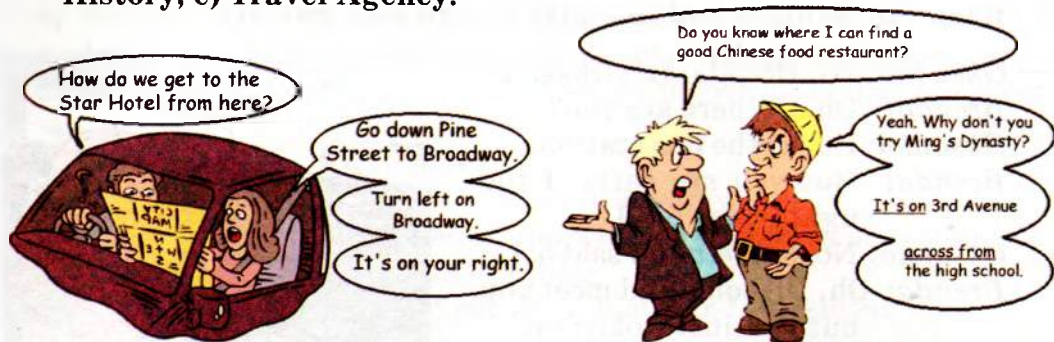
Brenda: It's about half a mile. It will take you about 15 minutes.

Oksanka: It's not too bad.

Brenda: Great. Well, see you soon.

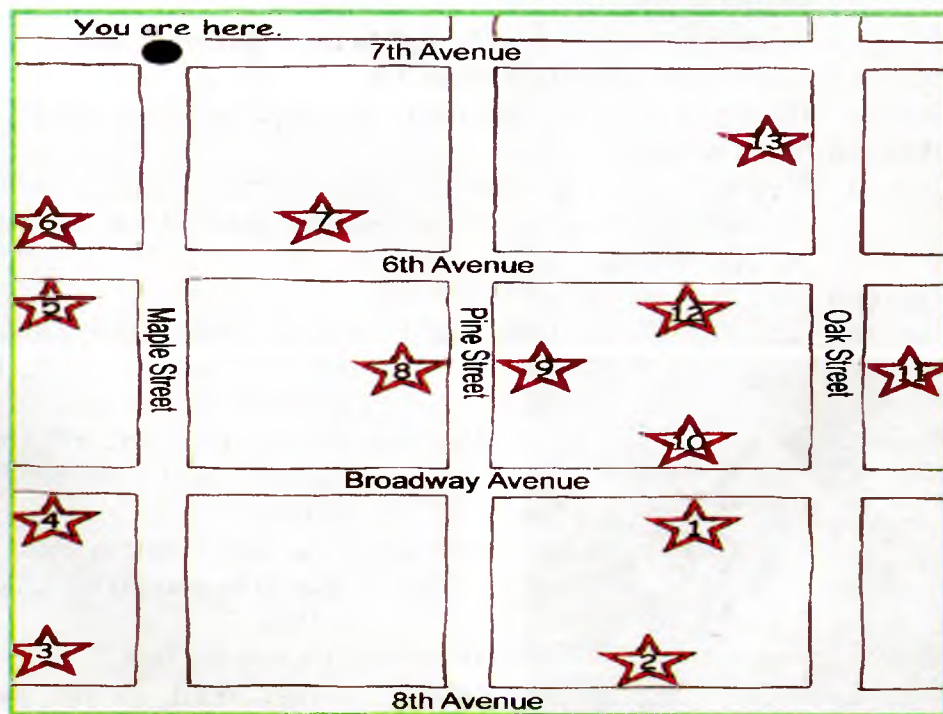


2. Use expressions from «Language Points» and help your partner to find the places on the map: a) Hez Department Store; b) Museum of History; c) Travel Agency.



Language Points

Go down Pine Street	to	Broadway
Turn right/ left	on	Pine Street
It's	on	your left/ right the corner of 2 nd Avenue and Pine Street Pine Street
	across	from the park
	next opposite	to the park the library



Places on the map:

- | | |
|---------------------------|--------------------------|
| 1. Star Hotel | 7. Sauron's Bookstore |
| 2. Galaxy Theatre | 8. Central Park |
| 3. The Starry Café | 9. The Aquarium |
| 4. Bilbo's Jewellery Shop | 10. Sports Centre |
| 5. Hez Department Store | 11. Museum of History |
| 6. Italian Restaurant | 12. Travel Agency |
| | 13. Superior Supermarket |

3. Use conversational situations in pictures for exercise 2 (lesson 15) and the map to make up your own dialogues.
4. Use the picture in exercise 2 (lesson 14) and speak about Oksanka's trip over the UK.

Model: She has been in London. She has also visited... But she hasn't been yet.

REMEMBER!

We use the Present Perfect tense form to speak about present results of the past actions.

I **have already finished** my test. (I was working on it for some time. Now it is completed.)

At last you **have cleaned** your room. (It's clean now).

We usually use *already, just, finally, at last* in such situations. We use *yet* at the end of the negative sentence.

I **have not finished** my test yet.

In *When....?* questions and appropriate ([ə'prɔ:priət] відповідний) answers we use the Past Indefinite tense form.

5. Put the verbs in brackets into the Present Perfect tense form.

1. Where _____ (you/ be)? – I _____ (be) to the dentist. 2. _____ (you/ see) my watch anywhere? – No, I am afraid I _____ (not/ see) it anywhere. 3. I _____ (not/ finish) my letter yet. 4. He just _____ (go out). 5. I can't find my bicycle. Someone _____ (take) it. 6. I _____ (finish) my homework already. Now I can watch TV. 7. _____ (Mary/ water) tomatoes? – I think so. 8. Mr. Parker travels to Washington, D.C. very often. He _____ (fly) there many times. 9. He never _____ (meet) Nancy's parents. He hopes he will get the chance to meet them soon.

6. Complete the situations with your own sentences. Use the ideas in brackets.

Model: (to get married) Jill and Jane were single. Now they are husband and wife. – They have got married.

1. *(to make a mess out of the room)* The room was clean when mother left home for work. Now it is dirty and untidy. – The children _____.

2. *(to cut his hair)* Joe's hair was long. Now it is short. – He has cut his hair.

3. *(to have a baby)* Jessica didn't have children. Now a little boy calls her «mother». – She _____.

4. *(to move to another place)* Frank lived in Liverpool. Now you will not find him in the streets of this city. – He _____.

5. *(to enter the university)* Carol was a schoolgirl last year. This year she studies at the university. – Carol has entered the university.

6. *(to buy a new car)* Jim's parents didn't have a car. Now you can see his father driving a brand new Mercedes. – They _____.

7. Find as many words as you can in the chain of letters given below. Make up three sentences with the words.



Lesson 16

1. Read the dialogues. Complete them with the words from the box. Role-play them with your partner.

corner	miss	left	on	looking	far	your
where	across	next	down			lost

A: You look lost. Can I help?

B: Yes. I am looking for the Caprice Theatre. Do you know where it is?

A: It's on the left of Elm Street and 22nd Avenue. It's next to the Art Gallery. You can't miss it.

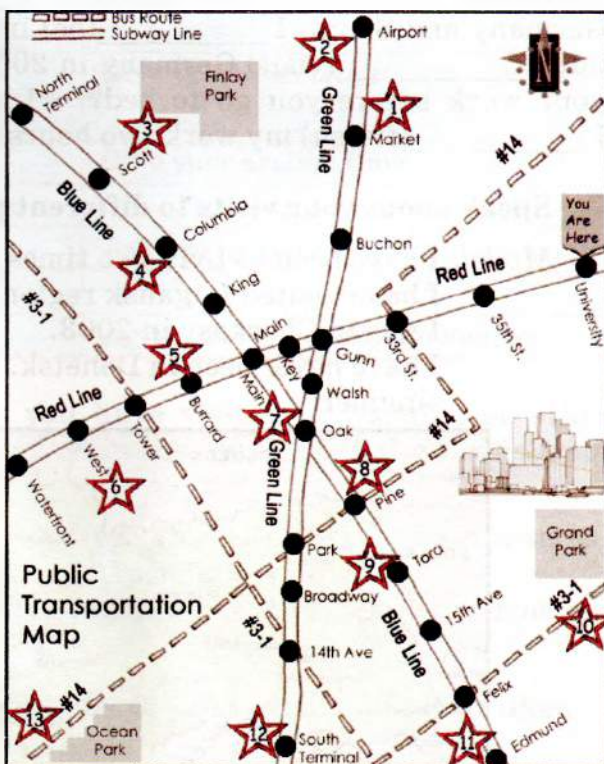
A: Can I get to the Harlton Hotel from here on foot?

B: Sure. It's not that corner. Just go across 4th Avenue to Main Street. Turn down on Main. It should be on your right. It's near from the park.

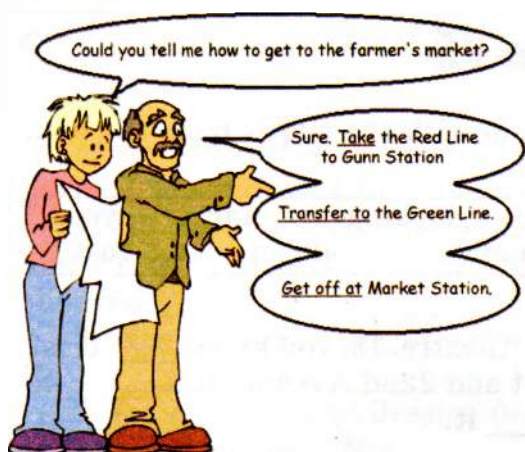
2. Use the map of bus routes and subway lines in London and help your partner to get to: 1) the Grand Hotel; 2) National Art Museum; 3) Henry's Department Store; 4) St. Paul's Cathedral.

Places on the map:

- Farmer's Market
- The Airport
- Newport Casino
- Sun Myeong Castle
- The Grand Hotel
- St. Paul's Cathedral
- National Art Museum
- The Public Library
- The Train Station
- The Bus Station
- Three Rivers Park
- Gorwat Temple
- Henry's Department Store



3. Using the map in exercise 2 (lesson 16) and the picture make up conversations. Write two of them into your copy-books.



4. Put the verbs in brackets into the Present Perfect or Past Indefinite tense forms.

1. _____ (you/ be) ever to Europe? – Yes, I _____ (be) there several times. In fact I _____ (be) in Europe last year.
2. Shakespeare _____ (write) a lot of plays.
3. My brother _____ (write) several plays. He _____ (finish) just his second comedy.
4. _____ (you/ ever/ talk) to your teacher

about your marks? – Yes, I _____ (talk) to him several times. In fact I _____ (talk) to him yesterday about that bad mark I got on the last test.

5. I _____ (fly) over Loch Ness last week. – _____ (you/ see) the Loch Ness monster?
6. What European countries _____ (you/ visit)? – I _____ (visit) Hungary, Germany and Spain. I _____ (be) in Spain and Hungary in 2002, but I _____ (visit) Germany in 2006.
7. Are you going to finish your work before you go to bed? – I already _____ (finish) it. I _____ (finish) my work two hours ago.

5. Speak about your visits to different places in Ukraine.

Model: I have been to Lviv two times (twice).

I have visited Lugansk region several times.

I was in Cherkasy in 2003.

I have never been in Donetsk. I am planning to go there next summer.



REVISION (Unit 1)

Lesson 17

1. A friend of yours is visiting you next week. Find out about your friend's travel plans. Make up a telephone conversation with your friend using the following instructions. Then role-play your dialogue with your partner.

<i>You</i>	<i>Your friend</i>
	Answer the phone with your number
Greet your friend and ask how she or he is	
	Reply
Ask when he or she is coming	
	Give the day/ date
Ask how he or she is travelling	
	Give the information
Ask when he or she is arriving	
	Give your arrival time
Say that you will meet him or her	
	Ask where to meet
Say where	
	Agree. Give your mobile number

2. Think of two places that you have visited in Ukraine or other countries and compare them as in the model. Use the words from exercise 5 (lesson 14).

❖ *Model:* Ternopil is not as noisy as Lviv. But Lviv is more interesting and exciting than Ternopil.
Kyiv is much prettier than Odesa. But it is also as noisy as Odesa.

3. Make up conversations about places you visited and really liked.

❖ *Model:* A: (Last year) I visited _____.
B: What is it like?
A: It's _____.
B: What's special about it?
A: _____.

4. Read the rhyme and learn it.

PLACES TO GO

I'd love to go to Potters Bar,
And drink my beer from out of a jar.
Or perhaps I could go to Strood,
To have a bath in the nude.
A railway trip up to Leeds,
To eat jam butties, to fill my needs.
Or further north to old Carlisle,
That should take me quite a while.
I could go to Cardiff, in South Wales,
To do some shopping in the winter sales.
Should I go to Stalybridge,
To eat fresh kippers from out of the fridge.
I might even go to Bath,
That should be good for a laugh.
I could even go to Tunbridge Wells,
Become a witch and cast some spells.
If only there was some one I knew,
Then I could take a train down to Crewe.
I've heard of a village called Long Green,
Now that's a place I've never seen.
But I have this feeling that I won't go far,
Not even for a beer, to Potters Bar.

5. Mini project.

1) Choose a place which you haven't visited in Britain or in Ukraine. Find it on the map and work out how far it is from where you live. Make a list of things you would like to find out about the place.

2) Find out information about the place you have chosen in different sources ([sɔ:s] джерело) – teacher, books in a library, the Internet:

- how to get there;
- what the main attractions are (including the way and the cost to see them);
- what you can do and see there.

3) Use your notes to write a short description of the place you have chosen. Find some pictures to illustrate it.

4) Give a short talk to the class about the place you have written about. Show where it is on the map and show the pictures you have got.

5) Answer any questions from your classmates.

Lesson 18

1. Read the dialogue and role-play it with your partner.

Assistant: Passenger Service. How can I help you?

Brenda: Hello. My name is Brenda Walsh. And I'd like to make a complaint about your service.

Assistant: Right. So what's the problem?

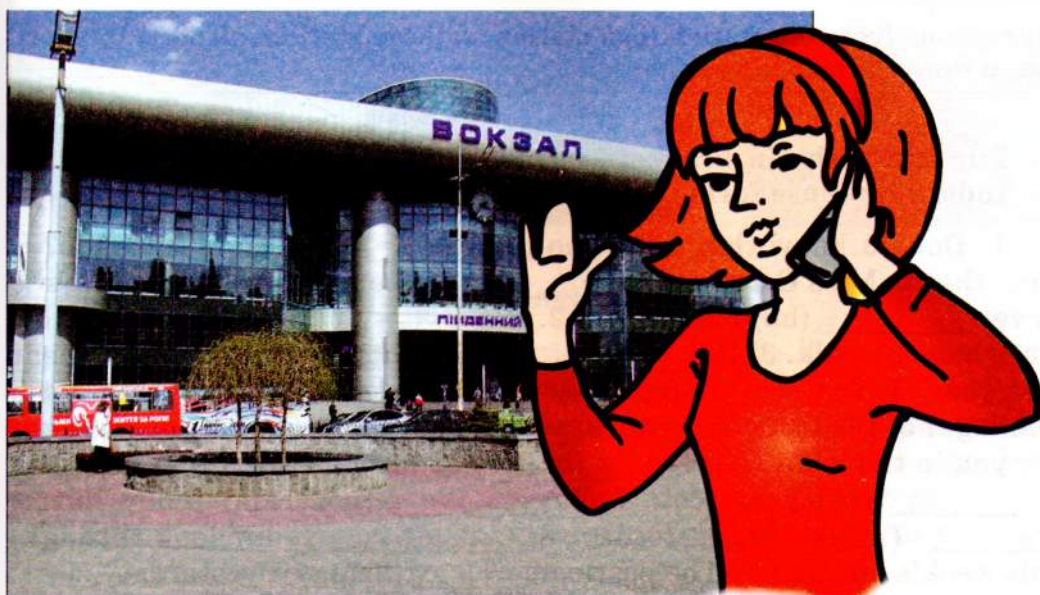
Brenda: Well, we caught the 17:30 Glasgow to Cardiff train last Friday. It was due to arrive in Cardiff at 21:15 or that's what it said on the timetable. But it didn't even leave Glasgow until 6 o'clock. Then it was a long delay in York. So it didn't get to Cardiff until 11 o'clock at night.

Assistant: Oh, dear. Yes, I think there was a technical problem with that train.

Brenda: Well, that was your problem. Our problem was that when we got to our guest house the doors were locked for the night so we had to go and look for another place to stay. When we finally found one it was \$120 for one night, and we are only students, so...

Assistant: Could I just stop you there? I think the best thing will be to put all this in writing. I am sure we'll be able to arrange some compensation for you.

Brenda: Ok, thank you. I'll do that. Where do I send it to?..



2. This family lives in Zbarazh (Ternopil region). They are coming to the place where you live for an important family occasion. Plan their journey. Find information about different ways of travelling from Zbarazh to your town/ village.



	<i>Coach</i>	<i>Train</i>	<i>Plane</i>
Cost			
Journey time			
Best travel times			
Special notes:			
Directions from the station (bus station, railway station, airport) in your town town/ village to your house:			

3. Put the verbs in brackets into the Present Perfect or the Past Indefinite tense form.

1. Do you know that lady who just have (leave) the shop? – Yes, that is Miss Cornfield. She has been (be) here several times but she never has bought (buy) anything. 2. We have missed (miss) the bus. Now we'll have to walk. 3. He has broken (break) his leg in a skiing accident last year. 4. I have cut (cut) my hand rather badly. Have you got a bandage? 5. Doctor, our visitors have arrived (arrive). They are waiting for you in the lobby. 6. It has been (be) dry so far this week, but last week it was (be) very wet. 7. It hasn't rained (not rain) today but it was raining (rain) a lot yesterday. 8. Have you looked (you/ look through) this week's magazine? The postman has brought (bring) it yesterday.

4. Match the pictures with definitions.



a. a bus with comfortable seats used for long journeys;

b. a large boat used for carrying people or goods across the sea;

c. a fast plane with a jet engine;

d. a large boat with a sail, used for pleasure or sport, especially one that has a place where you can sleep;

e. a fast two-wheeled vehicle with an engine;

f. a type of small, less powerful motorcycle with small wheels;

g. a train that runs on a railway system under the ground;

h. a type of aircraft with large metal blades on top which turn around very quickly to make it fly;

i. a vehicle with two wheels that you ride by pushing its pedals;



5. Translate the sentences into English.

1. Вона працює в бібліотеці кожен день. 2. Моя сестра читає дуже цікаву книжку, і я теж хочу її прочитати. 3. Ваш брат вже приїхав зі Сполучених Штатів Америки? 4. Коли твій батько приїхав до Запоріжжя? 5. Я принесла вам кілька цікавих книг. Вони досить цікаві. 6. Я ще ніколи не був у Парижі. Я планую поїхати туди наступного літа. 7. Ти коли-небудь брав участь в Олімпійських іграх? 8. Він нічого не їв учора.

Unit 2. THE NATURE

Lesson 19

1. Read the dialogue and role-play it with your partner.

Brenda: I think a **drought** has set in. It hasn't rained a **drop** for months.

Oksanka: I think so, too, but didn't it rain last month?

Brenda: It did rain last month, but the **rainfall** was only half the monthly **average**.

Oksanka: Oh. That's bad?!

Brenda: That's right. It's really bad.

Oksanka: Looks like it's going to **get worse** each day.

Brenda: Yeah. If it doesn't rain, it's going to get critical.

Read, compare and revise

The Present Continuous

To be {
 am
 is
 are } + Ving

It is snowing hard now.

Is the sun shining?

Look! What a strong wind is blowing.

It's raining heavily and we can't go out.

The Past Continuous

To be {
 was
 were } + Ving

It was not snowing at 5 p.m. yesterday.

Was the sun shining when you came to the river?

A strong wind was blowing when she left the house.

When they went out it was not raining any more.

2. Read the sentences and guess what the underlined words mean.

1. You can see a rainbow ['reɪnbəʊ] in the sky when rain and sun come together.

2. There was an awful rainstorm ['reɪnstɔ:m] yesterday. It rained hard and a strong wind was blowing.

3. A barometer [bə'rɒmɪtə] is an instrument that helps you to tell what the weather will be like.

4. There was a shower [ʃaʊə] (short rain) in the evening.

5. Weathermen ['weðəmən] collect information about weather.

6. Weather forecast [['weðə] ['fɔ:kɑ:st]] tells what the weather will be for the near future.

7. I see rainy clouds in the sky, so I am expecting rain.

8. Today is a calm [kɑm] day, very good for playing badminton.

9. At 11 a.m. the mist [mɪst] (a slight fog) cleared and the sun began shining.

3. Oksanka and her friend from Ukraine keep in touch ([kɪp] [tʌʃ] тримають зв'язок) with each other using the Internet while Oksanka is in the UK. Complete Nadia's e-mail to Oksanka with the correct form of the verbs in brackets.

Входящие Проверить почту Написать письмо Найти письмо

Отправить В черновики

От кого: изменить

Кому:

Копия:

Скрытая:

Тема:

Файлы: Вы можете присоединить еще 10 файлов общим объемом 30720 КБ.
[Подробнее](#) [Отправить файл > 30 МБ](#)

1. Обзор... Прикрепить

Простой текст Расширенный формат

Dear Oksanka,

It's nice to know that you ____ (be) alright in the UK. I wonder what you are doing now? ____ (you/ study)? ____ (you/ relax)? Anyway I hope you ____ (enjoy) yourself.

Only some weeks ago I ____ (fish, swim, lie in the sun). But it ____ (be) over now and I am back at school. The weather has changed and it ____ (rain) heavily. Only yesterday the sun ____ (shine) brightly in the cloudless sky. I think that autumn ____ (be) here. What is the weather like in England? Is it cold and foggy or is it warm and sunny? ____ (a wind/ blow)? Our textbooks ____ (write) so much about the weather in Britain. I'd like to know if what they write is true.

4. Look at the pictures and match the numbers with the words and expressions.

It's a rainy day _____.

It's a frosty day. It's snowing _____.

It's misty, even foggy _____.

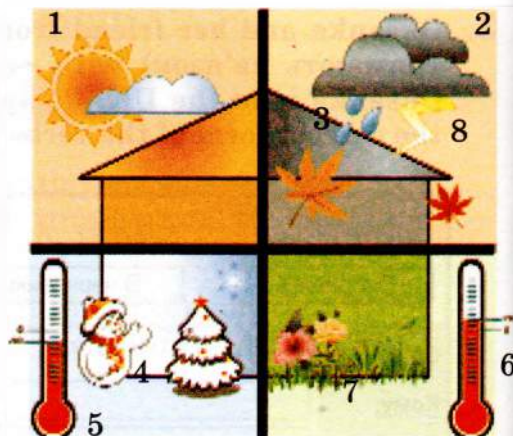
It's a sunny day _____.

Lightning _____.

a cloud _____.

It's 10 (degrees) above zero _____.

It's 10 (degrees) below zero _____.



5. Nature can forecast the weather. Read the rhymes and learn two of them.

1. A sunshiny shower
Won't last an hour.
2. Rainbow at night is the sailor's delight;
Rainbow in the morning – Sailor, take warning!
3. When the days begin to lengthen,
Then the cloud begins to strengthen.
4. Evening red and morning grey
Are the signs of a bonny (чудесный, прекрасный) day.
Evening grey and morning red,
Bring down rain on a farmer's head.
5. If bees stay at home, rain will soon come.
If they fly away, fine will be the day.

6. Put the following words in the correct column.

cloudy, rainy, misty, snowy, foggy, sunny, hot, wet,
changeable, cold, dull, calm, windy, bright, clear, warm, cool

изменчивый, изморозь, спокойный

<i>Fine weather</i>	<i>Nasty (['na:stri]поганя) weather</i>

Lesson 20

1. Read the dialogue and role-play it with your partner.

Brenda: Wow, you look like a **drowned cat**! Didn't you know there's a **thunder-storm** today?

Oksanka: I knew there would be a **shower**, but I didn't realize it would **rain cats and dogs** today.

Brenda: Well, you'd better **take a hot shower** right now, or you'll **catch a cold**.

Oksanka: I know. I don't want to get sick.



2. Read the text and say whether the statements after it are true or false.

Weather forecasts

We usually get wet when a rainstorm catches us without a coat and an umbrella. Sometimes we put on a sweater and find that the weather has become hot. We do not always know what kind of weather to expect. It can even be dangerous when a sailor gets into trouble when the wind rises in the sea, or a farmer loses his harvest because of rain. We can listen to weather forecast on TV or on radio every day. Sometimes the forecast is not quite right, because it is not easy to forecast the weather.

From morning till night weathermen are collecting information from ships, planes, weather stations, space stations. With this information they can understand what the weather is going to be during the next several days. Although ([ə'l'dəʊ] хоч, хоча) there are no two days with the same weather, people have learnt to forecast some types of weather.

When a barometer shows high pressure ([ˈpreʃə] атмосферний тиск), the weather will be calm. In winter it



will be cold and frosty. In summer it usually means misty mornings and hot sunny days. When the barometer shows low pressure, we can expect the rain and strong winds.

1. Weather men collect information from universities, colleges and schools.

2. If the barometer shows low pressure, the weather is rainy and windy.

3. We never know what type of weather to expect and there is nothing that can help us.

4. For some people it is very important to know the weather forecast.

5. When the weather is cold and frosty in winter, the barometer shows high pressure.

3. Answer the questions.

1. Are weather forecasts important for people? People of what occupations are interested in weather forecast? Why?

2. How often can people listen to weather forecasts on TV or radio? Where else can they get information about weather forecast?

3. When and where from do weathermen usually collect information about weather?

4. What is the usual weather if the barometer shows high pressure in summer? In winter?

5. What is the usual result of weathermen's work?

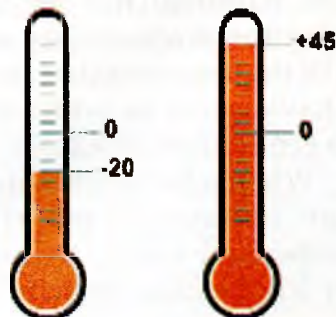
6. Do you and the members of your family usually listen to weather forecast or watch it on television?

7. Have you ever got into trouble because of the wrong weather forecast? How did it happen?

8. Have you ever got into trouble because you didn't know weather forecast for the day? How did it happen?










4. Put the adjectives in the correct order. Use the dictionary if necessary.

Freezing _____
Boiling _____
Cold _____
Warm _____
Chilly _____
Hot _____
Cool _____



5. Complete the table with the words from the box.

snowing, snow, shower, windy, storm, raining, misty, blowing,
sunny, wind, snowy, rain, fog, cloud, cloudy, stormy, foggy

	Verb (дієслово)	Adjective (прикметник)	Noun (іменник)
	The sun's shining.	It's _____.	Sunshine.
	It's _____.	It's rainy _____.	_____.
	It's _____.	It's _____.	_____.
	_____.	It's _____.	_____.
	_____.	It's _____.	_____.
	The wind is _____.	It's _____.	_____.
	_____.	It's showery _____.	_____.
	_____.	It's _____.	_____.
	_____.	It's _____.	_____.
FOG		_____.	_____.
MIST		_____.	_____.

6. Read the rhymes and learn them.

British Rivers.

Why do they call you the river Trent,
Twisting and curling somehow bent.
I know why they call you the Fleet,
A man fell in and got wet feet.
The name they gave you was the Tyne,
North English people say that you are just fine.
You have really no need to hide,
For ever-one knows that you are the Clyde.
Swimming I am told in the river Severn,
Is only allowed until half past eleven.
There was no bridge over the river Dart,
Just a ford for the horse and cart.
I just cannot carry all of this lumber,
So I will ship it by boat down the Humber.
Walking along by the river Wye,
I felt hungry and ate some pie.
A miller I know by the river Dee,
Watched the river's antics and laughed with glee.

Myriads of Stars.

There are myriads of stars in the night sky,
The month of June is drawing night.
A new moon peeps timidly but bright,
To help lighten this beautiful night.
A shooting star drops elegantly into my view,
I make a wish I just know it will come true.
Insects making music in the nightly background,
Have you ever heard such a melodious sound?
A fresh warm breeze blows from afar,
In the distance the low hum of a car,
This is truly nature at it's best,
The busy day long gone to rest.
A nightingale sings a song of the night,
Much to my pleasure and great delight.
There are myriads of stars in the night skies,
Only sweet nature understands my surprise.

7. Read or listen to the weather forecast for the British Isles and complete the table with the information from the text.

In the North West and North East of England there will be some early morning mists, and after that it will be mainly dry and sunny, but quite chilly, with temperatures around six or seven. It will stay dry all day, but there will be quite a wind, so put on some warm clothes.

And now the South West and Wales. You can expect some rain in the morning and afternoon. There might be some storms as well, with thunder and lightning. There will be quite strong winds, and the temperature will be lower than yesterday, around three or four degrees. I don't think you'll see much of the sun. Cloudy all day.

The South East, the Midlands, and East Anglia will see the best of today's weather. It will be warmer than yesterday, no winds, and sunshine nearly all day, with temperatures around ten or eleven, so quite warm for the time of the year.

In Scotland and Northern Ireland there will be heavy rain and maybe some snow during the afternoon, and on the hills temperatures will drop to below freezing, minus four or five. Over much of Scotland it will be cloudy, and windy, too, as the cold front moves in over the Atlantic. Northern Ireland can expect the same, but the rain will end before evening comes. But again, very cold, with temperatures close to minus two or three. And that's all from me.

<i>The part of the country</i>	<i>Morning</i>	<i>Afternoon</i>	<i>Evening</i>
The South West			
The Midlands			
The North East			
The South East			
The North West			
Scotland			
East Anglia			
Wales			
Northern Ireland			

Lesson 21

1. Read the dialogue and role-play it with your partner.

Brenda: Oh, the heat is **unbearable!** Didn't you **turn on the air-conditioner?**

Oksanka: The heat **has blown** our air-conditioner **on the roof!**

Brenda: What the...! So, what are we going to do?

Oksanka: We've got to **have it fixed** as soon as possible. I've called someone and they're **on the way.**

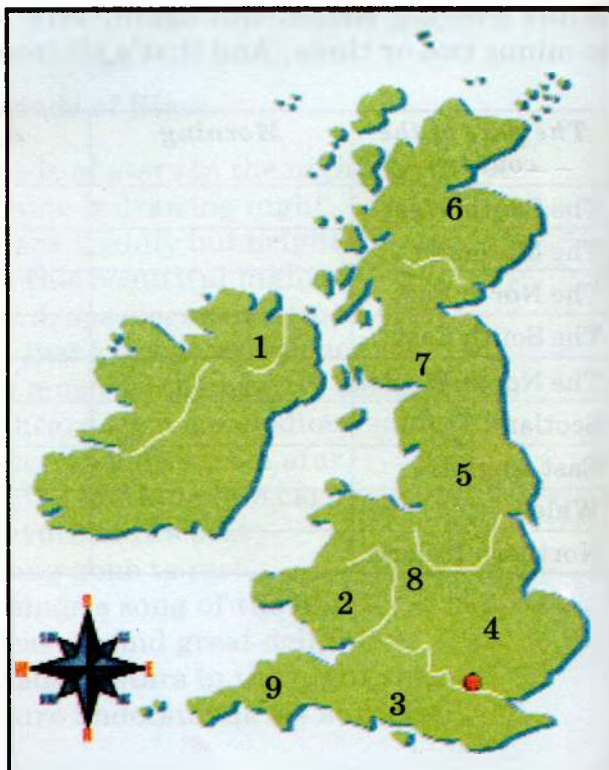
Brenda: Thank God!

Oksanka: Here you go. You can use the **electric fan** here. At least you can **catch a breeze.**

2. Use exercise 7 (lesson 20) and write a weather forecast for Ukraine. Then play the part of a weatherman and tell TV viewers what weather they will have tomorrow.

3. Look at the map of Great Britain and match the numbers with the climatic parts of this country.

- The South West _____
- The Midlands _____
- The North East _____
- The South East _____
- The North West _____
- Scotland _____
- East Anglia _____
- Wales _____
- Northern Ireland _____



4. Read the text and answer the questions after it. Pay attention to the words in bold type.

Climate

A certain place has some weather during a long period of time. We say it is a climate. Climate has a very important influence ([ˈɪnfluəns] вплив) on plants, animals and humans. It's different in different parts of the world.

In Ukraine climate is usually mild ([maɪld] м'який) and moderate ([ˈmɒdərɪt] помірний), sometimes wet. But recently climate has changed a lot. Scientists ([ˈsaɪəntɪsts] вчені) think the world is becoming hotter. Winters have become warmer. Sometimes there is little snow in January, and there were winters when it rained on the New Year's Eve.

Many people say that it is so because of the greenhouse ([ˈɡriːnhaʊz] парник, теплиця) effect. It works like this: sunlight gives us heat; some of the heat warms the atmosphere ([ˈætməsfiə] атмосфера), and some of the heat goes back into space ([speɪs] космос). But much heat can not go there, as during the last 100 years people have produced ([prəˈdjuːs] виготовляти, виробляти) a lot of carbon dioxide ([ˈkɑːbən] [daɪˈɒksaɪd] вуглекислий газ). This gas in the atmosphere works like glass in a greenhouse. It lets heat get in, but it doesn't let much heat go out. So the atmosphere becomes warmer.

Where does the carbon dioxide come from? People and animals breathe in oxygen ([ˈɒksɪdʒn] кисень) and breathe out carbon dioxide. We produce carbon dioxide when we burn things. Trees take this gas from the air and produce oxygen but in the last several years people have cut down too many trees, that's why there aren't enough trees to take this dangerous gas. So there is more and more carbon dioxide.

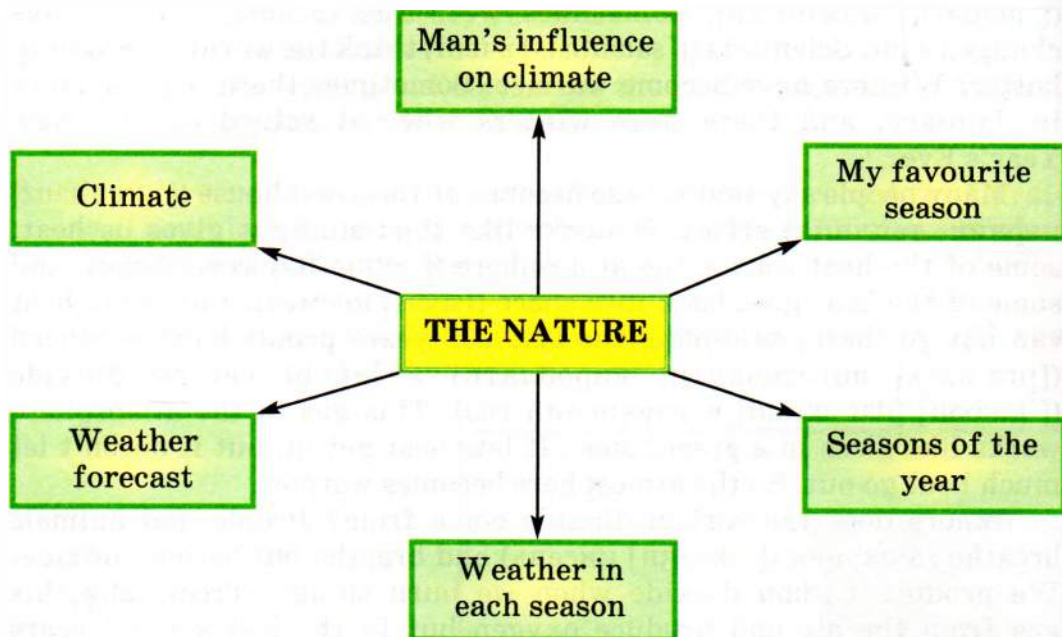
As we can see climate changes in different parts of the world from year to year. These changes can be dangerous for our planet. That's why we must do something to stop these changes, otherwise we may all die.

1. What is climate?
2. Is climate always the same in different parts of the world? Does it change?
3. What can you say about the climate in Ukraine?
4. What do you know about the greenhouse effect?
5. Why doesn't all the heat go back into space?
6. Why does the atmosphere become warmer?
7. How can the greenhouse effect influence the climate on our planet in the future?

5. Read the tongue-twister as quickly as you can.

Swan swam over the sea,
Swim, swan, swim!
Swan swam back again.
Well swum, swan!

6. Speak and then write about our nature.



7. Describe an ideal day for:

- a. going for a picnic;
- b. a tour about the city;
- c. a visit to a museum;
- d. skiing or skating;
- e. playing outdoors;
- f. doing homework;
- g. celebrating the New Year's Day.

❖ **Model:** If you go out for a picnic you can do that on a bright clear day. Then the sun shines, it doesn't rain. It's not foggy. It can be a little windy, but not stormy. It is usually warm then.

Lesson 22

1. Read the dialogue and role-play it with your partner.

Oksanka: What's going on? When you turn on the **faucet**, it's just **drip, drip, drip**.

Brenda: Well, it's the second day **in a row**. I guess the **pipes** are **frozen** again.

Oksanka: Really?

Brenda: Yeah. Yesterday the water even **went off** without a **warning**. I couldn't take a shower, nor could I wash the dishes.

2. Use the table to describe the typical winter/ summer weather in:

1. the place where you live
2. London
3. Florida (the USA)
4. the Crimea
5. South Africa
6. Australia

It's	always generally usually often sometimes occasionally seldom hardly ever	clear hot/cold cloudy rainy sunny nasty windy wet/ dry cool
------	---	---	-------

3. What types of weather are good and bad for doing these things?

1. Planting flowers in the garden.
2. Making a snowman.
3. Camping out in a tent.
4. Touring a city.
5. Skating or skiing.
6. Taking your little brother or sister out to the zoo.
7. Gathering harvest.

4. Read the text and answer the questions after it. Pay attention to the underlined words.

Animals in danger

People have lived on our planet for many years. They are not alone. They live together with different plants and animals that are very important for human lives.

But many animals and birds are disappearing from the Earth today. Many of them are in danger. Indian tigers and African elephants are among them. People have hunted these animals, killed them for meat, fur, bones. The result of that is the following: there are a few Indian tigers on our planet left. Many of them are old, sick animals. Modern life is bad for them. The air is not fresh, the water is not clean.



You can find their names in the Red Book. People must take care of them. We must save wild animals. We must take care of our nature and our planet.

1. Why are some animals, birds and fish disappearing from our planet?

2. Can elephants be useful? What can they do for the men?

3. Are only African elephants and Indian tigers in danger today?

4. Why can you find the names of these animals in the Red Book?

5. What must people do to save the animals?

5. Read the rhymes and learn them.

Don't kill the world!
Don't let the Earth down!
Do not destroy the ground!
Don't kill the world!

Don't kill the world!
Don't let the Earth die!
Help her to survive!
Don't kill the world!

Nature's Call

The world is large and I am small,
 I hear the winds that do me call.
 Come! Discover before it is too late,
 Time is running fast it will seal your fate.
 So many treasures to show to you,
 Such as the early morning dew.
 Fresh green buds as spring awakes,
 Flowers peeping around deep blue lakes.
 Mountains show fresh new hues,
 Snow that melts brings streams anew.
 Forest glades filled with flowers,
 With here and there shady bowers,
 Wild animals with playful young,
 Gentle breezes with songs unsung.
 Enjoy sweet nature seek lasting peace,
 Your natural knowledge will greatly increase.
 The world is large and I am small,
 I still marvel at nature's call.

6. Choose the best way to define the following words. Use the dictionary if necessary.

Pollution	1) dirty water, air and atmosphere; 2) making water, air, atmosphere dirty and dangerous for people and animals to live in; 3) people who make water, air and atmosphere dirty and dangerous
Environment	1) an organization that wants to protect the natural world; 2) air, water and land in which people, animals and plants live; 3) something that we do to prevent air and water pollution
Ecology	1) natural balance between plants, animals, people and their environment; 2) plants growing in some area; 3) part of medicine that helps people to stay healthy and fit
Greenhouse effect	1) a building in a garden or park which has glass walls and a glass roof in which you grow plants; 2) a salad made mainly with green vegetables; 3) the problem of temperature rise in the Earth's atmosphere

REVISION (Unit 2)

Lesson 23

1. Read the dialogue and role-play it with your partner.

Oksanka: Oh, man! Nobody **can stand** this kind of **scorching** heat.

Brenda: Tell me about it! You can't even stay in the sun for five minutes.

Oksanka: Anyway, I guess this afternoon there's nothing we can do but stay home.

Brenda: I guess so. I don't want to be taken to the hospital for **sunstroke** or something.

Oksanka: You want my advice? Drink a lot of **liquids** and then you will save yourself from the worst of the heat!

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

It There We You	will be will can expect will stay	early morning mists mainly wet dry sunny quite chilly quite a wind some rain thunder and lightning	in the morning. in the evening. all day.
--------------------------	--	---	--

3. Read the text and complete the table after it.

There are thousands of flowers on our planet. We admire their beauty. Some of them help people to stay healthy. Some people say that there is a special flower for each month of the year.

The **snowdrop** (підсніжник) is the flower for January. It is as white as snow, and appears in forests and gardens when there is still snow there. This plant is a native flower of Europe.

February's flower is the **primrose** ([ˈprɪmɹəʊz] первоцвіт). It can be white, yellow, red, pink, purple and orange. These flowers look like stars. They grow wild in some countries in Europe, North America and China.

The flower of the month of March is the **daffodil** ([ˈdæfədɪl] нарцис). It appears very early in spring too. The flowers are usually white or yellow. They have a sweet pleasant fragrant.

April's flower is the **daisy** ([ˈdeɪzi] ромашка). You can see these flowers everywhere in the fields, gardens and even roadsides.

The flower for May is the **hawthorn** ([ˈhɔːθɔːn] глід). It grows on a small tree or a bush and it is usually of pink, white or red colours. Then the hawthorn has a fruit which looks like a little apple.

June's flower is the **honeysuckle** ([ˈhʌnɪsʌklɪ] жимолость, деревник). Its flowers are usually white and red.

July's flowers are **water lilies** (водяна лілія). You can see them on the waters of a quiet lake. Water lilies may be yellow, pink, blue or even purple.

The flower for August is the **poppy** (мак). They are bright red or yellow. They often grow wild in the mountains.

The **morning glory** (березка, іпомея) is September's flower. It's a climbing plant of blue or purple blossoms. This flower opens early in the morning but when the hot sun appears in the sky it closes.

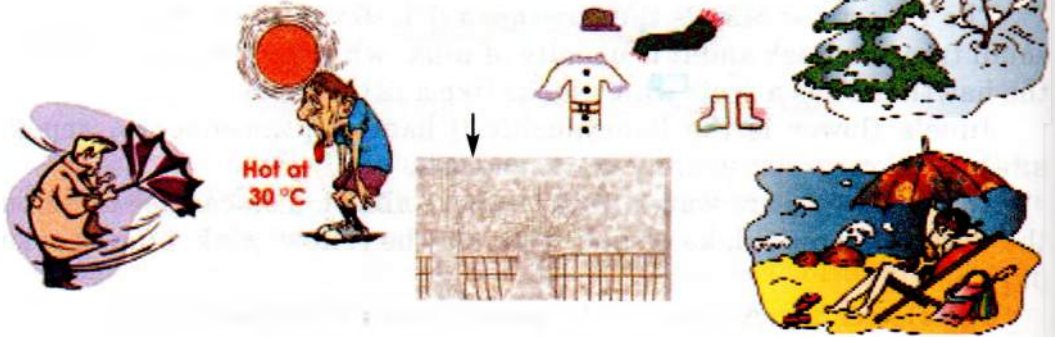
October's flower is the **hop** (хміль). People use it to make beer. It is usually of purple color.

The flower of November is the **chrysanthemum** ([krəˈsænθɪməm] хризантема). It is one of the oldest flowers. It has grown in Japan for two thousand years and it is this country's national flower and emblem. It can be white, yellow, red, purple or pink.

December's flower is the **holly** ([ˈhɒli] роєтроліст). It is the flower of the Christmas season.

	Winter	Spring	Summer	Autumn
December				
January				
February				
March				
April				
May				
June				
July				
August				
September				
October				
November				

4. Complete the sentences. Then match the pictures with the sentences.



1. It's 33 degrees above (over) zero. It's _____.
2. Put these warm clothes on. It's _____.
3. The leaves are falling. It's _____.
4. She is wearing sunglasses. It's _____.
5. The sky is heavy with snow. It's _____.

5. Unscramble the names of flowers of the year.

1. yslneohuke _____
2. hnwhraot _____
3. oerimprs _____
4. ewtar ylli _____
5. dsaiy _____
6. dfiflaod _____
7. ohp _____
8. yhlol _____
9. yoppp _____
10. nrgimno rlgoy _____
11. wpondsro _____
12. htycmhmsuarne _____

6. Complete the table with flower names according to their colours.

White	Yellow	Red/ pink	Purple	Blue

7. Do the weather quiz.

1. Let's go to the beach, it's a lovely _____ day.
a) sunny b) sunshine c) sun d) sunshining
2. Driving in the car: 'Slow down! You can't see a thing in this _____'.
a) ice b) fog c) wind d) drizzle
3. Brrrrrr! It's so cold, it must be _____ 30 degrees outside.
a) below b) under c) lower d) minus
4. Have you got an umbrella? _____ again!
a) it's throwing it down b) it's raining cats and dogs
c) it's pouring (down) d) all of the above answers
5. According to myth and legend, if you can find the end of a rainbow, what will you discover?
a) gold b) silver c) jewellery d) money

8. Mini Project.

- 1) Choose any plant or animal (bird, fish etc), particular for your region, that is in danger. Ask your Biology teacher for help or look through the regional Red Book.
- 2) Find information about this plant/ animal and make notes about it. Find some pictures to illustrate it.
- 3) Have a talk before the class with the information you have got. Show pictures you have found.
- 4) Answer the questions of your classmates.

Unit 3. MY FAMILY AND FRIENDS. FAMILY DUTIES

Lesson 24

1. Read the words and word-combinations and try to guess their meanings.

- to give a hand in cleaning – to help with cleaning;
- to do the washing-up – to make the dirty dishes clean after breakfast, dinner, or supper;
- to vacuum-clean – to use a vacuum cleaner to pick up dust from the carpets;
- to cook meal – to prepare food for breakfast, dinner, or supper;
- to do the washing – to make your clothes clean with soap or washing powder;
- to do the ironing – to make your clothes look straight, without folds.

2. Look at the list of the chores and say which family members have to do each of them. Give your reasons.

- | | |
|-------------------|-------------------------|
| do the shopping | do the washing |
| cook meals | look after the children |
| do the washing up | hammer the nails |
| do the ironing | do the repairing |
| vacuum-clean | clean the rooms |
| make beds | water the flowers |

❖ *Model:* I personally think that a wife has to...
But the children have to... .

3. Read the dialogue and role-play it with your partner. Answer the questions after it.

Mr. Clarke: Good evening, darling. Is dinner ready? I'm so hungry.

Mrs. Clarke: If you want dinner, get it yourself.

Mr. Clarke: What's the matter with you?

Mrs. Clarke: I'm sorry to say this but I am on strike.

Mr. Clarke: What? Why? What do you mean?

Mrs. Clarke: Well, have I got a job?

Mr. Clarke: Darling, of course you've got a job. You are a teacher.

Mrs. Clarke: Right. But I have to do one more job, that of a housewife.

Mr. Clarke: Yes. So what? What are you complaining about?

Mrs. Clarke: I'm married. I've got two children and I have to do all the chores in this house.

Mr. Clarke: We give you a hand with the cleaning and with the washing up, don't we?

Mrs. Clarke: Ha! You vacuum-clean two rooms on Saturday morning, and the children wash up twice a week. The rest of the time I cook the meals, do the shopping, the washing and ironing. When you go to the pub I stay at home to look after the children. At the weekend you go to the Sports Centre and I'm too tired then. That's enough. From now on, I refuse to do all those things and be your servant.



1. Why does Mrs. Clarke answer her husband's first question angrily?
2. What's her occupation?
3. Who usually does the shopping, the ironing and washing in the Clarke family?
4. What do the children and Mr. Clarke do to help Mrs. Clarke in the house chores?
5. Why is Mrs. Clarke on strike?
6. What is Mrs. Clarke's final decision?

4. **Speak about your share ([ʃeə] часть, доля) in house chores in your family.**

5. **Say what you did about the house the previous week and what you'll do the following week.**

❖ **Model:** Last week (on Monday) I did the shopping.

....

Next week I'll do the ironing...

6. Look at the pictures and correct mistakes in the sentences under them.



This boy
is vacuum-
cleaning the
carpets.



That man
is doing the
shopping.

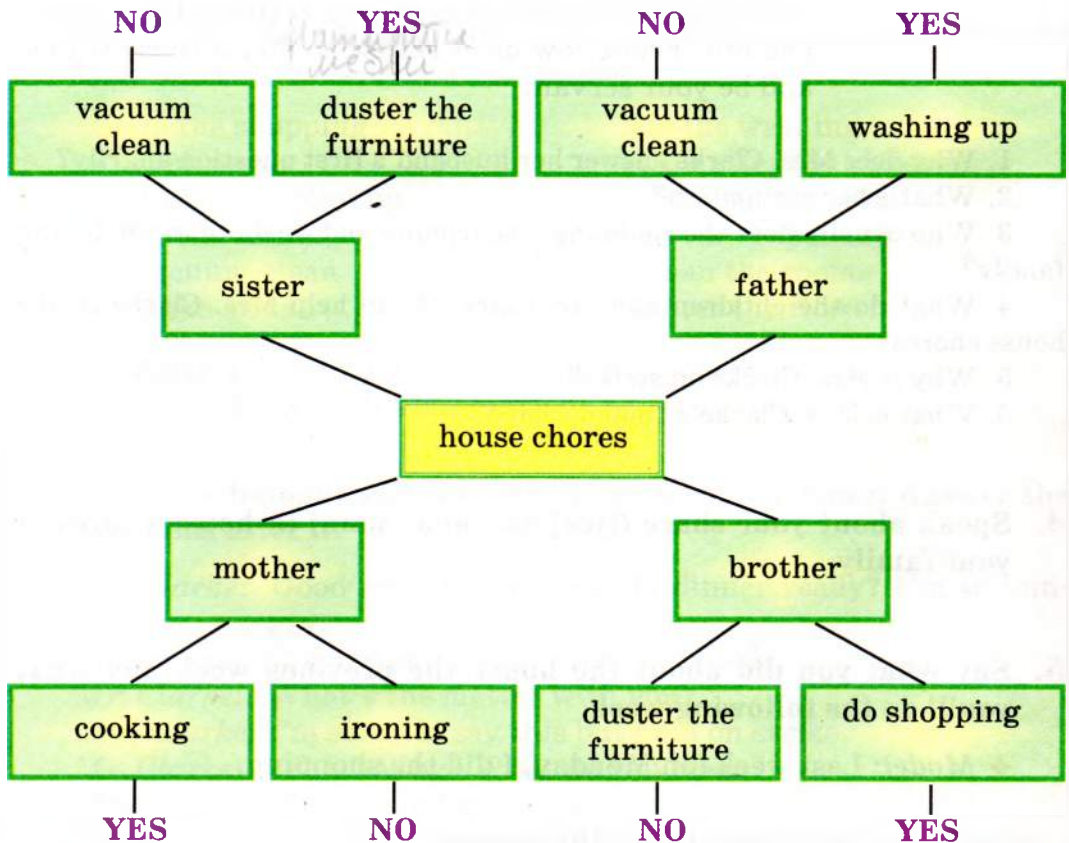


This girl is
cooking meals.



The washing
machine is
doing the
ironing.

7. Write a story about how your family members did the house chores last week. Use the mind-map given below.



Lesson 25

1. Look at the report about the previous day in the life of Brenda's family and say what they were doing at:

7:45; 7:07; 11:35; 14:30; 17:00; 20:00; 23:15.

❖ *Model:* at 7:45 yesterday Brenda's brother was having his breakfast.

7:00 – She woke up.

7:05 – She made her bed.

7:15 – She had her breakfast.

7:20 – Brenda went to school.

7:30 – Her brother woke up.

7:40 – He had his breakfast.

7:50 – Brenda's mother went to work.

8:30 – Brenda's aunt called.

11:30 – Brenda had her lunch at school.

14:00 – Brenda's mother came home from work.

15:00 – Brenda's mother cooked dinner.

15:20 – Brenda came home from school.

18:00 – Brenda did her homework.

18:15 – Brenda's father came home.

19:00 – Brenda began to watch TV.

23:00 – Brenda and her brother went to bed.

2. Use the exercise 1 and read the text. Then say whether the sentences are true or false. Correct the false sentences.

Yesterday Brenda's brother woke up at 7:30. He does not go to school. He is five years old. But Brenda is a schoolgirl. Yesterday she went to school at 7:20. So when Brenda's brother woke up, Brenda wasn't at home. She had already gone to school.

At 8:30 Brenda's aunt Monika called. She lives in another city. She wanted to talk to Brenda's mother, but she didn't do that, because Brenda's mother went to work at 7:50. So by the time Monika called she had already gone to work.

Brenda came home from school at 15:20. Her mother came home at 2:00 p. m. She cooked dinner and then watered the flowers. When Brenda came home, her mother's dinner was waiting for her on the kitchen table. Her mother had cooked dinner by the time Brenda came home. So she had cooked dinner by 15:20.

1. Brenda's brother had woken up before Brenda went to school.
2. Brenda had had her lunch by 12 o'clock.
3. Monika had called by the time Brenda's mother went to work.
4. Brenda's mother had cooked dinner by 4 p.m.
5. Brenda's father came home by the time his daughter did her homework.
6. Brenda had gone to bed by 11 p.m.

REMEMBER!

We use the Past Perfect tense form to speak about a past action that took place before another past action happened.

(action № 1)

(action № 2)

Brenda's mother had cooked dinner before Brenda came home.

Brenda's mother had cooked dinner by 15:20.

We form the Past Perfect tense form with the verb to have in the Past Simple – had and the Past Participle/ Participle II of the main verb.

Interrogative form: **Had** you **cooked** dinner before your mother came back home?

Negative form: We **hadn't (had not)** **eaten** our dinner before the programme began.

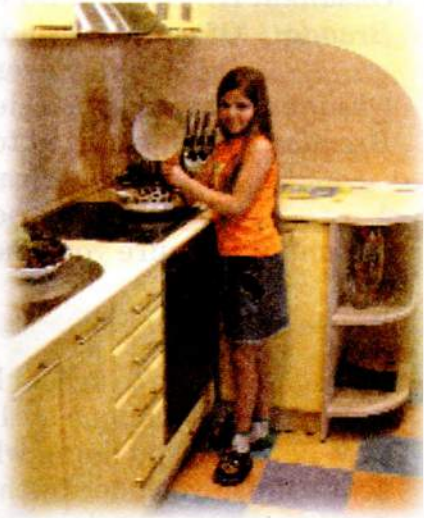
3. Arrange Tom's yesterday house chores in the chronological order.

Tom had done the shopping before he cooked dinner. He also had done the ironing by the time he started to help his younger sister with her homework. But before he did the ironing Tom had done the washing up. He also had watered the flowers and had done the washing before he did the shopping, but he had watered the flowers by the time he did the washing. I forgot to mention that the first thing Tom did – he made his bed. Tom also had cooked dinner before he vacuum-cleaned the floors.

4. Use the pictures in exercise 5 and say what Brenda had done before another chore yesterday.

- ❖ *Model:* Brenda had cleaned the room before she cooked dinner. She had cleaned the room by 15:30.

5. Look at the pictures and say what Brenda was doing yesterday at a certain time.



6. Make up as many sentences as you can using the pictures in exercises 5 and Past Perfect/Past Simple. Write down the sentences into your exercise book.

❖ *Model:* Brenda had done the ironing before she did the washing up.

Lesson 26

1. Read the dialogue and role-play it with your partner.

Brenda: Hi, Oksanka!

Oksanka: Hi, Brenda. Do you know it was Teacher's day yesterday?

Brenda: Of course, I know. My mother is a teacher. We celebrate this holiday every year. It's our family holiday.

Oksanka: How did you celebrate it yesterday?

Brenda: Well, we tried to make this holiday pleasant for our mother. We had cleaned the flat, done the shopping and baked a holiday cake before our mother came home from school.

Oksanka: I'm sure your mother felt very happy yesterday.

2. Answer the questions.

1. Had you gone to school before your parents left for work?
2. What had you done by 10 a.m. yesterday?
3. What were you doing when your father came home from work?
4. What had you done by the time you started to watch TV yesterday?
5. When did you wake up yesterday?

3. Make the following sentences negative.

1. By the time I came home my brother had already vacuum-cleaned the carpets.

2. Brenda had watered the flowers by 9 p.m.

3. Before our parents came home yesterday we had already done the washing up and ironing.

4. The children had done the shopping by the time their grandparents came to visit them.

5. My father had repaired the washing machine before our mother came home from work.

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

Jim Paul and Brenda We	had hadn't	made watered cleaned vacuum-cleaned hammered cooked done	the washing up the floors the nails the ironing their bed the flowers the room breakfast	by 11 a.m.
------------------------------	---------------	--	---	------------

5. Fill in the blanks with had or hadn't using the text in exercise 3 (lesson 25).

1. Tom _____ cooked dinner by the time he did the washing.
2. He _____ vacuum-cleaned the floors before he did the ironing.
3. He also _____ done the washing up by the time he helped his sister with her homework.
4. Tom _____ done the shopping before he watered the flowers.
5. By the time Tom did the washing he _____ done shopping.

6. Use the given pictures and make up a story. You must have two sentences in Past Continuous and three sentences in Past Perfect.



Lesson 27

1. Read the dialogue and role-play it with your partner.

Oksanka: Hi, Brenda. Has your father come back from Germany?

Brenda: Yes, he has. He actually came back a month ago.

Oksanka: Had he come back before your birthday?

Brenda: No, he hadn't. He was a little late. My birthday was on September 10. And my father arrived September 18. We had celebrated my birthday by the time my father arrived.

Oksanka: Did he bring you presents from Germany?

Brenda: Of course, he did. He brought me a computer. That's the best present I have had in my life.

2. Read the rhyme and learn it by heart.

Our Washing Machine.

Our washing machine went whisity whirr.

Whisity, whisity, whirr.

One day at noon it went whisity click!

Whisity, whisity, whisity, click!

Click, grr; click, grr; click, grr, click!

Call the repairman.

Fix it... Quick!

3. Read the text and answer the questions after it. Pay attention to the words and expressions in bold type.

Watch out!

Steve doesn't look like a **naughty** boy. He has an **angelic** face. He has brown hair and big blue eyes and a very friendly smile. But his mother has something else to tell.

«When he was five he decided to wash Jasper, our neighbour's cat. When I entered the bathroom he was trying to turn on our **washing machine**. I was very lucky he hadn't turned it on by that time».

At the age of eight he **flooded** half of the house. Steve's mother had to do the washing up. But **suddenly** his younger sister **started** crying. Steve



decided to help his mother with the washing up and filled the kitchen sink with water. When his mother came back to the kitchen the water had already flooded the kitchen and was then flooding the hall. It had ruined the carpet and the floor. The family had to **repair** their house.

What will Steve's next trick be? Who knows?

1. Does Steve look like the boy who can bring a lot of trouble? Give your reason.

2. What did Steve do at the age of five?

3. What did he put in the washing machine?

4. Had he managed to turn on their washing machine by the time his mother saw the trouble?

5. Why did Steve fill the kitchen sink with water?

6. Had the water flooded the hall before his mother came back from his sister's room?

7. Do you have any naughty younger brothers or sisters? What were their naughty tricks?

4. Read the text in exercise 3 and find the sentences in Past Simple, Past Continuous and Past Perfect. Make them negative and interrogative.

5. Read the sentences and then match them with the pictures.



a. When Linda arrived home at eight o'clock, Steve was cooking the supper.

b. When Linda arrived home at eight o'clock, Steve started to cook the supper.

c. When Linda arrived home at eight o'clock, Steve had cooked the supper.



6. Get ready to retell the text in exercise 3.

Lesson 28

1. Read the dialogue and role-play it with your partner. Then retell it as if everything happened yesterday. Speak as if you were Tom.

Tom: Hello, Mum and Dad! Are you tired? Dinner is on the table. Brenda and I have cooked it.

Dad: Thank you. But look at the floor. You haven't cleaned it.

Brenda: Yes, but look in the kitchen. We have cleaned the floor there.

Mum: Oh, you haven't done the washing up.

Tom: But we have done the washing and the ironing.

Brenda: And we have also watered the flowers, fed the cat and the dog and done the shopping.

Dad: Well done. I am proud of you.



2. Put the verbs in brackets into the Past Perfect tense form. Explain its usage in these sentences.

1. It was six o'clock. All the shop already (close).

2. He (not sleep) very well the night before he came to see us. That's why he looked so tired.

3. My wallet wasn't in my bag. Somebody (take) it before I decided to buy that dress.

4. When we arrived at the party Tom wasn't there. He (leave) the party before we arrived.

5. The ball (hit) the back of the net before the goalkeeper moved.

3. Read the tongue twister as quickly as possible.

I saw Susie sitting in a shoeshine shop.

Where she sits she shines, and where she shines she sits.

4. Culture corner. Read the text and do the quiz after it.

History of Great Britain.

England has been a united country since the 11th century. Before that several groups of people had **invaded** the British Isles.

Between 700 and 400 B.C. the Celts came to Britain from modern Belgium. There had been people in the British Isles before the Celts, but we don't know much about them.

The second **invasion** of the country happened in 43 A.D. At that time Britain became part of the Roman **Empire**. Julius Caesar had brought his army to Britain many times before, but they hadn't stayed long.

After the Romans had left the British Isles, the Anglo-Saxons invaded Britain. They came from the Netherlands, Germany and Denmark. They pushed the Celts into Scotland, Wales and Ireland. They also gave the country its modern name.

1. The United Kingdom has been united country
 - a) for 11 centuries; b) since 1100; c) since the 11-th century.
2. The Romans had invaded Britain
 - a) before the Celts settled there;
 - b) before the Anglo-Saxons came;
 - c) by 43 A.D.
3. The Anglo-Saxons invaded Britain coming from
 - a) Belgium;
 - b) The Netherlands and Italy;
 - c) Denmark, Germany and Belgium;
 - d) Denmark, the Netherlands and Germany.

5. Put the verbs in brackets in the Past Perfect or the Past Simple tense form.

1. Other people had (live) in Britain before the Celts came (arrive).
2. The Celts had (settle) all over Europe before they came (come) to Britain.
3. When the Romans left (leave) in 410 A.D. they were (be) in Britain 300 years.
4. The Romans left (leave) the British Isles by the time the Anglo-Saxons invaded (invade) the country.

3. Retell the text in exercise 4 using the given plan.

- 1) A united country.
- 2) The Celtic invasion of the British Isles.
- 3) Julius Caesar and the Romans.
- 4) The Anglo-Saxons.

Lesson 29

1. Learn and smile. Read the jokes and role-play them with your partner.

- a) *Son*: Mum, when I was on the bus with Dad this morning, he told me to give up my seat for a lady.
Mum: Well, you did the right thing Johnny.
Son: But Mum,... I was sitting on Daddy's lap!!!
- b) *Wife*: Do you want dinner?
Husband: Sure, what are my choices?
Wife: Yes and no.
- c) *A*: Which room has no doors and no windows?
B: I give up.
A: A mushroom.
- d) *Wife*: Do you have a good memory of faces?
Husband: Yes. Why?
Wife: I've just broken your shaving mirror.

2. Read the poem and learn it by the heart.

A Birthday Child

Everything's been different,
 All the day long.
 Lonely things have happened,
 Nothing has gone wrong.
 Nobody has scolded ([skəuld] сварити, дорікати)
 Everyone has smiled.
 Isn't it delicious to be a birthday child?

3. Make up as many sentences as you can using the table given below. Write them down into your exercise book.

Our aunt Brenda Their relatives Our neighbours	had hadn't	finished called cleaned bought	her homework cooked supper that dress	by that time. before my mother arrived home.
---	---------------	---	---	--

4. Read the proverbs and explain their meaning.

1. Never put off till tomorrow what you can do today.
2. Custom is the second nature.

5. Read the tongue twisters as quickly as you can.

1. The thirty-three thieves thought that they thrilled the throne throughout Thursday.

2. I wish to wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.

6. Put the verbs in brackets into the Past Simple or the Past Continuous tense form.

1. Sally _____ (eat) dinner yesterday at 5 p. m. when somebody _____ (knock) at the door. 2. I began to study at 4 p. m. yesterday. Fred _____ (come) at four thirty. I _____ (study) when Fred _____ (come). 3. When I _____ (come) in they _____ (sit) around the table. Mr. Scott _____ (do) a crossword puzzle, Mr. Scott _____ (read) a newspaper. 4. When the baby _____ (wake up) his mother _____ (sit) in the arm-chair. 5. Yesterday afternoon I _____ (go) to visit the Johnson family. When I _____ (get) there around two o'clock, Mrs. Johnson _____ (be) in the yard. She _____ (plant) flowers in their garden. Mr. Johnson _____ (fix) their car. The children _____ (play) with a ball in the yard.

7. Read the telephone conversation. The second time turn it into the past (as if it took place yesterday).

Mother: Hello, Brenda! Have you fed the cat?

Brenda: Yes, I have.

Father: Have you bought enough food for the week?

Brenda: No, I haven't. I'll do that tomorrow.

Mother: Have you helped your sister to make your beds?

Brenda: Yes, I have. Mum, Dad, stop asking such questions. I am not a baby. I am fourteen years old. Do you know that?



8. Say what you like and what you don't like to do about the house. Give your reasons.

REVISION (Unit 3)

Lesson 30

1. Read the dialogues and role-play them with your partner.

- a) *Interviewer:* Elton Brians is a film star. Elton, please tell us are you happy?

Elton: No, I am not.

Interviewer: Why? You are rich and famous; you live in a large house with a swimming-pool in the garden. You have a fast and comfortable car.

Elton: Yes, that's true. But I'd like a new Mercedes-Benz.

Interviewer: Oh, I see.



- b) *Interviewer:* Mr. Wilson is a teacher. Mr. Wilson, are you happy?

Mr. Wilson: No, I am not.

Interviewer: Why? You have got a job, you live in a flat with two bedrooms. You have got a car.

Mr. Wilson: Yes, but my job is very difficult. My car is old and slow. I'd like to live in a large house. And I'd like to have a new job, too.



2. Say whether you are happy. Say what you'd like to have or change in your life to be happy.

3. Put the verbs in brackets into the Present Perfect or the Past Perfect tense form. Say what the difference is between these two tense forms.

1. You can have this newspaper. I _____ (finish) reading it.

2. It wasn't raining when I left for school. It _____ (stop) by that time.

3. I am not hungry. I already _____ (eat).

4. It was 10 p. m. I already _____ (finish) my homework and I was ready to go to bed.

5. Carol missed her lesson of English yesterday because of a traffic jam. By the time she got to school, her lesson already _____ (begin).

6. Our family had no car at that time. We _____ (sell) our old car.

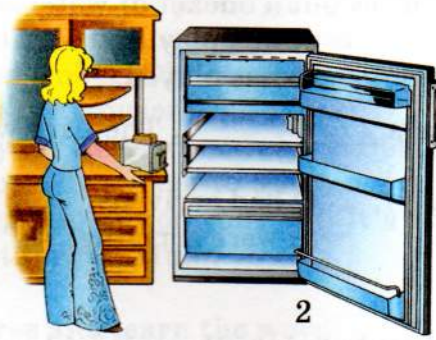
7. Do you want to watch that program? It just _____ (start).

8. We are late. The party already _____ (start).

4. Look at the pictures and say what chores must be done in each situation.



1



2



3



4



5



6

❖ *Model:* the girl/ boy/ woman/ man must do in picture 1.

5. Make up sentences using the given words.

1. was, when, Linda, her, called, sleeping, mother.

2. 7 p.m., had, already, by, our, cooked, mother, supper.

3. house, Tom, cleaned, and, have, you, the, already.

4. was, in, old, 1999, I, years, seven.

6. Do the grammar quiz.

1. I was not hungry. I already _____.
 a) was eating c) had eaten
 b) have eaten d) ate.
2. Last night I went to bed at ten o'clock. I _____ already my homework by ten.
 a) have finished c) has finished
 b) finished d) had finished.
3. He _____ the guitar outside her house when someone opened the window and threw out a bucket of water.
 a) played c) was playing
 b) had played d) has played.
4. Mum, our guests _____. They are waiting for you in the lobby.
 a) are arriving c) had arrived
 b) have arrived d) were arriving.

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

1. When she _____ (ring) the office yesterday, Jack already _____ (go out).
2. They _____ (lock) the gates when I _____ (got) there.
3. By the time we _____ (arrive), the concert _____ (be over).
4. I _____ (just vacuum-clean) the carpet when the dog _____ (come) in. The dirt from the dog _____ (fall) off on the carpet and it _____ (become) dirty again.
5. I _____ (decide) to tell the truth. It will be better for my friend to know it.

Unit 4. CLOTHES

Lesson 31

1. Read the dialogue and role-play it with your partner.

Mother: Harry, it's seven o'clock. It's time to have breakfast and go to school. What are you doing?

Harry (Brenda's brother): I'm putting on my clothes. Where are my socks, Mum?

Mother: They must be in the place you put them yesterday. Where did you put them, I wonder (мені цікаво)?

Harry: I don't remember. Oh, here they are, under the chair. And where are my trousers and shoes?

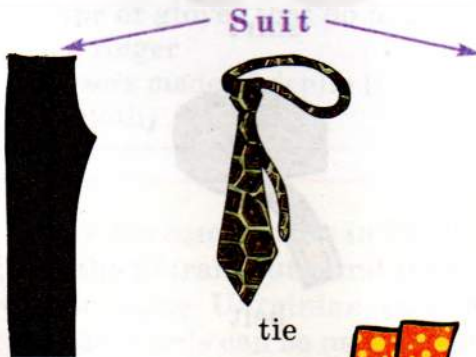
Mother: Here are your trousers and shoes. Get dressed quickly. Look at the clock. It's time to go to my office. I shall be late. Don't forget to put on your hat. It's cold today.

Harry: I shall not forget, Mum.

2. Look at the pictures and learn the words.



jeans



trousers

tie



jacket



T-shirt



mittens



socks



shoes



gloves



tights



blouse



skirt



dress



boots



shirt



cap



hat



belt



sleeve



collar



coat

3. Match the words with their definitions.

1. suit	a. a piece of clothing that you wear on your foot inside your shoe or boot
2. jacket	b. a soft shirt with short sleeve and no collar
3. sleeve	c. a long narrow piece of cloth tied in a knot around the neck, usually worn by men
4. collar	d. a set of clothes made of the same material, usually including a jacket with trousers or skirt
5. tie	e. a piece of women's clothing made of very thin material that fits tightly over the feet and legs and goes up to the waist
6. belt	f. the part of a piece of clothing that covers all or part of your arm
7. sock	g. a type of shoes that covers your whole foot and lower part of your leg
8. jeans	h. the part of a suit that covers the top part of your body/ a short, light coat
9. mittens	i. a band of leather, cloth etc that you wear around your waist to hold up your clothes or for decoration
10. T-shirt	j. the part of a shirt, coat etc that fits around your neck, and is usually folded over.
11. tights	k. a type of gloves that do not have separate parts for each finger
12. boots	l. trousers made of denim (a strong, usually blue, cotton cloth)

REMEMBER!

There are some nouns in English that can be used only in the plural. But mind that they do not always have the same Ukrainian equivalents. Sometimes Ukrainian words can be used in the singular.

clothes	одяг (в українській мові це слово вживається лише в однині)
tights	колготи
trousers	штани (але: одна штанка)
glasses	окуляри
jeans	джинси
scissors ['sɪzəz]	ножиці

4. Look at your partner and say what he/ she is wearing.

5. Read the rhyme and learn it.

The Kittens' Clothes

Jeans and trousers,
Sweaters and shirts,
Socks and tights,
And jackets and skirts.
T-shirts, shoes,
High boots and mittens,
These are the clothes of the kittens.

6. Read the text and make the outline of its contents.

British Costumes¹

In different parts of Britain you can see different styles of dress.

In Scotland², the men wear a skirt. It is called a kilt³, they wear it with long socks and a sporran⁴. The kilt is made of tartan⁵ which has checked patterns.

In England, businessmen usually wear dark suits and bowler hats⁶ and carry black umbrellas.

In Ireland, for traditional Irish⁷ dancing, the costumes are decorated and dancers wear heavy shoes which are called clogs⁸.



¹ costume ['kɒstjʊ:m] – одяг, костюм

² Scotland ['skɒtlənd] – Шотландія

³ kilt – спідниця шотландця

⁴ sporran ['spɒrən] – шкіряна сумка з хутром

⁵ tartan [tɑ:tən] – шерстяна матерія з узором у клітинку (шотландка)

⁶ bowler hat [['bɒlɪl] [hæt]] – котелок (капелюх)

⁷ Irish ['aɪrɪʃ] – ірландський

⁸ clogs – важкі танцювальні черевики, які, як правило, створюють шум під час танцю

7. Retell the text in exercise 6.

Lesson 32

1. Read the dialogue and role-play it with your partner.

Tim: Oh, what a wonderful dress!
Oksanka: We're going to the theatre tonight, Tim. Would you like to go with us?
Tim: Of course, I would.
Brenda: Then put on this suit.
Tim: What's this?
Oksanka: It's a tie.
Brenda: Don't take it off. It suits you.
Tim: It's really an interesting thing.



2. Practise speaking as it is given in the model.

❖ **Model:** **A:** Put on your coat.
B: I am putting on my coat.
A: Take off your shoes.
B: I am taking off my shoes.

3. Read the words and expressions with their translation. Learn them.

to dress neatly [[dres] ['ni:tlɪ]]
 a dressing style
 sophisticated [sə'fɪstɪkeɪtɪd]
 untidy [ʌn'taɪdɪ]
 well-dressed
 badly-dressed
 a pattern ['pætə:n]
 checked ['tʃekt]
 solid ['sɒlɪd]
 striped [straɪpt]
 flowered [flaʊəd]
 polka dot [['pɒlkə] [dɒt]]
 purple [pə:pl]
 beige [beɪʒ]
 turquoise [tə:'kwɑ:z]
 occasional [ə'keɪʒənəl]

одягатися охайно
 стиль одягу
 вишуканий
 неохайний
 добре одягнений
 погано одягнений
 узор
 в клітинку
 однотонний
 смугастий
 візерунок з квітами
 візерунок з кружальцями
 пурпуровий
 бежевий
 кольору морської хвилі
 повсякденний

4. Read the dialogue and make up a similar one.

A: Are you here with your brother?

B: Yes, I am.

A: Where is he?

B: He is talking to the boys.

A: Which one is your brother? (Котрий з них твій брат?)

B: The one in the blue jeans and a turquoise shirt. (Той, що у ...)

A: The one with a fair hair?

B: No, the one with a dark hair.

A: Oh, I see.

5. Make up as many sentences as you can using the tables given below.

a) My sister	is wearing is	a checked	turquoise	suit
My niece		a striped	beige	jacket
My friend		a flowered	pink	skirt
My neighbour		a solid	yellow	dress
		well-dressed	dark blue	shirt
		badly-dressed	light blue	sweater
			brown	
			orange	

b) His brother's	dressing style	is	tidy
Her mother's			untidy
Their aunt's			sophisticated
			neat

6. Look at the pictures and say:

a) what colour these things are;

b) what their pattern is. There is a model to help you.

❖ *Model:* It is a solid orange jacket. It is a flowered yellow skirt.





7. Speak and then write 7–8 sentences about your dressing style.

8. Describe the styles of dress of people in the photos.



Lesson 33

1. Read the dialogues and role-play them with your partner.

a)

Oksanka: What a **strange** style of dress!

Brenda: It's not a style of dress. I fell into the **puddle** ([pʌdl] калюжа).

Oksanka: Oh, **that's terrible**. Why did you fall?

Brenda: It was very dark in the street and I couldn't see that puddle.



b)

Oksanka: I like to wear trousers.

Tim: But girls must wear skirts and dresses.

Oksanka: Oh, don't be so **querulous** ([ˈkwe-rələs] буркотливый). I have got a friend from Scotland. His father wears a skirt.



2. Look at the pictures and describe the dressing styles of the children.



Remind and remember!

It's	my your his her our their Brenda's	sweater.
------	--	----------

It's (sweater)	mine. yours. his. hers. ours. theirs. Brenda's.
----------------	---

3. Read the dialogue and make up a similar one.

Mr. Black: Brenda, whose sweater is this? Is it yours or Harry's?

Brenda: It's Oksanka's.

Mr. Black: Well, why is it here?

Brenda: I don't know.

Mr. Black: And whose socks are these? Are they yours, Harry?

Harry: Mine? Pink socks?

Brenda: Well, they aren't mine.

Harry: Perhaps, they are yours, Dad.

Mr. Black: Harry! Don't be so smart!

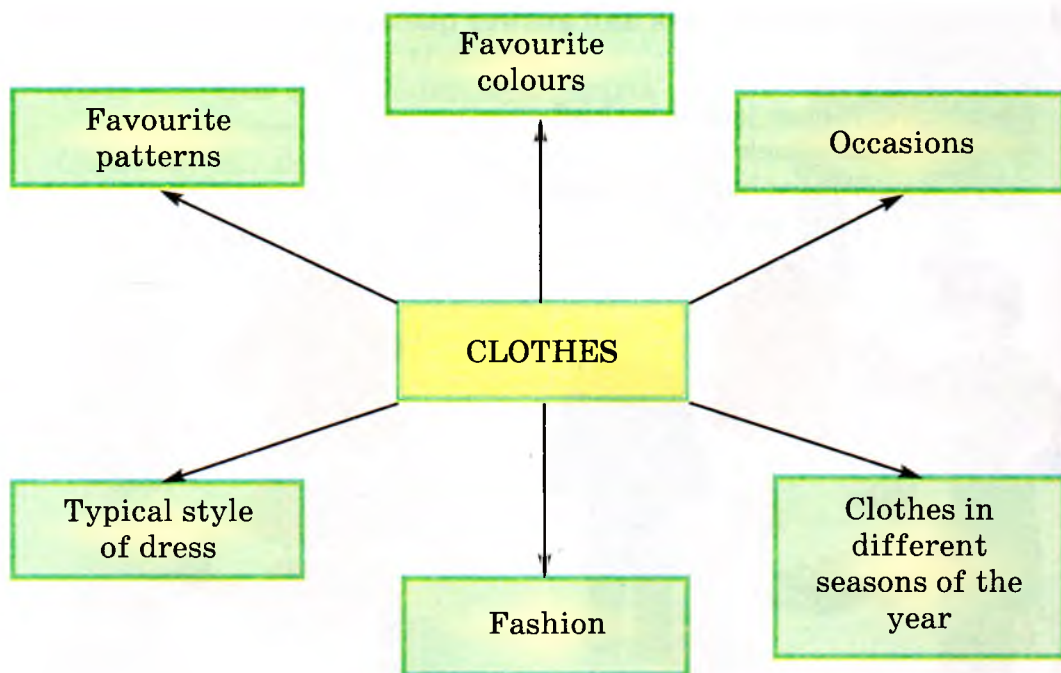
4. Look at the picture. Ask and answer questions as it is given in the model.

❖ *Model:* Whose jacket is this?
It's Jack's.
Whose boots are these?
They are Mike's.



5. Translate the sentences into English.

1. Стиль одягу моєї тітки завжди дуже вишуканий, але мій дядько часто буває погано одягнений. 2. Одяг мого сусіда є неохайний. 3. Зараз я одягнена у голубе (світло-синє) в клітинку плаття. 4. Моя сестра не любить бути гарно одягненою. 5. Ви хочете однотонний чи кольоровий світер? 6. Покажіть мені, будь ласка, ту блузку кольору морської хвилі. 7. Я б хотіла бежеве пальто.

6. Speak and then write 6–7 sentences about clothes. Use the mind-map given below.

REVISION (Unit 4)

Lesson 34

1. Read the dialogue and role-play it with your partner.

Brenda: Good afternoon.

Shop-assistant: Good afternoon, lady.

Brenda: Could you change this sweater, please. I bought it yesterday for my nephew.

Shop-assistant: Why? What's wrong with it?

Brenda: It's the wrong size.

Shop-assistant: Is it too big or too small?

Brenda: It's too small for him.

Shop-assistant: I'm sure this sweater will be the right size for your nephew.

Brenda: Thanks a lot.



2. Make up alternative questions as in the model.

❖ *Model:* It's a beige dress. (purple) – Is it a beige or a purple dress?

1. Mike is wearing a checked brown jacket. (black)

2. Steve has put on a turquoise T-shirt. (pink)

3. Mel wears a sweater with short sleeves to school. (long)

4. We like sophisticated dressing style. (untidy)

5. The girls are in polka dot skirts, beige tights and nice purple blouses with white collars. (checked skirts)

3. Look at the picture and role-play a similar situation with your partner.



4. Read the dialogue and make up a similar one.

A: What a **fantastic** coat. Was it expensive?

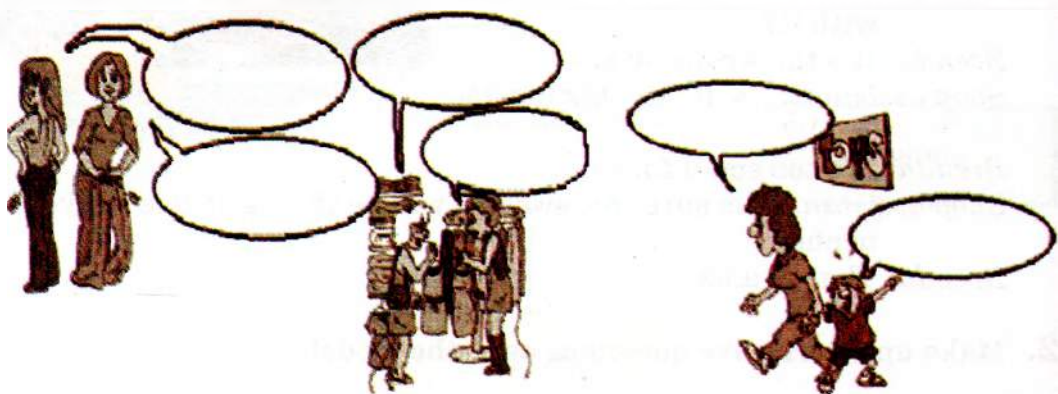
B: It cost a **fortune**. But the material is beautiful. And it's got a **silk lining**.

A: Where did you get it?

B: I saw it in the **window of that new shop** downtown, you know. It's called «Chic».

A: Yes, I know. They have some lovely **stuff**, don't they?

5. Look at the pictures and guess what the people's conversations are.



6. Mini project.

1) Look through 4–5 fashion magazines and make notes about modern style of dress for men and women. Don't forget to include pattern and colour preferences.

2) Choose some pictures to illustrate your notes.

3) Have a talk in front of the class with the information on the present day fashion trends.

4) Answer questions of your classmates.

Lesson 35

Optional.

THE SECOND TERM

Unit 5. FOOD AND DRINKS

Lesson 36

1. Read the dialogues and role-play them with your partner.

a) *Mother:* Where is the cake that I put on the table?

Jimmy, her son: I have given it to a hungry boy, mummy.

Mother: It's very nice of you. And who is that hungry boy?

Jimmy: He is standing in front of you.

b) *Teacher:* Mike, why don't you wash your face? I can see what you have had for breakfast this morning.

Mike: What is it, teacher?

Teacher: Eggs.

Mike: It is not right, teacher. I had eggs yesterday.



2. Read the descriptions of meals and say whether it is breakfast, dinner, or supper.

For this meal we usually have soup or borshch, sometimes meat and some vegetables. We may have some fish instead of meat. Then we usually have some fruit and something to drink, usually a glass of juice.

For this meal we usually have meat or fish. We may also have tea or milk with some cake or cookies. We don't usually eat much for this meal.

For this meal we usually have tea or coffee, sometimes cocoa. We may have eggs, bread and butter. We usually have this meal before going to school.

3. Read the tongue-twisters as quickly as you can.

How many cookies could a good cook cook?

If a good cook could cook cookies? A good cook could cook as much cookies as a good cook who could cook cookies.

A big black bug bit a big black dog on his big black nose!

Elizabeth's birthday is on the third Thursday of this month.

4. Look at the pictures and learn the words.



lemonade



milk cocktail



mashed potatoes



spaghetti



roast beef



pork chops



cookies/ biscuits



salad



pizza



tea



coffee



orange juice



cake



pie



soup



sweets/ candies



porridge



ice-cream



fried fish

5. Look at the restaurant menu and say what money Oksanka will have to pay for the dishes and drinks she ordered.

MEHIO			
Main courses:		Drinks:	
Beef steak	2,50	Coffee	0,80
Roast beef	2,30	Tea	0,50
Chicken	2,80	Milk	0,50
Fish	2,70	Apple juice	0,70
Mashed potatoes	1,30	Orange juice	0,80
Cheese omelette	1,75		
First courses:		Desserts:	
Tomato soup	0,80	Ice-cream	1,40
Vegetable soup	0,70	Apple pie	1,75
Borshch	1,20	Fruit salad	2,60
		Cookies	1,00

Oksanka Pavlyuk: Mashed potatoes and roast beef, vegetable soup, apple juice, fruit salad.

6. Make up dialogues using the phrases given below. Role-play the dialogues you have made up.

- A:** Can I take your order, Sir?
 Have you decided on something, Sir?
 Have you chosen anything, Sir?
 May I take your order, Sir?
- B:** Yes, I'd like to try the steak, please.
 Vegetable soup and roast beef for me, please.
 Yes, I think I'll have mashed potatoes, please.
 I'll just take a small salad, please.
- A:** And to follow?
 How about the sweet?
 What would you like afterwards?
 Do you want anything else?
- B:** Ice-cream, please.
 No sweet, thanks, just coffee.
 I'd like some fruit if you have any.
 Apple pie and some fruit juice would be nice.

Lesson 37

1. Read the dialogues and role-play them with your partner.

- a) *Brenda*: Oksanka, could you pass ([pɑ:s] передати, подати) me the salt, please?

Oksanka: Certainly.

Brenda: Thank you very much.

Oksanka: And the pepper ([ˈpepə] перець)?

Brenda: No, thank you.



b) At the Restaurant

Brenda: Waiter! I'd like the menu, please.

Waiter: Here you are.

Brenda: Thank you. ... I'd like some soup.

Waiter: What kind of soup?

Brenda: Vegetable soup. And I'd like a roast beef.

Waiter: Would you like a salad?

Brenda: Yes, please.

Waiter: What would you like for the main course?

Brenda: Oh, mashed potatoes, please.

Waiter: Anything for dessert?

Brenda: No, thank you.

Waiter: Would you like any drinks?

Brenda: Oh, yes. A glass of apple juice, please.

Waiter: What about you, young lady?

Oksanka: I'll have the same.

2. Read the dialogue and complete it with *a lot*, *much* or *many*.

Brenda: Let's make a cake, Oksanka!

Oksanka: That's a good idea! A chocolate cake!

Brenda: How _____ flour ([ˈflaʊə] борошно) do we need?

Oksanka: We need _____ flour. Give me the packet.

Brenda: How _____ sugar do we need?

Oksanka: Oh, we don't need _____ sugar – a cup will do.

Brenda: What about eggs? How _____ eggs do we need?

Oksanka: Not _____. Only two.

Brenda: And don't forget the chocolate. We need _____ chocolate.

Oksanka: Mmm, come on! Let's make it. I am hungry.

3. Say and then write down what you would like for breakfast, dinner and supper.
4. Read the text and say whether the statements after it are true or false. Correct the false ones.

In Britain it is very difficult to find a place where you can try the national British meals. On the contrary, there is a wide variety of international restaurants in the UK: Indian, Chinese and Italian restaurants are especially popular, but there are also many others. Apart from restaurants, there are also many take-aways, where you can buy cooked meals to take home.

There are many cafés and bars in the UK, many of them are self-service. Sometimes a waiter or waitress will serve you at the table.

Although the correct name for a midday meal is lunch, many English families call it «dinner». What is interesting enough is that English people do not wish each other «Good Appetite».

Tea is the number one drink in Britain and the average person has about four cups of tea a day.

1. If you are in Britain it is quite easy to find a typical British meal.
 2. There are three meals in Britain: breakfast, lunch and supper.
 3. All restaurants in the UK are of a take-away type.
 4. It is OK during meals not to wish «Good Appetite» in Britain.
 5. Coffee is as popular as tea in the UK.
 6. You must serve yourself in all British cafés and bars.
5. Do you know any typical meals from the following countries? What do you think influences a country's food?

- | | | | | |
|-----------|-----------|-----------|-----------|-------------|
| 1. France | 2. India | 3. Turkey | 4. Spain | 5. Italy |
| 6. Mexico | 7. Greece | 8. Russia | 9. Poland | 10. Ukraine |

6. Read the rhymes and learn them.

Breakfast in the morning,
 Dinner in the day,
 Tea comes after dinner, then comes time to play.
 Supper in the evening, when the sky is red.
 Then the day is over and we go to bed.

Irish Stew

How to make an Irish stew,
This secret is known but to only a few.
Take some shamrocks, must be green,
Soak in a jug of Irish Potheen.
Take some apples or should it be pears?
Hide them under the kitchen stairs.
A pinch of salt with barley malt,
Two sticks of celery, one long one short.
Take a big pot to mix the lot in,
Give it a snort of pure Dutch gin.
Slowly boil till it smells just right,
Then throw it away in the middle of the night.
Now if you do just as I say,
You can eat Irish stew from September to May.

I Like to Eat!

I like hotdogs
I like beans,
I like eating in my jeans.

I like french fries
I like ham
I like eating in my jams.

I like cookies
I like pie
I like eating in my tie.

I like pancakes
I like juice
I like eating in my glasses.

7. Read these quotations about English food. Do all people have the same opinion about it? What conclusion can you make about British food?

«It takes some skill to spoil a breakfast – even the English can't do it!» – J.K.Galbraith, economist.

«On the Continent people have good food; in England people have good table manners». – George Mikes, writer and humorist.

«If the English can survive their food, they can survive anything!» – George Bernard Shaw, writer.

«Even today, well-brought up English girls are taught to boil all vegetables for at least a month and a half, just in case one of the dinner guests comes without his teeth». – Calvin Thrillin, American writer.

Lesson 38

1. Read the dialogue and role-play it with your partner.

Brenda: Let's have breakfast together on Sunday.

Susan: OK. But why don't you come to my house? On Sundays my family has a Japanese-style breakfast.

Brenda: Really? What do you have?

Susan: We usually have fish, rice, and soup.

Brenda: Fish? Now that's interesting.

Susan: We sometimes have salad, too. And we always have green tea.

Brenda: Well, I don't often eat fish for breakfast, but I love to try new things.

2. Look at the pictures and answer the questions. There is a model to help you.

❖ **Model:** Is it a fruit salad or a vegetable soup? – It's a fruit salad.



Is it a cake
or a pie?



Is it an
ice-cream
or cheese?



Is it an
apple or
a pineapple?



Is it a chicken
or roast beef?



Is it a veg-
etable soup
or borschch?

3. Make up dialogues using the tables given below.

A: What would you like for

the

first course?
second course?
dessert?

B: I would like

some
a
an

cake
fish
vegetable soup
ice-cream
borschch
mashed potatoes
chicken
mushrooms
apple pie
cookies

A: Would you like any drinks?
salad?

B: Yes, please. No, thanks.	Give me a	glass cup	of	juice milk coffee tea
--------------------------------	-----------	--------------	----	--------------------------------

A: Here you are.

4. Read the recipes (['resɪpt] рецепт кулінарний) in poems and learn them.

Cooking.

Once I fried a fish,
That was a tasty dish.
I tried my hand at meat,
It turned out a real treat.
I decided to be a cook,
And bought myself a book.
I mixed some ingredients for a cake,
Put it in the oven to bake.
It turned out really well,
I was under a magic spell.
I cooked some vegetables in a pot,
I served them piping hot.
My cooking was a great success
Alas my kitchen in a terrible mess.
Now my wife does the cooking,
Her meals are of the best.
She cooks with great zest.
The kitchen is again clean,
I feel somehow very mean.

Omelettes de Paris.

Take twenty eggs fresh from the freeze,
Mix together with plenty of cheese.
One frying pan covered in grease,
Look for fresh garlic, ask Paris Police.
Salt and pepper with a sprig of sage,
A couple of French Chefs foaming with rage.

A glass of Champus, no, make it two,
 Who is making this omelette, me or you?
 Light the fire it burns black coal,
 If you cannot make omelette you have no soul.
 So drink of your Champus do not despair,
 If no-one eats it the French won't care.
 Come put on your apron that shows the knees,
 For this omelette is made with plenty of Oui's

5. Read the sentences and say if they are true or false. Correct the false ones.

- a. Pears do not grow in the trees.
- b. Lemons grow in the trees.
- c. Cabbage doesn't grow in the trees.
- d. Carrot grows on bushes.
- e. Bananas grow on bushes.
- f. Grapes grow in the trees.

6. Fill in the blanks with *some* or *any*.

1. A: Mum, can I have _____ orange juice?
 B: Sorry, daughter. There isn't _____ juice in the fridge. You can have milk.
 A: No, thanks. I don't want _____ milk.
2. A: Have you got _____ bananas?
 B: Yes, Sir.
 A: Give me _____ bananas and _____ pears, please.
 B: How many, Sir?
 A: Well, five bananas and ten pears will do.

7. Make up short conversations using the language items given below.

❖ *Model:* I'll have grapefruit juice to begin with, and beefburger and chips to follow.

1. _____ egg-mayonnaise _____ a mushroom omelette.
2. _____ milk cocktail _____ grilled lamb chops.
3. _____ tomato juice _____ chicken salad.
4. _____ onion soup _____ roast beef.
5. _____ melon _____ Irish Stew.

Lesson 39

1. Read the dialogue, make up a similar one and role-play your dialogue with your partner.

Harry: Hello.

Oksanka: Hi, Harry. It's Oksana.

Harry: Hi, Oksanka. What's up?

Oksanka: Well, I was wondering if you'd like to go for a bite?
get something to eat?
have dinner?

Harry: Sure. What do you have in mind?

Oksanka: I'm in the mood for Italian.
feel like

Harry: I wouldn't mind Italian. I know a really good place downtown.
could go for

Oksanka: What's the name of it?

Harry: Mario's. They have the best pasta in town.
tastiest
hottest

Oksanka: Great! Let's go there.

2. Look up these words in a dictionary. Fill in the blanks with the words from the box.

appetizer	chef	fancy	smoking
bar	cook	fast-food	soup
breakfast	dessert	lunch	tip
brunch	dinner	non-smoking	waiter
buffet	dishwasher	salad	

People who work in a restaurant:

The person who serves your food is called a waiter.
The person who cooks your food is called a chef if
it is a cheap restaurant, or a cook if it is an expensive restaurant. A dishwasher is somebody who washes dishes. If the food and service is good, people usually leave a tip.

Meals and the time of day:

Most people eat fast food after they wake up. Around noon people have their midday meal, or lunch. And dinner is the meal that people eat in the evening. However, sometimes, especially on Sunday, people like to sleep in, so instead of having breakfast, they eat a meal between breakfast and lunch called brunch.

Parts of a meal:

At lunch or dinner sometimes people order a snack before the meal called an appetizer. A dessert or a pudding is often served alongside the main meal. After dinner, people sometimes treat themselves to coffee.

Types of restaurants:

It's nice to eat at a casual restaurant, but that can be expensive. Sometimes, if you are short of time or short of money, you might go to a fast-food restaurant because the food is cheaper and served faster. Some restaurants have a buffet, which means you take a plate up to a table loaded with food and you can put as much food as you want on your plate. Other restaurants have a bar where you can get an alcoholic drink while you are waiting for your table. Most restaurants these days have a bar and a lounge section.



3. Read the words and sort them out into two columns.

Pear, sugar, apple, butter, bread, sweet, lemonade, ice-cream, water, milk, plum, coffee, egg, potato, orange

Countable (ті, що можна полічити/ порахувати)	Uncountable (ті, що не можна полічити)

4. Correct mistakes in the given sentences.

1. I'd like glass juice, please.
2. Would you like an bread?
3. How many sugar do you want?
4. We haven't got much tomatoes.
5. I'd like a milk in my tea, Mum.
6. How much cherries do you want?
7. I'd like any apples, please.

5. Choose a topic and possible questions of the eating survey (['sə:veɪ] огляд, опитування громадської думки, дослідження) you are going to complete in class. There is a model of how to take a survey.

Survey on Favorite Food

- (1) What is your favorite food?
- (2) How often do you eat it?
- (3) What is your least favorite food?

Survey on Cooking

- (1) Who cooks in your family?
- (2) Who is a better cook your mom or your dad?
- (3) What do you know how to cook well?

Survey on Spicy Food

- (1) Do you enjoy spicy food?
- (2) What is the hottest food you've eaten?
- (3) Have you ever had food that was so hot you couldn't eat it?

Survey on Breakfast

- (1) Did you have breakfast this morning?
- (2) What do you usually have for breakfast?
- (3) Who do you eat breakfast with?

Survey on Lunch

- (1) Where do you usually have lunch?
- (2) What do you typically have for lunch?
- (3) Who do you eat lunch with?

Survey on Dinners

- (1) Where do you usually have dinner?
- (2) What time do you usually eat dinner?
- (3) What did you have for dinner yesterday?

Survey on Fast-food

- (1) Do you go to fast-food restaurants often?
- (2) What is your favorite fast-food restaurant?
- (3) Do you prefer fast-food or your mom's

Survey on Restaurants

- (1) How often do you eat at restaurants?
- (2) What is your favorite restaurant?
- (3) Do you usually leave a tip?

Survey on Ordering Food

- (1) How often do you order food at your home?
- (2) Do you ever order pizza?
- (3) Do you ever order Chinese food?

❖ Model:

- A:** Excuse me, I'm doing a survey on _____.
Would it be OK if I asked you a few questions?
- B:** Sure. Go ahead.

6. Suggest the results of your survey you have taken using exercise 5 (lesson 39) as it is given in the model.

❖ *Model:*

The majority of the pupils in the class . . .

Most pupils in this class . . .

Quite a few pupils in this class . . .

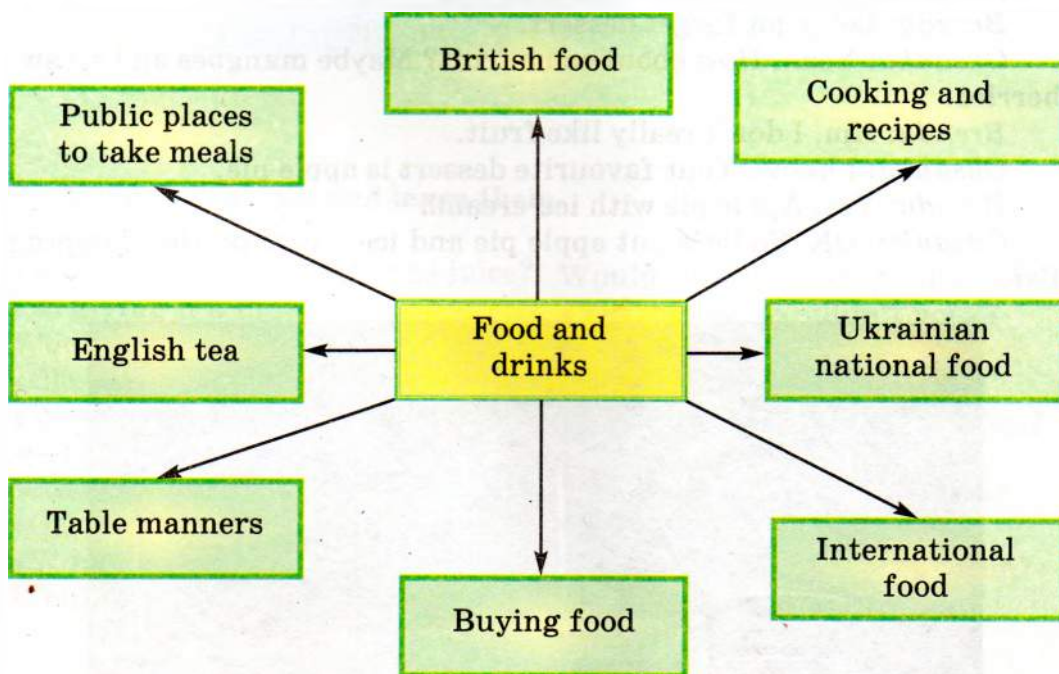
About half of the pupils in this class . . .

Hardly any of the pupils in this class . . .

Almost no one in this class . . .



7. Speak and then write about food and drinks.



REVISION (Unit 5)

Lesson 40

1. Read the dialogue and role-play it with your partner.

Brenda: What do we need for the **barbecue**?

Oksanka: Well, we need **hamburger meat** and **hot dogs**.

Brenda: We have some hamburger in the **freezer**, but we don't have any hot dogs.

Oksanka: Right, and there aren't any **buns**.

Brenda: Do we need any juice?

Oksanka: Yes, we do. Let's buy some juice and some lemonade, too.

Brenda: All right. And how about some potato salad?

Oksanka: Great idea!! Everyone likes potato salad.

Brenda: Let's not forget dessert.

Oksanka: Yeah. How about some fruit? Maybe **mangoes** and **strawberries**.

Brenda: Hm. I don't really like fruit.

Oksanka: I know. Your favourite dessert is apple pie.

Brenda: Yes. Apple pie with ice-cream!!

Oksanka: OK. So let's put apple pie and ice cream on the **shopping list**.



2. Find 15 words on the topic «Food and drinks» in the box of letters given below. Make up 5 sentences with the words.

v	e	g	e	t	a	b	l	e	s
a	c	m	d	s	a	l	a	d	t
e	j	a	c	o	f	f	e	e	e
m	u	s	h	r	o	o	m	s	a
b	i	h	i	f	i	s	h	s	k
i	c	e	c	r	e	a	m	e	f
m	e	d	k	u	g	p	i	r	h
v	t	k	e	i	l	p	l	t	j
u	x	a	n	t	q	l	k	o	r
p	l	u	m	y	n	e	s	w	p

3. Read the rhymes and learn them.

«Would you like some orange juice? I'm giving it a squeeze.	Would you like a lot of them?»
Would you like a nice long drink?»	«Yes, please. Wouldn't you?»
«Oh, yes, please!»	«Would you like a hamburger?
«Would you like some vegetables?	It looks very good.
Would you like some peas?	Would you like some sandwiches?»
Would you like some tomatoes?»	«Yes, I would!»
«Oh, yes, please!»	«Would you like some coffee?
«Would you like a pineapple?	Would you like some tea?
Would you like two?	Would you like some ice-cream?»
	«Me! Me! Me!»

I like to eat

I like carrots, I like peas, I like cabbage, I like cheese.
 I like mushrooms, I like beans, I like apples and that means:
 I like food any way you cook it, I like food any way you look at it.
 I like chocolate, I like potatoes, I like salads, I like tomatoes,
 I like eggs, I like bread, I like fish, as I have said:
 I like plums, I like sausage, I like butter, I like mustard,
 I like ice-cream, I like toast.
 Can you guess what I like most?

4. Look through the rhymes in exercises for unit 5 and sort out the food words into groups and complete the table. Use the dictionary if necessary.

Fruit	Vegetables	Meat / poultry / fish	Dairy products	Wheat and other corn products	Cooked dishes	Dessert	Soft drinks

5. Read the riddles and guess them.

1. This little red lady is hard to be found,
As only her green plait sticks out of the ground.

(carrots)

2. Little old uncle, dressed in brown.
Take off his coat.... Now tears run down.

(onions)

6. Mini project.

- 1) Your class is going for a picnic/ barbeque next Saturday. You and your partner are responsible for the food supply. Make a list of dishes necessary for the class to feel good at the picnic.
- 2) Make a shopping list of products needed to cook the dishes mentioned in your list.
- 3) Make a calculation of the money necessary to buy all the necessary stuff for the picnic.
- 4) Present your lists and calculations for your class discussion.



Unit 6. HOLIDAYS AND TRADITIONS

Lesson 41

1. Read the dialogue and role-play it with your partner.

Brenda: Hi, Oksanka. Did you have a good weekend?

Oksanka: Yes, I did. But I feel tired today.

Brenda: Really? Why?

Oksanka: Well, on Saturday I cleaned the house and played tennis. Then on Sunday I hiked in the country.

Brenda: And I bet you studied, too.

Oksanka: Yeah. I studied on Sunday evening. What about you?

Brenda: Well, I didn't clean the house and I didn't study. I stayed in bed and watched TV.

Oksanka: That sounds like fun.

2. Look at the pictures and match them with the names of family holidays.



- The Day of Knowledge.
- Mother's Day.
- New Year's Day.
- Birthdays of family members.
- Christmas Eve.

3. Read the text and compare the writer's family traditions of Christmas celebration with those of your family. Pay attention to the words in bold type. Use the dictionary if necessary.

Memories of Christmas

For me, Christmas celebration had always begun by December. In late November my sister and I sat down at the desk and wrote a letter to Father Christmas. We wrote about all the presents we wanted. Of course we didn't **mention** about our **naughty tricks** we had done to our parents for the whole year.

On **Christmas Eve**, the whole family helped to decorate the house, **put up** the Christmas tree which our father had bought the day before, and **blow up** the **balloons**. So by the time Auntie Kate and my two cousins arrived everything had been ready.

As we were children we tried **to stay awake** as long as possible to see Father Christmas but the next thing we remembered it was the morning – Christmas morning!

At the bottom of the bed there were our **stockings**. Somebody had filled them with all kinds of small presents and sweets. Christmas morning was always bright and sunny.

In the afternoon we had a huge Christmas cake which our mother had covered with snowmen and **polar bears**.

By bed time we had been really tired, so as soon as we turned off the light, we all fell into a deep, healthy sleep.



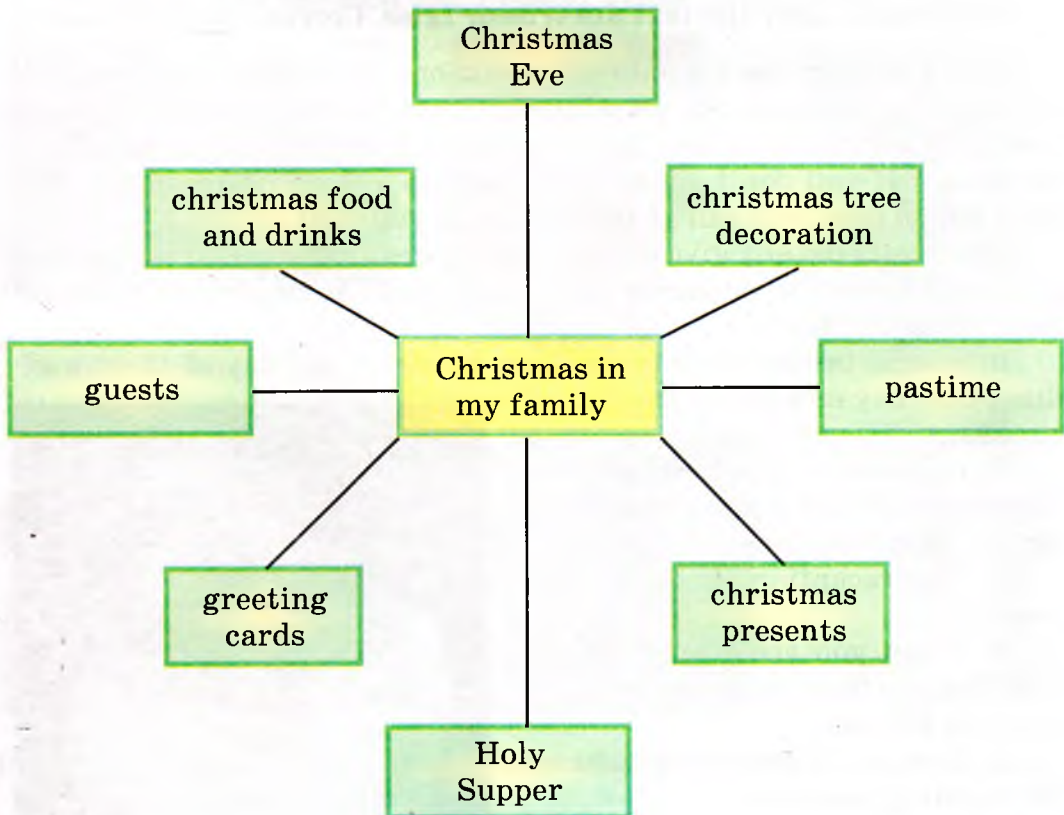
4. Read the text in exercise 3 and do the quiz.

1. Who do you think reads the children's letters before Christmas? Why?

- a) Father Christmas.
 - b) Their parents.
 - c) Nobody.
2. What happened on Christmas Eve?
- a) The writer stayed awake all night.
 - b) Somebody put presents in his stocking.
 - c) The writer saw Father Christmas.
3. What did the children do in the afternoon?
- a) They watched TV.
 - b) They made a snowmen.
 - c) They had their meals.



- 5. Arrange these things in the order the children did them. Use the text in exercise 3.**
- Put up the Christmas tree.
 - Put their stockings at the bottom of their bed.
 - Wrote a letter to Father Christmas.
 - Blew the balloons.
 - Had their Christmas cake.
 - Opened their stockings.
- 6. Speak about your family traditions when you celebrate your family holiday.**
- 7. Write a story about one of your family holidays you celebrated last year. Include your family traditions in the story.**
- 8. Use the mind-map given below to speak about Christmas holidays.**



Lesson 42

1. Read the dialogue and role-play it with your partner.

Brenda: Look at this **headline**, Oksanka.

Oksanka: Wow!! So many people in the United Kingdom **get divorced!!!**

Brenda: Is it the same in Ukraine?

Oksanka: I don't think so. In Ukraine some marriages **break up**, but most **couples** stay together.

Brenda: Do people **get married** young?

Oksanka: Not really. Very few people get married before the age of 20.

Brenda: Hmm. Do women usually work after they get married?

Oksanka: Yes, a lot of women work even after they have their babies. But some stay home and **take care** of their families.



2. Read the text about a wedding in Indonesia and say whether the statements after the text are true or false. Correct the false ones.

Every country has its national traditions on certain occasions. For example, in Indonesia the **wedding ceremony** is open only for the close family. The friends do not go to see it, but they are **welcome** at the **reception**. If you don't get an **invitation** to a wedding reception, but your friend does, you can go together with your friend.

The guests usually **give** money as their wedding present, which they put into a box at the **entrance** to the reception. At the reception people can't drink alcohol.

Indonesia **brides** don't cover their heads on the day of their wedding, but they must wear traditional clothes.

1. Indonesian families invite to the reception the people they have known for a long time.

2. The reception is before the wedding.

3. When you are a guest at the wedding you have to give money as a wedding present.

4. You can drink some wine at the wedding reception.



3. Speak about a Ukraine wedding. You must include:

- a wedding ceremony.
- a wedding reception.
- bride and groom's clothes.
- guests' clothes.
- food and drinks.

4. Use the words and word-combinations to speak about one of the family holidays suggested in exercise 2 (lesson 41).

- to wake up earlier than usually;
- to clean / to tidy up the flat;
- to do the shopping;
- to buy all the necessary things for the holiday;
- to bake a holiday cake;
- to congratulate on
- to gather around the holiday table;
- to make . . . happy.

5. Use the pictures in the mind – map and speak on the topic «Family holidays». Use the Past and Present Tense forms you have learnt.



Family Holidays



6. Write 8–9 sentences about the wedding ceremony and reception you visited last time.

Lesson 43

1. Read the dialogue and role-play it with your partner.

Harry: I'm going to a wedding this weekend.

What should I wear?

Brenda: You should wear formal clothes – a jacket and a tie.

Harry: What should I take?

Brenda: You should take some present.

Harry: Is money OK?

Brenda: I think so.



2. Read the text and fill in the blanks with the given words.

Food, uncle, dancing, party, late, noise, great, join.

Last year in July, we had a big _____ to celebrate my mum and dad's fifteenth **wedding anniversary**¹. We had it at my grandparents' house and invited all the _____ and a lot of my parents' friends.

First my cousin and I lit the **barbecue**². Then we served the _____. But while I was talking to my _____ we burnt the sausages. While the guests were _____, the party went on until really _____. One of the neighbours came to **complain**³ about the noise. But we invited her to _____ us and she forgot about the _____. All in all it was a _____ party!

wedding anniversary¹ [[ˈwedɪŋ] [əniˈvɜ:səri]] – річниця весілля

barbecue² [ˈbɑ:bəkjʊ:] – барбекю

complain³ [kəmˈpleɪn] – скаржитися

3. Retell the story from exercise 2 (lesson 43) speaking about:

- how it began;
- during the party;
- how it ended.

4. Read the tongue twister as quickly as possible.

William always wears woolen vest in Winter.

Victor, however, will never wear woolen underwear even in the Wild West.

5. Match the words to make up word combinations. Make up a short story using the words and word combinations you have matched.

Christmas
blow up
decorate
a letter to
mention
put up
stockings with
bright and
snowmen and
Christmas

sunny
Father Christmas
naughty tricks
cake
polar bears
celebrations
the house
balloons
a Christmas tree
sweets and presents

6. Speak about holidays illustrated in the pictures.



Lesson 44

1. Read the dialogue and role-play it with your partner.

Brenda: Have you heard about the American tradition of making New Year resolutions?

Oksanka: Yes, but not much. Tell me more about it.

Brenda: Well, people believe that the new year brings them opportunities to get better, «to turn over a new leaf», as they say. So they promise themselves to behave better, to quit bad habits, to improve their health. They call these promises «New Year Resolutions».

Oksanka: That's a good tradition. Let's make our New Year resolutions.

Brenda: Oh?!



2. Complete the text with the given words.

Tree, chimney, present, pudding, snowman, turkey, beautiful.

It was a _____ Christmas day. As we arrived at my aunt's house, we could see a _____ in the garden and smoke coming from the _____. In their living room there was a lovely Christmas _____. After giving our _____, we sat down to dinner and ate an enormous _____ and then Christmas _____.

3. Read the proverb and explain its meaning.

Custom is the second nature.

4. Match the words and expressions to have synonyms.

- | | |
|---------------------|----------------------------|
| 1. quit | (a) continue |
| 2. cut down on | (b) stop |
| 3. keep doing | (c) reduce |
| 4. try harder in/at | (d) begin |
| 5. start | (e) give more effort in/at |

5. Make up your own sentences as it is given in the models:

1. quit ~ing ...

I've decided to **quit** smoking. _____

2. cut down on ~ing ...

I'm going to **cut down on** surfing the internet. _____

3. keep ~ing ...

I'm planning to **keep** helping my mom. _____

4. try harder at/in

I'm planning to **try harder in** English. _____

5. starting

I'm thinking of **starting** a Japanese course. _____



5. Read the example of New Year Resolutions and complete the table after the text.



This year is going to be better than the last year. I am going to work and live a good life. First of all, I've decided to learn another language. I haven't decided yet, but maybe it will be French or German. I'm also planning to **go on a diet**. And so, I'm going to **join** a health club. Also, I'm going to **jog** every morning. I **intend** to live a healthier life. I'm planning to **keep eating** lots of fruits and vegetables.

But, I am not just going to study and worry about my health. I am also going to live a happier life. I've decided to go on a trip. I'm not sure but maybe I will go to France. I'd like to see the Eiffel Tower and Louvre.

<i>Resolutions to study better</i>	<i>Resolutions to lead a healthier life</i>	<i>Resolutions to lead a happier life</i>

5. Write down at least two resolutions of your own for each section.

a. Resolutions to live a healthier life: _____

b. Resolutions to help my parents: _____

c. Resolutions to do well in school: _____

d. Resolutions to live a happier life: _____

e. Resolutions to be good to my friends: _____

f. Resolutions to protect the environment: _____

g. Resolutions to be a good citizen: _____

Lesson 45

1. Read the rhymes and learn them,

Christmas

I hear the joyful peeling of Christmas bells,
Santa has come to cast another of his spells.
The groaning of a fully loaded sleigh,
Tells that tomorrow is Christmas Day.
Children's eyes light up as they see the Christmas tree,
The room is decorated with garlands as colourful as can be.
A wonderful season of gladness and goodwill,
As Christmas stockings with goodies overspill.
For dinner there will turkey with all of the trimmings,
Grown ups will hold glasses that are over brimming.
Many will go to Church to a midnight rendezvous,
My thoughts will be with my loved ones, and of course You.
Candles will be lit with incense in the air,
People will smile and show, that they care.
I will raise my glass to toast that new born child,
That was born in circumstances that were so wild.
But stop there is something I forgot,
Do not forget the poor, for theirs is a hard lot.
Donate a little love and care and a meal that is hot.
Then we can really truly say,
What a wonderful Christmas Day.

Star light,
Star bright,
First star I see tonight,
I wish I may,
I wish I might,
Have the wish, I wish tonight.

Snow Flakes

Snow flakes silently falling all around,
 Covering in white the barren ground.
 Peace for a while has come to stay,
 Each tiny flake has found its way.
 Found its way through icy storm,
 Waiting for the sculpting form.
 Of winds blowing all to piled heaps.
 Snow that sunshine finally reaps,
 Winter will then say adieu,
 Spring will be here for me and you.

- 2.** You have learnt a lot about Christmas celebration in English-speaking countries. You are going to read a text about Spanish celebration of Christmas. Make up the outline of its contents.

Christmas in Spain

Christmas is a deeply religious holiday in Spain. The country's **patron saint** is the Virgin Mary and the Christmas season officially begins December 8, the feast of the **Immaculate Conception** ([i'mækjʊlɪt] [kən'sepʃn] непорочное зачатие). It is celebrated each year in front of the great Gothic cathedral in Seville with a ceremony called *Los Seises* or the «dance of six». **Oddly**, not six but ten costumed boys perform this beautiful **ritual** dance now. It is a **series** of **precise** movements and gestures which are quite **moving** and beautiful.

Christmas Eve is known as *Nochebuena* (Christmas Eve). It is a time for family members to gather together to **rejoice** and **feast** around the **Nativity scenes** (вертец) that are present in nearly every home. A traditional Christmas treat is *turrón*, a kind of **almond candy**.

December 28 is the feast of *Santos Inocentes* (Holy Innocents – поби́ття немовлят). Young boys of a town or village light **bonfires** and one of them acts as the mayor who orders townspeople to perform **chores** such as **sweeping** the streets. If you refuse to do that you must pay a fine which will be the price for the celebration.

As in many European countries, the children of Spain receive gifts on the feast of the Epiphany ([i:'pi:fəni] свято Богоявлення, Водохреще). *Los Tres Reyes Magos* (The Magi – pl, magus – [ˈmeɪɡəs] маг, чаклун, волхв) are particularly **respected** in Spain. Children



believe that they travel through the countryside reenacting their journey to Bethlehem every year at this time. Children leave their shoes on the windowsills and fill them with straw, carrots, and **barley** to feed the horses of the Wise Men. Their favourite is Balthazar who rides a **donkey** and leaves the gifts.

3. Read the text in exercise 2 (lesson 45) and compare traditions of Christmas celebration in Great Britain, Ukraine and Spain.

	<i>The feast names and the dates</i>	<i>The reason for the feast</i>	<i>Actions of people on that day</i>
Great Britain			
Ukraine			
Spain			

4. Match the words with their translations.

- | | |
|------------|---------------------------------|
| 1. respect | a. свято |
| 2. donkey | b. ритуал |
| 3. barley | c. точний |
| 4. sweep | d. тішитися, радіти, святкувати |
| 5. ritual | e. віслюк |
| 6. almond | f. ячмінь |
| 7. feast | g. замітати, підмітати |
| 8. rejoice | h. поважати |
| 9. precise | i. мигдаль, мигдальний горіх |

5. Sing a traditional Christmas song you can hear in any European Christian church during Christmas celebrations.

Jingle Bells

Dashing through the snow	A day or two ago
In a one horse open sleigh	I thought I'd take a ride
O'er the fields we go	And soon Miss Fanny Bright
Laughing all the way	Was seated by my side
Bells on bob tails ring	The horse was lean and lank
Making spirits bright	Misfortune seemed his lot
What fun it is to laugh and sing	We got into a drifted bank
A sleighing song tonight	

Chorus:

Oh, jingle bells, jingle bells
 Jingle all the way
 Oh, what fun it is to ride
 In a one horse open sleigh
 Jingle bells, jingle bells
 Jingle all the way
 Oh, what fun it is to ride
 In a one horse open sleigh

6. Retell the text in exercise 2 (lesson 45) according to the outline you have made up.

Lesson 46

1. Read the dialogue and role-play it with your partner.

Oksanka: Brenda, it can be a stupid question, but I don't know much about Halloween. What is it like?

Brenda: I'm sure you'll enjoy it. Such parties are usually great fun. People dress up in strange costumes and **pretend** they are ghosts and witches.

Oksanka: Oh... Are you sure I am going to like it? It sounds rather unusual.

Brenda: **Don't be silly.** We'll play games, dance and laugh a lot. And you know what, when the party is over, we'll put on white sheets and **knock at** our neighbours' doors and ask them «trick or treat?».

Oksanka: Trick or treat? What do you mean?

Brenda: Nothing dangerous. If they give us a treat – some sweets, nuts or cakes, we'll say thank you and go away. But if they don't we'll play a trick on them.

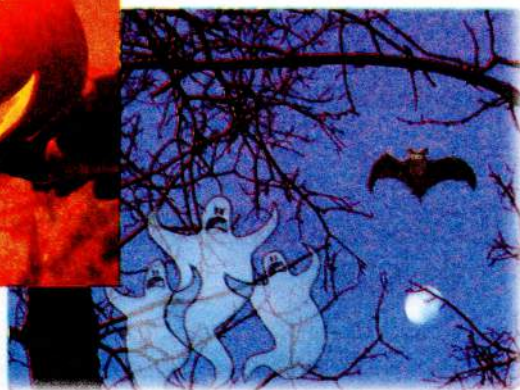
Oksanka: What kind of trick? What shall we do?

Brenda: We'll make a lot of noise, throw flour on their **front door - step**. Well, that's enough information for you. You'll see everything. Now can you help me to get ready for the party?

Oksanka: Of course. What shall I do?

Brenda: We'll cut an **ugly face** in a pumpkin and put a candle **inside**. It will shine through the eye **holes**.

Oksanka: How interesting! Let's do it.



2. Read the greetings for Christmas. Choose the one you like best, put it down on a Christmas card and send it to you partner.

Hoping Christmas brings
all your favourite things!
Happy holidays!



Season's greetings
and best wishes for
the New Year and
Christmas!



With Christmas
greetings and all
good wishes for the
New Year!



When you wake Christmas morning
Hope you find beneath the tree
So many lovely presents
You'll be happy as can be!

3. How many words can you make out of «Happy New Year»? You can find:

A delicious fruit.
A small green vegetable.
A bear's foot.
A horse's lunch.
The opposite of there.
The opposite of far.

A bird that lays eggs.
Your sister's son.
A short sleep during the day.
Something to write with.
Something to cook with.
Something to hear with.

4. Read the text and answer the questions given after it.

Easter all over the world

Africa. At Easter families come together. They share special food with Christians and non-Christians which is boiled or roasted rice with meat or chicken. In the Easter Vigil ([ˈiːstə] [ˈvɪdʒəl] Великодня утренья, нічна відправа у церкві) hundreds of people come to the church building decorated by Vitenge and Kanga, clothes **made up** in the form of **butterflies**, flowers, banana trees, etc. **Hymns** are accompanied by the beating of drums and Kigelegele, the **high-pitched** sounds made by women. After the Mass, traditional dances are held outside of the church. Then people return home to continue their celebrations with local food and drinks.

Argentina. Argentineans call it **Las Pascuas**. As in Spain and most South American countries, Easter celebration in Argentina is held as a **combination** of two separate big holidays: *Semana Santa* and *Pascua*. The first one means the whole of the Holy Week (**Palm Sunday** ([pɑːm] вербна неділя) or **Domingo de Ramos**, to Easter Saturday). And the Pascua is the holiday for the period from the **Resurrection Sunday** ([riːzəˈrekʃn] неділя Христового Воскресіння) to the next Saturday and in many communities the full **Passion Play** is represented or performed. For most people, this two-week period is the time for a great vacation and they enjoy this time with their families and friends.

Australia. This country has people from different parts of the world, so Easter is celebrated in a variety of ways. The main day of celebration of families of Anglo-Irish backgrounds is Easter Sunday. Some people go to church services and have **hot cross buns** for breakfast. These are a sweet fruit bun, which may have a **cross** on top. Children exchange Easter eggs, which are usually made of chocolate. Some are now made from sugar and have little toys inside.

England. Easter is celebrated by **exchange** of Easter Eggs. Gift range may vary from anything between money, clothes, chocolate or go on holidays together. Some people make Easter **bonnets** or baskets, which have things like **daffodils** in them or mini eggs. Children sometimes go to a local community center to enter an Easter bonnet **competition** to see whose bonnet is the best and the winner gets an Easter egg. The **Easter bunny** is a part of the Easter tradition in



England. The shops have thousands of them which people buy to give to each other.

France. The French call it **Paques**. The main celebration **sets off** on Good Friday (Страсна п'ятниця). Church bells do not ring for three days starting from Good Friday till the Easter Sunday. Early on Easter morning the children rush into the garden to watch the bells «Fly back from Rome».

Germany. The German call it **Ostern**. School children have about three weeks holiday at Easter, and no one works on Good Friday, Easter Saturday and Easter Sunday. Many people eat fish on Good Friday, and on Easter Saturday evening there is often a big Easter **bonfire** which is very popular. On Easter Sunday families have nice breakfasts together. Parents then hide Easter baskets with sweets, eggs and small presents. Friends exchange with hand-painted eggs decorated with traditional designs.

Italy. Italians call it **La Pasqua**. Easter is celebrated with a real big feast in this country. The Paschal feast is celebrated with Agnellino, Italy's special popular dish for the Easter. This is a roasted baby lamb. Children enjoy rich bread made especially for the Easter. It is in a shape of a crown with colored Easter egg candies.

1. What do people in different countries call the holiday of Easter?
2. When does this holiday begin in the countries you have read about?
3. What do people usually do on Easter Sunday?
4. What does this holiday have special for children?
5. What traditional food is present at Easter in different countries?
6. What kind of popularity does this holiday have in different countries?

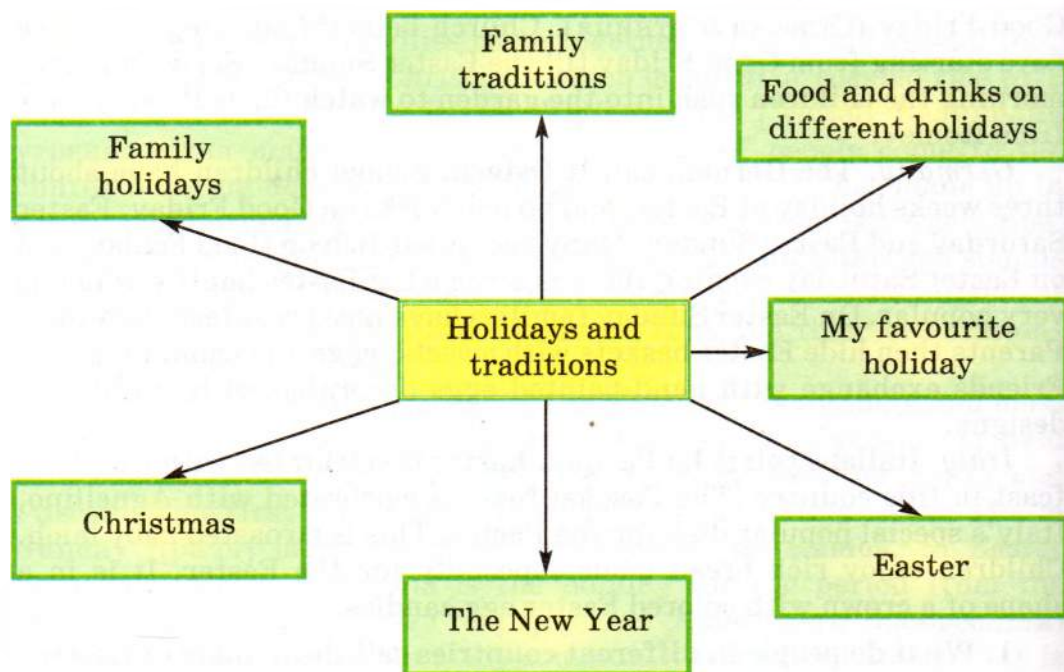
5. Speak and then write about Easter celebration that is typical for Ukraine (for your family).

6. Read the rhyme and learn it.

Easter everywhere *ісme eberibere*

Rabbits soft and cuddly, *resime coom my nazi,*
 Baby chickens, too. *seabi rininc, my*
 Easter eggs for baskets *icme isc pop dackim*
 White and pink, and blue. *batim eng nink, eng duno*
 Easter cards of greeting, *icme nappc op spiminc*
 Music in the air, *mozik in ze ec*
 Lilies just to tell us *inic gncain my man ac*
 It's Easter everywhere. *ime icme eberibere.*

7. Get ready to speak on the topic «Holidays and traditions». Use the mind map.



REVISION (Unit 6)

Lesson 47

1. Read the dialogue and role-play it with your partner.

Brenda: Oksanka, What are you doing?

Oksanka: Can't you see? I am painting an egg.

Brenda: What for?

Oksanka: Easter is coming. Don't you do that in Britain?

Brenda: Oh, I am not sure.

Oksanka: I have read in books that you paint the eggs for Easter and then exchange them with each other on Easter Sunday.

Brenda: That's interesting. You tell that for me, a Ukrainian girl, about British traditions. You are a very clever young lady, Oksanka.



2. Look at the pictures and correct mistakes that the painter has done.



❖ **Model:** People don't usually decorate their houses with a Christmas tree on Easter. They do that for Christmas.

3. Read the tongue-twisters as quickly as you can.

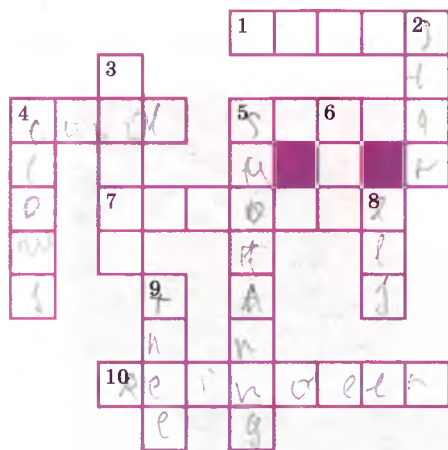
1. The thirty-three thieves thought that they thrilled the throne throughout Thursday.

2. I wish to wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.

4. Correct mistakes in the given sentences.

1. You can have this newspaper. I had finished reading it.
2. It wasn't raining when I left for school. It has stopped by that time.
3. I am not hungry. I had already eaten. 4. It was 10 p. m. I already have finished my homework and I was ready to go to bed. 5. Carol missed her lesson of English yesterday because of a traffic jam. By the time she got to school, her lesson has already begun. 6. Our family had no car at that time. We have sold our old car. 7. Do you want to watch that program? It had just started. 8. We are late. The party already (start).

5. Do the crossword puzzle «Christmas».



Across

1. Jingle _____.
4. Send a Christmas _____.
5. Mr. Claus.
7. Stingy old man.
10. Animals that pull the sleigh.

Down

2. Something to put at the top of the tree.
3. It covers your window.
4. _____ cane.
5. It hangs above the fireplace.
6. Egg _____. A Christmas drink.
8. Santa's helper.
9. The presents are under the _____.

6. Mini project.

1) Choose the holiday you like most of all. You are going to be a producer of this holiday celebration in your class.

2) Compose a celebration script assigning the roles and pupils to play these roles.

3) Think of all necessary decorations for the holiday and produce them.

4) Perform this holiday celebration in front of the class.

Unit 7. LEISURE TIME AND ACTIVITIES

Lesson 48

1. Read the dialogue and role-play it with your partner.

Oksanka: So, did you go out with Richard?

Brenda: Yeah. We went to a movie last Saturday. We saw Police Partners II.

Oksanka: Did you like it?

Brenda: Richard did, but I didn't. Of course, I told him I liked it.

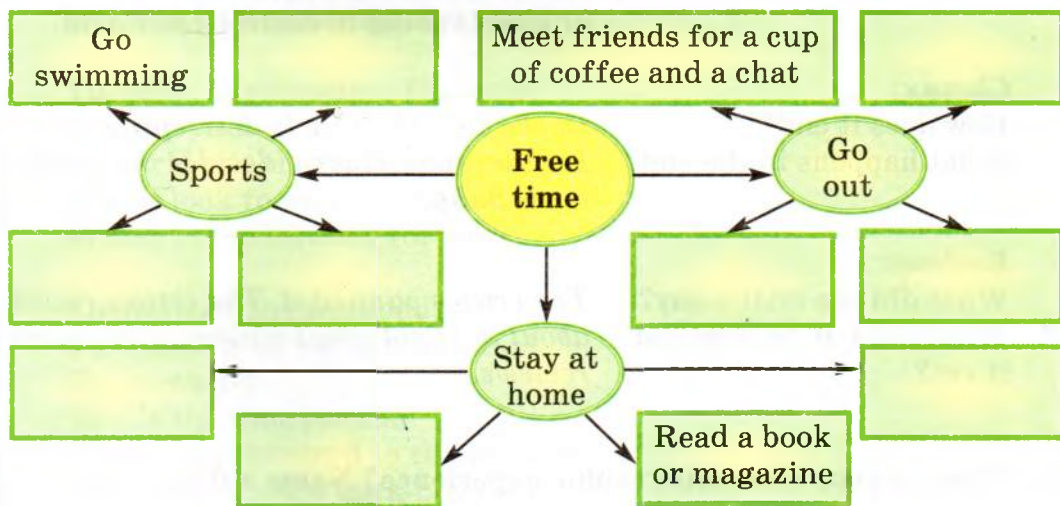
Oksanka: Yeah. So did you do anything else?

Brenda: Well, we went to a dance club.

Oksanka: Did you have fun there?

Brenda: Yeah, we had a great time. And we're going to go there again next week!

2. Brainstorming. What can people do in their free time? Add as many words as you can to the mind-map.



3. Match the words on the left with the words or phrases on the right.

- a. go on
- b. visit
- c. watch
- d. listen to
- e. do
- f. play
- g. go to

TV friends outings the park
music football the gardening

4. Use the table given below and speak about your favourite film.

Genre:

What kind of movie is it? *It's a comedy. It's a sci-fi (science fiction). It's a horror.
It's an action film. It's a romantic comedy. It's a cartoon.*

Actors/ Stars:

Who is in it? *Orlando Bloom is in it.*
Who's starring in it? _____ *is starring in it.*

Setting/ Background:

Where does it take place? *It's set in New York in the 60s.*
When does it take place? *It takes place on the moon in the future.
It takes place in a prison.*

Plot/ Story:

What's it about? *It's about two young people who fall in love on a sinking ship. It's about a meteor that is going to destroy the Earth.*
What happens in it?

Climax:

How does it end? *In the end, the ring is destroyed.*
What happens in the end? *In the end, Harry decides he really loves Sally.*

Reviews:

What did the critics say? *The critics panned it. The critics raved about it. It got great reviews. It got poor reviews.*
What kind of reviews did it get?

5. What is your cinematographic experience? Name a film:

- ... that is a sci-fi?
- ... that is a horror?
- ... that is an action movie?
- ... that is a romantic comedy?
- ... with Brad Pitt in it?
- ... that is starring Julia Roberts?
- ... with Mike Myers in it?
- ... starring Sean Connery?



- ... that takes place in space?
- ... that takes place in World War II?
- ... set in Asia?
- ... set on a train?
- ... that takes place in the 1800s?
- ... set in the countryside?
- ... that takes place in Europe?

- ... about people who fall in love?
- ... about people who take drugs?
- ... about police who are corrupt?
- ... about someone who wants to destroy the world?

6. Read the rhyme and learn it.

Monday, Monday:
 A bad day for everyone.
 Monday, and it's back to work.
 No one looks forward to a Monday,
 Monday is the first day for work.

Tuesday, Wednesday, Thursday
 Are for working,
 But Friday's the last day for work...
 We all look forward to a Friday,
 Friday is the last day for work.

Then comes the weekend,
 The right time for picnics...
 The weekend,
 That's the time for fun.
 We all look forward to the weekend,
 When our week's work is done,
 When our week's work is done

- Write 8–9 sentences about a film you saw last week. Use the table from exercise 4 (lesson 48).

Lesson 49

1. Read the dialogue and role-play it with your partner.

Brenda: I'm bored. Do you want to do something to-night?

Oksanka: Sure. What do you feel like doing?

Brenda: Well, I'm **in the mood for seeing a film**. How does that sound?

Oksanka: I **could go for a film**. What's playing?

Brenda: 'Attack from Planet Q' is playing at the Odeon theatre.

Oksanka: What's that about?

Brenda: It's a sci-fi about **aliens who invade China**. It takes place along the Great Wall during the Ming Dynasty.

Oksanka: Who's in it?

Brenda: It's starring Will Smith. He plays a **palace guard** who **uncovers** an alien plot to kill the **Emperor**.

Oksanka: What do the critics say about it?

Brenda: The critics say it's frightening and entertaining. It won 'Best Film' at the Cannes Film Festival.

Oksanka: OK. Let's see that. What time does it start?


Brenda: Show times are at 6:45 and 8:30.

Oksanka: Why don't we catch the 8:30 so that we can have a bite before we go?

Attack From Planet Q

Starring Will Smith

"Frightening and entertaining"
-Beijing Post



Odeon Theater
Showtimes
6:45, 8:30

Science Fiction: About aliens who invade China. The story takes place along the Great Wall during the Ming Dynasty. Will Smith plays a palace guard who uncovers an alien plot to kill the Emperor.

Best Film at 2002 Cannes Film Festival!

2. Use the dialogue from exercise 1 and make up your own one. Film posters, phrases below and exercise 4 (lesson 48) will help you.

2 Oscars including Best Actor!

The Last Cowboy

Starring Ken Watanabe



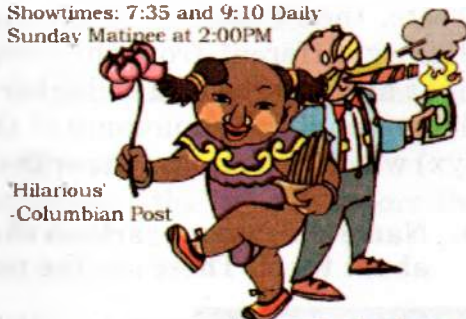
Western (2004): About a samurai warrior who travels to America. The story takes place during the California Gold Rush. Ken Watanabe plays a samurai warrior who is captured by cowboys and learns the 'way of the cowboy'.

Best Comedy at the Sunshine Movie Festival

Trading Jobs

Vogue Theater

Showtimes: 7:35 and 9:10 Daily
Sunday Matinee at 2:00PM



Comedy (2005): About two people who change jobs. The story takes place in Paris, France in the 1890s. Chris Black plays a nightclub dancer who changes places for a day with a duke played by Robin Williams. The duke discovers that he loves being a night club dancer and decides he doesn't want to be the duke anymore, especially since many people want the duke assassinated.

I'd like to see a film.
I feel like seeing a film.
I could go for a film.
I wouldn't mind seeing a film.
I'm in the mood for seeing a film.

3. The film festival is in town. Find out what films are playing from other students in the class. Find out as many details about the film as you can. Write the details down in the table below.

Title/ Genre	Plot	Setting	Actor/ Character	Show times/ Theatre	Critics/ Awards

4. Read the text and then retell it.

It's not a secret that all children like to watch TV, but especially they like cartoons.

Do you like cartoons? Of course, you do. But do you know how cartoons appear on your TV?

Any cartoon is a series of pictures. The painters draw pictures on sheets, then a photographer photographs them. Each picture is very slightly different from the previous one. For example, a character's right arm may be a little higher or lower. These small differences are the reason ([ri:zn] причина) of the character's movement ([ˈmu:vmənt] рух) when 24 photographs appear for one second.

5. Name the famous cartoon characters you know and say some words about them. These are the models to help you.



Mickey Mouse is the most popular cartoon character in the USA. You can meet him in Disney World.



Bugs Bunny is a rabbit. He likes carrots very much.



Donald Duck is a Mickey's good friend. He is rather clever.

Lesson 50

1. Read the dialogue and role-play it with your partner.

Brenda: I have tickets to The Phantom of the Opera on Friday night. Would you like to go?

Oksanka: Thanks. I'd love to. What time is the show?

Brenda: It's at 8:00.

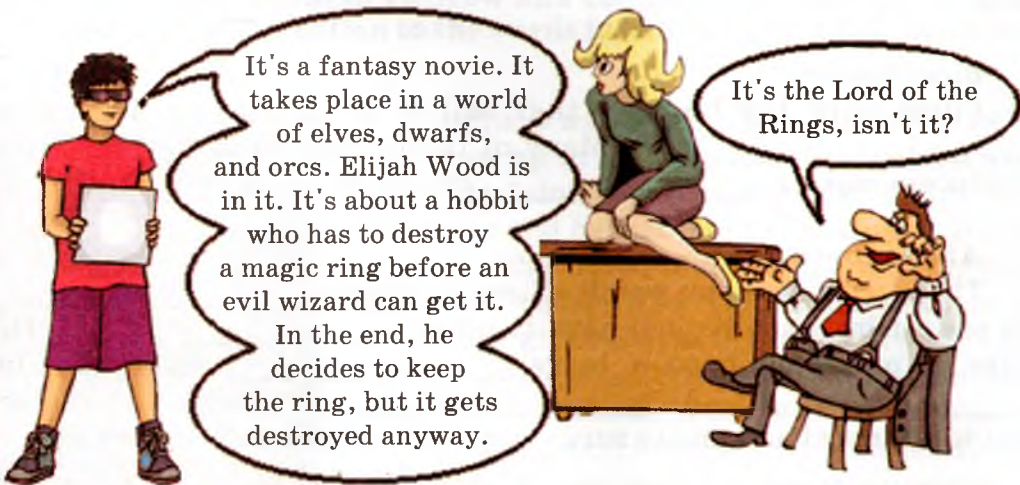
Oksanka: That sounds great. So, do you want to have dinner at 6:00?

Brenda: Uh, I'd like to, but I have to work late.

Oksanka: Oh, that's OK. Let's just meet at the theatre before the show, around 7:30.

Brenda: That sounds fine.

2. Look at the picture and make up a similar film riddle for your classmates to guess. Include the film's genre, setting, actors, plot, climax, awards.



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

Parts of the film:

The place or time a film takes place is called the _____.
 What happens in a film is called the _____. A film is usually
 broken up into many _____. The film is filmed with _____.

People in film:

The people who act in the film are _____.
A _____ is a part that an actor plays. The main actor is sometimes called the _____. When a famous person has a short appearance in a film it is called a _____.
An _____ is an unimportant person who acts in the background. A _____ is a person who watches films and writes reviews about them.

Movie Genres:

The type of film is the film _____.
A film that makes you laugh is a _____.
A film that makes you scream is a _____.
A film that is exciting with lots of guns and explosions is an _____ film. Films about the future or space are known as _____ films. And a film about real life is a _____. An _____ film has cartoon characters.



Blockbusters

Films with big budgets that sell a lot of tickets are called _____. Many of these films do so well that film producers make a _____, or part II.

At the cinema:

The place where you watch a film is called a _____.
To see a film, usually, you have to buy a _____. The film is projected onto a large _____ using a film _____. An _____ is a person who shows you to your seat and makes sure everybody is quiet during the film.

action	character	genre	screen
actors	cinema	horror	sequel
animation	comedy	plot	setting
blockbusters	critic	projector	star
cameo	documentary	scenes	ticket
camera	extra	sci-fi	usher

4. Match the problem column, the suggestion column and the answer column to make up small dialogues. There is a model to help you.

❖ **Model:** **A:** I'm late for school.
B: Why don't you go by bus?
A: No, I can run.

PROBLEM	SUGGESTION	ANSWER
I am ill.	How about a sandwich?	No, I'd rather talk to my friend.
I am tired.	Why don't you go by bus?	No, I'd rather take some medicine.
I have much free time today.	Let's have some rest.	No, I can run.
I am hungry.	Why don't you go to consult a doctor?	No, I'd rather go to the cinema.
I am late for school.	Let's watch cartoons on TV.	No, I am on a diet.

5. Read about Gwyneth Paltrow and complete the table given after the text. Pay attention to the words in bold type. Use the dictionary if necessary.



Gwyneth was born in Los Angeles in 1973. She **grew up** in a family closely **involved with** the **entertainment** business. Her father is a producer and her mother is an actress. At the age of 11 she moved to New York, and was educated at Spence, New York's most expensive school for girls. Gwyneth did not always want to be an actress and for a time she studied History of Art at the University of California.

Gwyneth soon decided that college life was not for her, and began **to pursue** a career in acting. 'Growing up, I loved Grace Kelly,' she says. 'She had so much **poise**, she was so stylish, she was a lady. And I loved Vanessa

Redgrave and Julia Roberts. Julia's **performance** in *Pretty Woman* was **inspirational**. Her performance really made me want to be an actress.'

In 1991 she began her film career in *Shout*, a film with John Travolta. Later, she played the young Wendy in Steven Spielberg's *Look*. There is a story that the Paltrow family were standing in a **cinema queue** one night, with a family friend, Steven Spielberg, and

that he casually asked if the 16 year old Gwyneth would like a part in *Hook*.

In 1995 she starred with Brad Pitt in *Seven*. Gwyneth and Brad fell in love and their romance became news. Everyone wanted to know more about the beautiful couple. Brad and Gwyneth got engaged and were going to get married. However, the relationship did not last.

Although Hollywood was **attracting** her, Gwyneth was keeping her distance. She wanted to choose her roles and star in interesting films – she **turned down** the leading part in *The Avengers* and in *Titanic*. She also chose to live in Greenwich Village, New York, rather than near Hollywood, on the West coast. 'Los Angeles just feels **shallow** to me,' she says. 'It's all show business.'

In 1996, Gwyneth started working on the first of three British films. Her first leading role was in the film, *Emma*, based on a book by Jane Austen. She was cast in preference to many other British actresses by the producer, Harvey Weinstein. In 1998 she starred with John Hannah and John Lynch in *Sliding Doors*, which was one of the most successful films of that year. And then in 1999 her role in *Shakespeare in Love* has made her even more famous, and won her an Oscar award for the best actress.

For the last several years, Gwyneth has spent 4 months each year **shooting** movies in Britain. 'I have spent quite a bit of time in England,' she says. 'I like it. I get it – the way to live, the sense of humour. I didn't when I first came. I thought, 'I'm an American and we speak the same language, it'll be the same'. But it's not. You have just got to **adapt**.'

Many people think that Gwyneth now speaks English better than any American actor before her. She is good at listening and **picks up** languages quickly – she is fluent in French and Spanish and is learning Italian. For Jim Carter, who acted in *Shakespeare in Love*, Gwyneth's accent is **enchanting**: 'I like her English accent more than her real one – when she speaks English she sounds like a princess,' he says.

Date of birth	Child-hood	Educa-tion	First appea-rances in film industry	The films Gwyneth starred in	The most succes-sful films	Her attitude to England	Present career success

6. Speak about Gwyneth Paltrow using the information from the table you have completed (exercise 5, lesson 50).

Lesson 51

1. Read the dialogue and role-play it with your partner.

Liz: Do you like jazz, Tom?

Tom: No, I don't like it very much. Do you?

Liz: Well, yes, I do. I'm a real fan of Wynton Marsalis.

Tom: Oh, does he play the piano?

Liz: No, he doesn't !!! He plays the trumpet. So, what kind of music do you like?

Tom: I like rock a lot.

Liz: Who's your favorite group?

Tom: The Cranberries. I love their music. How about you? Do you like them?

Liz: No, I don't. I can't stand them !!

2. Read the text and answer the questions.

Music

Everybody will probably agree that music plays a very important role in our life. We listen to music every day: concerts on TV or on the radio, or even music accompaniment of the films and advertisement melodies. We often sing when we feel happy, or when we celebrate different holidays.

Most people also like to produce music – to play different musical instruments. Very often girls prefer to play the piano, or the violin, but boys usually play the guitar or the accordion. But some boys choose the drums as their favourite musical instrument.

When many musical instruments play in a band, we call this band an orchestra. Of course, the music of the orchestra sounds the best.

1. What musical instruments can you name?
2. What do we call a band in which many musical instruments play the same melody?
3. What musical instruments do the girls usually play?
4. What musical instruments do the boys prefer to play?
5. Where and when can we listen to the music?
6. What role does music play in our life?

3. Look at the pictures and name them. Use the words given below.



It is a _____. _____.

(drums, trumpet, piano, guitar, accordion, violin).

4. Look at the pictures and read the names of the dances. Then make up sentences as it is given in the model.



folk dances
(Sue and Jack)



ballet
(Jane and Ted)



modern dances
(Rock-n-roll; Disco)
(Pam and David)
(Jessica and Steve)



ball-room dances
(Tango, Cha-cha)
(Brenda and John)
(Linda and Ron)

❖ *Model:* Pam and David are dancing rock-n-roll.

5. Read the dialogue and make up a similar one.

A: Do you play any musical instrument?

B: Yes, I do. I play the violin.

A: Oh, that's great. I know it is very difficult to learn to play the violin.

B: Well, any instrument is difficult to learn to play.

A: I wouldn't say so. It is easier to learn to play the guitar than the piano or the violin, for example.

6. Write in English.

1. Які бальні танці ти можеш танцювати? 2. Моя сестра грає на скрипці. 3. Я погоджуюся, що навчитися грати на скрипці дуже важко. 4. Я не вмію грати на гітарі. 5. Вальс і танго є бальними танцями. 6. Мені подобаються народні танці. – Ти вмієш танцювати народні танці? – Ні, я люблю дивитися їх по телевізору.

Lesson 52

1. Read the dialogues and role-play them with your partner. Then make up similar ones.

a. A: Would you like to dance?

B: Yes, with pleasure.

A: Do you often come here?

B: Not very often. I like the music here.

A: Yes, the music is very nice here.

b. A: What's your hobby?

B: I like to dance very much.

A: What kind of dances do you dance?

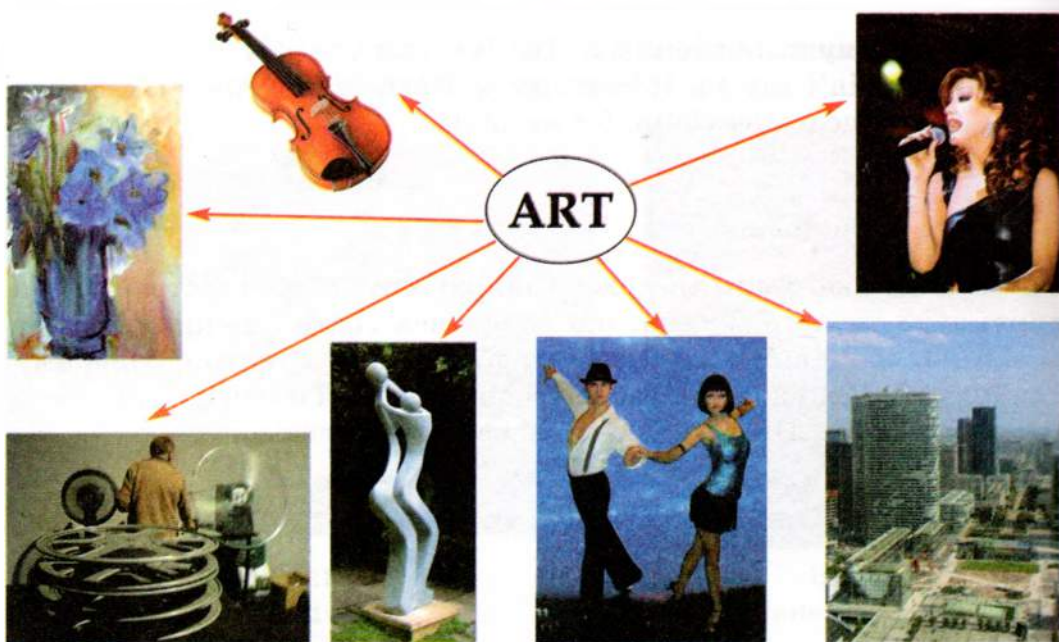
B: Well, my favourite dances are Tango, Waltz, Cha-cha, Rumba, Samba, the ball-room dances, you know.

A: What about modern dances?

B: Well, I like modern dances as well, and I often dance Rock-n-roll and Disco.

2. Look at the pictures and match them with the words from the box.

dancing, singing, painting, sculpture, music, architecture,
cinema(tography)



3. Read the names and complete the chart given below. Add some other famous people you know to the chart.

Christopher Wren, Madonna, Ani Lorak, Julia Roberts, Olga Sum-ska, Vanessa May, Bred Pitt, Olexandr Hostikoyev, Yan Tabachnik, Michael Angelo, John Constable

	Painter (artist)	Singer	Archi- tect	Actor Actress	Scul- ptor	Dancer	Musi- cian
A famous English							
A famous Ukrainian							
A famous other than English or Ukrainian							

4. Work in pairs. Practise speaking as it is given in the model. You may use the chart in exercise 3.

❖ **Model:** **A:** Thomas Gainsborough is a famous French painter.
B: No. That's not true. He is a famous English painter.

5. Use the words from the box and complete the table.

to star (to appear in a film), to draw, to dance, artist, painter, dancing, drawing, architect, sculpture, music, musician, sculptor, dancer, actor, to sculpt, to sing, architecture, to play an instrument, to construct, singer, actress

The Arts	Action	The doer of the action
painting	to paint	a painter
cinematography		

6. Read the rhyme and learn it.

I dreamed I stood in a studio and watched two sculptors there,
The clay they used was a young child's mind and they fashioned it
with care.

One was a teacher; the tools she used were books and music and art;
One was a parent with a guiding hand and a gentle loving heart.

And when at last their work was done, they were proud of what they
had wrought

For the things they had worked into the child could never be sold
or bought.

And each agreed she would have failed if she had worked alone

For behind the parent stood the school, and behind the teacher
stood the home.

7. You have words in A and their translations in B. Match translations with the words.

A: to star (appear) in a film

an architect

the Arts

to construct

an actress

a musician

cinematography

a sculptor

a dancer

B: кінематограф

акторка

скульптор

віграти головну роль (зніма-
тися) у фільмі

танцюрист

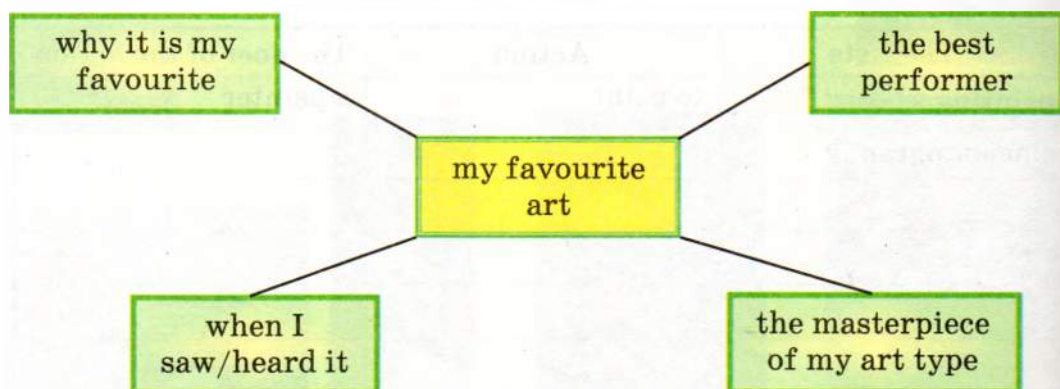
конструювати

мистецтво

архітектор

музикант

8. Speak and then write 7–8 sentences about your favourite kind of art. Use the mind-map given below.



Lesson 53

Read the dialogue and role-play it with your partner.

Brenda: Hello.

Susan: Hi, Brenda. It's Susan. Where are you?

Brenda: I'm already downtown. I'm standing on the corner of Maple and 7th. Where are you?

Susan: I'm almost downtown. Have you heard from Oksanka?

Brenda: Oksanka called and said she was going to be a few hours late. She said she had some work to finish. So we have some time to kill. Got any ideas?

Susan: *Why don't we check out the Museum of Modern Art?*

We could check out

How about checking out

Brenda: What's on at the Museum of Modern Art?

Susan: They are having a show on Spanish painters. It's featuring Picasso.

Brenda: That sounds good. Do you know how to get there? I don't.

Susan: Yes. Let's see. If you are on the corner of Maple and 7th, go down Maple till you come to Broadway. Turn right on Broadway. It'll be on your left.

Brenda: I'll see you there.



A local radio programme «Out and About» is interviewing people to find out what plans they have for the weekend. Read the interviews and complete the table with the missing information.

Interview 1.

Interviewer: So your name is Mike?

Mike: Yes, that's right.

Interviewer: Tell me, what are you doing this weekend?

Mike: Well, I am not doing much. On Saturday I am meeting some friends from work and we are watching football in the afternoon. And then I am seeing my girlfriend in the evening.

And on Sunday I am going to my parents for lunch. My mother cooks fantastic food.

Interview 2.

Interviewer: Your name is Jack. Is that right?

Jack: Yes, that's right.

Interviewer: What do you do, Jack?

Jack: I work in a restaurant. We do take-aways, too.

Interviewer: Tell me, Jack, what are your plans for the weekend?

Jack: Well, I don't really have any plans. I am working on Saturday. We don't close until quite late. So I sleep late on Sunday. In the afternoon I am taking my children to McDonald's for a hamburger. They love going there.

Interview 3.

Interviewer: Hello there. What's your name?

Susan: My name is Susan.

Interviewer: And what are you doing at the weekend?

Susan: Well, I am going to London on Saturday morning. I am taking the kids. We are taking the train which they like. We are staying with my mother-in-law just for one night, and we are coming home on Sunday.

Interviewer: Have fun there.

Interview 4.

Interviewer: Hello. What's your name?

Bill: My name is Bill.

Interviewer: What do you do, Bill?



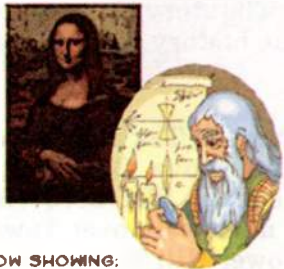
Bill: I am a teacher.

Interviewer: And what are you doing at the weekend?

Bill: Well, I am doing some work about the house on Saturday. On Sunday I am watching tennis on TV and in the evening I am having a meal with some friends of mine.

	Saturday	Sunday
Mike		
Jack		Taking the children to McDonald's
Susan		
Bill		

Use the pictures and the model dialogue in exercise 1 to make up similar dialogues.

<p>The Planetarium</p>  <p>NOW SHOWING: FUTURE OF SPACE TRAVEL FEATURING: EXPLORATION OF MARS</p> <p>ADMISSION: \$9.00</p>	<p>The Museum of Civilization</p>  <p>NOW SHOWING: THE TREASURES OF ANCIENT EGYPT FEATURING: THE TOMB OF THE PHAROAH RAMSES</p> <p>ADMISSION: \$14.00</p>	<p>The National Art Museum</p>  <p>NOW SHOWING: THE RENAISSANCE ARTISTS FEATURING: THE DRAWINGS OF LEONARDO DA VINCI</p> <p>ADMISSION: \$7.00</p>
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Complete the sentences with *in*, *on* and *at*.

1. What are you doing _____ the weekend? – _____ Sunday I am _____ the shopping. Oh, and _____ the afternoon I am taking my children out to the theme park.
2. _____ Saturday afternoon I am meeting some friends from work. Then _____ the evening I am seeing my girl-friend.
3. I am going shopping with my friend _____ Saturday afternoon. We're meeting _____ 2 o'clock in the café.

Read the information about London museums and practise speaking as it is given in the model.

- ❖ **Model:** **A:** Which museum would you like to go to?
B: I am in the mood for London Transport Museum.
A: Really? What is it so interesting about this museum?
B: Look, it exhibits all kinds of transport of different times. It is amazing. And it is close to Covent Garden. We could have a walk in the park afterwards.

A-Z of London Museums

<p>Bank of England Museum Bartholomew Lane, London, EC2R 8AH (Bank Tube) Mon – Fri 10:00 – 17:00 – The story of money as seen through the history of the Bank of England.</p>	<p>Bethnal Green Museum of Childhood Cambridge Heath Road, London, E2 9PA (Bethnal Green Tube) Mon – Thur and Sat 10:00 – 17:50 Sun 14:30 – 17:50 – Britain's only museum highlighting the life of children through the centuries.</p>
<p>Bramah Tea and Coffee Museum The Clove Building, Maguire St, London, SE1 2NQ (Butlers Wharf, 5 mins walk over Tower Bridge from Tower Hill Tube) Mon – Sun 10:00 – 18:00 every day except Christmas Day and Boxing Day – Everything you ever wanted to know about the importation and consumption of tea and coffee in the UK</p>	<p>British Museum Great Russell St, London, WC1 (Russell Square Tube) Mon – Sat 10:00 – 17:00, Sun 14:30 – 18:00 – With over 4 million exhibits, Britain's most popular museum</p>
<p>Dickens House Museum 48 Doughty Street, London, WC1N 2LF (Russell Square Tube) Mon – Sat 10:00 – 17:00 – Museum in house where Charles Dickens once lived and wrote Oliver Twist</p>	<p>Dr Johnson's House 17 Gough Square, London, EC4 (Blackfriars Tube and Railtrack) Mon – Sat 11:00 – 17:30 – Off Fleet Street lies home of Johnson who compiled first comprehensive English Dictionary</p>
<p>London Transport Museum Covent Garden, London (Covent Garden Tube) Daily 10:00 – 18:00 – Buses, trains and trams abound in child friendly environment</p>	<p>Museum of London London Wall, London, EC2Y 5HN (Barbican or St Paul's Tubes) Mon – Sat 10:00 – 17:00 – The history of London vividly displayed in text, pictures and exhibits</p>
<p>Natural History Museum Cromwell Road, South Kensington, London (South Kensington Tube) Mon – Sat 10:00 – 17:50, Sun 11:00 – 17:50 – From Dinosaurs to Dodos; the kids' favourite</p>	<p>Theatre Museum Russell Street, Covent Garden, London, WC2E 7PA (Covent Garden Tube) Mon – Sat 11:00 – 19:00 – The National Museum of the Performing Arts</p>
<p>Victoria & Albert Museum Mon 12:00 – 18:00, Tues – Sun 10.00 – 17:50 The most extensive collection of applied arts in the world</p>	<p>Wimbledon Lawn Tennis Museum All England Club, Church Road, Wimbledon, SW19 (Southfields Tube) Tue – Sat 10:30 – 17:00, Sun 14:00 – 17:00 – Comprehensive exhibition covering the entire history of English tennis</p>

6. Make up advertisements of 3–4 museums in your town/ city similar to those given in exercises 3 and 5 (lesson 53).

Lesson 54

Read the dialogue and role-play it with your partner.

Brenda: You're in great shape, Oksanka. Do you work out at a gym?

Oksanka: Yeah, I do. I guess I'm a real **fitness freak** ([fɪtnɪs] [fri:k]) залежний від занять фітнесом, як фітнесоман).

Brenda: So, how often do you **work out** (тренуватися)?

Oksanka: Well, I do **aerobics** every day after school. And then I play tennis.

Brenda: Say, I like tennis, too.

Oksanka: Oh, do you want to play sometime?

Brenda: Uh... how well do you play?

Oksanka: Pretty well, I guess.

Brenda: Well, all right. But I'm not very good.

Oksanka: No problem, Brenda. I won't play too hard.

Look at the pictures and read the sentences.

1999



Several years ago Monika **used to** be fat and ugly.



Monika **used to** be shy but friendly.



Monika **would** invite many friends to her flat.

This year



Now she is slim and pretty.



Now she is posh ([pɒʃ] шикарно одягнена) and arrogant ['frægənt] пихата).



Now she is alone. She doesn't have friends any more.



She **would** live in a high-rise block in a small flat.



Now she lives in a huge private house of her own.

REMEMBER!

We use both *would* and *used to* when we speak about repeated actions and events in the past which are now finished. But only *used to* can refer to states and habits of the past.

When we were children (*we are not children now, we are adults now*) we **would/ used to** go skating every winter. But: I **used to have** an old BMW (*not I would have an old BMW*).

3. Write down 5 sentences about your past actions or habits that are not true now.

❖ *Model*: I would oversleep a lot and come late for the lessons when I was in primary school. But now I am always in time for school.

4. Read and compare. Then complete the sentences with the correct form of the verb use.

When I live in London I **used to travel** to work by the underground. But now I live in Shrewsbury and there is no underground there (it's a small town in England) so I usually travel to work by bus.

I have lived in London for 6 years now so I **am used to the noise** of this big city. I **am used to living** in a big city.

REMEMBER!

If a person is used to something, it is familiar for him/her, he or she has experienced it so much that it is no longer strange or new for him/ her.

Compare!

used to DO something

– **be (am/ is/ are) used to something/ DO(ing) something**

1. I live far from school. We have lived in our flat for many years and I don't want to change schools. But I don't complain. I _____ to travelling to school for 30 or 40 minutes.

2. Ron has changed a lot. In the past he _____ to study that's why he always got bad marks at school, but now he is a brilliant student and he studies very hard.

3. Jane wears high-heeled shoes but she says that her feet don't hurt because she _____ to wearing high-heeled shoes.

4. Do you live alone? – Yes, I do. I don't find it strange or uncomfortable. I _____ to living alone.

5. Pair work. Practise speaking as it is given in the model.

❖ **Model:** **A:** I know that he doesn't play the piano now.

B: But did he use to play the piano when he was younger?

1. I know he isn't very rich now....

2. I know she hasn't got many friends now....

3. I know Peter doesn't like cats any more...

4. I know Susan doesn't run in the mornings...

5. I know he doesn't go to bed early now...

6. Read the situations and write sentences with *used to* as in the model.

❖ **Model:** Oksanka is Ukrainian. She came to Britain and found driving on the left quite difficult because when you cross the street in Britain you have to look to the right first and then to the left which is different in Ukraine. So, at first Oksanka **wasn't used to crossing** the street in London. But some time passed and now she **is used to crossing** London streets.

1. Oksanka started to study Mathematics in Britain. When they measure distance they use feet but not metres. So at first Oksanka _____ to measuring distance in feet. But some time passed and now she _____ to measuring distance in feet.

2. Gonzalez came to England from Spain. In Spain he always had dinner late in the evening. But in England dinner was at 6 o'clock. So at first Gonzalez _____ to having dinner at 6 pm. But some time passed and now he _____ to having dinner at 6.

Lesson 55

1. Read the dialogue and role-play it with your partner.

Brenda: You're really **slim**, Oksanka. Do you exercise very much?

Oksanka: Well, I almost always get up very early, and I do aerobics for an hour.

Brenda: **You're kidding!!!**

Oksanka: No. And then I often go **rollerblading**.

Brenda: Wow!! How often do you exercise like that?

Oksanka: About five times a week. What about you?

Brenda: Oh, I **hardly ever exercise**. I usually just watch TV in my free time. I guess I'm a real **coach potato!!!**

Oksanka: Well, I used to be the same but then I had some serious health problems and the doctor advised me **to take up** regular exercise. Now I don't have any health problems.

Brenda: I'll probably follow your example. **Otherwise** I'll have serious health problems in the nearest future.



2. Put the verb in brackets into the correct form: infinitive or -ing form.

1. When I was a child, I used to _____ (go) swimming every day.

2. There used to _____ (be) a cinema in this street but it was closed down.

3. I am the boss. I am not used to _____ (have) refusals of doing what I order to do.

4. I used to _____ (like) Ann but now she gets on my nerves.

5. Ron got tired very quickly. He wasn't used to _____ (run) so fast.

6. Tom used to _____ (drink) a lot of coffee when he was a student.

3. Fill in the blanks with *would* + one of the words in the box.

be, walk, take, shake

1. When he went out, Jack would always take an umbrella with him whether it was raining or not.
2. We used to live next to a railway line. Every time a train went past, the whole house would shake.
3. Whenever Jim was angry, he would shake out of the room.
4. That cinema is nearly always empty now. I remember a few years ago it would be crowded every night.

4. Grandmother and grandson are looking through their family album. Look at the two pictures of one and the same street and suggest what grandmother is saying.



❖ *Model:* There didn't use to be so many cars in the streets of our town. We would walk slowly in the streets, greeting almost everyone. Now people are very busy. They even don't smile to each other.

5. Sometimes when people are talking on the phone they have some problems in understanding messages. Read (or listen to) the dialogue and say what were the misunderstandings in the conversation.

Alan: Hi! Is that Glassworks gym?

Receptionist: Yes, can I help you?

Alan: Yes, I am thinking about joining the gym, but I need some information.

Receptionist: OK. What do you want to know?

Alan: Are you open in the evening? I can't get to the gym during the day.

Receptionist: Yes, we are open every evening during the week until eleven.

Alan: Sorry, what did you say? Seven? That's very early.
Receptionist: No, not seven. Eleven. We don't open until two in the afternoon on weekdays so we stay open until very late.
Alan: Right. And how much does it cost to use the gym?
Receptionist: It costs fifteen pounds a month.
Alan: Sorry? How much? Fifty pounds? That's expensive.
Receptionist: No, not fifty. Fifteen. One five.
Alan: Oh, that's better. And how do I join?
Receptionist: You need to fill in the membership form. I can send you one if you like.
Alan: OK. I'll give you my name and address. My surname is Pustovsky.
Receptionist: Sorry? Can you spell that, please?..

6. Read the rhymes and learn them.

I'm standing in the station,
 I'm going far away,
 What are you doing?
 What are you doing today?
 Are you sitting in your kitchen?
 Are you drinking some tea?
 I'm thinking about you,
 Are you thinking about me?
 Are you driving in your car?
 Are you swimming in the sea?
 I'm thinking about you,
 Are you thinking about me?

Are you listening to the radio?
 Are you watching the TV?
 I'm thinking about you,
 Are you thinking about me?
 I'm standing in the station,
 I'm going far away,
 What are you doing?
 What are you doing today?

* * *

«Would you like a holiday?
 There's one very near.
 Would you like a long one?»
 «Yes, about a year!»
 «Would you like to climb that hill?
 Would you like to walk?
 Would you like to run with me?»
 «Thanks. I'd rather talk».
 «Would you like to play with me?
 You can fly my kite.
 You can ride my bicycle».
 «Oh, all right».

«It's time to do your homework.
 Would you like some ink
 (чорнило)?»
 «Would you like some paper?»
 «I'd rather have a drink».
 «Would you like a candle?
 Would you like a light?
 Would you like to do some
 work?»
 «No, thanks. Good night!»

REVISION (Unit 7)

Lesson 56

1. Read the dialogue and role-play it with your partner.

Jack: So, what did you do this weekend, Oksanka?

Oksanka: Oh, Brenda with her parents and I went for a drive in the country on Saturday.

Jack: That sounds nice. Where did you go?

Oksanka: We drove to the lake and had a picnic. We had a great time!!! How about you? Did you do anything special?

Jack: Not really. I just worked on my car all day.

Oksanka: That old thing!!! Why don't you just buy a new one?

Jack: But then what would I do every weekend?



2. Very often people enjoy spending their free time with their friends or relatives. They invite them to their homes or pay visits to their friends. That's why it is important to know invitation manners. Look at the conversation chart on the right and match each box with one of the sentences on the left.

- Would you like to come?
- Thanks, I'd love to.
- Are you doing anything on Friday?
- We're having a few friends round.
- I work on Friday evening.
- I am afraid I can't.



3. Use the chart in exercise 2 (lesson 56) and make up dialogues (occasions are: a wedding, a 15th anniversary party, a baby's naming ceremony, a barbecue, a housewarming party etc.).

4. Read the text and then say what Britney speaks about herself.

❖ *Model:* Britney says that her mother noticed a talent in her and...

BRITNEY SPEARS BY HERSELF



About my family...

My mom noticed that I had a talent and really **encouraged** me to «go for it.» I realized after the Mickey Mouse Club that I loved performing for not only my family, but for everyone who would watch. I really wanted to follow my dream, and my family **was always very supportive** from the beginning. My parents play a big role in my career. Finally, I pushed them to do this! I'm so thankful that they supported and believed in me.

Mom is involved in my website but...

She's a teacher and the people asked her if she would mind writing something. She says it's very therapeutic for her. But it's so important that she stays my mom – that she's not a stage mom. I do my business and when I come home I can just be me and my mum can cook for me. I wouldn't like it if she was too involved.

The crazy little Jamie...

My little sister Jamie Lynn? She is crazy! When I was little, I was really **determined** but I was still rather shy and I kept to myself. She'll tell you **flat out** that she is the biggest star there is! I asked her to be in my performance for the Grammy's, to be the little girl at the very beginning that's dreaming about being me and she said, 'You know, if I do that, the next day all these producers will be calling me! I'm just not ready to deal with that!

My hobbies?

I love to shop! I also love talking on the phone, going to movies with friends and reading romance novels! I also have a deep passion for dancing and singing... but dancing was really my first love!

My favourite songs...

I really like, «From the Bottom of My Broken Heart!» Not that it **relates** to my life, I just like it! But my personal favourite song is «Sometimes.» So I really want my fans to feel and hear how much these songs mean to me.»

My favourite artists...

I like Michael Jackson, Whitney Houston, Mariah Carey, Prince, Madonna, Monica, Matchbox 20, Natalie Imbruglia, N'SYNC and Backstreet Boys. That's only a few to **mention**!

5. Read the lyrics of one of Britney's songs. Find the music and sing it together with your teacher and classmates.

Baby, I'm so into you
 You've got that something, what can I do
 Baby, you spin me around, oh
 The earth is moving, but I can't feel the ground
 Every time you look at me
 My heart is jumping, it's easy to see
 Loving you means so much more
 More than anything I ever felt before

Chorus:

You drive me crazy
 I just can't sleep
 I'm so excited, I'm in too deep
 Crazy, but it feels alright
 Baby thinking of you keeps me up all night
 Tell me, you're so into me
 That I'm the only one you will see
 Tell me I'm not in the blue, oh

That I'm not wasting
 My feelings on you
 Loving you means so much more
 More than anything I ever felt before

Chorus

Crazy, I just can't sleep
 I'm so excited, I'm in too deep
 Crazy, but it feels alright
 Every day and every night
Chorus



6. Mini project.

- 1) Choose your favourite celebrity (film star, singer, musician etc).
- 2) Find the information about this person.
- 3) Make notes about his/ her life and the path to fame.
- 4) Find pictures of this person (music and lyrics if it's a singer, film pieces if it's a film star, music pieces if it's a musician etc.).
- 5) Make a presentation in front of the class about the person you have chosen.
- 6) Answer any questions from your classmates.

Lesson 57

1. Read the dialogue and role-play it with your partner.

Paul: Hey! Are you getting dressed?

Maria: Yes, I am.

Paul: Why? What time is it?

Maria: It's a quarter to eight. I'm going to work.

Paul: But it's Saturday!!

Maria: I'm working on Saturday mornings this month. Are you getting up?

Paul: No, I'm not. I'm staying in bed.

Maria: OK. See you at noon.

Paul: If I'm awake.

2. Read the rhymes and learn them.

Monday, Monday:
A bad day for everyone.
Monday, and it's back to work.
No one looks forward to a Monday,
Monday is the first day for work.

Tuesday, Wednesday, Thursday
Are for working,
But Friday's the last day for work...
We all look forward to a Friday,
Friday is the last day for work.

Then comes the weekend,
The right time for picnics...
The weekend,
that's the time for fun.
We all look forward to the weekend,
When our week's work is done,
When our week's work is done

Leisure

What is this life if, full of care,
We have no time to stand and stare.

No time to stand beneath the boughs
And stare as long as sheep or cows.

No time to see, when woods we pass,
Where squirrels hide their nuts in grass.

No time to see, in broad daylight,
Streams full of stars, like skies at night.

No time to turn at Beauty's glance,
And watch her feet, how they can dance.

No time to wait till her mouth can
Enrich that smile her eyes began.

A poor life this is if, full of care,
We have no time to stand and stare.

William Henry Davies

3. Read an e-mail invitation to a birthday party and identify the phrases in the letter:

a. the greeting _____

b. what the invitation is for _____

c. the inviting phrase _____

d. the time and place _____

e. any other information _____

f. the «hope» phrase _____

g. the request ([rɪ'kwest] прохання) for a reply ([rɪ'plai] відповідь) _____

h. the closing _____

Входящие Проверить почту Написать письмо Найти письмо

Отправить В черновике

От кого: изменить

Кому: _____

Копия: _____

Содержит: _____

Тема: _____

Файлы: Вы можете присоединить еще 10 файлов общим объемом 30720 Кб.
Подробнее... Отправить файл > 30 Мб

1. _____ Обзор Прикрепить

Простой текст Расширенный формат

Hi, Oksanka!

I have finally reached the big 15. I am having a party at my place on Saturday 23rd. I haven't seen you for ages so I hope you can come.

It's starting at 7:30 and I am inviting all our friends so we'll have a great time.

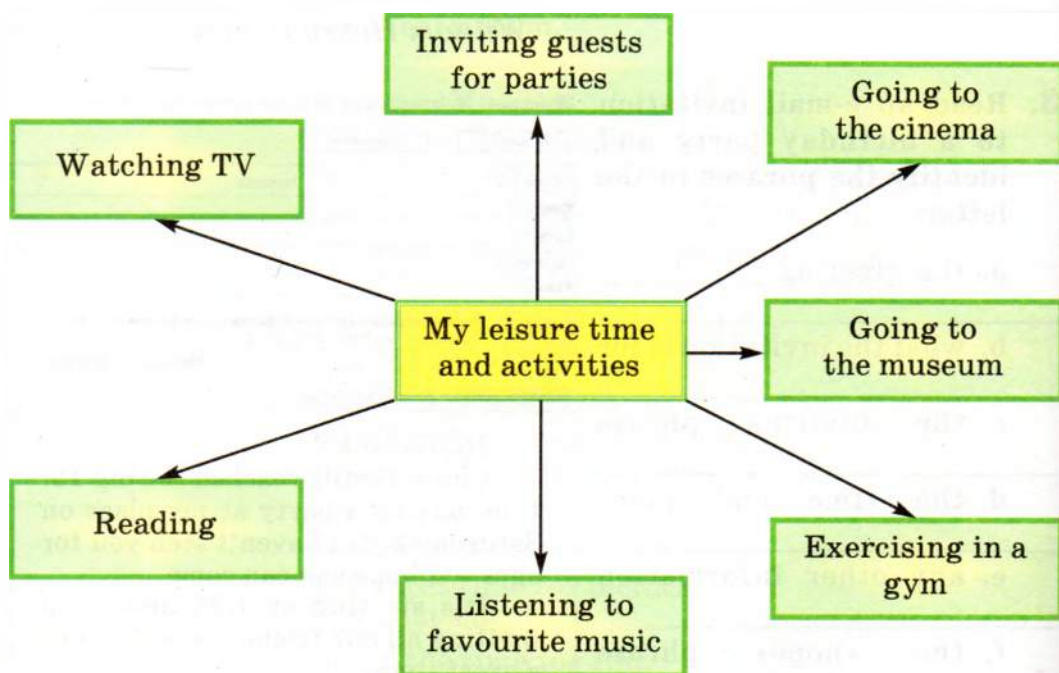
No need to bring anything with you – just bring yourself. I hope you can come – let me know.

Love,
Susan.

4. Complete the sentences with *used to* and the appropriate verb.

1. The baby doesn't cry so much now but she _____ every night.
2. She _____ my best friend but we aren't friends any longer.
3. We live in Birmingham now but we _____ in Leeds.
4. Now there are several shops in the village but there _____ only one shop.
5. When I was a child I _____ ice-cream but now I don't like it.
6. Now the Parkers have got a car. They _____ a motorcycle.

5. Speak and then write 7–8 sentences about your leisure time and activities.



Unit 8. VILLAGE AND CITY LIFE

Lesson 58

1. Read the dialogue and role-play it with your partner.

Oksanka: Hi, Brenda! You're back. Where have you been?

Brenda: I have visited my grandparents in the country.

Oksanka: You mean in the village?

Brenda: Yes, a sort of. But we say «in the country».

Oksanka: Did you like it there?

Brenda: Very much. I had a good time there.

Oksanka: What were you doing the whole time (увесь цей час) there?

Brenda: Well, a lot of things. I was helping my grandparents to breed their cows and horses and to grow vegetables in their garden.

Oksanka: Oh, you were working hard, as far as I can see (наскільки я бачу).

Brenda: Well, I was. But I liked it there. The air is so fresh and the nature is wonderful.

2. Read the text and then say whether the statements after it are true or false. Correct the false ones.

Pros and Cons ([prəʊz] [kəʊnz] за і проти) of Living in a City

A city life is rather **specific**. When you take a look at the city streets you can see **crowds** of busy people who run here and there. There are many cars, buses, lorries and other means of transport. All that makes much **noise** and **dirt**. Everyone is **in a hurry**. You must be careful when you cross the street because a busy driver can **hit** you. You also must **keep an eye at** your bag and purse because in **public places** with crowds of people there are **thieves** there. And one more important thing – a city life is very expensive, so you must work hard to **earn** enough money to live.

But the life in the city is also interesting. There are different theatres, concert halls, museums, restaurants, and other places where you can have fun and enjoy your time.



1. A city life isn't simple.
2. You must be careful when you cross the street because there are thieves there.
3. A city life is quiet.
4. People in a big city always hurry somewhere that's why they look busy.
5. You must be careful in public places because the thieves may steal something.
6. You don't have to earn much money to live in a big city.
7. A city life is rather exciting and interesting.

3. Read the text again and find the sentences which speak about advantages and disadvantages of a city life. Then complete the chart in your exercise-books.

<i>Advantages of living in a city</i>	<i>Disadvantages of living in a city</i>

4. People in big cities and towns very often use their phones – mobile or stationary. That's because sometimes relatives and friends live very far from each other so they can't see each other very often. Thus telephone skills are very necessary for city dwellers ([*'dwelə*] *житель*). Read the typical phrases that you can use in a telephone conversation and make up dialogues with your partner.

**Answering
the phone**

Hello? (informal)
Thank you for calling us. Jody speaking. How can I help you?
Doctor's office.

**Introducing
yourself**

Hey George. It's Lisa calling. (informal)
Hello, this is Julie Madison calling.
Hi, it's Gerry from the dentist's office here.
This is she.*
Speaking.*

*The person answering says this if the caller does not recognize their voice.



**Asking to
speak with
someone**

Is Fred in? (informal)
Is Jackson there, please? (informal)
Can I talk to your sister? (informal)
May I speak with Mr. Green, please?
Would the doctor be in/available?

**Connecting
someone**

Just a sec. I'll get him. (informal)
Hang on one second. (informal)
Please hold and I'll put you through to his office.
One moment please.
All of our operators are busy at this time. Please hold for the next available person.

**Making
special
requests**

Could you please repeat that?
Would you mind spelling that for me?
Could you speak up a little please?
Can you speak a little slower please. My English isn't very strong.
Can you call me back? I think we have a bad connection.
Can you please hold for a minute? I have another call.

*Taking a
message for
someone*

Sammy's not in. Who's this? (informal)
I'm sorry, Lisa's not here at the moment. Can I ask who's calling?
I'm afraid he's stepped out. Would you like to leave a message?
He's on lunch right now. Who's calling please?
He's busy right now. Can you call again later?
I'll let him know you called.
I'll make sure she gets the message.

*Leaving a
message
with
someone*

Yes, can you tell him his wife called, please.
No, that's okay, I'll call back later.
Yes, it's James from Comp Inc. here. When do you expect her back in the office?
Thanks, could you ask him to call Brian when he gets in?
Do you have a pen handy. I don't think he has my number.
Thanks. My number is 222-3456, extension 12.

*Confirming
information*

Okay, I've got it all down.
Let me repeat that just to make sure.
Did you say 555 Charles St.?
You said your name was John, right?
I'll make sure he gets the message.

*Listening
to an
answering
machine*

Hello. You've reached 222-6789. Please leave a detailed message after the beep. Thank you.
Hi, this is Elizabeth. I'm sorry I'm not available to take your call at this time. Leave me a message and I'll get back to you as soon as I can.
Thank you for calling Dr. Mindin's office. Our hours are 9am-5pm, Monday-Friday. Please call back during these hours, or leave a message after the tone. If this is an emergency please call the hospital at 333-7896.

*Leaving
a message
on an
answering
machine*

Hey Nick. It's Jane. Call me! (informal)
Hello, this is Ricardo calling for Luke. Could you please return my call as soon as possible. My number is 334-5689. Thank you.
Hello Maxwell. This is Marina from the doctor's office calling. I just wanted to let you know that you're due for a check-up this month. Please give us a ring/buzz whenever it's convenient.

Finishing a conversation

Well, I guess I better get going. Talk to you soon.
 Thanks for calling. Bye for now.
 I have to let you go now.
 I have another call coming through. I better run.
 I'm afraid that's my other line.
 I'll talk to you again soon. Bye.

5. Read the dialogue and answer the questions after it. Role-play the dialogue in class.

A: Hello, who is speaking?

B: This is Watt.

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

B: Yes, Watt's my name.

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

B: John Watt.

A: John what?

B: Yes. Look, who is this?

Are you Jones?

A: No, I am Knott.

B: Are you going to tell me your name?

A: I am Knott!

B: Why not?

A: My name is Knott.

A: Not what?



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

3. Do you live in a city or in a village? Write about 5 things that you like about your city/ town/ village and 5 things that you don't like.

Lesson 59

1. Read the dialogue and role-play it with your partner.

Operator: Hello. International Service. Can I help you?

Oksanka: Yes, please. I'd like to make a phone call to Kyiv.

Operator: What's the number, please?

Oksanka: Kyiv, 419-27-33.

Operator: What's your number, please?

Oksanka: Birmingham, 84-43-31.

Operator: Wait a minute, please, and I'll call you back.

Oksanka: Thank you.

2. Read the words used to talk about telephoning with their definitions and learn them.

answer	to say «hello» into the phone when it rings;
answering machine	something that you can record a message on if the person you are calling isn't home;
busy signal	a beeping sound that tells the caller that the other person is already on the phone with someone else;
call	a telephone conversation; to telephone;
caller	the person who telephones;
call back/phone back	to call someone who called you first;
call display	a screen that shows you who is calling;
cellular phone/ cell phone	a telephone that you can take with you away from your house; mobile phone;
cordless phone	a phone that is not attached to the wall (you can walk short distances with it at home or in the garden);
dial	to press the buttons on the phone;
dial tone	the sound the phone makes when you pick it up;
directory/ phone book	a book that alphabetically lists local phone numbers of people and businesses;
hang up	to put the receiver down and end a call;
operator	a person who answers telephone-related questions when you dial «0»;
pager	a small machine you wear that makes a noise (or vibrates) when someone wants you to call them;
phone	a telephone; to telephone;

phone booth/
pay phone
pick up
receiver

a place where you can pay to use a telephone in public;

to answer the phone;

the piece on the phone that you speak into and listen from;

ring

the sound a phone makes when somebody calls; to make that sound;

ringer

the sound-piece that alerts a person that a call is coming through.

3. Complete the sentences with the words from exercise 2 (lesson 59).

1. When you pick up the phone to call someone you hear a _____.
2. If I'm not home leave a message on my _____ machine.
3. Sally must be talking to her mom because I have been getting a _____ for two hours.
4. I never answer my _____ while I am driving.
5. Mark always turns his _____ off when he is studying.
6. I'm busy right now. Can you _____ later.
7. You have to _____ «0» for the operator.
8. I have a _____ so I can do the dishes and chat at the same time.
9. You will need a quarter or a phone card if you want to use the _____.
10. I know it was my boyfriend who called because I have _____.

4. Look at the pictures and write English words for the numbers.



- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

5. Read the dialogue and complete the table after it. Role-play the dialogue with your partner.

A: Hi. I'm home.

B: Hi. Did you have a good day?

A: Yeah. Did anybody call while I was out?

B: Yes. While you were gone Mark called and said that there was a sale at Harold's department store.

A: Did he leave a number?

B: Yes. He's at the department store right now.

And his number is 250-684-3234.

A: Did anybody else call?

B: Yes, . . .

<i>Name</i>	<i>Message</i>	<i>Location</i>	<i>Number</i>

6. Make up similar dialogues as the one in exercise 5 (lesson 59).

7. Describe the functions of your mobile phone (you mother's or your father's one).



ordinary



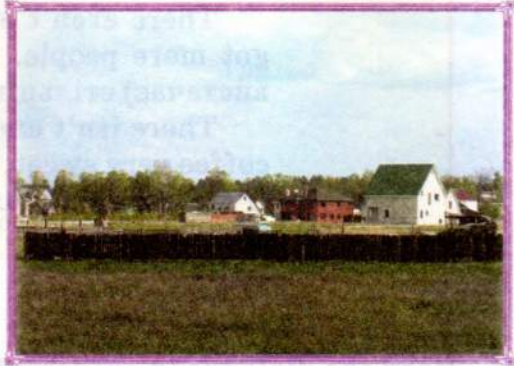
flip



slider

Lesson 60

1. Read the dialogue and role-play it with your partner. Pay attention to the usage of **too** and **enough** (with countable and uncountable nouns).



Peter: Paul, I've got a new job! I am going to live in Kyiv!

Paul: Are you? Oh, I lived in Kyiv two years ago.

Peter: Did you like it there?

Paul: Not very much.

Peter: Why not?

Paul: There were **too many people**, and there was **too much noise** and dirt.

Peter: But I love crowds and the noise.

Paul: Well, but there **isn't enough** fresh air in Kyiv.

Peter: But there are a lot of parks there.

Paul: Yes, that's true. And people sleep there!

Peter: Why?

Paul: Because they don't have **enough money** to buy a flat or a house.

Peter: Well, I prefer big cities.

Paul: But why?

Peter: I was born in a small village. It was too quiet. There **weren't enough things** to do. That's why young people go to Kyiv.

Paul: But Kyiv is too expensive.

Peter: I know. But I want to go to Kyiv.

Paul: I don't. I just want a quiet life.

**REMINDE AND
REMEMBER!**

There are **too many** chairs in this room. We don't have **so many** people. – У цій кімнаті занадто багато стільців. У нас немає так багато людей.

There is **too much** sugar in my coffee. I don't like my coffee **so sweet**. – У моїй каві занадто багато цукру. Я не люблю таку солодку каву.

There **aren't enough** chairs in this room. We've got more people. – У цій кімнаті недостатньо (не вистачає) стільців. У нас є більше людей.

There **isn't enough** sugar in my coffee. I like my coffee very sweet. – У моїй каві недостатньо цукру. Я люблю дуже солодку каву.

2. Read the dialogue in exercise 1 again and complete the chart.

	Advantages	Disadvantages
A village life		
A city life		

3. Use the table you have completed in exercise 2 (lesson 60) and describe the life in a village and in a city using too and enough. There is a model to help you.

❖ *Model:* There aren't enough things to do. It's too quiet.

4. Look at the picture and say what the people are doing. Use the words from the box.

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



5. Read the text and answer the questions after it.

Mr. and Mrs. White live in a large city. One Sunday in spring they went to the country. They took some food with them. Mrs. White put bread, butter, meat, milk, fruit, and a cake in a basket. They sat under a large tree and ate lunch. They talked about their trip to Scotland and their new house. In the afternoon they walked in the fields and picked flowers. They drove home in the evening and went to the church with friends.

1. Where do Mr. and Mrs. White live?
2. What did they do one Sunday?
3. What did Mrs. White put in a basket?
4. What season did they go to the country?
5. Where did they eat lunch?
6. What did they talk about?
7. Is their house old?
8. Were there flowers in the fields?
9. When did they go home?
10. What did they do after they came home?

6. Say whether the following information is in the text (exercise 5, lesson 60). Give your reasons.

1. Mr. and Mrs. White have children.
2. Mr. and Mrs. White live in New York City.
3. They went by car.
4. They ate apples.

Lesson 61

1. Read the dialogue and role-play it with your partner.

Stranger: Oh, Miss, Miss?

Oksanka: What?

Stranger: Can't you see that **thief**?
He has just tried to steal
your **purse**.

Oksanka: Really?

Stranger: Yes, he has. You must **keep an eye** in such busy
places like this store.
There are a lot of them.
And they are running he-
re and there.

Oksanka: Oh, thank you very much. I am in a **hurry**. That's why
I couldn't see him.

Stranger: You are welcome. Be **careful** next time.



REMEMBER!

Singular: thief – *plural:* thieves

2. Read the text and guess the meaning of the words in bold type.

Pros and Cons of Living in a Village

Many people **prefer** to live in a village. They say a village is a quiet place and you don't always have to **keep an eye** at your watch. It is also a clean place with **fresh** air and **beauty of the nature**.

People in villages usually work in their gardens and grow different vegetables and fruit. They also **breed** the **cattle**. That's why they don't



have to buy food. They also don't **spend** money on transport because they can walk on foot to any place in their village. Of course some people use their cars.

But the village life may be **boring**. There aren't many places to visit and have fun there. But you always can go to a big city and have fun there.

3. Read the text in exercise 2 (lesson 61) and complete the sentences with the best choice.

1. _____ people prefer to live in a village.
 - a. a lot of
 - b. most
 - c. few
2. A village isn't a _____ place.
 - a. happy
 - b. busy
 - c. noisy
3. You don't have to _____ in a village.
 - a. be in a hurry
 - b. wear your watch
 - c. ask the time
4. People in the village don't spend money on food because they _____.
 - a. don't eat much
 - b. produce food themselves
 - c. bring the food from a city
5. When you live in a village you may _____ to get somewhere in your village.
 - a. go by bus
 - b. go on foot
 - c. call a taxi

4. Use the text in exercise 2 (lesson 61) to complete the table.

<i>Advantages of living in a village</i>	<i>Disadvantages of living in a village</i>

5. Find 11 words on the topic «City and village life» in the box of letters below.

t	p	g	b	b	e	c	f
h	u	r	r	y	l	o	j
i	r	o	e	a	r	n	m
e	s	w	e	k	n	c	s
f	e	e	d	t	o	e	s
v	a	p	z	d	i	r	t
n	d	b	c	u	s	t	r
w	g	o	f	e	e	h	e
h	a	i	p	c	g	a	e
y	x	j	h	d	i	l	t
q	r	c	a	t	t	l	e

6. Read the rhymes and learn them.

Five friendly farmers

Five friendly farmers wake up with the sun,
For it is early morning and the chores must be done.
The first friendly farmer goes to milk the cow.
The second friendly farmer thought he'd better plough.
The third friendly farmer feeds the hungry hens.
The fourth friendly farmer puts the piggies in their pens.
The fifth friendly farmer picks the ripe corn.
And waves to the neighbour when he blows his horn.
When the work is finished and the evening sky is red
Five tired farmers tumble into bed!

* * *

Horses, donkeys, cows that moo,
Chickens, kittens, piglets too,
Fish that swim down in the pond,
Ducklings quacking all day long.
All these animals you can see
If you go to the farm with me.

Lesson 62

1. Read the dialogue and role-play it with your partner.

Oksanka: Excuse me.

Stranger: Yes?

Oksanka: Is there a telephone box (a post office, bank, public restroom) near here?

Stranger: Yes, there is.

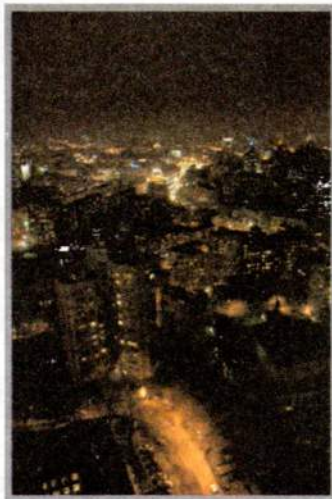
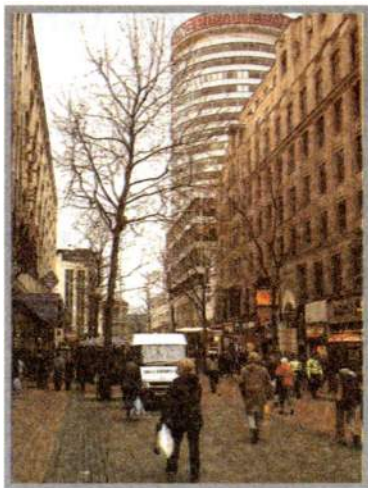
Oksanka: Is it far?

Stranger: No, it isn't very far. First right, second left.

Oksanka: Thank you very much.

Stranger: That's all right.

2. Look at the pictures of Birmingham (the city she is living while staying in Britain) and Kyiv (Oksanka's home town). What can you say about the life in these two cities?



- ❖ **Model:** Life in Kyiv is as expensive as in Birmingham.
The streets in Kyiv are much noisier than in Birmingham, I think.
In my opinion, Birmingham is as interesting and exciting as Kyiv.
To my mind, there are more cars in Birmingham than in Kyiv.

3. Read the conversation between Oksanka and her teacher in Birmingham. Then complete the table after it.

Teacher: When did you come to Britain?

Oksanka: In October last year.

Teacher: Well, do you miss Ukraine?

Oksanka: Of course I do. I haven't seen my family and friends for almost 7 months.

Teacher: What do you miss about Ukraine?

Oksanka: Well, obviously I miss my family, my Mom and Dad. That makes me really sad sometimes. I also miss Ukrainian films I don't see them here.

Teacher: What do you like about the UK?

Oksanka: The supermarkets, the weather and coming to school.

Teacher: Is Kyiv like Birmingham?

Oksanka: Yes and no. They are both cities. But Kyiv is much noisier than Birmingham. That's because of the traffic really. There are too many cars in Kyiv.

Teacher: What do you think of Birmingham?

Oksanka: It's an interesting place.

<i>Oksanka's date of arrival in the UK</i>	
<i>The things she misses about her country</i>	
<i>What she likes about the UK</i>	
<i>How she compares Birmingham with her home city</i>	
<i>What she thinks of Birmingham</i>	

4. Compare the town/ city/ village you live in with the capital of Ukraine. If you live in Kyiv – compare it with any other Ukrainian city. Use the dialogue in exercise 3 (lesson 62).

5. Describe the city/ town/ village of your dream.

REVISION (Unit 8)

Lesson 63

1. Answer the questions.

- What is the name of the city/ town/ village you live in?
- Do you know anything from the history of the town/ village you live in?
- Were you born in this town/village?
- What do you like most about your town/ village? What don't you like about it?
- How much time have you lived there?
- Would you like to live in your town/village the whole life? Why or why not?

2. Say whether the statements are true or false. Correct the false ones.

- Life in a city is always quiet and slow.
- Village people buy their food in large supermarkets.
- People in big cities do much gardening.
- There are a lot of traffic jams in villages.
- In villages people usually travel to work by bus or by train.
- Life in a big city is very cheap and boring.

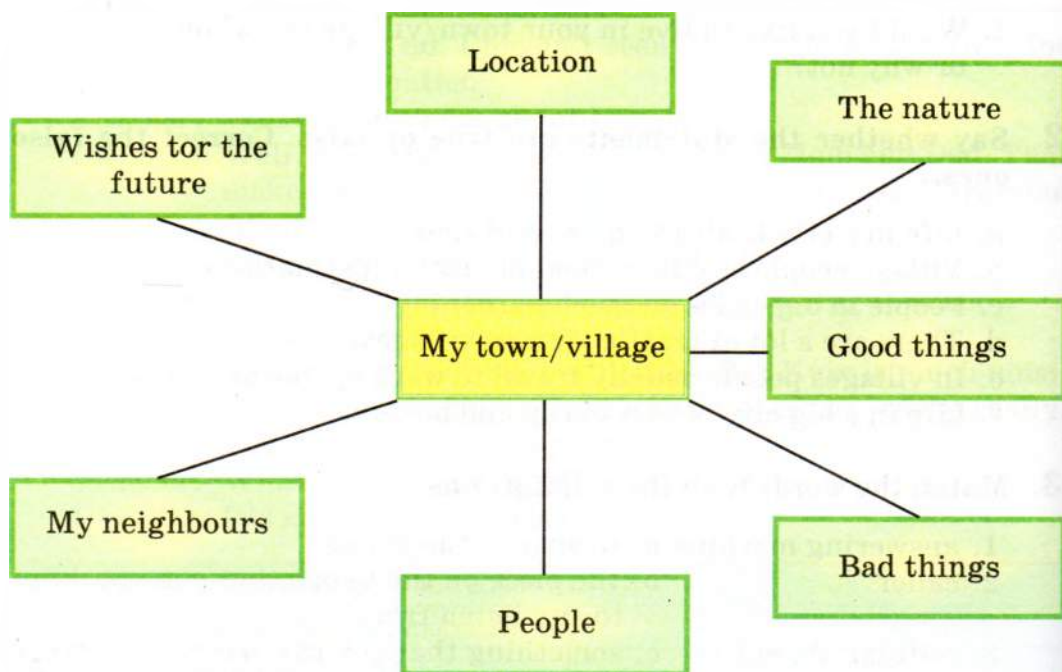
3. Match the words with their definitions.

- | | |
|----------------------------------|---|
| 1. answering machine | a. to answer the phone |
| 2. caller | b. the piece on the phone that you speak in-
to and listen from |
| 3. cellular phone/
cell phone | c. something that you can record a message
on if the person you are calling isn't home |
| 4. cordless phone | d. the sound a phone makes when somebody
calls; to make that sound |
| 5. dial | e. to put the receiver down and end a call |
| 6. hang up | f. to press the buttons on the phone |
| 7. pick up | g. a telephone that you can take with you
away from your house; mobile phone |
| 8. receiver | h. the person who telephones |
| 9. ring | i. a phone that is not attached to the wall
(you can walk short distances with it at
home or in the garden) |

4. Write in English.

1. Вам слід пильнувати свій гаманець, бо на ринку є багато грабіжників. 2. Життя у місті є занадто шумним (галасливим), а життя у селі є занадто спокійним (тихим). 3. У мене немає достатньо грошей. Тому я не можу поїхати до Києва. 4. Мій батько віддає перевагу життю у тихій сільській місцевості. 5. Не кидай сміття на вулиці. Хіба ти не бачиш, ось там є смітник. 6. Вчора у цей час я була в селі. Я доїла корову, а мій брат годував коней.

5. Speak and then write about the town/ city/ village you live in.



6. Give the reasons why you would like to live in a city or a village.

Lesson 64

1. Read the dialogue and role-play it with your partner.

Postal clerk: Hi. How can I help you?

Oksanka: I need to send this letter to Kyiv.

Postal clerk: How would you like to send it?

Oksanka: I'm not sure of it. What **options** are there?

Postal clerk: Well, you can send it by **air**, **special delivery**, or **courier**.

Oksanka: What's the difference between each option?

Postal clerk: Let's see. Special delivery to Kyiv is 10.95 pounds. And it takes from 2–4 days for delivery. **Airmail** is 2.95 pounds and takes anywhere from 1 week to 10 business days for delivery. And if you need it there quickly, courier is probably your best option. That's 35.95 pounds for **guaranteed overnight** delivery.

Oksanka: So that's 10.95 pounds for special delivery and it'll take 2–4 days for delivery?

Postal clerk: That's right.

Oksanka: OK. I'll do that.

Postal clerk: That'll be 10.95 pounds then. Do you need someone **to sign for it**?

Oksanka: No. That won't be necessary.



2. Oksanka has to go to the post office to mail a letter to Ukraine for her friend's birthday which is in 6 days. Make up a similar dialogue as the one in exercise 1 (lesson 64) for this situation.

3. Read the rhyme and learn it. Say whether your neighbours have ever gossiped about you. What did you feel then?

Gossips

Some twenty houses all in a row.
 They gossip all day long you know.
 As I go past the garden gates,
 To visit the pub and see my mates.
 The windows whisper, «There he goes,
 No wonder he's got such a shiny red nose.»
 The chimneys you can hear above them all,
 There he goes. He's heading for a fall.

Why can't he drink his beer at home?
But a pints not the same without its foam.
Even the roofs pour on the oil,
It really makes my poor blood boil.
My own front door gives me no peace,
Threatens to go and call the Police.
I've even thought of moving away.
It matters not what others say.
But I always seem to be in the wrong.
Perhaps the beer is a little too strong.
You know I don't want to leave my road.
My drinking doesn't bother Mrs. Joad.
As for the houses, what do you think,
Do they have to pay for what I drink?
You know if the windows weren't so clean.
They wouldn't know where I have been.
I'm going to get Parliament to make a law,
That windows are not to be cleaned anymore.
Then perhaps I can drink my beer in peace.
Without my front door threatening to call the Police.

4. Describe the pictures. Then compare the places in the pictures.



You would like to do some travelling one day in the future. Look through the information in the Internet, books, magazines etc. to find different places to go in the UK and around the world. Then complete the table.

You want	Possible places (city/ country/ other)
Beautiful countryside	
Lively nightlife	
Interesting museums and galleries	
Beach holiday	
An adventure holiday	

Mini project.

Find out opinions about the place where you live. You may use:

1. Information in the Internet.
2. E-mail, phone or write an ordinary letter to different tourist companies in Ukraine asking them to give you the necessary information.
3. Ask your classmates and teacher.
4. Ask ordinary people from your town/ city/ village.
5. Present the information you have found out to the rest of the class.
6. Answer the questions of your classmates.

Lesson 65

Optional.

Unit 9. SCHOOL LIFE

Lesson 66

1. Oksanka has started a new course in her British school. Read the dialogue and role-play it with your partner.

Teacher: There are some things I want you to bring to class every day, please. Can you please bring a pen, a pencil and a notebook? And also a dictionary, if you have one. We'll have a break during the lessons and you can go and buy a drink from the drinks machine if you want. The drinks machine is in the student cafe.

Jane: I am sorry. I don't understand. Can you repeat that, please?

Teacher: If you want to buy a drink – tea, coffee – you can use the student café.

Jane: Ah, OK.

Teacher: You can also use the telephone in the hall if you need to make a phone call. Please switch off your mobile phones during the lesson.

Brenda: Excuse me, where is the toilet?

Teacher: Oh, yes. The toilet is on the left, just as you come into the building.

Brenda: Thank you.

2. Read the text and say what each paragraph tells you about.

Education in the UK

In Britain children start school **full-time** when they are five years old. They can go to a **nursery** or to a play group before starting school. At **primary** school children learn to read, write and study different subjects. They must go to school every day, but not at the weekends. The schoolyear starts in September and finishes in July.

At 11, all children begin **secondary** school. Secondary schools are much bigger than primary schools. Sometimes as many as 2000 students go to one school. In some schools students must wear a **uniform**. Some subjects are **compulsory**. These subjects are English, Maths, **Science** and **Information Technology** (IT). They can choose to study other subjects, for example Art, Music and Languages.

When students are 15 or 16 they take important exams. After this they can choose to **get a job** or **continue** to study at school or college. At the age of 18 some students continue their **education** and go to university for another three or four year.

3. Look at the photos and complete the table using the information from exercise 2 (lesson 66).



Paula
3 роки



Bill
10 років



Monika
12 років

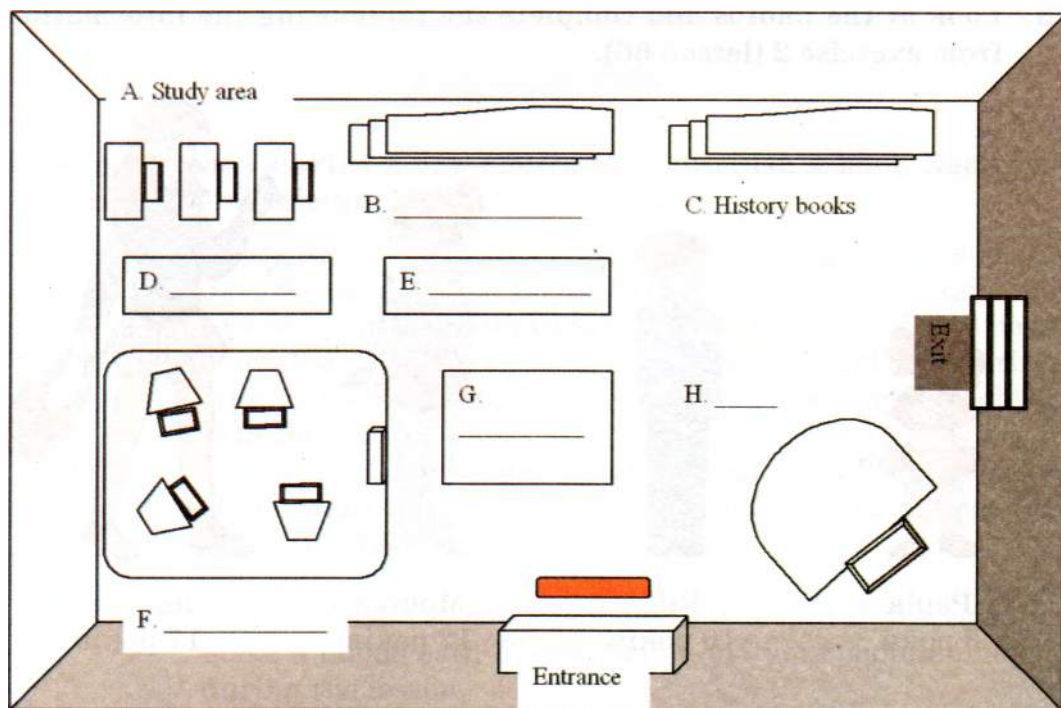


Jessica
17 років

Name	Age	Is school compulsory? Yes or No?	Type of school
Paula			
Bill			
Monika			
Jessica			

4. Look at the picture of the library plan and read the librarian's instructions following them on the plan. Then fill in the names of different areas on the plan.

We are now at the main **entrance** to the library. There are many different **areas**. Inside on the left there is the IT centre. It has computers. You can use the Internet and e-mail here. We have lots of books, videos and cassettes on different subjects. Books about IT are on the left between the **study area** and the IT centre. English language books and **bilingual** dictionaries are next to the study area on the right. The Maths books are in front of us. Science books are behind Maths. The **enquiry desk** is immediately to the right of the main entrance.



5. Look at the plan in exercise 4. Then ask and answer questions using the charts below.

Where $\left\{ \begin{array}{l} \text{are the Maths books?} \\ \text{is the IT centre?} \\ \text{is the enquiry desk} \end{array} \right.$

They are . . . between and
It's next to.....
in front of
opposite
on the left/ right of.....

6. Look around the classroom, take turns to ask and tell each other where things are in the room.

Lesson 67

1. Read the dialogue and role-play it with your partner.

Brenda: Hi, Ann. Are you waiting to take out a book?

Oksanka: No, I have brought back those which I have already read. You know the rules: you should not keep books for more than a fortnight.

Brenda: True, true. Let me see. What is it?

Oksanka: It's «The Moonstone» by Willkie Collins.

Brenda: Oh! That's the book I have wanted to read for months.

Oksanka: Great. You can take it after me.

Brenda: I am so lucky to meet you here at the library.



2. Read the rhymes and learn them.

A Book Speaks

When you drop me on the floor
I get stepped on – my sides are sore;
Torn-out pages make me groan;
I feel dizzy if I'm thrown;
Every mark and every stain
On my covers gives me pain;
Please don't bend me, if you do
I don't want to talk to you;
But we will both be friends together,
If you protect me from the weather
And keep me clean so that I look
A tidy, neat and happy book.

In a Story Book

At night when sunshine goes away,
And it's too dark for me to play,
I like to come inside, and look
For new friends in a story book.

Look in a Book

Look in a book
and you will see
words and magic and mystery.
Look in a book
and you will find
sense and nonsense of every kind.
Look in a book
and you will know
all the things that can help you grow.

Ivy O. Eastwick

3. Read the notice for the students at the library. Pay attention to the underlined word combinations.

To the readers!

The rules of using the library books:

1. The readers should attend the library at least two times a month.
2. The readers should use the books carefully.
3. The readers should not: a) turn a book upon its clear face (вигинати книжку всередину обгорткою); b) fold the pages of a book to make them look like dog's ear; c) tear ([tɛə] рвати, виривати), cut or colour the pages of the book; d) write on the pages and the covers ([ˈklʌvə] обгортка, титульна сторінка книжки) of a book.
4. The readers may keep books for two weeks. They should bring the books back to the library in the due time (у належний час).
5. The readers should inform the librarians of any violations ([ˌvaɪəˈleɪʃn] порушення) of these rules by other readers.

REMEMBER!

You have already learnt about such modals (modal verbs) as *can*, *may* and *must*.

Should is another modal. «**Should do**» means that it would be a good thing to do or the right thing to do.

We use «**should not do**» to say something is not right or not what we expect.

Example: You *should study* more. You are falling behind the rest of the class.

You *shouldn't play* computer games. You *should spend* this time on learning a foreign language.

4. Your friend or relative is waiting for advice from you. Use *should* or *shouldn't*.

❖ *Model:* Your cousin coughs very often because he smokes too much. Advise him to stop smoking. – You should stop smoking, Alan.

1. Your friend has a bad toothache. Advise him to go to see a doctor.
2. Your uncle is going to visit Greece. Advise him to learn a few words of Greek before he goes.

3. Your classmate is often late for the lessons. This makes the teachers very angry and brings her many troubles. Advise her to set her alarm clock at an earlier time.

4. Your friend feels hungry at school and very often buys food at the student caf?. That's why she spends a lot of money on food. Advise her to bring some sandwiches to school from home.

5. Your friend plays computer games for a long time. Her eyes hurt her after that. Advise her to reduce the time for playing computer games.

5. Read the text. Find modals in it. Explain the meaning of the sentences where these modals are used.

We are in a new age – the age of information technologies and global economics. The old system of education can't meet the needs of the new age. We should have the opportunities to change our lives. A new type of education should provide us with such opportunities.

Now learning is more than just schools, colleges or universities. In this time of change learning should be lifelong not just for the young people. We should learn throughout our lives to be part of the changing world.



6. Read the sentences and pay attention to the words in bold type.

1. Do you need help with translation? – No, thank you. I can translate these sentences **myself**.

2. My little son is only two years old and he can get dressed **himself**.

3. You should try to complete this exercise **yourself**. Nobody should help you.

4. Mum, don't help us. We'll clean the house **ourselves**.

5. Where have you bought this? – At the **do-it-yourself** store.

6. They should go there **themselves**. We can't go with them.

REMEMBER!

I – myself he – himself we – ourselves
you – yourself she – herself you yourselves
it – itself they – themselves


We use reflexive pronouns to say that the action can be completed by a person on his own, without anybody's help.

He can do this himself (Don't help him). – Він може зробити це сам.


She is still very ill. She can't get dressed herself. – Вона все ще дуже хвора і не може одягатися сама (їй потрібно допомогти).

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

I	can	get dressed	myself
She	can't	do the homework	ourselves
We	must	clean the room	themselves
You	shall	cook a cake	yourself
My friends	will	repair a bicycle	herself
		do it	yourselves



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Lesson 68

1. Read the dialogue and role-play it with your partner.

Oksanka: I think a good book is a wonderful birthday present.

Brenda: It surely is. But sometimes it's rather difficult to choose a book for your friend.

Then let's go to the bookstore to choose something appropriate ([ə'prɒprɪt] підходящий, що пасує, підходить до смаків та уподобань) for my sister's birthday.

Oksanka: What is she interested in?

Brenda: Well, she loves reading detective stories.

Oksanka: I am sure we'll find an exciting detective for her.

2. Take turns to ask and answer the following questions.

1. Do you like to study at school?
2. What new things do you learn at school every day?
3. What new things did you learn at school yesterday?
4. Do you have many friends at school? What's your best friend's name?
5. Do you get on well with everybody in your class?
6. What do you usually do at school?
7. What is your favourite subject? Why?
8. How many times a week have you got your favourite subject?

3. Imagine you are on the Ministry of Education board. Give advice of how to place the subjects in the timetable for the pupils of the 8th form. Supply your reasons.

Model: The lesson of Geometry should be the second in a usual working day because it demands much thinking. At the first lesson pupils sometimes are still very sleepy. At the second lesson their brain is still fresh and now working.

4. What is your school timetable? What do you like (don't like) about it? Have a discussion in small groups.

5. Read the text. Use the information from the text to speak about your English teacher.

Our English Teacher

I like to study English at school. This subject is one of my favourite ones. One reason for that is our teacher. Her name is Lidiya Vasylyivna. She speaks English fluently. Her pronunciation is almost accent free. It



is always very interesting to be present at her lessons. We learn several new words at every lesson. She explains English grammar very clearly, and the explanation is always simple and easy to understand. She never shouts at the pupils. She respects them very much. And she always has something interesting to say about Great Britain or other English speaking

countries. We sing English songs, play different language games. We have great fun at her lessons.

Every pupil feels comfortable at the lessons of English. Lidiya Vasylyvna thinks about everyone: those who are bright and those who don't catch up with the rest of the class. She gives extra assignment for the bright pupils while the weaker pupils are finishing their usual tasks.

We love our teacher. She is the best English teacher in the whole world!

6. Read the tongue-twisters as quickly as you can. How should you learn to read tongue-twisters? Share with your learning experience.

If you understand, say ""understand"".

If you don't understand, say ""don't understand"".

But if you understand and say ""don't understand"".
how do I understand that you understand. Understand!?

Love's a feeling you feel when you feel
you're going to feel the feeling you've never felt before.

Dr. Johnson and Mr. Johnson, after great consideration, came to the conclusion that the Indian nation beyond the Indian Ocean is back in education because the chief occupation is cultivation.

7. Write these sentences in English.

1. Вам слід їсти більше. Діти у вашому віці повинні їсти більше.
2. Якщо ти хочеш знати англійську мову, тобі слід більше часу витратити на роботу зі словником.
3. Їм слід вивчити правила користування бібліотекою.
4. Учні повинні повертати книжки до бібліотеки у належний час.
5. Ми повинні працювати наполегливо, якщо ми хочемо встигнути подивитися концерт.
6. Йому не слід їздити на велосипеді по вулиці, де є сильний рух транспорту.
7. Ви не повинні користуватися словниками під час екзаменаційного тестування.

Lesson 69

- 1. Read the dialogue and role-play it with your partner. Then make up similar dialogues using the information in the left column.**

<i>Oksanka:</i>	Good morning.	<i>book (Advanced English Grammar in Use)</i>
<i>Shop assistant:</i>	Good morning. Can I help you?	<i>record (Love Story)</i>
<i>Oksanka:</i>	Yes, I am looking for a book.	<i>magazine (Today)</i>
<i>Shop assistant:</i>	What's the title?	<i>dictionary (Longman Dictionary of Contemporary English)</i>
<i>Oksanka:</i>	«Instant English». Have you got it?	
<i>Shop assistant:</i>	Yes, we have.	
<i>Oksanka:</i>	How much is it?	\$10
<i>Shop assistant:</i>	\$7.	\$15
<i>Oksanka:</i>	May I see it?	\$3
<i>Shop assistant:</i>	Of course. Here you are.	\$20

- 2. Read the text about Laura Stevenson. What can you say about Laura?**

English girls aged 15 are usually at school from 9 o'clock to 4 o'clock, Monday to Friday. But not Laura Stevenson. On Mondays, for example, she has a ballet class in the morning which starts at half past seven, and a jazz dancing lesson in the evening which doesn't often finish before half past six. Laura stays at school at the weekend too. She always has lessons on Saturday mornings. But she doesn't mind (вона не проти того, щоб працювати так наполегливо) – because she loves dancing!

Laura's school is called Elmhurst. It's a special boarding school (школа, в якій діти вчаться і живуть, школа-інтернат) for children who want to become dancers. You can often see pupils from Elmhurst in the theatre or on television. Sometimes Laura dances for «Top of the Pops» on Thursdays! But her favourite sort of dancing is ballet dancing. And it isn't easy to become a ballet dancer. You have to be very fit, and work very hard. And that isn't the only problem.

Lots of girls are afraid of getting fat, and weigh themselves all the time. Laura doesn't worry about her weight – she worries about her height instead! She is afraid of growing too tall, because girl ballet dancers have to be quite short – not more than 1 metre 70. Laura is 1 metre 68 now – and she measures herself every day.

3. Say whether the statements are true or false. Correct the false ones. Use the text in exercise 2 (lesson 68).

1. Laura's school is not different from other schools.
2. On Mondays, Laura works from half past seven in the morning to half past six in the evening.
3. She never works on Saturday mornings.
4. She is fed up with working hard.
5. Laura prefers ballet dancing to jazz dancing.
6. Girl ballet dancers can't measure more than 1 metre 70.
7. Laura never measures herself.

4. Match the beginnings and the endings of the sentences.

1. The school where Laura goes	a. difficult than in other schools
2. Work at Elmhurst is not as	b. worries Laura: her weight
3. There is one thing which	c. called Elmhurst
4. Dancers always try to be as	d. heavy as they can
	e. is a boarding school.
	f. Laura worries about: her height
	g. easy as in other schools
	h. fit as they can

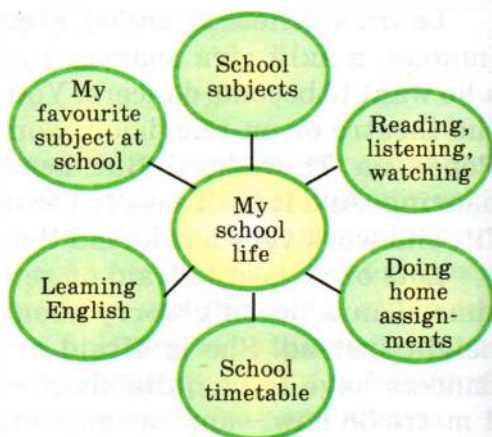
5. Make the following questions correct. Then try to answer them.

1. What time Laura starts school on Monday?
2. Laura afraid of getting fat?
3. How tall Laura?
4. What Laura does every Saturday morning?

6. Put the questions to the following answers.

1. She stays at school.
2. No, she doesn't. She worries about her height.
3. They weigh themselves every day.
4. Yes, she does. She is already 1 metre 68.

7. Get ready to speak on the topic «My School Life». The following diagram will help you.



REVISION (Unit 9)

Lesson 70

1. Read the dialogue and role-play it with your partner.

Brenda: What are you reading?

Oksanka: A book of poems. Robert Burns wrote them.

Brenda: Are you reading them in English.

Oksanka: Yes, I am.

Brenda: Are you kidding?! Do you understand everything?

Oksanka: This book has Ukrainian translations of all the poems.

Brenda: That's what I thought of! (Я так і думала).

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

We		sleep longer on weekend.
Steve	should	play computer games for more than an hour.
They	should not	go home earlier than usual.
Brenda		play with his little sister more often.
I		watch TV after 11 p. m.

3. Answer the following questions.

1. Do you like to read? What do you usually read when you have much time?

2. What books do you like (don't like) to read?

3. Where do you take books for reading from?

4. Do you often go to the library? How often?

5. Where is situated the library (you take books from) in your town/city? What is the librarian's ([laɪ'brɛəriən] бібліотекар) name?

6. Has your school got a library? How many books are there in your school library?

7. What is the title of the book you have recently read? Who is the author? What is the book about?

8. What book are you reading now? What books would you like to read in the future?

4. Think of pieces of advice for the pupils to be good language learners.

❖ *Model:* In order to speak English well you should learn at least two new words every day. You should

5. Mini project.

1) Make a survey about favourite subjects (at average – в среднем) of the pupils in your school.

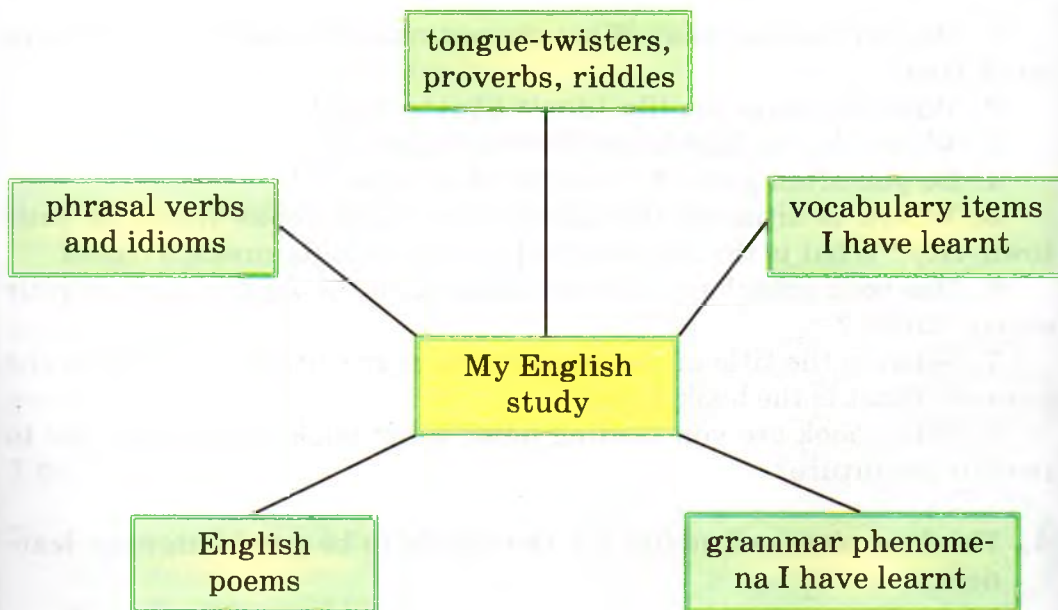
2) Make up a table where you will fill in the data.

3) Find out the reasons which determine the choice of a favourite subject (interesting information at the lesson, personality of a teacher, importance for the future career etc.).

4) Present your survey results to the rest of the class. Answer any questions from your classmates.

	5 th form	6 th form	7 th form	8 th form	9 th form
Favourite subject					
Reasons of choice					

6. Speak about you progress in studying English you have made this year. You may use the mind-map given below.



FINAL LESSONS

Lesson 71

1. During the breaks between the lessons the pupils like to tell different jokes and anecdotes. Read the following jokes and then act them with your partner.
 - a. A: I felt so bad when I woke up this morning that I tried to kill myself by taking a thousand of aspirins.
B: Oh, really?! What happened then?
A: After the first two I felt better.
 - b. Mother: Johnny, I left two pieces of cake in the cupboard this morning. I see there is only one piece now. Where is the other?
Johnny: It was too dark, Mummy. I couldn't see the other piece.
 - c. Mother asks her small daughter who is reading a book:
Mother: What are you reading, dear?
Girl: I don't know.
Mother: You don't know? You are reading aloud, so you must know.
Girl: I am reading aloud, Mummy, but I am not listening.



d. Jimmy's aunt was asking his mother, «What mark did Jimmy get at his History examination?»

Jimmy's mother answered, «A bad mark, I am sorry to say. But it was not Jimmy's fault (Але Джиммі у цьому не винен). «The teacher asked him about the things that happened before the poor boy was born».

2. Read the texts and say at what lessons you do the following activities.

Text № 1. We read, write, do exercises. We write dictations. We do not speak English.

Text № 2. We write on the blackboard. We write in our exercise-books. We count. The teacher may ask, «How much is five plus five?». We answer, «It 's ten».

Text № 3. At this lesson we listen to the music. We sing songs. Sometimes we dance and play the piano.

Text № 4. We do gymnastic exercises. We play, run, and jump. We play with the ball. We like this lesson very much.

Text № 5. At this lesson we do exercises. We ask questions and answer the teacher's questions. Sometimes we sing songs. We don't speak Ukrainian at this lesson.

3. Read the texts and complete the table below.

Text № 1. It is the fastest way of travelling. It can take you from one town or city to the other one in a very short time. The seats are comfortable. But you can see very little from the windows. The things are too small to see them. When the weather is rainy or foggy you can't travel by it.

Text № 2. This way of travelling is very fast. You can stop at any place you like and go where you like. You need no tickets. Usually families travel by it.

Text № 3. This is the slowest way of travelling. Both young and old people like it. You don't worry about the tickets. You can visit many places but you may get tired very quickly.

Text № 4. This way of travelling is fast. The carriages are comfortable. It is very pleasant to travel in them. You can see a lot of interesting things from the windows. You can travel on land.

Text № 5. This way of travelling is not so fast. Some people enjoy travelling by it. But others don't like it at all. Usually people travel by it in summer. You can see the waves and the see-gulls (чайки).

	By car	By plane	On foot	By ship	By train
Text №					

4. Tell your favourite jokes in English.

5. Read the text and then say what you should do to stay healthy.

If you want to be healthy you should practise sports. Physical exercises are necessary and very important. The doctors say to remember the following:

1. You should do your morning exercises every day.
2. You should take long walks in the open air.
3. You should keep your body clean.
4. You should keep your teeth clean.
5. You should wash your hands before meals.
6. You should sleep with your window open.

6. Recite all the rhymes you have learnt during this schoolyear.

7. Say what you have learnt this year. Be ready to speak about the place you live in, your family and friends, the way you spend your free time and about your study.

Lesson 72

1. Read the dialogue and role-play it with your partner.

Brenda: Have you an English classroom at your school?

Oksanka: Yes, we have.

Brenda: What is it like?

Oksanka: It is a large and light room on the first floor. It has three windows. There is a blackboard and a teacher's desk in it. There are also ten desks for the pupils.

Brenda: Are there any pictures on the walls?

Oksanka: Yes, there are some. We have many portraits of English and American writers. On one of the walls there is a large map of England. We also have a bookshelf with English textbooks, books and pictures of London.

2. Read the story and say whether the statements given after it are true or false.

School was over. There were many children on the skating-rink on the pond. They wore nice clothes and had good steel skates on their feet. Hans and Gretel were there too with their wooden skates. Some boys and girls began to laugh at them.



«Don't laugh at them», said Miss Hilda. «They are good children, but poor. Their father is very ill. He can't work.» Then Miss Hilda came up to the brother and sister.

«Do you know that there will be a skating race at the end of the month?» asked Hilda. «You skate well. You can take part in it. The prize is a pair of silver skates with little bells on them».

«But we have only wooden skates. We can't take part in the race», said Hans.

«Here is some money for one pair of skates. Buy them. And decide who will take part in the race,» said Miss Hilda and put the money into Gretel's hand.

«Thank you very much, Miss Hilda», said Hans. «But we can't take the money. We haven't earned it».

Hilda thought a little. Then she said, «Gretel has a nice wooden chain on her neck. Can you make one for me?»

«Yes, I can. You will have your chain tomorrow, Miss Hilda», answered Hans.

«Very well. And the money I have given you will be for your work», said Hilda.

1. There were many children on the ice of the pond.
2. Hans and Gretel had very nice steel skates on their feet.
3. There will be a skating race at the end of the month.
4. The winner will receive a book on travelling.
5. Hans and Gretel could take part in the race.
6. Hilda gave the children the money for two pairs of skates.
7. Hans and Gretel didn't want to take part in the skating race.

3. Read the joke and retell it in English.

Two Champions

One famous boxer went to the restaurant to have dinner. He took off his coat. But he was afraid that somebody could take it. So the boxer took a piece of paper and wrote on it: «This is Tom Brown's coat, a famous boxer. He will come back in 10 minutes.» The boxer put the paper on his coat and went to have his dinner.

When he came back, his coat wasn't there. But he found a piece of paper on its place. The boxer read it: «A famous runner has taken your coat. He will not come back at all».

4. Recite your favourite tongue-twisters as quickly as you can.

5. Turn the following sentences into the Present Perfect tense form.

1. The dentist is treating her teeth.
2. The hairdresser will cut my hair.
3. He saw a bus and jumped in it.
4. My brother picks up mushrooms.
5. I shall become a pilot.
6. He went to London.
7. They are cooking dinner.

6. Read the dialogue and make up similar one.

A: Look at that girl!

B: What about her?

A: Look at her dress!

B: What about it?

A: It's the same as mine.

B: No, it isn't. It's different from yours.

A: Is it?

B: Yes. Hers is shorter than yours.

7. Write in English

1. Вчора я був у магазині «Зроби сам». 2. Він сам може вилікувати себе. 3. Я сам можу піти і звернутися до лікаря. 4. Ви можете ходити самі? 5. Вона сама поприбирає у кімнаті. 6. Ми змушені самі відремонтувати машину, бо механік сьогодні не працює.



SUPPLEMENTARY READING

HOLLYWOOD CINEMA INDUSTRY

GEORGE CLOONEY: A Hollywood Celebrity

«I don't like to share my personal life. It wouldn't be personal if I shared it».

Born in Lexington, Kentucky, George Clooney grew up doing commercials for his father's TV show in Cincinnati. Almost every day Nick Clooney and his children made some sort of public appearance. Nick was a strict father to George, and had a strong sense of justice. George also remembers that every Christmas his father would take him to the house of a poor family. George says this made him respect everyone as human beings.

It was inevitable that George would make his way into **showbiz**. Young George had the role models of his famous uncle and aunt, Jose Ferrer and jazz singer Rosemary Clooney. However it took him a while before he got there.

Baseball was one thing that he felt he was good at. At Northern Kentucky University he became so good that he even **tried out** for the Cincinnati Reds, and only just failed to be selected as a centre-fielder.

The **lure** of the screen proved too strong, however, and George decided to **seek** a career in acting. In 1982, with casual self-confidence, he **dropped out of college** to drive to Los Angeles. He had 300 dollars in his pocket and was driving a car that had such an unreliable engine he dared not **switch it off**. 'You're never going to survive. You're never going to make it,' said his father.

For twelve months he tried to get an acting role while he slept on his friend's floor. His first professional job was in a commercial. He arrived at the audition with a six-pack of beer under his arm. 'If you watch auditions, the best actor never gets the job,' George said later, especially in TV. You get the job when you walk in the door. Because in a strange way, we're not selling acting. What we're selling is confidence.'

Clooney needed all the confidence he could **muster** while he worked on fifteen TV shows, none of which became series. Around this time he also took a junior role in a hospital-based drama series called ER.



It was never very popular, and his role was not continued. Curiously, ten years later in 1994, he won a role in another hospital drama series called *ER*. This time this show became **hugely** popular, and George's classic good looks as Dr Doug Ross, a children's doctor, made him the star of the series.

George became hot property and attractive film offers **rained down** on him. He appeared as the handsome robber and vampire **slayer**, Seth Gecko, in Quentin Tarantino's very violent 1996 film, *From Dusk Till Dawn*. Despite the film's mixed reviews, it made him even more popular. In late 1996, he charmed Michelle Pfeiffer in the romantic comedy, *One Fine Day*. It was a role totally different from his role in *From Dusk Till Dawn*, and **showed off** his creative talent as an actor.

It wasn't long before George was chosen to replace Val Kilmer as the caped crusader in *Batman and Robin*. Some say he gave the character its most sensitive representation **so far**. Amazingly it was only eight years since he had appeared in a co-starring role in *Attack of the Killer Tomatoes!*

George's private life has had its ups and downs. George's marriage to Talia Balsam **broke up** in 1992 after just 4 years. Since then he has dated many famous women, including Dedee Pfeiffer, Michelle Pfeiffer's sister, and Denise Crosby, Bill Crosby's daughter. His longest relationship since his marriage was with Celine Balitran, a waitress he met in Paris. They **parted** after three years together, in 1999. George vows that he will never get married again, nor have any children. Michelle Pfeiffer and Nicole Kidman think differently to George. They had each bet \$10,000 that he would be a father before he turned 40 in 2001.

George's popularity at work is **as great off screen as on**, and he enjoys drinking and playing basketball with the **crew** at the end of a day filming.

George's own production company has many projects in various stages of progress, but there is one in which he takes a special interest. It is called *Kilroy*, a TV series about a hopeful young actor who arrives in Hollywood to play small parts in a lot of TV series, just like George did.

And now George Clooney is the top hero of *The Perfect Storm*, a real story, based on the **shipwreck** of a group of fishermen, doing everything to get out from poverty.

No one is saying who the actor will be, but with the potential to be the next George Clooney, there has been a **huge** response from actors who are queuing just to get an audition!

JIM CARREY: A Comic Chameleon

Jim Carrey is one of Hollywood's most successful comedy stars ever.

However, this amazingly talented actor was born and raised in Canada. He started his show business career at the age of 15. He began entertaining audiences in comedy clubs in Toronto. He quickly became known as a **stand-up** comic with a real talent for **off-beat** humour. In 1981 Carrey moved to Los Angeles where he performed regularly at the famous Comedy Store. A year later he took the starring role in an American television series called *Duck Factory*. At the same time he appeared in his first film, a vampire comedy called *First Bitten*.

Ace Ventura. American audiences then saw Carrey on television in 1994 in *Ace Ventura: Pet Detective*. As Ventura, Carrey created an unforgettable **sleuth**

tracking down animals rather than people in the urban jungle of modern America. A year later Carrey launched this character in the first of the *Ace Ventura* films and established himself instantly as a world-wide box office megastar. He has never been anything else since.

The Mask. Carrey then achieved a cult status with his next film, *The Mask*. Here Carrey plays a character whose conservative approach to life is **turned inside out** when he puts on a magical mask. Carrey's face in this film is as magical as his character's mask. It is better than almost anything ever drawn in a comic book.

Liar, Liar. Carrey's next **blockbuster** comedy, *Dumb and Dumber*, took him to even greater success in 1995. This film was voted 'Favourite Film' in the USA by The People's Choice Awards. And then, in 1997, Carrey achieved the impossible. He bettered all his previous performances on the silver screen. In *Liar, Liar* he plays a **silver-tongued** lawyer to whom lying is a way of life. The lawyer's world is **turned upside down** when his son's birthday wish forces him to tell the truth – and nothing out the truth – for a full 24 hours. Carrey's character creates **chaos** all around him and life will never be the same again.

The Truman Show. And with *The Truman Show*, Carrey ensures his place for ever in the comedy superstar hall of fame. In this movie Carrey plays Truman Burbank. Burbank sees himself as a totally



average man who, at thirty, is totally **content** with his **lot** in life. However, a number of strange events makes Burbank wonder if life in the picture-perfect town of Seahaven is all that it seems. In fact, without knowing it, Burbank is the star of *The Truman Show*, the most popular and longest running documentary-soap opera on American television. Seahaven is, in fact, nothing more than a giant **film set**. Everyone Burbank meets is really a paid actor. **Fly-on-the-wall cameras** capture every second of Burbank's existence on earth. The result is wonderfully funny.

In this world-within-a-world, Carrey creates a character whose experiences reflect all the tensions, fears and hopes of modern man at the end of the twentieth century. In this sense, Carrey's character is a True Man who speaks to us all. There is no doubt that *The Truman Show* is set to become a classic of comedy and one of the best films of all time.

JULIA ROBERTS

From «Steel Magnolias» to «Erin Brockovich»: After a lost decade, Julia Roberts could finally develop as an actress.

Julia Roberts was born on 28 October 1967 in Smyrna, Georgia. She was born into acting as her parents **ran** a drama **workshop** in Atlanta and from an early age she took part in performances written by her father. Despite this, when she was very young she wanted to be a **vet**. In 1971, when she was four, her parents **split up**. The eldest child, Eric (15) stayed with his father, while Julia and her elder sister Lisa went back to Smyrna. Her father ended up as a **vacuum cleaner salesman** and her mother as a secretary but neither of them was interested in fame and fortune.

Julia was not a particularly brilliant schoolgirl. When she was just eight her father died and this was a more serious **blow**. She **got over** the trauma by concentrating on her favourite **subjects** at school. At high school she discovered Walt Whitman and, through his work, her love of literature.



Julia was able to use her experience of parental death later in life during the filming of *Flatliners* (1990). In that movie Julia was a young medical student who, together with friends, plays dangerous games with **near-death experiences**. Her visions while "flatlining" force the character to confront the death of her father in childhood.

Early Movies

At the age of 17 Julia went to New York to live with her sister who, according to the actress herself, was very **supportive**. Julia was able to start working in a modeling agency thanks to her legs and her photogenic looks but her **goal** from the start was to become an actress. Her first **break** came thanks to her brother who was already an actor. In fact, Eric had already been nominated for an Oscar for his performance in *Runaway Train* (1985). Eric Roberts never **attained stardom**, mainly due to his problems with alcohol and drugs.

Julia got the role of Eric's sister in the movie *Blood Red* (1986). This film **led to** several more until she came to the critics attention after her performance in *Steel Magnolias* (1989). The film was based on the real life of playwright Robert Harling's sister and was adapted from a hit Broadway play. Not only did the picture win Julia a *Golden Globe* (as supporting actress) but it put her in touch with some of America's **finest** actresses. It was during filming that she started a great friendship with Sally Field who was her producer the following year for the movie *Dying Young* (1990) directed by Joel Schumacher.

Stardom

Julia really attained international stardom with the movie *Pretty Woman* (1989). Interestingly, this film was originally going to be called \$ 3000, the sum agreed between rich businessman *Edward Lewis* (Richard Gere) and prostitute *Vivian* (Julia Roberts) in exchange for her services. The original story was about the turbulent relationship between a **junky hooker** and a businessman, a film charged with social criticism and rounded off with a dramatic climax. However, Disney's subsidiary, Buena Vista, bought the rights and the new director, Gary Marshall turned it into a romantic comedy!

The movie's secret is the combination of Julia's freshness with Gere's **pent-up** character, a perfect chemistry between the leads of an otherwise rather **silly** story. Audiences everywhere fell in love with Julia's enormous, authentic smile and the fairy-tale was a huge box-office hit both in the USA and around the world.

During Flatliners (1990), Julia's second movie with director Joel Schumacher, she began a romance with Kiefer Sutherland, who divorced his wife with whom he had had a son. As a result, Roberts and Sutherland became the focus of Hollywood's **gossip columns**. In March

1991 they got engaged and announced that they would **get married** on 14 June that year. However, the wedding was **called off** after the publication of some photos of Kiefer with a professional **stripper**. Immediately after the separation Julia ended up in the Cinar Sinai Medical Center, Los Angeles. Rumors spoke of a «**nervous breakdown**» but it wasn't long before she was involved in a new project, this time directed by Steven Spielberg in *Hook* (1991), the story of Peter Pan's return to *Neverland*. The story, in which Julia plays **Tinkerbell**, of a search for lost innocence **must have struck a cord** with Roberts at that particular juncture.

The Wilderness Years

Despite the apparent variety of Julia Roberts' roles in the early and mid-Nineties, she was cast again and again as a female victim – a dependent woman who needed a man to solve her problems or to save her from a **predicament**, unable to take the initiative of her own accord. The **pigeonholing** of Julia had started back in 1990 with *Sleeping With The Enemy* where she is the victim of an abusive husband, and it continued with *The Pelican Brief* (1993), where she is the victim of a political conspiracy. Good movies in themselves, though typecasting Julia more and more.

Conspiracy Theory (1997) was a sort of «*Pelican Brief on acid*», but despite Mel Gibson's delirious excesses, Roberts is again the victim with the face of **scolded puppy caught up** in a **whirlwind** of intrigue. In *Something To Talk About* (1995), Julia is the victim of an adulterous husband, in *Michael Collins* (1996) a passive woman caught between two passionate men. In *Mary Reilly* (1995/6) the victimization reaches new heights. Julia's performance is excellent, but again she is terrified and confused, unsure if her employer is a man or a monster. And while Julia was doing these depressing movies, she earned the reputation of being **moody** and difficult to direct. The sensationalist press **got the ir teeth** into her love life and wouldn't let go. The actress was appearing in hit films and giving **commendable** performances, but still her **career** was not going well.

Back On Track

After eight long years we were finally allowed to see Julia Roberts' **infectious smile** again (last seen in *Pretty Woman*) in *My Best Friend's Wedding* (1997). But more than that, we saw a complete woman with all her contradictions and even a **spiteful streak** which makes the character three-dimensional and interesting. From that moment on Julia has seemed **to be back on track**. In *Notting Hill* (1998) Julia was charming and beautiful, but also frustrated, angry and -dare I say it- **bloody-minded**. Her role reflected her own experiences with the media. In *Stepmom*

(1998) we saw Julia's character getting hurt again (by a woman and by children, this time) but crucially she finds a solution to her problems herself (in an impeccable performance). *Runaway Bride* (1999) offered us that smile again in a romantic comedy which sold itself as the comeback of the Gere-Roberts **twosome**.

However, it has been in *Erin Brockovich* (2000), a drama based on the real-life story of a secretary who becomes the **driving force** behind a **lawsuit** about an ecological disaster, when we have seen Julia Roberts' new-found maturity as an actress. Her character is a single-mother who gets her chance in a law firm. She is not a particularly educated person though she possesses raw determination but she **cope**s at the job better than the men. At last Julia is playing a strong, independent, intelligent -and above all fearless- woman.

It may seem incredible that after a century of cinema, a major actress has to do two dozen movies before she is offered a role in which she is attractive and successful but there it is. Roberts has a **range** of character types and excellent **timing** in her acting, let's hope directors **from now on** allow her to use them.

LEONARDO DI CAPRIO

*His blue eyes are famous, girls love his smile, and he has fans worldwide. He's the star of *Romeo and Juliet* and *Titanic*.*

He's the star of *Romeo and Juliet* and *Titanic*. But Leonardo Di Caprio wasn't always famous. In 1988, he was only a boy with no money. He was in school, but he wasn't a good student. Why is he now a star? This is Leo's story.

A Hollywood Child

How did this **handsome** young actor start? Young actors in the United States usually go to Hollywood in California. They go because people make movies there. Leo didn't go to Hollywood, he always lived there and Hollywood was his home. Leo's mother and father, Irmelin Idembirken and George Di Caprio, lived in New York. Then they moved to California. In 1974 they had a son, Leonardo. But they had problems, and George **moved away from** the family home. Leo was only one year old, and he stayed with his mother. But his father visited him every day and the family was happy.



There are beautiful houses in Hollywood, but it isn't all beautiful. There are bad streets in Hollywood too, and Leo and his mother lived on one. There were a lot of problems and there were drugs on the streets. Later, Leo and his mother moved to a new home. Leo was a happy boy, but he wasn't always good. He liked playing and having fun. School wasn't interesting for him.

His first time on TV was at five years old. He was on the children's show, *Romper Room*. But he always wanted to play, and the show's producers were angry with him. Leo wasn't on television again for nine years. But television wasn't the only interesting thing for the young boy. He liked reading books and watching movies. He liked animals and he loved the ocean. His mother's father and mother lived in Germany, and Leo often went there on vacations. He knows a lot of German.

Leo's brother, Adam Starr, was an actor too. He made a lot of money from only one **TV commercial**. Then, of course, Leo wanted to act too. But a lot of people want to act. It's difficult for new actors because there aren't jobs for every actor in Hollywood. Actors usually **audition** for a part on a movie or television show. The director watches, and he gives the part to the right actor.

Leo went to a lot of auditions. Often he didn't get the jobs and then he was unhappy. But at fourteen he got a part in a TV commercial for Matchbox cars. After that he was in a lot of commercials and he had small parts in some famous television shows – *Lassie*, *Roseanne* and *The Outsiders*. Leo wanted to get big parts in television shows, but it was difficult. One woman in Hollywood didn't like his name. He tried the new name Lenny Williams, but he didn't like it. He quickly **went back to** Leonardo Di Caprio. Then he got an important part in the television show, *Santa Barbara*. The show was on TV five times every week, and Leo did a lot of work. There was a new script for every show.

Leo in the Movies

Leo wanted to act in *Parenthood*, a new television show. The story was from the **hit movie** of the same name. Leo watched the movie again and again, and he liked the story. He auditioned and he got the part. The show was on television every week. But it wasn't a hit and it stopped after four months.

In 1991, Leo was in the television show *Growing Pains*. The show started in 1985, but the producers wanted a handsome new actor. Leo played Luke Brower, a boy with no home. He did the job for a year.

Leo was a television actor now. He stopped going to school, but a teacher went to him at work. Leo liked that – it was fun. He was a good student.

Now he wanted to try movies. He got small parts in two movies, *Critters 3* and *Poison Ivy*. Then he auditioned for a new movie, *This Boy's Life*, with Robert De Niro. Four hundred young actors auditioned for the part. Some actors didn't want to audition with De Niro because he was a famous star. But Leo didn't have a problem with that. The director, Michael Caton Jones, watched Leo with De Niro. He liked Leo's acting and Leo got the part.

The movie was from Tobias Wolff's book. Leonardo's character was very important because he played the teenage Tobias Wolff. In the movie, Tobias lives with his mother. His mother meets and then starts to love Dwight Hansen (Robert De Niro). Dwight wants to be Toby's father, but Toby doesn't like him.

Leo loved working with de Niro. A lot of actors go to acting schools, but Leo never went. His only acting teachers were actors. De Niro was very important to him.

The Right Man for the Job

Leo auditioned for a part in the movie, *What's Eating Gilbert Grape*. The director, Lassie Hallstrom, liked Leo, but he didn't want a handsome actor. Then Leo auditioned again. He was the right man for the job! Johnny Depp played Gilbert Grape in the movie. Juliette Lewis was Gilbert's friend Becky, and Leo was Gilbert's brother, Arnie. Arnie was a difficult character, but Leo did a very good job. He and Johnny Depp had a lot of fun. With Depp, Leo tried new things to eat. Depp liked watching Leo's face. Leo liked working with Juliette Lewis too and some people talked about a romance. Leo was famous after *What's Eating Gilbert Grape*. But he was only nineteen and he lived with his mother!

Suddenly, a lot of people in Hollywood wanted Leonardo Di Caprio in their movies. Sharon Stone wanted him for her new movie, *The Quick and the Dead*. Leo read the script and he liked it. He liked Sharon Stone, and he wanted to work with the director, Sam Raimi. Leo and Sharon kissed in the movie. People watched the movie and talked about a romance. But Leo and Sharon didn't have a romance. They're only friends. They kissed because their characters kissed in the script.

The Basketball Diaries is the story of four teenage boys. They have problems with drugs. Leo loved the story and he wanted to be in the movie. He played Jim. James Madio, Patrick McGaw and Mark Wahlberg played Jim's friends. They made the movie in New York City. Leo loved New York! Leo and Mark Wahlberg often went to bars and cafes at night. They danced with girls and had fun. There were a lot of stories in the newspapers. People talked about him and his character in the movie. Were they the same? Did Leo take drugs too? The answer is no.

After *The Basketball Diaries*, Leo got a lot of movie scripts. His father started to read them for him, and Leo only looked at the good scripts. George is important to Leo. He was fifty in 1994, and Leo wanted to give him a car. He got a new car and went to his father's house. George smiled – the car was for him!

Total Eclipse is the story of the famous French writer, Arthur Rimbaud. Leo played Rimbaud in the movie. David Thewlis played Rimbaud's friend, Paul Verlaine. *Total Eclipse* was difficult for Leo. Rimbaud and Verlaine were not only friends – they had a romance too. Leo didn't like kissing a man! Then Leo was in a new movie. And he was a big star.

The New Romeo

The director Baz Luhrmann wanted to make a movie of William Shakespeare's *Romeo and Juliet*. He asked Hollywood producers for the money, but they said no. They wanted new stories, and *Romeo and Juliet* was from 1595! Luhrmann wanted Leo for Romeo, but Leo didn't want the part. He didn't want to be in a movie of an old story.

But Luhrmann's script was for young people today. In his movie, Romeo and Juliet live in Verona Beach, USA, they drive cars and listen to today's music.

Shakespeare's characters are difficult, and Leo was unhappy about that too. Then he watched Keanu Reeves in the movie of *Much Ado About Nothing* which was from a Shakespeare story, and Reeves didn't have a problem.

Now Leo wanted to play Romeo. The producers were happy and Luhrmann got the money, but he didn't have a woman to play Juliet. Leo watched Claire Danes on her show, *My So Called Life*, and he talked with Luhrmann about her. She auditioned and she got the part.

They made the movie in Mexico. The work was difficult, and Leo got very sick from the food. One night Leo and a friend went to a bar in Mexico City. A man at the bar got angry, and he hit Leo's friend! But they finished the movie. It was a hit, and Leo was a big star. One fan even wanted his shirt!



People talked about his romances with Demi Moore, Naomi Campbell and Sharon Stone. But these stories were wrong. The actor's professional future is looking bright. «I can't say enough, that I am the product of good fortune. **My main thing** is that I just don't want to **squander** these opportunities that I have.»

SEAN CONNERY: A Living Legend

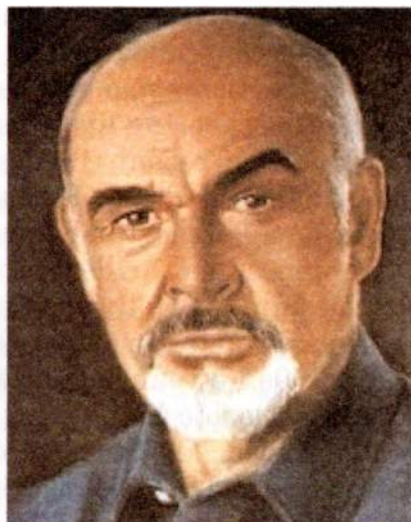
A film star for over forty years, he is a living legend. Audiences and film critics all over the world adore him.

Not many men have been voted the Sexiest Man Alive at the age of sixty! However, Sean Connery is an actor who appeals to both men and women. Everyone admires his **charm** and **charisma**.

Sean Connery is very proud to be Scottish and he often talks about his love for Scotland. He was born in Edinburgh on the 25th August 1930. He came from a poor, working class family. His father worked in a factory and Sean left school when he was only thirteen years old. At the age of fifteen he joined the Royal Navy for three years. When he left the navy he tried many jobs. He worked as a **labourer**, cement mixer, milkman and **bricklayer**. He did not want to be an actor but dreamed of being a football player. As a hobby, he tried body building and when he was in London competing in a body building competition he **auditioned** for a small part in a musical. He won the part and his acting career began.

Sean worked very hard to improve his acting. He took dancing and singing lessons. However, he did not become famous until he got the chance to play James Bond in the film *Dr No* in 1962. He beat many other distinguished actors, including Cary Grant and Rex Harrison, who also wanted to play the **suave** secret service agent. The producer of *Dr No* decided that Sean Connery was the right person to play James Bond when he watched Sean walk down the street!

Following the success of the film *Dr No*, Sean Connery was asked to play in four James Bond films during the Sixties – *Goldfinger*, *From Russia With Love*, *Thunderball* and *You Only Live Twice*. Many fans of James Bond films think that he was the best James Bond of all time.



Eventually, Sean **grew tired of** playing James Bond and after making the film, *Diamonds Are Forever* in 1971, he **vowed** that he would 'never again' make another James Bond film. At the time, he was paid a **record-breaking salary** of \$1.25 million for his part in the film. However, he agreed to play James Bond once more in 1983 and the producers called the film *Never Say Never Again*. His fans were delighted.

In the 1980s Sean Connery **took on** different and more varied roles. He won an Oscar for his role as a tough Irish cop in *The Untouchables*, in which he starred alongside Kevin Costner. He also played Harrison Ford's eccentric father in the popular *Indiana Jones and the Last Crusade*. His **cameo role** as King Richard in *Robin Hood* had cinema audiences cheering his screen appearance!

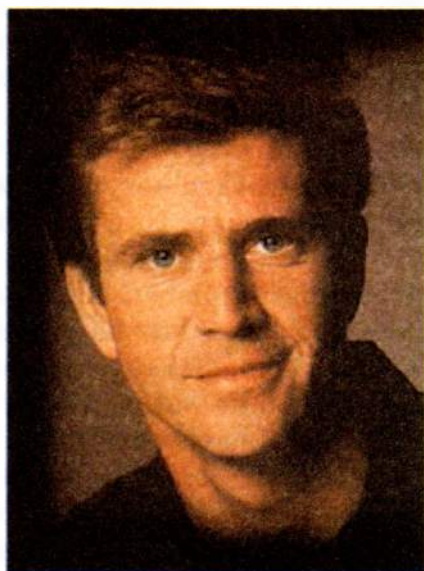
His most recent films include *The New Avengers* with actors Uma Thurman and Ralph Fiennes, and *Entrapment*. In *Entrapment* Sean plays an ageing art **burglar** who **teams up** with the beautiful Catherine Zeta-Jones in a thriller set around the Millennium.

Despite his Hollywood success, Sean Connery has remained loyal to his native land. He has worked for the Scottish National Theatre and in the 1970s he founded the Scottish International Education Trust, an organisation to help young Scots receive an education. He even made an appearance in the elections for the new Scottish parliament **to lend weight to** the Scottish Nationalist Party's cause. It is said that he was not given a **knighthood** in 1997 because of his links with this Party. Although he lives for much of the time in Spain and the Bahamas, he is **regarded** as Scotland's most famous son.

MEL GIBSON

A family man, Australia's most famous film star is an unlikely **role model** for such action movies as *Mad Max* and *Lethal Weapon*.

Although he is known as one of Australia's most famous movie actors, Mel Columcille Gerard Gibson was born in New York, America. His father was a railwayman and his mother was an Australian opera singer. Mel had ten brothers and sisters! When Mel's father won a big prize on the television **quiz show** *Jeopardy* he decided to move the family



to his wife's home country. They settled in Sydney, New South Wales in 1968. Mel was 12 years old.

Teased at school for his American accent, Mel quickly developed the broad '**Aussie**' accent he still has today. He wanted to **fit in**. 'I had to adjust to the place,' he says. 'I adjusted and adapted quite well, 16,000 gallons of beer later.'

After trying to become a **journalist**, Mel changed to study drama. At first he had very bad **stage fright**. But his sister was sure he had talent and sent in applications for **auditions** for two movies without telling Mel.

In the first of these films **Mel was given** the title role, *Tim*. His performance as a mentally retarded man won him a *Sammy*, an Australian award. The night before the audition for the other film he got into a fight. He went to the audition with his face badly cut and **bruised**. The directors wanted someone **rough and tough** to play the lead role. When they saw Mel's **battered** face, they knew they had their man for *Mad Max*.

The film was about a **leather-wearing Australian cop** after a nuclear war which became a cult classic. The famous Australian film director Peter Weir was impressed by his acting and **cast** Mel in the powerful World War II drama *Gallipoli*. His performance won him his second *Sammy*.

The same year Mel starred in *Mad Max II*. Peter Weir chose Mel again for his film *The Year Of Living Dangerously* about an **uncaring** reporter covering an Indonesian **coup**. **It led to** starring roles in several Hollywood films.

Mel went back to Australia in 1985 to play Max Kowalski one last time in *Mad Max: Beyond Thunderdome*. His co-star in this extravagant film was singer Tina Turner.

After a **two-year break**, Mel came back to Hollywood to star with Danny Glover in *Lethal Weapon*. This thrilling action movie was made **remarkable** by Mel's performance and by the obvious '**chemistry**' between Mel and Danny. Mel played Martin Riggs, a man who becomes uncaring of death after his own wife dies. The movie and the three **sequels** became **huge box-office successes** and made Mel Gibson a superstar.

With his new **wealth**, Mel started his own production company, ICON productions. He directed, and starred in, his own film *The Man Without A Face*. It tells the story of a young boy's relationship with a man who has been horribly burned. It is a sensitive and moving film, a complete contrast to the action of the *Mad Max* and *Lethal Weapon* movies.

Mel's second attempt at directing, producing and starring was a huge success. *Braveheart* is the epic story of a 13th century Scottish leader William Wallace and his **struggle** to make Scotland independent. It won more Oscars than any other film in 1995.

Mel's popularity and reputation have continued to grow with films such as *Conspiracy Theory*, *Ransom* and *Payback*. People magazine has voted him one of the world's Top 50 Most Beautiful People three times!

However there is a contradiction between his image as a hard man in violent films and his life **off-screen**. He holds strong views in favour of capital punishment and against gun control. He is a devout Catholic and a committed family man. Somehow, during his full movie career, he and his wife Robyn have managed to have seven children. He sends his older children to a boarding school in Australia. 'I think it's **character building** – those guys **run them like marines**. If they do anything wrong **they're on a six-mile run**.'

Mel also has a sense of humour, which cannot be kept under control at work. While filming with Julia Roberts, he sent her a freeze-dried rat as a present. As the producer for *Payback*, he **hired** the Chicago Bulls' cheerleaders to commemorate the first day for Brian Helgeland as a film director. When asked if he will be chosen to play the next Batman, he can't resist a joke. 'I don't want to have dialogue with Robin,' he **grins**, 'I get enough of that at home.'

ENGLISH-UKRAINIAN DICTIONARY

A

adapt [ə'dæpt] – адаптовувати
adventure [əd'ventʃə] – пригода
advertisement [əd'vætismənt] – реклама
airmail ['eəmeɪl] – пошта повітряним транспортом
airplane ['eəpleɪn] – літак
alien ['eɪlɪən] – прибулець
almond ['ɑ:mənd] – мигдаль, мигдальний горіх
although [əl'dəʊ] – хоч, хоча
amaze [ə'meɪz] – дивувати, вражати
angelic [ən'dʒelɪk] – ангельський
animation [æni'meɪʃn] – мультиплікаційний фільм
anniversary [əni'vɜ:səri] – річниця
announcement [ə'naʊnsmənt] – оголошення
answering machine ['ɑnsəriŋ] [mə'ʃi:n] – автовідповідач
appetizer ['æpətaɪzə] – страва, з якої, зазвичай, починають обід
approach [ə'prəʊtʃ] – наближатися
arrange [ə'reɪndʒ] – організовувати
arrive [ə'raɪv] – прибувати, приїздити
atmosphere ['ætməsfɪə] – атмосфера
attract [ə'trækt] – приваблювати
average ['ævərɪdʒ] – середній

B

badly-dressed ['bædli] [drest] – погано одягнений
balloon [bə'lu:n] – повітряна кулька
ball-room dances ['bɔ:lrum] ['dɑ:nsɪz] – бальні танці
barbecue ['bɑ:bəkju:] – пікнік
barley ['bɑ:lɪ] – ячмінь

barometer [bə'rɒmɪtə] – барометр
beach [bi:tʃ] – пляж
beige [beɪʒ] – бежевий
bicycle [baɪskl] – велосипед
bilingual [baɪ'liŋɡwəl] – двомовний
blow on the roof [bləʊ] [ru:f] – тут: зіпсувати
blow up [bləʊ] [ʌp] – надувати
boarding school ['bɔ:diŋ] [sku:l] – школа, в якій діти вчаться і живуть, школа-інтернат
boat [bəʊt] – човен
bone [bəʊn] – кістка
bonnet ['bɒnɪt] – кошик
boring ['bɔ:riŋ] – нудний
bowler hat ['bəʊlə] [hæt] – котелок (капелюх)
breeze [bri:z] – легкий вітерець, бриз
bride [braɪd] – наречена
brunch [brʌntʃ] – філіал
buffet [bu:'feɪ] – буфет
bun [bʌn] – здобна булка
busy signal ['bɪzi] ['sɪɡnəl] – сигнал «зайнято» у трубці телефону
butterfly ['bʌtəflaɪ] – метелик

C

cabbage ['kæbɪdʒ] – капуста
can stand [stænd] – терпіти, виносити
carbon dioxide ['kɑ:bən] [daɪ'ɒksaɪd] – вуглекислий газ
cargo aircraft ['kɑ:gəʊ] [æəkra:ft] – вантажний літак
carrot ['kærət] – морква
castle [kɑ:sl] – замок
catch a cold [kæʃ] [kəʊld] – застудитися

cattle [kætl] – велика рогата худоба
cellular phone/cell phone ['seljʊlə
 [fəʊn] – мобільний телефон
checked ['tʃekɪd] – в клітинку
chef [tʃi:f] – шеф-кухар
chilly ['tʃɪli] – пронизливо холодний
chimney ['tʃɪmni] – димар
chrysanthemum [krə'sænθɪməm] –
 хризантема
clogs [klɒgz] – важкі танцювальні
 черевики, які, як правило, ство-
 рюють шум під час танцю
coach [kəʊtʃ] – рейсовий автобус
coach potato [kəʊtʃ] [prə'tetəv] – лі-
 нивець
compensation [ˌkɑmpən'seɪʃn] – ком-
 пенсація
complain [kəm'pleɪn] – скаржитися
complaint [kəm'pleɪnt] – скарга
compulsory [kəm'pʌlsəri] – обов'яз-
 ковий
continue [kən'tɪnju:] – продовжувати
cookies/ biscuits ['kʊkɪz] ['bɪskɪts] –
 печиво
cordless phone ['kɔ:dlɪs] [æʊn] – радіо
 телефон
costume ['kɒstju:m] – костюм
courier [kʊəriə] – кур'єрська пошта
cross bun [krɒs] [bʌn] – булка у формі
 хреста

D

daffodil ['dæfədɪl] – нарцис
daisy ['deɪzi] – ромашка
dangerous ['deɪndʒərəs] – небезпеч-
 ний
delay [di'lei] – затримуватися
delivery [di'livəri] – доставка
depart [di'pɑ:t] – відправлятися
dessert [di'zə:t] – десерт
determined [di'tə:mɪnd] – рішучий
dial [daɪəl] – набирати номер теле-
 фону
directory/phone book [di'rektəri]
 [buk] – телефонний довідник

disappear [dɪsə'piə] – зникати
dishwasher ['dɪʃwɔʃə] – посудомий-
 ка
donkey ['dʌŋki] – віслук
dressing style ['dresɪŋ] [stɑɪl] – стиль
 одягу
drip [drɪp] – капати
drop [drɒp] – крапля
drought [draʊt] – посуха
drown [draʊn] – топитися
due [dju:] – належний

E

earn [ɜ:n] – заробляти
Easter bunny ['i:stə] [bʌni] – Вели-
 кодній кролик
education [ˌedʒu'keɪʃn] – освіта
emperor ['empərə] – імператор
empire [əm'paɪə] – імперія
enchant [ɪn'tʃɑ:ntɪŋ] – привабливий,
 красивий
encourage [ɪn'kʌrɪdʒ] – заохочувати
enquiry desk [ɪn'kwəɪəri] – довідко-
 вий відділ
entertain [ˌentə'teɪn] – розважати
entrance ['entrəns] – вхід
exchange [ɪks'tʃeɪndʒ] – обмінюва-
 тися
expect [ɪks'pekt] – очікувати

F

fancy ['fænsɪ] – оригінальний
fast-food [fa:st] [fu:d] – їжа швидкого
 приготування
faucet ['fəʊsɪt] – кран (у ванні)
feast [fi:st] – святкувати
ferryboat ['ferɪbəʊt] – пором
fitness freak ['fɪtnɪs] [fri:k] – залеж-
 ний від занять фітнесом, як фіт-
 несоман
flat out [flæt] – повністю
flight [flaɪt] – політ
flood [flʌd] – затоплювати
flowered [flaʊəd] – візерунок з кві-
 тами

folk [fəʊk] – народний
freezer [ˈfriːzə] – холодильник
fried fish [fraɪd] [æʃ] – смажена риба
frighten [ˈfraɪn] – лякати
full-time [ˈfultaɪm] – повний робочий день
fur [fəː] – хутро

G

get off [get ˈɒf] – виходити (з автобуса, поїзда тощо)
get sick [sɪk] – захворіти
get worse [wɜːs] – погіршуватися
go off [geɪ ˈɒf] – тут: не стало (води), пропала вода
go on a diet [daɪət] – сісти на дієту
go out [geɪ ˈaʊt] – зустрічатися (з дівчиною, хлопцем)
grapes [greɪps] – виноград
greenhouse [ˈɡriːnhaʊs] – парник

H

hall [hɔːl] – прихожа
hamburger [ˈhæmbɜːɡə] – гамбургер
hammer [ˈhæmə] – бити молотком
hang up [ˈhæŋ ʌp] – класти трубку
harvest [ˈhɑːvəst] – врожай
hawthorn [ˈhɔːθɔːn] – глід
heavy rain [ˈhevi] [reɪn] – сильний дощ
helicopter [ˈhelɪkɒptə] – вертоліт
high-pitched [ˈhaɪ ˈpɪtʃt] – на високих тонах
hole [həʊl] – діра, отвір
holly [ˈhɒli] – гостролист
honeysuckle [ˈhɒnɪsəkl] – жимолость, деревник
hop [hɒp] – хміль
horror [ˈhɒrə] – жах, фільм жахів
hot-air balloon [hɒt] [eə] [bəˈluːn] – повітряна куля
hovercraft [ˈhɒvəkraːft] – судно на повітряній подушці

I

ice-cream [ˈaɪskriːm] – морозиво
Immaculate Conception [ɪˈmækjʊlət] [kənˈsepʃn] – непорочне зачаття
in a row [rəʊ] – поспіль
industrial [ɪnˈdʌstriəl] – індустриальний, промисловий
influence [ˈɪnfluəns] – вплив, впливати
inspirational [ɪnspɪˈreɪʃənəl] – надихаючий
intend [ɪnˈtend] – мати намір
invade [ɪnˈveɪd] – завойовувати
invitation [ɪnviˈteɪʃn] – запрошення
involve [ɪnˈvɒlv] – втягувати, залучати
iron [aɪən] – прасувати

J

jet plane [dʒet] [pleɪn] – реактивний літак
jog [dʒɒɡ] – легкий біг
join [dʒɔɪn] – приєднатися

K

keep an eye [kiːp] [aɪ] – бути пильним
kilt [kɪlt] – спідниця шотландця
knock [nɒk] – стукати (у двері)

L

lap [læp] – коліно
lemonade [ˈleməneɪd] – лимонад
lightning [ˈlaɪtnɪŋ] – блискавка
liquids [ˈlɪkwɪdz] – рідина
lively [ˈlaɪvli] – жвавий
look after [luːk] [ˈɑːftə] – доглядати
lorry [ˈlɒrɪ] – вантажівка

M

major [ˈmeɪdʒə] – головний
mashed potatoes [mæʃt] [pəˈteɪtəʊz] – картопляне пюре
measure [ˈmeʒə] – вимірювати, міряти
membership [ˈmembəʃɪp] – членство

mention [menʃn] – згадувати, називати

mild [maɪld] – м'який

milk cocktail [mɪlk] [ˈkɒkteɪl] – молочний коктейль

minibus [ˈmɪnɪbʌs] – маршрутка

miss [mɪs] – сумувати

mist [mɪst] – мряка

moderate [ˈmɒdərɪt] – помірний

morning glory [ˈmɔːnɪŋ] [ˈglɒrɪ] – безрезка, іпомея

motor scooter [ˈmɒtə] [ˈskuːtə] – моторолер

motorbike [ˈmɒtəbaɪk] – мотоцикл

motorboat/runabout [ˈmɒtəbəʊt] [ˈrʌnəbəʊt] – моторний човен

moving [ˈmuːvɪŋ] – рухливий

N

nail [neɪl] – цвях

Nativity scene [neɪˈtɪvɪtɪ] [siːn] – вертеп

naughty [ˈnɔːti] – нечемний

neatly [ˈniːtli] – охайний

nephew [ˈnevjuː] – племінник

New Year Resolutions [njuː] [ˈjɪə] [rəzəˈluːʃnz] – новорічні обіцянки

nightlife [ˈnaɪtlaɪf] – життя міста вночі

nursery [ˈnɜːsəri] – дитячі ясельки

O

obviously [ˈɒbvɪəslɪ] – безперечно

occasional [əˈkeɪʒənəl] – повсякденний

oddly [ˈɒdli] – дивно

opportunity [ˌɒpəˈtjuːnɪtɪ] – можливість, нагода

option [ɒpʃn] – варіант, пропозиція, альтернатива, вибір

otherwise [ˈʌðəwaɪs] – в іншому випадку

overnight [ˈəʊənaɪt] – доба

oxygen [ˈɒksɪdʒən] – кисень

P

Palm Sunday [pɑːm] [ˈsʌndɪ] – вербна неділя

patron saint [ˈpætrən] [seɪnt] – святий покровитель

pattern [ˈpætən] – візерунок

pear [peə] – груша

performance [pəˈfɔːməns] – виступ

pick up [pɪk] – знімати трубку

pie [paɪ] – пиріг

pipe [paɪp] – труба (каналізаційна)

platform [ˈplætfɔːm] – платформа (на залізничному вокзалі)

plot [plɒt] – зміст

poise [pɔɪz] – стабільність, рішучість; рівновага; вагання

polka dot [[ˈpɒlkə] [dɒt]] – візерунок з кружальцями

poppy [ˈpɒpi] – мак

population [ˌpɒpjʊˈleɪʃn] – населення

pork chops [[pɔːk] [tʃɒps]] – котлети

porridge [ˈpɒrɪdʒ] – каша гречана

pour cats and dogs [pɔː] – лити як з відра

precise [prɪˈsaɪz] – точний

prefer [prɪˈfɜː] – віддавати перевагу

pressure [ˈpreʃəː] – тиск

pretend [prɪˈtend] – прикидатися, притворятися

primary [ˈpraɪməri] – початковий

primrose [ˈprɪmrəʊz] – первоцвіт

promise [ˈprɒmɪs] – обіцянка

pudding [ˈpʌdɪŋ] – пудинг

puddle [pʌdl] – калюжа

purple [pɜːpl] – пурпуровий

purse [pɜːs] – гаманець

pursue [pɜːˈsjuː] – переслідувати, слідувати

put up [ˈput ˈʌp] – встановлювати

Q

querulous [ˈkwɜːrʊləs] – буркотливий

queue [kjuː] – черга

R

rainfall [ˈreɪnfɔ:l] – опади
rainstorm [ˈreɪnstɔ:m] – злива з вітром
realise [rɪəˈlaɪz] – усвідомлювати
receiver [rɪˈsi:və] – отримувач телефонного сигналу
reception [rɪˈsepʃn] – прийом
rejoice [rɪˈdʒɔɪs] – возвеличити, тішитися, радіти
repair [rɪˈpeə] – ремонтувати
respect [rɪˈspekt] – поважати
Resurrection [ˌri:zəˈerekʃn] – Христове Воскресіння
rice [raɪs] – рис
ring [rɪŋ] – дзвінок
roast beef [[rəʊst] [bi:f]] – печена яловичина / яловичина

S

sad [sæd] – сумний
safe [seɪf] – безпечний
sailing boat [[ˈseɪlɪŋ] [bəʊt]] – вітрильник
Science [saɪəns] – природничо-математичні науки
scientist [ˈsaɪəntɪst] – вчений
sci-fi [ˈsaɪ,æi] – науково-популярний фільм
scorching [ˈskɔ:tʃɪŋ] – палючий
sculpture [ˈskʌlpʃʊə] – скульптура
sophisticated [səˈfɪstɪkətɪd] – вишуканий
space [speɪs] – космос
spaghetti [spəˈɡeti] – спагеті
sporrán [ˈspɔ:rən] – шкіряна сумка з хутром
stay awake [[steɪ] [əˈweɪk]] – не спати
steal (stole, stolen) [sti:l] – красти
stocking [ˈɛstɔ:kɪŋ] – підколінок
strange [streɪndʒ] – дивний
strawberry [ˈstrɔ:bəri] – полуниця
streetcar [ˈstri:tkeɪ] – трамвай
striped [straɪpt] – смугастий
suddenly [ˈsʌdənli] – раптом

sunstroke [ˈsʌnstrəʊk] – сонячний удар
sweep [swi:p] – підмітати
sweets/ candies [[swi:ts] [ˈkændi:z]] – цукерки

T

take a hot shower [ʃaʊə] – прийняти гарячий душ
take care of [keə] – піклуватися
take up [ˈteɪk ˈʌp] – почати займатися
tartan [tɑ:tn] – шерстяна матерія з узором у клітинку (шотландка)
thief [θi:æ] – злодій
thunder [ˈθʌndə] – грим
thunderstorm [ˈθʌndəstɔ:m] – злива з вітром, буревій з дощем
tips [tɪps] – чайові
traffic [ˈtræfɪk] – рух транспорту
transfer [trænˈsfə:] – робити пересадку (на іншу лінію метро)
turkey [ˈtɜ:kɪ] – індик
turn down [[tɜ:n] [daʊn]] – відкидати, відхиляти пропозицію
turn on [ˈtɜ:n ˈɒn] – вмикати
turquoise [tɜ:ˈkwɑ:z] – кольору морської хвилі

U

ugly [ˈʌɡli] – бридкий, огидний
unbearable [ʌnˈbeərəbl] – нестерпний
uncover [ʌnˈklʌvə] – розкривати, досліджувати
underground train [ˈʌndəgraʊnd] – поїзд метро
uniform [ˈjunɪfɔ:m] – шкільна форма
untidy [ʌnˈtaɪdi] – неохайний
usher [ˈʌʃə] – контролер в кінотеатрі

V

vacuum clean [[ˈvækjuəm] [ˈkli:nə]] – пилососити
van [væn] – міні вен
violin [vaɪəˈli:n] – скрипка

W

warning ['wɔ:nɪŋ] – попередження

wash up ['wɒs 'ʌp] – мити посуд

washing machine [['wɒʃɪŋ] [mə'ʃi:n]]
– пральна машинка

water lily [['wɔ:tə] ['li:lɪ]] – водяна лілія

watercraft ['wɔ:təkrɑ:ft] – скутер

weather forecast [['weðə] ['æ:kɑ:st]] –
прогноз погоди

weatherman ['wedəmən] – сейсмолог

wedding ['wedɪŋ] – весілля, одруження

weight [weɪt] – вага

welcome ['welkʌm] – запрошений, бажаний

well-dressed ['wel'drest] – добре одягнений

well-known ['wel'nəʊn] – добре відомий

work out ['wɜ:k 'aʊt] – тренуватися

Y

yacht [jɔ:t] – катер, яхта

УКРАЇНСЬКО-АНГЛІЙСЬКИЙ СЛОВНИК

А

автовідповідач answering machine
адаптувати adapt
ангельський angelic
атмосфера atmosphere

Б

багатосерійний фільм sequel
бальні танці ball-room dances
барометр barometer
бежевий beige
безперечно obviously
безпечний safe
березка, іпомея morning glory
бити молотком hammer
блискавка lightning
бридкий, огидний ugly
булка у формі хреста cross bun
буркотливий querulous
бути пильним keep an eye
буфет buffet

В

в іншому випадку otherwise
в клітинку checked
вага weight
важкі танцювальні черевики, які,
як правило, створюють шум під
час танцю clogs
вантажівка lorry
вантажний літак cargo aircraft
варіант, пропозиція, альтернатива,
вибір option
велика рогата худоба cattle
велосипед bicycle
вербна неділя Palm Sunday
вертеп Nativity scene
вертоліт helicopter

весілля, одруження wedding
вимірювати, міряти measure
виноград grapes
виступ performance
виходити (з автобуса, поїзда тощо)
get off
вишуканий sophisticated
віддавати перевагу prefer
відкидати, відхиляти пропозицію
turn down
відправлятися depart
візерунок pattern
візерунок з квітами flowered
візерунок з кружальцями polka dot
віслук donkey
вітрильник sailing boat
вловлювати, тут: вивчати pick up
вмивальник sink
вмикати turn on
водяна лілія water lily
возвеличити, тішитися, радіти re-
joice
вплив, впливати influence
врожай harvest
встановлювати put up
втягувати, залучати involve
вуглекислий газ carbon dioxide
вхід entrance
вчений scientist

Г

гаманець purse
гамбургер hamburger
глід hawthorn
головний major
гостролист holly
грім thunder
груша pear

Д

двомовний bilingual
десерт dessert
дзвінок ring
дивний strange
дивно oddly
дивувати, вражати amaze
димар chimney
дитячі ясельки nursery
діра, отвір hole
доба overnight
добре відомий well-known
добре одягнений well-dressed
довідковий відділ enquiry desk
доглядати look after
доставка delivery
жах, фільм жахів horror
жвавий lively
жимолють, деревник honeysuckle
життя міста вночі nightlife

З

завойовувати invade
залежний від занять фітнесом, як
фітнесоман fitness freak
замок castle
заохочувати encourage
запрошений, бажаний welcome
запрошення invitation
заробляти earn
застудитися catch a cold
затоплювати flood
затримуватися delay
захворіти get sick
згадувати, називати mention
здобна булка bun
зіпсувати blow on the roof
злива shower
злива з вітром rainstorm
злива з вітром, буревій з дощем
thunderstorm
зłodий thief
зміст plot
зникати disappear
знімати трубку pick up

знімати фільм shoot
зустрічатися (з дівчиною, хлопцем)
go out

І

імператор emperor
імперія empire
індик turkey
індустріальний, промисловий in-
dustrial
їжа швидкого приготування fast-food

К

калюжа puddle
камея cameo
кап drip
капуста cabbage
картопляне пюре mashed potatoes
катер, яхта yacht
каша гречана porridge
кисень oxygen
кістка bone
класти трубку hang up
коліно lap
кольору морської хвилі turquoise
компенсація compensation
контролер в кінотеатрі usher
космос space
костюм costume
котелок (капелюх) bowler hat
котлети pork chops
кошик bonnet
кран (у ванні) faucet
крапля drop
красти steal (stole, stolen)
кур'єрська пошта courier

Л

лайнер ship
легкий біг jog
легкий вітерець, бриз breeze
лимонад lemonade
лити як з відра pour cats and dogs
лінивець coach potato
літак airplane
лякати frighten

М
м'який mild
мак poppy
маршрутка minibus
мати намір intend
метелик butterfly
мигдаль, мигдальний горіх almond
мити посуд wash up
міні вен van
місце розташування, місце дії setting
мобільний телефон cellular phone/cell phone
можливість, нагода opportunity
молочний коктейль milk cocktail
морква carrot
морозиво ice-cream
моторний човен motorboat/runabout
моторолер motor scooter
мотоцикл motorbike
мряка mist
мультиплікаційний фільм animation

Н
на високих тонах high-pitched
набирати номер телефону dial
наближатися approach
надихаючий inspirational
надувати blow up
належний due
наречена bride
народний folk
нарцис daffodil
населення population
науково-популярний фільм sci-fi
не спати stay awake
небезпечний dangerous
незначний, не глибинний, позбавлений великого значення shallow
неохайний untidy
непорочне зачаття Immaculate Conception
нестерпний unbearable
нечемний naughty

новорічні обіцянки New Year Resolutions
нудний, скучний boring

О
обіцянка promise
обмінюватися exchange
обов'язковий compulsory
оголошення announcement
однотонний solid
опад rainfall
організовувати arrange
оригінальний fancy
освіта education
отримувач телефонного сигналу receiver
охайний neatly
очікувати expect

П
палючий scorching
парник greenhouse
Пасхальний кролик Easter bunny
первоцвіт primrose
переслідувати, слідувати pursue
печена телятина /яловичина roast beef
печиво cookies/biscuits
пилососити vacuum clean
пиріг pie
підколінок stocking
підмітати sweep
підписуватися, ставити свій підпис sign for
підсніжник snowdrop
піклуватися take care of
пікнік barbecue
платформа (на залізничному вокзалі) platform
племінник nephew
пляж beach
поважати respect
повітряна кулька balloon
повітряна куля hot-air balloon
повний робочий день full-time

повністю flat out
 повсякденний occasional
 погано одягнений badly-dressed
 погіршуватися get worse
 поїзд метро underground train
 політ flight
 полуниця strawberry
 помірний moderate
 попередження warning
 пором ferryboat
 послуга service
 поспіль in a row
 посудомийка dishwasher
 посуха drought
 почати займатися take up
 початковий primary
 пошта повітряним транспортом
 airmail
 пральна машинка washing machine
 прасувати iron
 прибувати, приїздити arrive
 прибулець alien
 привабливий, красивий enchant
 приваблювати attract
 пригода adventure
 приєднатися join
 прийняти гарячий душ take a hot
 shower
 прийом reception
 прикидатися, притворюватися pre-
 tend
 природничо-математичні науки
 Science
 прихожа hall
 прогноз погоди weather forecast
 продовжувати continue
 пронизливо холодний chilly
 пудинг pudding
 пурпуровий purple

Р

радіо телефон cordless phone
 раптом suddenly
 реактивний літак jet plane
 рейсовий автобус coach

реклама advertisement
 ремонтувати repair
 рис rice
 рідина liquids
 річниця anniversary
 рішучий determined
 робити пересадку (на іншу лінію
 метро) transfer
 розважати entertain
 розкривати, досліджувати uncover
 розпочинатися set off
 ромашка daisy
 рух транспорту traffic
 рухливий moving

С

святий покровитель patron saint
 святкувати feast
 сейсмолог weatherman
 середній average
 середній secondary
 сигнал «зайнято» у трубці телефо-
 ну busy signal
 сильний дощ heavy rain
 сісти на дієту go on a diet
 скарга complaint
 скаржитися complain
 скрипка violin
 скульптура sculpture
 скутер watercraft
 смажена риба fried fish
 смугастий striped
 сонячний удар sunstroke
 спагеті spaghetti
 спідниця шотландця kilt
 стабільність, рішучість; рівновага;
 вагання poise
 стиль одягу dressing style
 страва, з якої, зазвичай, починають
 обід appetizer
 стукати (у двері) knock
 судно на повітряній подушці hover-
 craft
 сумний sad
 сумувати miss

Т
телефонний довідник direct-
tory/phone book
терпіти, виносити can stand
тиск pressure
тонитися drown
точний precise
трамвай streetcar
тренуватися work out
труба (каналізаційна) pipe

У
усвідомлювати realise

Ф
філіал brunch

Х
хміль hop
холодильник freezer
хоч, хоча although
хризантема chrysanthemum
Христове Воскресіння Resurrection
хутро fur

Ц
цвях nail
цукерки sweets/ candies

Ч
чайові tips
черга queue
членство membership
човен boat

Ш
шерстяна матерія з узором у клі-
тинку (шотландка) tartan
шеф-кухар chef
шкільна форма uniform
шкіряна сумка з хутром sporran
школа, в якій діти вчаться і живуть,
школа-інтернат boarding school

Я
ячмінь barley

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