

Морська Л. І.

АНГЛІЙСЬКА МОВА

(7-й рік навчання)

ПІДРУЧНИК ДЛЯ 7 КЛАСУ

загальноосвітніх
навчальних закладів

Рекомендовано
Міністерством освіти і науки України

Тернопіль
Видавництво «Астон»
2015

ББК 81.43.21-922
М80

*Рекомендовано Міністерством освіти і науки України
(наказ МОН України № 777 від 20.07.2015 р.)*

**Видано за рахунок державних коштів.
Продаж заборонено**

Морська Л. І.

М80 Англійська мова (7-й рік навчання): підручник для 7 класу загальноосвітніх навчальних закладів. — Тернопіль: Астон, 2015. — 216 с.: іл.

ISBN 978-966-308-638-5

Підручник створений відповідно до чинної програми з англійської мови для учнів 7 класу середніх загальноосвітніх навчальних закладів, на засадах комунікативного та інтерактивного підходів, принципів інтеграції усіх видів мовленнєвої діяльності (аудіювання, читання, говоріння, писемне мовлення), системності й логічності, доступності, активності, естетичності.

Структурна організація підручника передбачає репродуктивну та творчу іншомовну діяльність учнів у межах восьми ситуативно-тематичних розділів, доповнених блоком текстів та завдань для домашнього читання та лексичних і граматичних довідкових матеріалів.

ББК 81.43.21-922

ISBN 978-966-308-638-5

© Морська Л. І., 2015
© ТзОВ «Видавництво Астон», 2015

Юний друже!

Прийми вітання з новим навчальним роком і побажання ще більших успіхів у вивченні однієї з найпопулярніших мов світу — англійської мови. Підручник, сторінками якого Ти будеш мандрувати в англomовному світі, допоможе Тобі якнайкраще спілкуватися і розповідати англійською мовою про сімейні традиції, свята, проведення вільного часу в колі родини і друзів, про свої захоплення, заняття спортом, про позакласні заходи, якими емоційно збагачується Твоє життя у школі, а також про те, як зберегти здоров'я і залишатися у чудовій спортивній формі, як приготувати улюблені страви, правильно поводити себе за столом, — одним словом, про все, чим живе сучасний семикласник. Разом із героями діалогів та текстів Ти зможеш подорожувати визначними місцями Великобританії та України, навчишся сам проводити екскурсії для іноземних туристів, бо кількість охочих приїхати до нашої країни щороку збільшується.

Підручник створено так, щоб, працюючи наполегливо, Ти мав достатньо часу і для відпочинку, і ще для того, щоб вивчення англійської мови не виснажувало Твої навчальні зусилля, а навпаки — приносило задоволення від успіху в опрацюванні матеріалу кожного уроку. Водночас мова книжки саме така, яку ти зможеш використати у спілкуванні з носіями англійської мови та культури.

Тож спробуй! Автор підручника бажає Тобі успіху! До зустрічі на сторінках цієї книжки!

Автор

Умовні позначки:



— прослухай.



— прочитай.



— потренуйся
у вимові.



— поміркуй.



— вивчи
і запам'ятай.



— скажи
англійською.



— слова, які слід вивчити
і записати у словник.



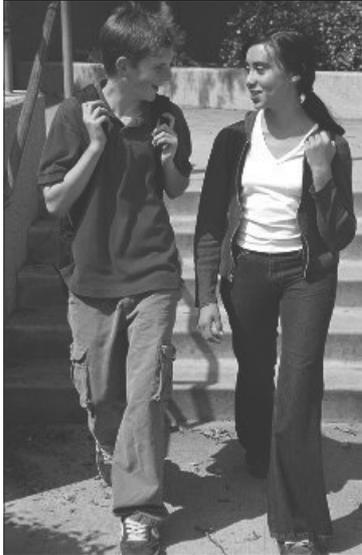
— напиши / виконай
творче завдання.

LESSON 1



1. Listen to the dialogue. Act it out with your partner.

First Day. New Class



Eric: Hello! I'm Eric Johnson. What's your name?

Karen: Karen Simons.

Eric: Are you a new pupil in our class?

Karen: Yes, I am. I am so worried about it.

Eric: You shouldn't worry. It's the best school in our town. And we are very happy in this class. Where are you from?

Karen: I am from the USA. I was born in Dallas.

Eric: Why are you in Britain?

Karen: I live with my aunt Shirley. My parents travel all the time.

Eric: What do they do?

Karen: They work for a big company. They're working in Japan now. What about your family, Eric?

Eric: My father is a doctor and my mother is an engineer. But she is not working at the moment. She is a housewife.

(Bell)

Eric: A maths lesson! Do you like maths?

Karen: Maths? Yes, I do!



2. When people give personal details about themselves they have to fill in information cards. Say what these cards tell you about.

Surname: Kelly
First name: Tom
Address: 16 Prince Philip Road, Leeds
Age: 13
Place of birth: Blackpool, England
Family: 1 sister, 1 brother
Parents' occupation:
father: pilot
mother: hairdresser
Likes: sports, collecting coins, watching TV, music, English
Dislikes: cooking, maths, cleaning the room.



Surname: Lee
First name: Susan
Address: 110 Cliff Road, Cardiff
Age: 14
Place of birth: Cardiff
Family: twin sisters
Parents' occupation:
father: architect
mother: shop assistant
Likes: cooking, doing nothing
Dislikes: parties, washing-up, reading.





3. Interview your friend to find out information and write a card about him or her.

Model: What's your surname?
What's your first name?
.....
Where do you live?

4. Put the verbs in brackets into the correct tense form (the Present Simple or the Present Continuous).

1. Eric is in his room. He (read).
2. I (go) to the library every Wednesday.
3. My parents (do) the shopping on Saturdays.
4. Look! Mum (talk) to your teacher.
5. Dad (leave) home for work every morning at 8.
6. My brother (speak) Spanish very well.
7. Look! The cat (run) after a mouse.



5. Disagree with the statements as it is given in the model.

Model: Karen Simons likes biology/maths. — No, she doesn't. She likes maths.
She is at home/school. — No, she isn't. She is at school.

1. Karen is German/French.
2. She was born in Chicago/Paris.
3. Karen's parents work for a small company/big company.
4. Her parents are in France/Japan now.
5. Karen likes her lessons of history/English lessons.



6. Fill in the blanks with the appropriate form of the given words. Then listen and check your answers.

Model: I **don't walk** to school. I always **take** the bus.
My mother **is talking** on the phone at the moment.

do enjoy like read speak take tidy walk watch work

1. Emma tea. She prefers coffee.
2. My father to listen to music after dinner.
3. your brother French? Mine doesn't.
4. you in your free time? I don't.
5. What your father ? I suppose he
6. your mother for a big or a small company?
7. They their room. — No, listen. They television.

LESSON 2



1. Look at the pictures. Agree or disagree. Use: *I entirely agree; Right; Oh, come on; You must be joking.*

These are teeth.



This is a beard.



These are eyelashes.



This is a mouth.



This is a nose.



These are eyebrows.



entirely — цілком
Oh, come on! — Та годі вже!
You must be joking. — Ви (ти), напевно, жартуєте (жартуєш).

2. Answer the questions.

1. Have you got a haircut?
2. Are you tall or short?
3. Is your hair long or short?
4. Are your cheeks rosy?
5. Are your eyelashes long?
6. Has your uncle got a beard?
7. Who has got a moustache in your family?
8. Has your mother got a nice hairdo?



3. Say how many people you know have got moustache or a beard, and who has got a nice hairdo or haircut.

Model: My mother has got a nice hairdo. My uncle has got a beard.

4. a) Give adjectives to the nouns:

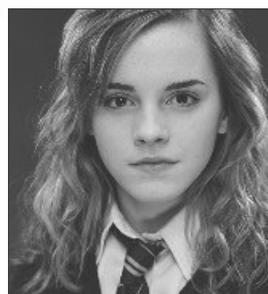
hair — grey, long, straight ...
eyebrows —
mouth —
face —

forehead —
eyelashes —
teeth —
moustache —

b) Make up five sentences.

Model: Emma Watson has got long black thick eyelashes, brown hair and big dark brown eyes. So she is beautiful.

Emma Watson



Daniel Radcliffe

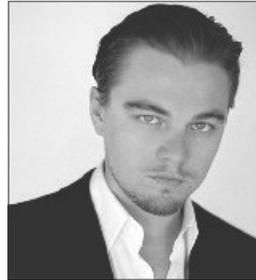




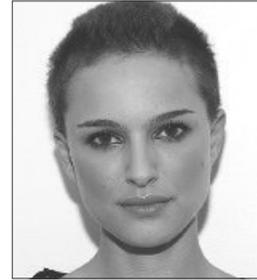
Justin Timberlake



Keira Knightley



Leonardo DiCaprio



Natalie Portman



6. Ask five questions using the table.

Is	your maths teacher	optimistic	?
	your botany teacher	generous	
	your sister	cheerful	
	your brother	reserved	
	your aunt	greedy	
	your uncle	talkative	
	your cousin	shy	



REMEMBER!

We/You/They People My neighbours	are have got clean	friendly, a nice haircut, the house daily,	aren't haven't don't	we/you/they?
I	am have got clean	friendly, a nice haircut, the house daily,	aren't haven't don't	I?
He/She/It Paula Mike	is has got cleans	friendly, a nice haircut, the house daily,	isn't hasn't doesn't	he/she/it?

We/You/They	aren't haven't don't	friendly, a nice haircut, the house daily,	are have got clean	we/you/they?
I	am not haven't don't	friendly, a nice haircut, the house daily,	am have got clean	I?
He/She/It Paula Mike	isn't hasn't doesn't	friendly, a nice haircut, the house daily,	is has got cleans	he/she/it?

7. Complete the sentences with the question tags.

1. My friend has got a nice haircut,?
2. He hasn't got an oval face,?
3. That girl has got long eyelashes,?
4. My brother is eleven years old,?
5. Your mother's hair isn't dark brown, ... ?
6. Emma Watson has got dimples on her cheeks,?
7. Peter doesn't take after his father, ...?
8. All children in their family like ice cream,?

LESSON 3



1. Read the statements. Respond using *He is lucky (unlucky) (він везучий / невезучий)*; *It's very kind (unkind) of him (дуже люб'язно/нелюб'язно з його боку)*.

Model: — He has given me a lot of nice presents.
— It's very kind of him.



1. He is visiting Egypt.
2. He has got a greedy friend.
3. He didn't come to see me.
4. He borrowed a very interesting book.
5. He has been to Hollywood recently.
6. He didn't help me with my homework.
7. He has given me a new computer game.
8. He missed his train to London.



2. What sort of person are you?

a) Answer the questions.

1. Are you usually smiling and happy?
2. Do you enjoy the company of other people?
3. Do you notice other people's feelings?
4. Do you think the future will be good?
5. Do you work hard?
6. Do you often give presents?
7. Do you talk a lot?
8. Are you usually calm?
9. Is your room often in a mess?



b) Match these adjectives with the questions.

Model: untidy — 9

- | | | |
|---------------|-------------|-----------------|
| 1. untidy | 5. reserved | 9. hard-working |
| 2. optimistic | 6. shy | 10. cheerful |
| 3. social | 7. lazy | 11. sensitive |
| 4. talkative | 8. generous | 12. reliable |



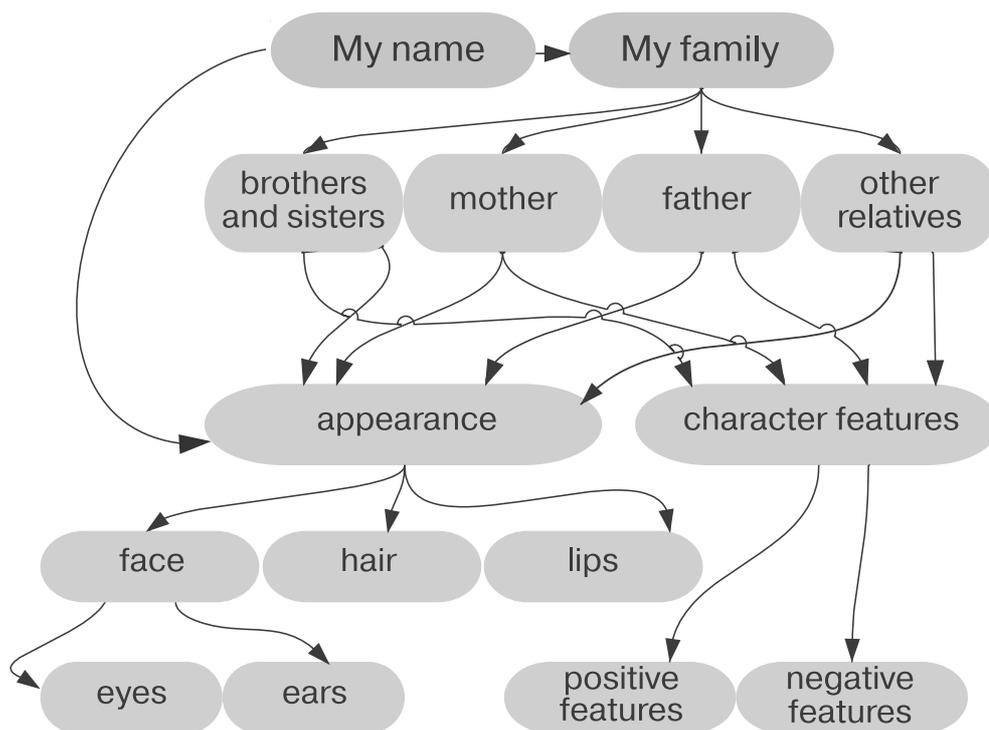
3. Let's play. Say So do I if you do the same. Say I don't if you don't do that.

Model: I enjoy the company of other people. — So do I.
He sleeps 10 hours a day. — I don't.

- | | |
|---------------------------|--|
| 1. She wears a uniform. | 6. I go on an excursion to Kyiv. |
| 2. He works hard. | 7. My cousin takes a train to school. |
| 3. He talks a lot. | 8. My grandfather often stays in hotels. |
| 4. I often give presents. | 9. She likes tennis. |
| 5. He calls a taxi. | 10. They enjoy comedies. |



4. Tell your classmates about yourself: a) your family; b) your appearance; c) your character. Use the mind map to help you.



5. Complete the sentences with the question tags.

1. We are happy,? 2. She isn't at home,? 3. We don't like winter,?
4. It is hot outside,? 5. My friend enjoys cold weather,? 6. Their relatives
don't live in Kyiv,? 7. Usually I have got seven lessons a day,? 8. Linda
hasn't got any English lessons on Monday, ...? 9. This dog is very funny and
friendly, ...? 10. You are attentive,? 11. My cousins don't know the Ukrainian
history,? 12. My uncle is very pessimistic, ...?

LESSON 4



1. Read and listen to the dialogues. Say: a) who is cunning; b) who has a stylish haircut. Make up similar ones.

- a) A:** Look at the boy!
B: What about him?
A: Look at his haircut!
B: What about it?
A: It's the same as yours.
B: Nothing of the kind (нічого подібного). Mine is more stylish.



- b) A:** Can you see that girl over there?
B: Yes. What about her?
A: She is very pretty, but looks cunning.
B: Nothing of the kind. I know her. She is intelligent and honest.



2. Describe your pet (your friend's pet/ any pet you have seen). Use the model.

Model: My pet/My friend's pet is a Its name is It's very funny/clever/playful. It has got small/big/long ears and a short/long/fluffy tail. I like/My friend likes playing with my/his/her pet. I play/My friend plays with my/his/her pet every day.



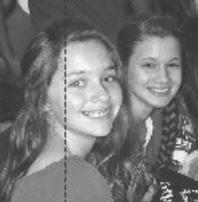
3. Take turns to ask and answer the questions.

1. Where is your school?
2. How long does it take you to get there?
3. Have you got a lot of homework?
4. Have you got lessons on Saturday?
5. Have you got tests?
6. Is the discipline strict?
7. Do you wear a school uniform?
8. Have you taken exams this semester?



4. Compare the school systems in Great Britain and the USA.

- Model:**
1. Pupils in Great Britain are younger than American pupils when they start their studies.
 2. Primary school in Great Britain takes more years than in the USA.
 3. British teachers are as professional as American teachers.
 4. British pupils graduate from school at the age of 16, while in the USA school graduates are usually 18 years old.

SCHOOLS IN BRITAIN			
How long children have to go to school in Britain		Professional Training	
PRIMARY EDUCATION		SECONDARY EDUCATION	
Infant School	Junior School	Comprehensive schools (Grammar School)	University
			
6	7	8	9
10	11	12	13
14	15	16	17
18	19	20	21
22			
			
Elementary School	Junior High School	Senior High School	College/University
PRIMARY EDUCATION		SECONDARY EDUCATION	
How long children have to go to school in most states of the USA			

SCHOOLS IN THE USA



5. Read and then speak about Celine Dion, a famous singer.



Model: Celine Dion was born in Canada. Her zodiac sign is Aries. She is married. Her husband's name is ...



Celine DION

- Place of birth:** Canada
- Astrological signs:** Aries, Monkey in Chinese horoscope
- Civil status:** married, to René Angélil
- Character:** organized, sometimes impatient
- Lucky number:** 5
- Perfume /'pɜːfjʊm/:** Chanel # 5
- Preferred colours:** black, white and red
- Sports:** snow and water skiing
- Musical instruments:** piano
- Favourite singers:** Stevie Wonder, Michael Jackson and Natalie Cole

LESSON 5



1. Listen to the dialogue, act it out with your partner and then make up a similar one.

A: What's wrong? You look nervous!

B: We have got a test today.

A: Come on! Is it for the first time (це впервые)?

B: Definitely, not. But this time the topic is very difficult.

A: What's that?

B: School system in Great Britain.

A: It's easy. First, they have state and private schools.

Then, state schools are infant and junior. That's it (це все).

B: Oh, thank you. You've saved me!



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

Halia		the lesson	
Pavlo	is	single	isn't she?
They	are	up sentences	isn't he?
We	does	slippery	isn't it?
You	make	the shopping	doesn't he?
The pupils	do	funny	doesn't she?
Viktor	makes	friends	do they?
It	don't do	morning exercises	aren't we?



3. Complete the sentences. Use the charts from exercise 4, lesson 4 to help you.

Schooling in Britain

1. Pupils draw pictures, sing songs, listen to stories and tales at schools. 2. British schoolchildren wear a school 3. children go to private schools. 4. At the age of 13 children 5. The comprehensive system is 6. At the age of 11 they take ... 7. Those who pass the 11-plus exam go to 8. In private schools children receive 9. After leaving private schools pupils may enter 10. British boys and girls go to infant school at the age





4. One of you is from England, the other is from Ukraine. Speak about your school or English lessons. Use these word combinations.

Just the other way round, it's a ten minute drive, how long does it take you to get ..., as far as I know, what do you mean, I can't stand ..., Why don't you ...

Model:

- A:** Do you study at a state or a private school?
B: At a state one. There aren't many private schools in my country. And you?
A: I study at a private school.
B: You are lucky. As far as I know, very good teachers work at private schools.
A: Right. I am proud of it. But my school is far from my house.
B: How long does it take you to get there?
A: It's a 20 minute drive. Your school is far too, isn't it?
B: Just the other way round. It takes me 5 minutes to get there on foot.

5. Complete the sentences with the words given in the box.

wear	headmaster	library	take	after-school activities
noise	discipline	started	do	5-6 ... a day

1. I ... school at the age of six. 2. I will ... exams in Form 9. 3. I have got ... lessons ... 4. In the ... we take books. 5. I ... well at school. 6. The pupils of my school ... school uniform. 7. The ... is strict in my school. 8. ... include clubs, parties, and circles. 9. My ... 's name is Andriy Yevhenovych. 10. We usually don't make much ... during the breaks.



6. Listen to the London tour guide and put the places in the order that the tour bus will visit them.

a. Oxford Street	1. ____c____
b. The Houses of Parliament	2. _____
c. Madame Tussaud's	3. _____
d. Big Ben	4. _____
e. The London Eye	5. _____
f. Tower Bridge	6. _____
g. The Tower of London	7. _____
h. Buckingham Palace	8. _____

Lesson 6



1. Read the words and word combinations and try to guess their meaning by means of explanation phrases.

to give a hand with cleaning — to help with cleaning;

to do the washing-up — to make the dirty dishes clean after breakfast, dinner, or supper;

to Hoover — to use a vacuum cleaner to pick up dust from the carpets;

to cook — 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
cook meals
do the washing-up
do the ironing
hoover
make beds

do the washing
look after the children
hammer the nails
do the repairing
clean the rooms
water the flowers

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



3. Listen to the dialogue and answer the questions after it.

Radio presenter: Good evening, ladies and gentlemen! Today in the studio of “My Success” we have got Linda Johnson, a successful teacher of English. It’s really nice to meet you, Mrs. Johnson.

Linda Johnson: Nice to meet you, Mr. Pitt.

Radio presenter: Well, Mrs. Johnson, you work hard. You spend a lot of time at work.

Linda Johnson: That’s absolutely true.

Radio presenter: What is the secret of your success? How do you cope with the house work?

Linda Johnson: It’s very easy, Mr. Pitt. I have two children and a husband. My son hoovers the floor in the house and dusts the furniture. My husband does the shopping and the ironing. He often cooks something delicious as well. He is an excellent cook. My daughter does the washing-up. And finally, our washing machine does the washing.

Radio presenter: Oh, I see. You have got a wonderful family, Mrs. Johnson.

Linda Johnson: I agree with you, Mr. Pitt. My family is the secret of my success!

1. Who is in the studio of "My Success"? What is the lady's occupation?
2. What is the radio presenter's name?
3. How many people are there in the Johnson family?
4. Is it difficult or easy to be successful for Mrs. Johnson?
5. Who usually helps Mrs. Johnson with the cooking?
6. What do Mrs. Johnson's children do to help their mother about the house?
7. Who does the washing-up and the ironing in the Johnson family?
8. Who helps Mrs. Johnson to be a successful teacher?



4. Speak about your share (часть, доля) of household chores in your family.

Model: I've got some family duties. I often do the washing-up and the shopping. I also Hoover all the rooms on Saturdays.



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 the mistakes in the sentences under them.



This girl is hoovering the carpets.



That man has done the washing-up.



This girl is cooking meals.



The man is doing the ironing.



7. Write a story about how your family members did the household chores last week.

Model: Last week we did a lot about the house. I did the shopping on Wednesday and on Sunday. I also did the washing-up almost every day. My father

LESSON 7

1. Look at the report about the previous day in the life of Linda'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 Linda's brother was having his breakfast.



7:00	Linda woke up.
7:05	She made her bed.
7:15	Linda had her breakfast.
7:40	She went to school.
8:05	Her brother woke up.
8:30	He had his breakfast.
11:30	Linda had her lunch at school.
15:00	Linda's mother cooked dinner.
15:20	Linda came home from school.
18:00	Linda began to do her homework.
19:00	Linda watched TV.
22:00	Linda and her brother went to bed.



2. Use exercise 1 and read the text. Say whether the sentences after it are true or false. Correct the false sentences.

Yesterday Linda woke up at 7:00. She made her bed at 7:05, then she had her breakfast.

Linda's little brother woke up at 8:05. He does not go to school. He is five years old. He stays at home with his mother.

Linda is a schoolgirl. Yesterday she went to school at 7:40. So when Linda's brother woke up, Linda wasn't at home. She had already gone.

Linda's brother had his breakfast at 8:30.

Linda had her lunch at school at 11:30. She came home from school at 15:20, when her mother was cooking dinner. At 18:00 Linda began to do her homework. Linda's father came home half an hour later. In the evening, at 19:00 she watched TV. Linda and her brother went to bed at 22:00.

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



REMEMBER!



Щоб показати, що одна минула дія відбулася раніше іншої минулої дії, в англійській мові вживають форму Past Perfect.

(дія № 1)

(дія № 2)

Linda's mother **had cooked** dinner before Linda **came** home.

Дія № 1 відбулася раніше за певну дію в минулому (Past Perfect).

Дія № 2 — певна дія у минулому (Past Simple). Часто використовується через сполучення прийменника **by** та значення години.

Linda's mother had cooked dinner **by** 15:20.

Past Perfect утворюється за допомогою допоміжного дієслова **to have** у Past Simple (**had**) і основного дієслова з закінченням **-ed** (для правильних дієслів), напр. **had cooked**, або у третій формі дієслова (для неправильних дієслів), напр. **had made** (див. табл. на с. 204).

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 hoovered the floors.

4. Look at the pictures and say what Linda was doing at a certain time.



10:20–11:15



11:15–12:30



14:00–14:30



14:30–15:30



17:20–18:00

Model: At 9:15 Linda was doing the washing. At 10:20 she was ...



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

Model: Linda had cleaned the room before she cooked dinner.
She had cleaned the room by 15:30.



6. Using the pictures in exercises 4 make up as many sentences as you can with the Past Perfect/Past Simple tense form. Write them down.

Model: I had dusted the furniture before I hoovered the carpets.
My mother had cooked dinner by 3 p.m.

LESSON 8

1. Answer the questions.

1. Had you gone to school before your parents left for work last Monday?
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?

**REMEMBER!**

У заперечній формі Past Perfect частка **not** ставиться після допоміжного дієслова **had**.

She **had not** done her homework by 10 p. m. yesterday.
(At 10 p. m. she was still doing her homework.)

В усному мовленні, зазвичай, замість **had not** уживається скорочена форма написання даного сполучення — **hadn't**.
had already done → *had not done ... yet*.

2. Make the following sentences negative.

1. By the time I came home my brother had already hoovered the carpets.
2. Linda had watered the flowers by 9 p.m.
3. Before our parents came home yesterday we had already done the washing-up and the 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.

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

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

4. Fill in the blanks with *had* or *hadn't* using the text in exercise 3 (lesson 7).

1. Tom cooked dinner by the time he did the washing.
2. He hoovered 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 the shopping.

5. Complete the columns with the missing forms of the verbs.

	did	
		made
take		
	went	
		waken
	bought	
		had
bring		
	ate	

6. Make up a story about how a boy or a girl was doing his or her house chores. You must have two sentences in the Past Continuous and three ones in the Past Perfect tense forms.



The list of words and word combinations you may use:

speak over the telephone, say goodbye (to one's mother), leave for work, tidy the room (the flat, the house), water the flowers, do the washing-up, sweep the floor, clean the dust (from the table, the window, the door, etc)



7. Write down the story you have made up in exercise 6 into your exercise book. Prepare to retell your story to your classmates.

Model: When my mother left for work I was speaking over the telephone. I finished my conversation and said goodbye to my mum. Then I did my chores. First, I did the ...

LESSON 9



1. Read and listen to the dialogue and then act it out with your partner.



Linda: Hi, Susan!

Susan: Hi, Linda. Do you know it was Teacher's day yesterday?

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

Susan: How did you celebrate it yesterday?

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

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

* lay (laid, laid) the table — накривати на стіл.



2. Look at the pictures and match them with the names of holidays. Say what you know about them.

Model: Picture 1 shows Mother's day. It's a family holiday. On this day, the children and their father give presents to their mother, do all the house chores, express their gratitude for her love and care.



- a. The Day of Knowledge
- b. Mother's Day
- c. New Year's Day

- d. St. Patrick's Day
- e. Birthdays of family members
- f. Christmas Eve

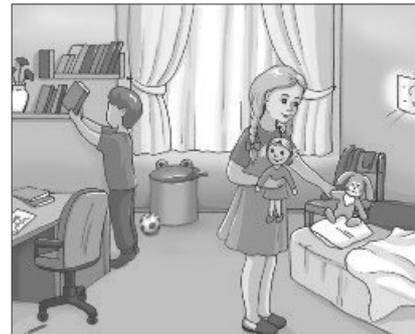


3. Use the words and word combinations to speak about one of the holidays suggested in exercise 2: a) say how you usually celebrate it; b) say how you celebrated the holiday last year.

- to wake up earlier than usually;
- to clean/to tidy up the flat/the house;
- to do the shopping/to buy presents;
- to buy all the necessary things for the holiday;
- to bake a holiday cake;
- to congratulate on .../to express gratitude for ... ;
- to gather around the holiday table;
- to make ... happy.



4. Use the pictures in the mind map and speak on the topic “Family Holidays”. Use the Past and the Present tense forms you have learnt. Use exercise 3 to help you.



Family Holidays



5. Write 8-10 sentences about the way you help your parents about the house. Use lessons 6-8.

LESSON 10



1. Listen to the dialogue and then act it out with your partner.

- A:** Hi, Sally. Has your father come back from Germany?
- B:** Yes, he has. He actually came a month ago.
- A:** Had he come back before your birthday?
- B:** 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.
- A:** Did he bring you presents from Germany?
- B:** Of course, he did. He brought me a computer. That's the best present I have had in my life.



REMEMBER!



- He had arrived before I had my birthday party.
 — **Had** he arrived before I had my birthday party?
 — What **had** he done before I had my party?

У питальній формі Past Perfect допоміжне дієслово **had** ставимо перед підметом

2. Use exercise 2 (lesson 8) to make the sentences interrogative (put general questions).

3. Use the information and the words in brackets to make up the sentences of your own. The first sentence has already been done for you.

- Linda wasn't at home when her parents came home from work. — (she/ just/ out/ go/ visit/ her aunt) *She had just gone out to visit her aunt.*
- Mike arrived late at the bus stop. — (leave/ the bus/ already)
- We invited Linda to dinner yesterday but she couldn't come. — (go/ she/ already/to/ in/ the seaside/ Odesa)
- When we arrived at the party, Bill wasn't there. — (home/ go/ he/ already)
- My brother wasn't hungry when I invited him to dinner last Sunday. — (he/ lunch/ already/ have)
- When my parents came home the house was clean and tidy. — (by that time/ I/ tidy/ already/ the house)



4. Read the text and answer the questions after it.

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, their neighbour's dog. When his mother entered the bathroom he was trying to turn on the washing machine. She 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. Have you got any naughty younger brothers or sisters? What were their naughty tricks?
8. Remember your naughty tricks and say what you did when you were younger.



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



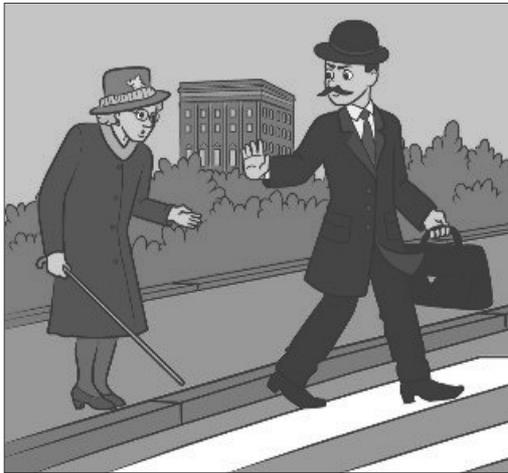
6. Get ready to retell the text in exercise 4. Use the plan given below.

1. Steve's appearance.
2. Steve's first naughty trick with the neighbour's dog.
3. Steve's decision to help his mother with the washing-up.

LESSON 11



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.



Elderly lady: Excuse me. I have to change onto "Zoloti Vorota". Can you help me with my luggage, please?

Old man: I'm sorry but I've got a bad back. Perhaps you should ask that young man.

Elderly lady: Excuse me. Could you carry my bags to the platform, please? I can't manage them alone.

Businessman: I'm already late for an important business meeting. You should ask someone else.

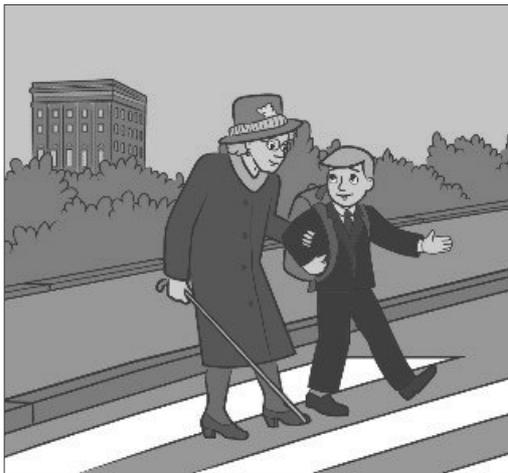
Elderly lady: Excuse me. Could you help me, young man?

Young man: What can I do for you?

Elderly lady: It's my luggage. Could you help me carry it to the platform, please?

Young man: No problem. Just lead the way, madam.

Elderly lady: Oh, thank you so much!



2. Practise the following conversations as in the model. Then finish the conversations to give some extra information.

Model: A: I'm picking pears.

B: How many pears have you picked?

1. I'm planting apple trees.
2. I'm making cakes.
3. He's cleaning shoes.
4. She's writing letters.
5. I am washing blankets.
6. I am taking photographs.
7. Mary's sending out invitations.
8. I'm cutting sandwiches.
9. George is painting pictures.
10. She's ironing shirts.
11. We're peeling onions.
12. Tom is hoovering the carpets.
13. She's watering the flowers.
14. They're dusting the windowsills.
15. We're tidying the room.



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



1. You can have this newspaper. I (finish) reading it.
2. It isn't raining now. It (stop).
3. I was late. The party (start, already) by the time I got there.
4. This bill isn't right. I (pay) already for this thing.
5. I am not hungry. I (already, eat).
6. At last the committee members were ready to tell their decision. They (make up) already their minds.
7. It's ten o'clock. I (finish, already) my homework, so I'm going to go to bed.
8. Do you want to see that program? It (start) just.
9. Carol missed her plane yesterday because of a traffic jam on her way to the airport. By the time she got to the airport, her plane (leave, already).
10. I was not hungry. I (eat, already).
11. We had no car at that time. We (sell) our old one.
12. Last night I went to bed at ten o'clock. I (finish, already) my homework by ten.
13. We're late. The party (start, already).
14. It'll get warmer in here. I (turn) the heating on.
15. I was really tired last night. I (have) a hard day at school.

4. Choose the word combination that best completes the sentence or conversation.

1. "Do you know where Cyprus is?" "Yes. I ... there two times". (a. was; b. had been; c. have been; d. has been)
2. My dad's car was working very well, because he ... it. (a. was just repairing; b. has just repaired; c. had just repaired; d. is just repairing)
3. When we ... our work, we went for a walk. (a. had finished; b. have finished; c. are finishing; d. were finishing)
4. My brother ... on his tablet when our parents entered his room. (a. had played; b. was playing; c. is playing; d. has played)
5. We didn't know anything about "Avatar" because we ... the film. (a. didn't see; b. hadn't seen; c. don't see; d. haven't seen)
6. I wasn't afraid of writing a grammar test, because I ... all grammar rules well. (a. was learning; b. have learnt; c. had learnt; d. am learning)
7. When our grandfather came to visit us we ... in our garden. (a. had worked; b. was working; c. are working; d. were working)



5. Make up five sentences of your own with the Past Perfect. Write them down into your exercise books.

LESSON 12



1. Read and listen to the dialogues. Act them out with your partner and then make up similar ones.

a) **Stranger:** Sir, excuse me, could you tell me how to get to the nearest metro station?

Man: Pardon? What did you say?

Stranger: Could you tell me how to get to the nearest metro station?

Man: Oh, yes, sure. Walk two blocks and then turn right. Then walk straight till you see a tall building of the post office. The metro station will be on your left.

Stranger: Thanks a lot.

Man: Not at all.



b) **Bill:** Tom, do you live far from your school?

Tom: Not very far.

Bill: How do you get to school? Do you walk or take a bus?

Tom: I take a bus and then I walk a little.

Bill: How much time does it take you to get to school?

Tom: About half an hour.



2. Complete these expressions with a, the or nothing. Match the pictures with some of the expressions and then make up 5 sentences of your own.

1. have ... breakfast

2. have ... bath

3. play ... piano

4. go to ... work

5. at ... home

6. at ... station

7. to ... cinema

8. in ... France

9. go by ... train

10. in ... evening

11. on ... Thames

12. in ... United Kingdom of Great Britain and Northern Ireland





3. Review of the Present Tense forms. Put the verbs in brackets into the correct form.

1. You (have) any plans for vacation? — Yes, I do. I (plan) to go to New Orleans. — You (be, ever) there before? — Yes, I have. I was in New Orleans two months ago. My brother (live) there so I (go) there often.

2. Where's Jessica? — She (study) at the library. — (She, study) at the library every day? — Not every day, but often.

3. Shhh... Irene (answer) a long-distance call. — Who (she, talk) to? — Her brother. I think her brother is in some kind of trouble. — That's too bad. I hope it's nothing serious.

4. What you (do)? — We (pick) apples. — How many you (pick)? — We (pick) ten baskets.

5. Why you (make) such a horrible noise? — I (lose) my key and I (try) to wake up my brother by throwing stones at the window. — You (throw) stones at the wrong window. You (live) next door.

6. The colour is absolutely awful. I (hate) it. I (hope) at least this dress with suit me.

7. Is Helen still here? — No, she (leave) the house. ... she (come) to dinner tonight? — I (hope) so.

4. Put the verbs in brackets into the Past Continuous or the Past Perfect.

1. When I walked into the kitchen after dinner last night, my wife (wash) the dishes, so I picked up a dish towel to help her. 2. By the time the class was over this morning, the rain (stop) so I didn't need my umbrella anymore. 3. When I left for school this morning, it (rain) so I used my umbrella. 4. Last night I started to study at 7:30. Dick came at 7:35. I (study) when Dick came. 5. By the time I walked into the kitchen after dinner, my husband (wash, already) the dishes and (put) them away. 6. Last night I started to study at 7:30. I finished studying at 9:00. Dick came at 9:30. By the time Dick came, I (finish) my homework. 6. He graduated from school in May, 2015. His nephew was born in July, 2015. He (graduated) from school before his nephew was born. 7. My younger sister went to bed at 10 p.m. I entered her bedroom an hour later. So when I entered my sister's bedroom, she (sleep).

5. Read the grammar rules about the Past Perfect. Fill in the missing words with those given in brackets.

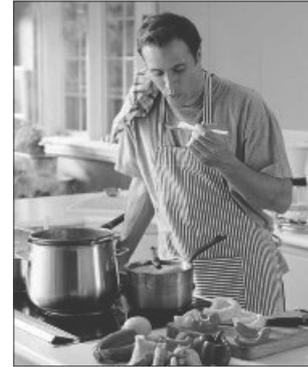
We use the Past Perfect tense form to say that something had already happened (*after/before*) another (*past/present/future*) action or a certain time in the (*past/present/future*).

We form the Past Perfect with (*have/has/had*) and the (*present/past*) participle of the verb (for example: gone, seen, cleaned, worked, etc.).

LESSON 13

1. Read the sentences and match them with the pictures.

- a. When Linda arrived home at 8 p.m., Steve was cooking supper.
- b. When Linda arrived home at 8 p.m., Steve was going to cook supper.
- c. When Linda arrived home at 8 p.m., Steve had cooked supper.



2. Listen to the dialogue. Act it out with your partner. Retell it as if everything happened yesterday. Speak as if you were Tom.

Model: When my parents came home yesterday my sister Linda and me had already cooked the dinner. We hadn't cleaned the floor in the hall by that time, but we had cleaned

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

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

Linda: 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.

Linda: 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.

3. Read the rhyme and learn it by heart.

*Our washing machine went whistling whirr.
Whistling, whistling, whirr.
One day at noon it went whistling click!
Whistling, whistling, whistling, click!
Click, grr; click, grr; click, grr, click!
Call the repairman.
Fix it... Quick!*





4. Culture corner. Read the text and do the quiz after it. Pay attention to the words in bold type. Use the dictionary if necessary.

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 **BC** 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** happened in 43 **AD**, Britain became a part of the **Roman Empire**. But it wasn't long.

After the Romans had left the country, it was invaded by the **Anglo-Saxons** who came from the Netherlands, Germany and Denmark. They pushed the Celts into Scotland, Wales, Ireland and gave the isles their names.



1. The United Kingdom has been a united country	2. The Romans had invaded Britain	3. The Anglo-Saxons invaded Britain coming from
a) for 11 centuries; b) since 1110; c) since the 11 th century.	a) before the Celts settled there; b) before the Anglo-Saxons came; c) by 43 AD.	a) Belgium; b) the Netherlands and Italy; c) Denmark, Germany and Belgium; d) Denmark, the Netherlands and Germany.

5. Put the verbs in brackets into the Past Perfect or the Past Simple.

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



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

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

LESSON 14



1. Learn and smile. Listen to the jokes. Try to tell your favourite joke in English.

- a) **Son:** Mum, when I was on the bus with Dad this morning, he told me to give up my seat to 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.



2. Read the text, compare the writer's family traditions of Christmas celebration with those of your family.

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 Santa Claus. We wrote about all the presents we wanted. Of course we didn't mention about the 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 our relatives with my two cousins arrived everything had been ready.

We tried to stay awake as long as possible to see Santa Claus but the next thing we remembered was Christmas morning!

At the bottom of the bed there were our stockings. Somebody had filled them with toys and sweets. Christmas morning was always bright and sunny.

In the afternoon we had a huge Christmas cake which our mother had cooked with all her love for the whole family.

By bedtime we had already played with all our new toys, so as soon as we turned off the light, we all fell into a deep, healthy sleep.

Model: Christmas celebrations in my family have got much in common (мають багато спільного) with those the author of the text described. For example, But there are a few differences as well. For example,

3. Read the text in exercise 2 and answer the questions.

1) Who do you think had read the children's letters before Christmas? Why?

- a) Santa Claus;
- 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 Santa Claus.

3) What did the children do in the afternoon?

- a) they watched TV;
- b) they made a snowman;
- c) they had their meal.



4. Arrange these things in the order the children did them. Use the text in exercise 2.

- a) put up the Christmas tree;
- b) put their stockings at the bottom of their bed;
- c) wrote a letter to Santa Claus;
- d) blew the balloons;
- e) had their Christmas cake;
- f) opened their stockings.



5. Speak about your family traditions and holidays.

Model: We like to celebrate a lot of family holidays. One of them is my parents' wedding anniversary (річниця з дня одруження моїх батьків). On that day (June 15) we spend the whole day together. Our mother doesn't cook anything. We eat out in one of the restaurants in our town. My father usually gives beautiful flowers to my mother (every year he gives a different kind of flowers). I have got a present for my parents, too. I don't buy it but make it myself. Last year I made a wooden picture frame. They were really happy with my present.



6. Write a story about one of the winter holidays you celebrated last year. Include your family traditions in the story.

Model: I enjoy all winter holidays, but last year the celebration of the New Year was the unforgettable experience. We had decorated our house and put up the New Year tree before our relatives and friends arrived. So when they entered our flat they couldn't recognise it. At about 8 p.m. someone knocked at the door. When I opened it I saw Father Frost with a huge sack full of presents. Everybody got his or her present. An hour before midnight we sat at the table and had delicious New Year dishes. Every year my mother tries to cook a new dish for the New Year celebrations. Last year she prepared a very tasty salad with the pineapple and mushrooms. After the arrival of the New Year we played funny and interesting games. We went to bed at about 2 a.m., tired but happy.

LESSON 15

1. Read the poem by an unknown author and learn it by heart.**A Birthday Child**

*Everything's been different,
All the day long.
Many things have happened,
Nothing has gone wrong.
Nobody has scolded
Everyone has smiled.
Isn't it delicious to be
a birthday child?*

**2. Read the text and fill in the blanks with the given words.**

food, uncle, dancing, party, late, noise, great, join, relatives

Last year in July, we had a big ... to celebrate my mum and dad's fifteenth wedding anniversary. 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. Then we served the But while I was talking to my ... the sausages burnt. While the guests were ... the party went on until One of the neighbours came to complain about the noise. But we invited her to ... us and she forgot about the All in all it was a ... party!

**3. Retell the story in exercise 2 speaking about:**

a) How it began; b) During the party; c) How it ended.

**4. Read the words and their definitions. Guess the meaning of the words.**

wedding — a ceremony at which two people marry each other

ceremony — a formal act or event that is a part of a social or religious occasion

reception — a social function, especially to provide a welcome or greeting:

a wedding reception

welcome — giving someone happiness or pleasure; used to say that you are

happy to have someone come to and stay in a place (such as your home)

engagement — an agreement to be married

bouquet — a bunch of flowers

occasion — a special or important time, event, ceremony, celebration

groom — a man who is about to be married

bride — a woman about to be married

veil — a piece of transparent material worn over the face of a woman to enhance the appearance (example, bridal veil)

ring — a typically circular band of metal or other durable material, especially one of gold or other precious metal, often set with gems, for wearing on the finger



5. Listen to the text about a wedding in Indonesia and say whether the statements after the text are true or false.

Every country has its national traditions for different occasions. In Indonesia, for example, wedding ceremonies are open only for the close family. 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.

Guests usually give money as their wedding present, they put it into a box at the entrance. At the reception people can't drink alcohol. Besides, don't expect that there will be dancing at the wedding reception, it's highly unlikely in Indonesia.

Indonesia brides don't cover their heads with a bridal veil 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. | 3) When you are a guest at the wedding you have to give money as a wedding present. |
| 2) The reception is before the wedding. | 4) You can drink some wine at the wedding reception. |



6. Make up and write down 8-10 sentences about the wedding ceremony and reception you visited last time.

Model: Last year I went to a wedding ceremony at my granny's village. It was a very exciting event. There were a lot of guests there. First, the bride and groom, together with their guests, went to the church where the ceremony took place. Then there was a wedding reception. There were lots of delicious dishes. The guests and the married couple danced to the lovely music. I learnt a very funny tradition at the wedding reception — the bridal tradition, when the bride tosses her bouquet between female guests, and every girl tries to catch it. It has got a very special meaning: the tradition says that an unmarried girl who catches the bouquet will get married the same year.



7. Speak about a Ukrainian wedding ceremony. Use exercise 6 for help.

You have to include: a) a wedding ceremony; b) a wedding reception; c) bride and groom's clothes; d) guests' clothes; e) food and drinks.

LESSON 16



1. Learn and smile. Read the jokes and say whether you or your family members have experienced the same situation.



- 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) **Wife:** Do you have a good memory for faces?
Husband: Yes. But why? What happened?
Wife: I've just broken your mirror.



2. Listen to the dialogue and act it out with your partner.

- A:** I'm going to a party this weekend. What should I wear?
B: You should wear formal clothes — a jacket and a tie.
A: What should I take?
B: You should take some present.
A: Is a book OK?
B: I think so.



3. Complete the text with the given words.

tree, chimney, presents, 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 ...



4. 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 shops 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 purse 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.

5. 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.



**6. a) Match the words to make up word combinations.
b) Use the word combinations you have made up and retell the text "Memories of Christmas" (ex. 2 lesson 14).**

- | | |
|---------------------|--------------------------|
| Christmas stockings | with love for the family |
| blow up | a Christmas tree |
| cook a cake | naughty tricks |
| write a letter | Christmas day |
| mention | with sweets and toys |
| put up | balloons |
| bright and sunny | to Santa Claus |



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

Our aunt		finished	my mother			
Brenda	had	arrived	the flag			we
Their relatives	hadn't	called	home	before		they
Our neighbours		cleaned	her homework	by the time		she
		cooked	that dress			it
		bought	supper			came
						saw her
						found it
						snowed

8. Fill in the gaps in the extract from "A Visit from St. Nicholas" (by Clement Clarke Moore) with the words given below.

It was the ... before ..., when all through the ...
not a creature was stirring*, not even a ...;
We ... hung the ... with care,
in hopes that ... soon would be there.

St. Nicholas*, chimney, mouse,
Christmas, stockings, house, night



*St. Nicholas = Santa Claus

*stir /stɜ:(r)/ — ворushитися

LESSON 17



1. Look at the pictures. Agree or disagree with the statements below.

Model: The boy is dusting the furniture. The boy is doing the washing-up.
 — No, it's wrong. — No, it's wrong.

The boy is doing the shopping.
 — Right. This boy is doing the shopping.



This is an auto repair shop.
 The man has brought his car to an auto repair shop.
 The man has brought his car home.



The waiter is showing a woman to the table.
 The music band is playing.
 The waiter is giving the menu to a girl.

The girl is talking to her friend.
 The girl is playing the flute.
 The girl is playing the guitar.



2. Compare yourself with a member of your family.

Model: My cousin and I are very different.

I'm a pupil.	She is a waitress.
I'm 12. I'm cheerful and talkative.	She is 17. She is shy and reserved.
I live in Lutsk.	She lives in Zhytomyr.
I have a small house.	She has a big flat.
I go hiking.	She collects coins.
I play the piano.	She doesn't play a musical instrument.
On weekends I usually go to the parties.	She usually watches TV and embroiders.

We are very different. But we're cousins and we are friends.
 Now you: and I are very different.

- a) (occupation)
- b) (age/appearance)
- c) (character)
- d) (village/town)
- e) (house/flat)
- f) (hobby)
- g) (a musical instrument)
- h) (on the weekends)



He/She



3. Listen to the short dialogues, act them out with your partner and then make up similar ones.

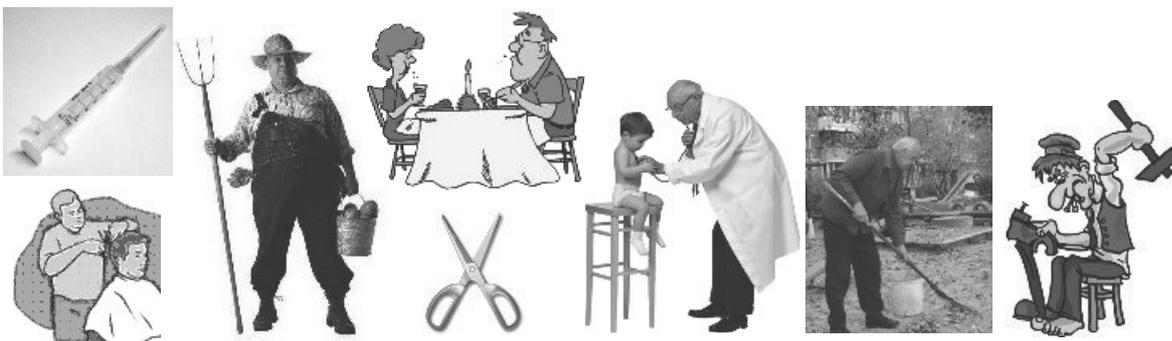
1. **A:** Where are you going?
B: To the hairdresser's. I want to have a haircut.
A: As far as I remember, your mother is a hairdresser. Right?
B: You are joking! She is a dentist. Don't you remember she treated your two teeth?
A: Oh, sorry. I have forgotten. It was too long ago.
2. **A:** You are so optimistic and happy today. What has happened?
B: My mother is coming back. You know she is a stewardess.
A: Yes. She is so lucky. She can see so many interesting places, meet so many interesting people.
B: I agree with you entirely. I want to be a stewardess too. It's pleasant to help people.

4. Use the words from the box and fill in the table. Do it in your exercise book.

Occupation	Place of work	Usual action at work	Job characteristics
a farmer			
	a restaurant		not boring
		to play tennis	

5. Match the words and word combinations with the pictures. Then make up sentences with each word combination.

- | | | | |
|-----------|-------------------|----------------|--------------------|
| 1) farmer | 3) to work inside | 5) hairdresser | 7) scissors |
| 2) doctor | 4) restaurant | 6) syringe | 8) to work outside |



6. Name all the names of the occupations you know and say 2-3 sentences about each of them.

Model: a stewardess. It's a very exciting occupation. You can see lots of countries in the world. And you must speak English or other foreign languages very well.

LESSON 18

1. Learn and smile: read the jokes and retell them.

- a) **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'?
- b) **Patient:** Doctor, every night in my dream I am playing football.
Doctor: Take these pills, they will help you sleep better.
Patient: I can't take them, tonight is the final game.

REMEMBER!

We use **would like** or **'d like** to say in a polite manner what we want, especially when we offer something to somebody (usually in questions).

Examples:

Would you like a biscuit to your tea? *Would you like* to listen to that again? *I'd like* to get this bag as a birthday present. *I'd like* some more apple pie, please.

**2. Listen to the dialogues and then act them out with your partner.**

- a) **Interviewer:** Bill Briens is a film star. Bill, please tell us. Are you happy?
Bill: 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 got a fast and comfortable car.
Bill: Yes, that's true. But I'd like a new Mercedes-Benz.
- 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.

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

Model: I am happy, but I'd like to change a few things in my life to be happier. I'd like to learn to play the guitar. I'd also like to start a new hobby. I would like to have a pet as my next birthday present...



4. Match the Present Perfect uses with sentences illustrating them.

James has not finished his homework yet.	a change has happened over a period of time
You have grown since the last time I saw you.	an action occurred several times in the past
She has sent for the doctor three times last week.	someone's experience is described
Joan has studied two foreign languages.	an expected action has not happened

5. Put the verbs in brackets into the Present Perfect or the Past Perfect tense form. What is the difference between these two 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 work 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).



traffic jam

6. Change the following sentences as it is given in the model. Use the words in brackets.

Model: I want some fresh air. — (to go for a walk) *Would you like to go for a walk?*

1. I love this apple pie. — (one more slice of the apple pie) ... ? 2. I feel so tired and sleepy. — (to go to bed) 3. I believe Brad Pitt and Angelina Jolie are talented film stars. I admire them so much! — (to see the film with your favourite film stars) ...? 4. Tennis is my favourite sport. — (to play tennis) 5. I don't know anything about dinosaurs. — (to read a book about dinosaurs) ...?

LESSON 19

1. 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.

**2. Find as many words as you can in the chain of letters given below. Make up sentences with 5 of them.**

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

3. Put the verbs in brackets into the Past Simple or the Past Continuous.

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 (solve) a crossword puzzle, Mrs. 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. Their children (play) with a ball in the yard.

4. Put the verbs in brackets into the Past Perfect or the Past Simple.

1. After Fred ... (to spend) his holiday in Italy he ... (to want) to learn Italian. 2. Jill ... (to phone) Dad at work before she ... (to leave) for her trip. 3. Susan ... (to turn on) the radio after she ... (to wash) the dishes. 4. When he ... (to arrive) the match ... (to start). 5. She ... (to watch) a video after the children ... (to go) to bed. 6. After Eric ... (to make) breakfast he ... (to phone) his friend. 7. I ... (to be) very tired because I ... (to write) three test papers. 8. We ... (to eat) already when John ... (to come) home. 9. When they ... (to get) to the airport they discovered they ... (to forget) their passports. 10. When we ... (to arrive) at the station the train ... (to leave) already.

**5. Say what you like and what you don't like to do about the house. Supply your reasons.**

6. Complete the sentences using the verbs both in the Past Continuous and the Past Perfect. Explain their usage.

Model: When mother came Nick and Kate were cleaning the house.
 Nick and Kate had cleaned the house.

1. When the film began
2. When the children left for school
3. ... when the phone rang.
4. ... when someone knocked at the door.
5. When the fire brigade arrived
6. When the plane landed
7. ... when the ship came into view.
8. ... when I saw them.



7. Look at the pictures and say what chores people have to do.

Model: The boy has to clean the mud off the carpet.



8. Game time. Linda has got something in her hands but she doesn't say what. Read the words and guess the thing she has got.

1. I can iron the clothes I have just taken from the washing machine. —
Linda has got an iron.
2. I can do the washing-up. —
3. I can wash dirty clothes. —
4. I can cook a lot of dishes. —
5. I can Hoover all the carpets in my house. —

9. Name all family holidays you have discussed in Unit I and then say 5 words you associate with each holiday you have named. Make up a sentence with each word.

LESSON 20



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

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

Tom: Yes, I have.

Father: Have you bought enough food for the week?

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

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

Tom: Yes, I have. Mum, Dad, I am not a baby. I am fourteen years old. I've done everything you asked. Have a nice day and say hello to my grandparents.



Model: Yesterday Tom's mother called and asked Tom if he had fed the cat. He said he

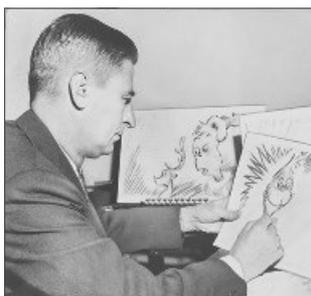
2. Make up sentences using the given words.

- 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.

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



1. When she (ring) the office yesterday, Jim 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 Hoover) 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.
6. His parents (move) to the village before the war.
7. Visually, the Windows system looked very similar to the Macintosh system Apple Computer Corporation (introduce) nearly two years earlier.



4. Read the tongue twister by Dr. Seuss as quickly as you can.



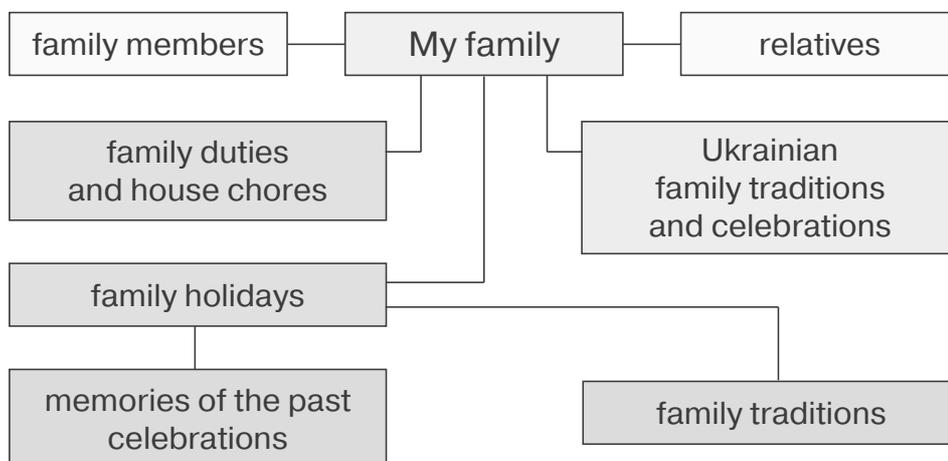
*Through three cheese trees three free fleas flew.
While these fleas flew, freeze breeze blew.
Freeze trees made these trees' cheese freeze,
That's what made these three free fleas sneeze.*

Theodor Seuss Geisel (/ˈɡaɪzəl/; 1904 – 1991) was an American writer and cartoonist, most known for his children’s books, which he wrote and illustrated under the pseudonym Dr. Seuss (/su:s/). He had used the pen name Dr. Theophrastus Seuss in college and later used Theo LeSieg and Rosetta Stone.

5. Do the grammar quiz.

- 1) I was not hungry. I ... by the time they invited me to dinner.
 - a) was eating;
 - b) have eaten;
 - c) had eaten;
 - d) ate.
- 2) Last night I went to bed at ten o’clock. I ... my homework by ten.
 - a) have finished;
 - b) finished;
 - c) has finished;
 - d) had finished.
- 3) He ... the guitar outside his house when someone opened the window and threw out a bucket of water.
 - a) played;
 - b) had played;
 - c) was playing;
 - d) has played.
- 4) Mum, our guests They are waiting for you in the lobby.
 - a) are arriving;
 - b) have arrived;
 - c) had arrived;
 - d) were arriving.
- 5) Why ... the bathroom before you took a bath?
 - a) hadn’t you cleaned;
 - b) didn’t you clean;
 - c) weren’t you cleaning;
 - d) haven’t you cleaned.
- 6) We ... our breakfast when our school was shown on TV.
 - a) had;
 - b) had had;
 - c) were having;
 - d) have had.

6. Use the mind map to speak about your family.



LESSON 21 (optional)

LESSON 22



1. Listen to the dialogue and then act it out with your partner.

Customer: I'd like some bread, please.
Shop assistant: Certainly. How much would you like?
Customer: Two loaves, please. Are there any eggs?
Shop assistant: Of course. How many do you want?
Customer: Six, please.



2. Make up a similar dialogue as it is given in exercise 1. Use the words in columns.

potatoes	two kilos	juice	1 bottle
cheese	half a kilo	milk	1 carton
butter	a kilo	tomatoes	2 kilos



3. Look at the pictures and read the words.



saucer



jug



jar



glass



oven



fork



knife



grater



ladle



spoon



lid



strainer



pan



frying pan



bowl



gas stove



blender



freezer



mixer



fridge



4. Guess the words using the given definitions.

1. An object you use when you eat soup or borshch.
2. A kitchen appliance for baking cakes or cookies. Gas or electricity is necessary to make it work.
3. An object you use to cover pans or frying pans.
4. An object you use for cutting foods.
5. A kitchenware used for keeping foods fresh.
6. An object in which you usually prepare salads.
7. An object you usually use for drinking juice or water.
8. An object on which you put a cup when you drink tea or coffee.

5. Learn and smile. Read the jokes and retell them.

a) **Teacher:** When I have got seven oranges in one hand and eight oranges in the other, what have I got?

Student: Big hands!

b) **A:** How many apples can you eat when your stomach is empty?

B: 4 or 5.

A: No, that's wrong, because after you have eaten one apple your stomach isn't empty.

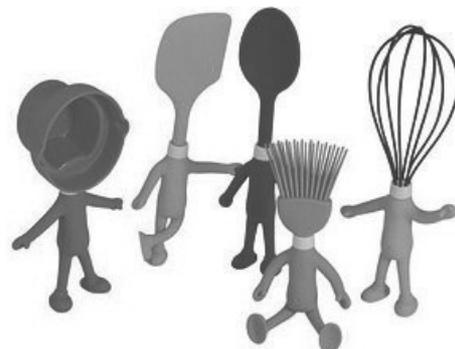


6. Find as many words you have learnt in this lesson as you can. Then make up sentences with each word.

pbowlidrinkknifeatsaucerefrigeratorpankaumovenstoveglasspoonblenderstrainer

7. Correct the mistakes in the words given below.

knaife	stouve	pane	friying pen
bawl	straner	spun	blander
soucer	laddle	greiter	gluss
forc	frige	aven	jur
mikser	freezer	leed	jag



LESSON 23



1. Read "The Food Chant" and sing it together with your teacher. Write down the words on the topic "Food and Cooking". Use the dictionary if necessary.

Apples on a tree,
Apples on a tree,
Pick them off,
Eat them up,
Apples on a tree.

Carrots in the ground,
Carrots in the ground,
Pull them up,
Wash them off,
Carrots in the ground.

Tuna on a bun,
Tuna on a bun,
Take a bite,
Chew it up,
Tuna on a bun.

Sausage in a pan,
Sausage in a pan,
Sizzle, sizzle,
Sizzle, sizzle,
Sausage in a pan.

Cereal in a bowl,
Cereal in a bowl,
Pour on milk,
Eat it up,
Cereal in a bowl.

Milk in a glass,
Milk in a glass,
Lift it up,
Drink it all,
Milk in a glass.

Jelly in a bowl,
Jelly in a bowl,
Wobble, wobble,
Wobble, wobble,
Jelly in a bowl.

Candies in a jar,
Candies in a jar,
Pick them out,
Eat them up,
Candies in a jar.

Ice cream in the pail,
Ice cream in the pail,
Take it out,
Scoop it up,
Ice cream in a pail.

Food in your tummy,
Food in your tummy,
Lick your lips.
Mmmm, mmmm, mmmm,
Yum, yum, yummy!

2. Match the pictures with the words.

1	2	3	4	5	6	7	8
bowl	blender	saucer	strainer	grater	mixer	pan	jug
a	b	c	d	e	f	g	h



3. Listen to the dialogue and circle the word you hear.

(Lisa and Susan are making breakfast.)

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

Susan: I don't have one. I have a coffee (*cup/pot*). It's next to the (*grater/strainer*).

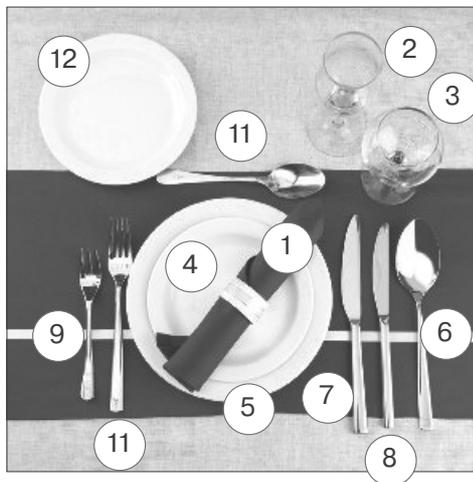
Lisa: OK, and where are the (*saucers/spoons*)?

Susan: To the right of the (*bowl/stove*). Anything else?

Lisa: Bread.

Susan: It's in the (*fridge/freezer*). And I'll get the (*jar/jug*).

Lisa: Good. And don't forget the (*cups/pots*).



4. Look at the picture and read the words.

- | | |
|-----------------|-------------------|
| 1) napkin | 7) meat knife |
| 2) water glass | 8) fish knife |
| 3) wine glass | 9) salad fork |
| 4) bowl | 10) dinner fork |
| 5) plate | 11) dessert spoon |
| 6) dinner spoon | 12) dessert plate |



5. Read the rules of setting the table and correct them. Use the picture in exercise 4. Add more rules.

1. You should put a knife to the left of the plate.
2. You should put saucers near the cup.
3. You should put a napkin to the right of the knife.
4. You should put a salad fork to the right of the dinner fork.
5. You should put one spoon and one fork on the table.



LESSON 24

1. Learn and smile. Read the jokes and explain their humorous meaning.

- a) **A:** Why is it impossible to starve in the desert?
B: Because of all the sandwiches there.
- b) **A:** What are two things people never eat before breakfast?
B: Dinner and supper (lunch and dinner in the USA).

**2. Use the picture in exercise 4 (lesson 23) and answer the questions. Use structures to the left/right of**

1. Where is the salad fork?
2. Where is the teaspoon?
3. Where is the knife? What do you do with it?
4. How many glasses are there on the table? What are they?
5. Where is the soup spoon? What do you do with it?
6. Where is the dinner fork?

**3. Mother is telling her son how to set the table. Listen and circle the word you hear.**

- Mother:** Put the (knife/napkin) on the (plate/table).
- Son:** Where do the (forks/spoons) go?
- Mother:** Put the (salad/dinner) fork to the left of the (salad/dinner) fork.
- Son:** What about the (wine/water) glass?
- Mother:** Put it to the right of the (plate/cup).
- Son:** And where should I put the (knife/napkin)?
- Mother:** To the right of the dinner plate. Put the (teaspoon/soup spoon) to the right of the (teaspoon/soup spoon). And that's it!



4. Make up your own dialogue (use exercises in lesson 22–23) and then act it out with your partner.

5. Cross the odd word out.

- | | | |
|---------------|-----------|---------|
| 1) pan | bowl | fridge |
| 2) oven | gas stove | freezer |
| 3) blender | strainer | mixer |
| 4) soup spoon | knife | lid |
| 5) teapot | fork | saucer |
| 6) grater | fridge | oven |
| 7) jug | cup | glass |
| 8) bowl | jar | ladle |



6. Look at the pictures. Find and point out eight differences in them. How many items are there you cannot name? Find their names in the dictionary.

Model: In picture A the cup is on the teapot, and in picture B it's to the right of the teapot.



7. Look at the pictures in exercise 3, lesson 22, and say how you can use the kitchenware. Use the dictionary if necessary.

Model: a saucer. We can use it to put a cup of tea or coffee on.
 a jug. We can use it to keep milk or juice there.
 a blender. We can use it to mix different food together (for example, eggs with flour).

LESSON 25

1. Read the words of the song and sing it to the music with your teacher.



I'm a Little Teapot

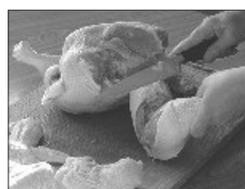
I'm a little teapot, short and stout.
Here is my handle, here is spout.
When the water's boiling, hear me shout,
"Tip me over, pour me out!"



2. Look at the pictures and read the words.



peel



cut into



recipe



sift



measure



beat eggs

stir
with a spoon

mix



pour



spread



3. Fill in the blanks in the sentences using the words from exercise 2.

1. When you follow the recipe you have to put a certain amount of food into your meal. So you have to food products to have the right amount. 2. In order to cook mashed potatoes you first them and then boil. 3. In order to have a sandwich with bread and butter you should some butter on a slice of bread. Usually, you do that with a knife. 4. When you put some water or juice into a cup, people say that you them into a cup. 5. In order to make sandwiches you first have to bread into slices. 6. In order to cook an omlette you should some eggs. 7. When you make a salad you put different vegetables into a bowl and then them with a spoon. 8. In order to add flour when you bake a cake you first have to it through a strainer. 9. When you cook a meal you follow the directions in a 10. When you bake a cake you put flour, eggs, sugar and milk into a bowl and then all these things together.



4. Read the recipe for making pancakes and write down the kitchenware you need to make them.

Ingredients: 2 cups of flour, 1/2 teaspoon of salt, 1 tablespoon of sugar, 3 eggs, 2 cups of milk, 1/2 cup of oil

Directions

1. Mix flour, salt and sugar.
2. Beat the eggs.
3. Pour milk and oil.
4. Blend all these ingredients.
5. Cook on both sides till brown colour.

Kitchenware: pot, mixer, bowl, grater, measuring cup, frying pan, spoon, pan, knife, blender, strainer

Model: Mix flour, salt and sugar with a spoon.



5. Make up a recipe of your favorite meal. Use exercise 4 as the model.



6. Read the restaurant advertisement and answer the questions.

Lunch Buffet: 11:30 a.m. – 3:00 p.m.

Dinner: Sunday – Thursday 5:00 p.m. – 10:00 p.m.,
Friday and Saturday: 5:00 p.m. – 10:30 p.m.

1256 S. Park Street
Madison, WI 53715 USA
Tel: (608) 268-0772
Fax: (608) 268-0771

<http://tajmadison.com/>

Open all year round!!!

Chef Ali Rahman

Owned by Omar Rushdie

Reservation required:

(608) 268-0772



**The Taj
Restaurant**

We do catering, birthday and wedding parties.

We offer exclusive recipe for Indian food cooked by the world famous chef

Payment: We accept major credit cards

Free car park for guests

1. What time does the Taj open in the evenings?
2. Do you have to book in advance?
3. What kind of food does the Taj restaurant serve?
4. Is it possible to pay by Maestro credit card?
5. Who is responsible for the kitchen?
6. What facility does the Taj offer their guests?
7. When does it close on Sundays?
8. Whose restaurant is this?

(<http://tajmadison.com/>)

LESSON 26

1. Read the dialogues and then act them out with your partner.

- a) **A:** Have some more cake, please.
B: With pleasure. It's very nice.
- b) **A:** May I have some more salad?
B: Of course. Help yourself (пригощайтесь).



2. Read three groups of sentences. Then read the grammar reference in Remember and say what part of speech enough is in each group.

1. How much sugar would you like? — I think 2 kilos will be *enough* (as much as I need). 2. Would you like some more salad? — No, thanks. I have had *enough* (as much as I wanted).
3. Have you got enough vegetables? (Have you got fresh vegetables for everyone? — We can replace "enough" with "fresh") 4. There's enough (healthy) food for everyone. 5. We have got enough (morning) time to bake this delicious cake.
6. She's old *enough* to know better. — Her age is to the necessary degree to know better. 7. Are you rich *enough* to buy this car? — Do you have the money in the necessary amount?

REMEMBER!

Enough: a pronoun, an adjective or an adverb?

1) **Enough** — a pronoun (займенник) which means as many or as much as someone needs or wants.

Example sentences:

If you want to bake this apple pie, six measure cups of flour will be *enough*. You aren't hungry, are you? Have you had *enough* (= to eat)? We've nearly run out of sugar. Do you think there's *enough* for today? If *enough* of you prefer this soup, I'll cook it, though I don't like it.

2) **Enough** — an adjective (прикметник) which means equal to what is necessary. We can replace *enough* with any other adjective. **Example:** There's *enough* food for everyone. — There's *delicious* food for everyone.

Example sentences:

That's *enough* talk for now; let's start cooking for the party. Have you got *enough* money for a kilo of butter?

3) **Enough** — an adverb (прислівник) which means "in the necessary amount, to the necessary degree", "to a degree that is not very high or very low (to a reasonable extent)"; we always use it after an adjective, adverb, or verb.



Example sentences:

I couldn't cook well *enough* to impress my mother. She's old *enough* to know how to cook. He cooks well *enough*. (= he cooks fairly well) This pie isn't big *enough* for us. There are ten of us.



3. Use the words from the boxes to fill in the blanks in the sentences.

enough money	old enough	clean enough	enough time
warm enough	enough people	enough talent	

1. I don't think we have ... to go to the cinema now. It's nearly 9 p.m. 2. They didn't want to take his cousin to the cinema because he wasn't ... 3. If you can lend me £5, I will have ... to buy some chocolate for my birthday cake. 4. I know I don't have ... for the job. I have to practise more. 5. If ... see this advertisement, our shop will be very popular. 6. I am sure it will never be ... to grow bananas in this climate. 7. Clean this room again, Mary. It's not ... to invite guests to our party.

4. Choose the word combination that best completes the sentence. Then say what part of speech *enough* is.

1. I didn't run ... to catch the bus. (a. fast enough; b. enough fast) 2. My sister is ... to behave better. (a. old enough; b. enough old) 3. We have bought ... (a. enough milk; b. milk enough) 4. She was ... to ask for help in a strange city. (a. clever enough; b. enough clever) 5. He was ... to believe my joke. (a. stupid enough; b. enough stupid) 6. Is it ... for you? (a. enough warm; b. warm enough) 7. Have we got ... for these sweets, mum? (a. enough money; b. money enough) 8. Many tablet computers are ... to put in your pocket. (a. small enough; b. enough small) 9. We haven't got ... (a. enough chairs; b. chairs enough) 10. We haven't got ... paint. (a. blue enough; b. enough blue)

5. Read the poem and learn it by heart.

Birthday Cake

Today is my birthday
I think I'll make a cake.
Mix and stir, stir and mix
Then into the oven to bake.
Here's my cake so nice and round,
I'll put icing¹ on so white.
I'll put all candles
To make my birthday bright!
Happy birthday to me!



¹ *Icing* — цукрова глазур, якою прикрашають торт.

LESSON 27



1. The following dialogue is in the jumbled order. Put it in the correct order and then act out with your partner.



B: Thank you.

B: Good evening. Have you got a table for two?

A: Would you like to see the menu?

A: Good evening, sir.

B: Yes, please.

A: Yes, sir. Over here near the window.



REMEMBER!

TOO vs ENOUGH

We use the adverb **TOO** before adjectives to say that the amount or degree of something is more than necessary.

Example sentences:

That dish is *too* spicy for me (I don't like so many spices in dishes).

It's *too* cold to sit outside (it isn't warm enough).

You eat *too* much (it's not good for you to eat so much. You should control the amount of food you eat).

There were *too* many people outside (we didn't expect so many people).

We use **ENOUGH** after adjectives to say that the amount is (or isn't) as much as you need.

Example sentences:

He isn't tall *enough* to be a police officer (He is too short to be a police officer).

He's intelligent *enough* to pass the test (he has got as much intelligence as he needs to pass the test).

2. Say the opposite to what you read. Use the adjectives in brackets to help you.

- Jill is too young to drive (she may not drive at). — (old) *Jill is old enough to drive* (she may drive).
- This car is too expensive. — (cheap)
- That dish is too difficult to cook. — (easy)
- I can't cook today. It's too hot in the kitchen. — (cool)
- My meal is warm enough. — (cold) I have to heat it up.



3. Fill in the blanks with *too* or *enough*.

1. I can't go to the disco because I'm ... busy cooking my favourite dish. 2. My mum can't sleep well because she drinks ... much coffee. 3. I've got ... time to finish this exercise. 4. Didn't you prepare ... many sandwiches? 5. This soup is ... salty. 6. Nicole used ... much pepper. 7. My meal is warm 8. Paul has got ... money to buy a Lamborghini. 9. She got ... many bad marks last week. 10. You've said Go to your room and think it over. 11. My friend is clever ... to pass all the tests. 12. We've decorated ... rooms today. Now we can go home. 13. He's ... young to play this computer game. 14. Dave is tall ... to reach that shelf. 15. The weather isn't hot ... today.



4. Read the verbs and the sentences. Guess the meaning of the verbs. Match the sentences with the pictures and the verbs.

to bake	1. You can fry steaks.
to roast	2. You can steam vegetables to prepare a healthy meal.
to boil	3. You can simmer tea leaves in hot water kept below the boiling point (85 °C).
to fry	4. You can boil potatoes and then mash them.
to steam	5. You can roast chicken over a fire.
to simmer	6. You can bake bread in an oven.



5. Fill in the blanks with the words that best complete the sentences.

- I must have a drink. I'm too (a. hungry b. thirsty)
- This isn't sweet enough. I'll put some more (a. salt b. sugar)
- I'd like my ... rare please. (a. salad b. steak)
- Look into the oven and see if the ... is ready. (a. cake b. soup)
- I think I'll have ... for dessert. (a. spaghetti b. apple pie)
- He wants two thin ... of roast beef. (a. wings b. slices)

LESSON 28



1. Listen to the dialogue and then make up your own one using the given words.

<p>Tom: Would you like a drink, Kevin? Kevin: Yes, please. Tom: What would you like? Kevin: I'd like a glass of juice. Tom: Would you like something to eat? Kevin: Yes, please. Can I have some biscuits? Tom: Yes, of course.</p>	<p>a cup of tea a glass of milk a cup of coffee</p> <hr/> <p>crisps a piece of cake a sandwich</p>
--	--

2. Find as many words you've learnt in this unit as you can. Make up sentences with each word.






H	A	P	O	S	I	F	T	F	N	J
M	O	G	V	A	K	O	O	F	C	G
F	S	L	E	U	I	R	P	O	U	R
R	P	A	N	C	A	K	E	S	P	A
I	O	B	L	E	N	D	E	R	E	T
D	O	S	E	B	O	W	L	D	B	E
G	N	T	M	E	A	S	U	R	E	R
E	M	I	X	K	N	I	F	E	A	E
S	T	R	A	I	N	E	R	B	T	K













3. Take turns to ask and answer the questions.

1. At what time do you usually eat your meals (breakfast, dinner, supper)?
2. Can you cook well? What can you cook?
3. Did you drink tea or juice this morning?
4. Do you think about colours when you cook meals?
5. How long does it take you to eat breakfast (lunch, dinner, supper)?
6. What do you eat with a dinner fork (salad fork, soup spoon)?
7. Do you always use a knife when you eat your meals?

4. Read the poem and write down the words that are related to cooking. Make up 5 sentences with them.

Cooking Poem

When you are cooking in the kitchen,
 You're learning all the while —
 To pour and measure, mix and stir
 And sift flour into a pile.
 Scrub your hands before you start
 Then gather up the gear —
 Like pots and pans and measuring cups
 That you use throughout the year.
 Go over the recipe, step-by-step,
 So you'll know just what to do.
 By carefully following the directions,
 It won't be hard for you.
 Besides the fun and learning,
 There's always washing up to do,
 And even though it's quite a chore,
 It's part of cooking too.
 But after all the work is done,
 It will soon be time for dinner.
 And when someone asks for seconds,
 You'll know you have cooked a winner!



5. Match the words with their explanations.

1. measure	a. You put flour through a strainer when you do this action.
2. stir	b. You should follow it when you are cooking meals
3. peel	c. You do this action when you put butter or jam on a slice of bread.
4. mix	d. When you put a liquid like water, milk, tea or juice into a cup or a glass you do this action.
5. pour	e. when you cook a cake you should do this to the eggs.
6. sift	f. When you follow the recipe you do this to have the correct amount of products.
7. beat	g. When you put sugar into tea or coffee you do this to have your coffee or tea sweet.
8. spread	h. You do this when you put all the ingredients of a meal into a bowl.
9. recipe	



6. Make up 8–10 sentences using the words on “Cooking”.

LESSON 29



1. Listen to the dialogue, act it out with your partner and then make up a similar one.

- Jack:** Hello, Steve. Nice to see you. Come in.
Steve: Hello, Jack.
Jack: Would you like a drink?
Steve: Yes, I'd love a drink. I'm really thirsty. Have you got any milk, bananas and eggs?
Jack: Yes. Why do you ask?
Steve: We'll try to make a banana and milk shake. Have you got a blender?
Jack: Yes, I have.
Steve: That's fine then. Now you cut one banana into slices and put them in your blender.
Jack: There you are.
Steve: Now we'll pour half a bottle of milk, crack one egg into that and put two teaspoons of sugar.
Jack: One, two. Shall I turn the blender on?
Steve: That's right. Here you go — try it. It tastes delicious.



2. Complete the sentences with *too*, *enough*, *too many*, or *too much*.

1. Are you brave to jump with a parachute? 2. There are people in this restaurant, we'll never find a seat. 3. Go for a walk but don't go far, there are wild animals around. 4. We couldn't find cakes for everybody, so we bought some sandwiches. 5. She slept and had a headache when she got up, so we couldn't go out. 6. The cake is delicious but this is for me, I can't eat any more, thank you. 7. Not drinking water can bring health problems. 8. The door was narrow to push the piano through, so they had to use the window. 9. There wasn't water due to the hot summer and we had to bring some in bottles.

3. Match the international dishes with the countries they come from. Use the dictionary if necessary.



Ukraine	curry
England	sushi
Ireland	fish and chips
Italy	fried rice
Greece	Irish stew
Wales	moussaka
China	borshch
Japan	Welsh rarebit
India	spaghetti Bolognese



4. Take turns to ask and answer the questions.

1. Is there any food that you can't eat?
2. How long does it take you to eat breakfast (dinner)?
3. What meals do they serve at your school? How much does dinner usually cost at school?
4. Do you like Ukrainian food? Do you like food from other countries? If yes, which do you like the most?
5. When does your mother usually cook meals in your family?

5. Match the pictures with the verbs.

to fry			
to bake			
to stir			
to boil			
to pour			
to mix			
to chop			
to drain			
to peel			

6. Fill in the blanks with the words from the box. Use the dictionary if necessary.

boiled fried bowl cutlery veal dessert
vinegar poultry stir spread saucer

1. We mostly eat soup from a
2. Knives, forks and spoons are
3. We serve coffee in a cup; under the cup there is usually a
4. When we cook potatoes in water, we say they are potatoes.
5. If we cook something in oil, we say it is
6. In Britain, most people put salt and on their fish and chips.
7. We use a teaspoon to our tea or coffee.
8. Most people butter or margarine on their bread.
9. After the main course we often have a
10. The meat of young cattle is

LESSON 30



1. Listen to the dialogue, act it out with your partner and then make up a similar one.

Shirly: Would you like some cookies? I've just made them.

Louise: Thank you. Yes, I would.

Shirly: I made these with chocolate, and I flavoured those with almond.

Louise: I guess I'll try a chocolate at first. Mmm... This is delicious. Is it hard to make them?

Shirly: No, it is very easy. Wait a minute, I've got the recipe right here. Look! These are the ingredients.

Louise: Should I follow all the steps?

Shirly: Of course, you should!

Louise: That looks easy. I think I'll make some tonight.

2. Answer the questions.

1. Do you eat enough vegetables and fruit? How much do you eat a day?
2. How much time do you sleep a night? Do you think it's enough? Why?
3. Is English easy enough to learn? Why (Why not)?
4. What exercises in this unit were too difficult for you? Which were too easy?
5. Do you spend enough time for English? How much time is enough?

REMINDE AND REMEMBER!



She makes these sweets of chocolate.

General question:

Does she make these sweets of chocolate?



Alternative questions:

Does she make these sweets or these biscuits of chocolate?

Does she or her mother make these sweets of chocolate?

Does she make these sweets of chocolate or of ice-cream?

Special questions:

Who makes these sweets of chocolate?

What does she do with these sweets?

What sweets does she make of chocolate?

What does she make these sweets of?



Tag question:

She makes these sweets of chocolate, doesn't she?



3. Make up questions as it is given in the model.

Model: They always sell bread in the morning in that shop.

Do they always sell bread in the morning in that shop?

Do they always sell bread in the morning or in the evening in that shop?

Where do they always sell bread in the morning?

(When do they sell bread in that shop?)

They always sell bread in the morning in that shop, don't they?

1. They will publish this books in Kharkiv at the beginning of autumn.
2. We feed our dog three times a day.
3. Mr. Johnson teaches my class.
4. We wash the windows every season.
5. My mother serves meals four times a day.



4. Look at the pictures and say how you can make these dishes. There is a model to help you. Use the words from the box, and the dictionary if necessary.

Model: Bacon and eggs. Take a piece of bacon and chop some slices. Put the slices in the frying pan and fry 2-3 minutes. Then crack 2 eggs into the frying pan and fry the eggs until ready enough.



pasta, boil, tomatoes, sauce, dough, cheese, olives, ketchup, mayonnaise, bake, oven, chop, slice, flour, egg, sausage, pizza, pepper, salt, chicken, soup, potatoes, spaghetti, meat, salmon, carrot, lemon, fry or grill, spices, asparagus

LESSON 31



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

Laura: Don't forget: we go out to our friend's party tonight.

Ted: Oh, I almost forgot. Thanks for reminding me. (Дякую, що нагадала.)
What time?

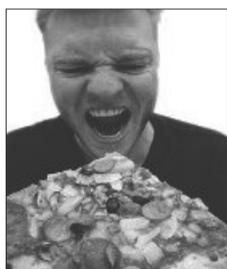
Laura: Four thirty. We should leave the house by three thirty. You know how bad the traffic is that time of the day.

Ted: Yes, I do. What should I wear?

Laura: It's informal, so you can put on your new sports jacket.

Ted: Ok, I'll try to get home a little earlier.

Laura: Good. Bye-bye.



2. Look at the pictures and say what the problem is. Suggest the solution to the problem. There is a model to help you.

Model: These shoes are too tight. Take shoes in a bigger size.



3. Look at the picture. Ask and answer questions about the things in the picture. Use the model.

Model: How many eggs are there in the picture?

There is one egg in it.

How much juice is there in the picture?

There is a glass of tomato juice and a jug of orange juice.



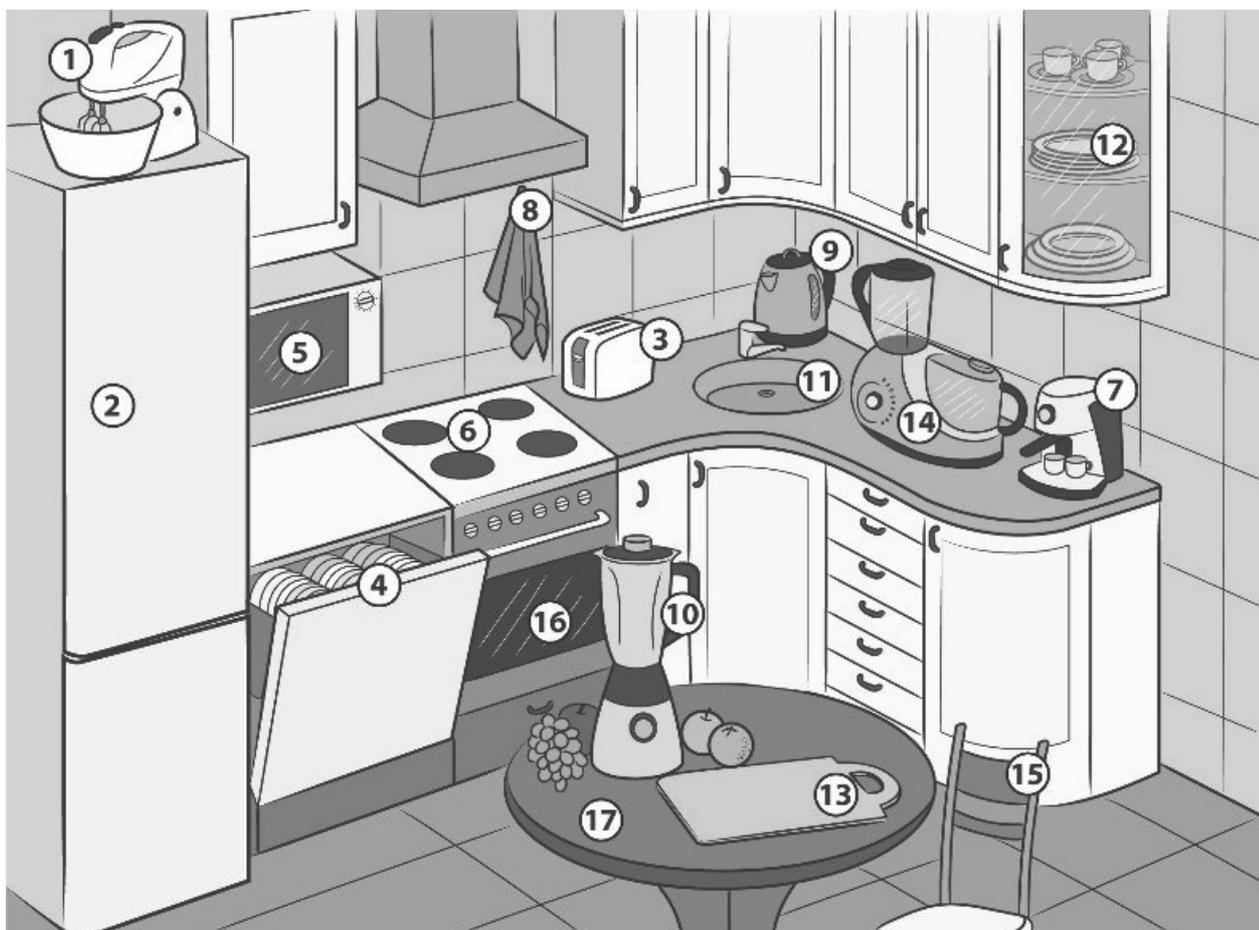


4. Make up as many word combinations as you can. Write them down into your exercise book.

a kilo a loaf a bar a glass a cup a spoonful a carton	of	milk chocolate juice coffee tea soup tomatoes bread
---	----	--



5. Look at the picture and then number the words. Say what you can see in the kitchen.



_ food processor	_ coffeemaker	_ dish towel	_ mixer
_ cutting board	_ dishwasher	_ blender	_ oven
_ kitchen chair	_ microwave	_ cabinet	_ sink
_ kitchen table	_ tea kettle	_ fridge	_ stove
			_ toaster

LESSON 32



1. Listen to the dialogue, act it out with your partner and then make up a similar one. You may change the type of the restaurant.

At McDonald's

- Waiter:** May I take your order, please?
Customer: Yes. I'd like a hamburger and a large order of French fries, please.
Waiter: All right. And would you like a salad?
Customer: Yes, I'll have a small salad.
Waiter: OK. What kind of dressing would you like? We have Italian, French and Spanish.
Customer: Italian.
Waiter: And would you like anything to drink?
Customer: I'd like a large Coke, please.
Waiter: Thank you.

2. Read the tongue twister as quickly as you can.

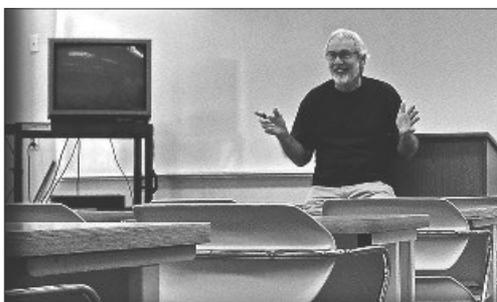
Yellow butter, purple jelly, red jam, black bread.
Spread it thick, say it quick!

Yellow butter, purple jelly, red jam, black bread.
Spread it thicker, say it quicker!

Yellow butter, purple jelly, red jam, black bread.
Don't eat with your mouth full!



3. Look at the pictures and read the sentences. Which of the two sentences best describes each picture? Explain why.



- The pupils were leaving the class when the teacher came in.
 - The pupils had left the class when the teacher came in.
- Mother was cooking the dinner when the phone rang.
 - Mother had cooked the dinner when the phone rang.

LESSON 33



1. Listen to the dialogue, act it out with your partner and then make up a similar one.

- Peter:** Waiter! I'd like the menu, please.
Waiter: Here you are.
Peter: Thank you ... I'd like some soup.
Waiter: What kind of soup?
Peter: Vegetable soup. And I'd like roast beef.
Waiter: Would you like a salad?
Peter: Yes, please.
Waiter: What would you like for the second course?
Peter: Oh, mashed potatoes, please.
Waiter: Anything for dessert?
Peter: No, thank you.
Waiter: Would you like any drinks?
Peter: Oh, yes. A glass of apple juice, please.



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

British Food

Some years ago the British believed that the only way to eat well was to eat breakfast three times a day, because most British food was terrible — overcooked vegetables, bacon and eggs, boring sandwiches. But things have changed.

Food has become very important in Britain. TV cooks are now more famous than the writers and their recipe books are popular bestsellers. That is the good news. But unfortunately, there is also some bad news. As people in Britain work harder, as most Europeans do, they have less time and eat more and more fast food. They also do less exercise. For dinner, many Englishmen have a hamburger and a sandwich. When they come home in the evening they usually put a ready-made supper into the microwave and eat it in front of the TV. Meals are no longer family occasions.

1. The British love eating at home.
2. People in Britain now love to prepare meals more than they did some years ago.
3. TV cooks are very popular nowadays in Britain.
4. The British do much cooking that's why they have less time for work.
5. Many British families can very often eat a hamburger or a sandwich in the morning.
6. In the evening many Englishmen go out to eat in restaurants.

3. Match the words with their definitions.

1. cook	a. a general word for things you eat
2. dish	b. food you eat at a specific time of the day, e. g. breakfast, dinner
3. food	c. ingredients and instructions for making a particular meal
4. lunch	d. a person who prepares food
5. meal	e. the food you eat between 12:00 and 2:00 p. m. in Britain
6. recipe	f. specific type of prepared food, e. g. mashed potatoes, spaghetti Bolognese



4. Read the quotations (/kwəʊ'teɪʃnz/ ЦИТАТИ) and summarise the people's opinion about English food. The questions below can help you.

- "It takes some skill to spoil a breakfast — even the English can't do it" (*J. K. Galbraith, an economist*)
- "On the Continent people have good food; in England people have good table manners" (*George Mikes, a writer and humourist*)
- "If the English can survive their food, they can survive anything" (*George Bernard Shaw, a writer*)
- "English cooking? You just put things into boiling water and then take them out again after a long while!" (*An anonymous French cook*)
 - Are the English good cooks? Which quotation says about cooking skills of the English people?
 - What is more important for the British: good food or good table manners?
 - Is British food delicious or disgusting? What does the phrase "survive their food" say about the taste of British food?
 - Do the English people work hard to cook delicious food? Which quotation proves your answer?



5. Complete the story with the verbs in brackets in the Past Simple, the Past Continuous or the Past Perfect.

One day, a fisherman ... (sail) home after a day's work. It ... (rain) and he ... (not feel) very happy. He ... (not have) a very good day and ... (not catch) many fish.

Suddenly, he ... (hear) a strange noise. A cow ... (fly) towards his boat!. The cow ... (hit) the boat and nearly ... (destroy) it. When the fisherman ... (get back) home, people ... (not believe) his story. Then, some time later, a TV programme ... (show) that the fisherman ... (tell) the truth. While one of the transport planes ... (fly) over the sea, a cow on the plane ... (go) mad and the pilot ... (throw) it out into the sea!

LESSON 34



1. Listen to the dialogue and complete it with a lot of, much or many. Then act it out with your partner. Make up a similar one.

- Alice:** Let's make a cake, Sally!
Sally: That's a good idea! A chocolate cake!
Alice: How ... flour do we need?
Sally: We need ... flour. Give me the packet.
Alice: How ... sugar do we need?
Sally: Oh, we don't need ... sugar — only a cup of sugar.
Alice: What about eggs? How ... eggs do we need?
Sally: Not ... ! Only two.
Alice: And don't forget the chocolate. We need ... chocolate!
Sally: Mm, come on! Let's make it. I am hungry.



2. Read the recipe and write down the words which mean cooking actions.



You will need:

- ▶ oil for frying
- ▶ 4 fresh pieces of chicken
- ▶ 2 onions, cut into small pieces
- ▶ 1 small apple, cut into pieces
- ▶ 1 tablespoon of flour
- ▶ 1 tablespoon of curry powder
- ▶ 1/4 litre of chicken stock
- ▶ salt and pepper

Fry the pieces of chicken in oil until golden brown, then put them to the side, add more oil, and fry onions until soft. Add flour and curry powder and fry for one minute. Now add stock and stir until it boils. Put chicken pieces back in the pan. Add salt and pepper and cook for about 30 minutes. Then add apple pieces and cook for another 5 minutes.

Serve with boiled rice and things like slices of banana, tomatoes, peanuts.

3. Put the verbs in brackets in the Past Simple or the Present Perfect.

In recent years Cameron Diaz ... (become) one of Hollywood's most promising actresses. Cameron ... (begin) her career as a model when she was sixteen and ... (spend) five years travelling around the world. She ... (not enjoy) modelling and ... (go) for an audition for a small role in "The Mask" with Jim Carrey. Since then, she ... (be) in several films and she ... (make) the transition from a model

to an actress successfully. She ... (perform) with actors like Keanu Reeves and Harvey Keitel.

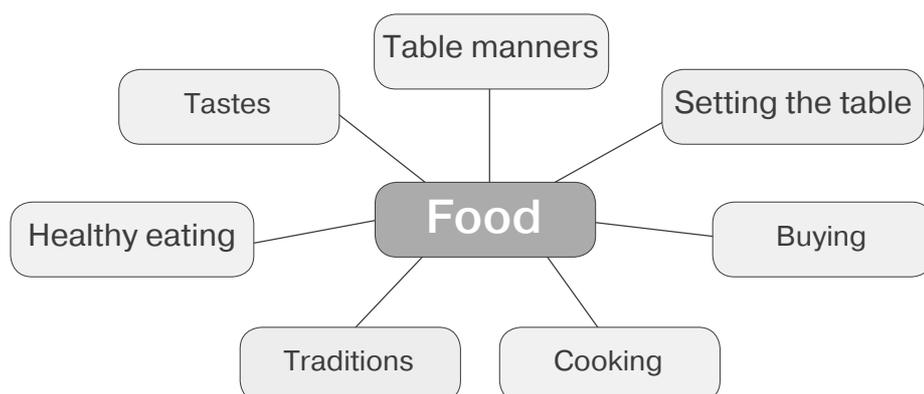
4. Read the tongue twister as quickly as you can.



Knife and fork, bottle and cork
That is the way you spell New York.
Chicken in the car and the car can go
That is the way you spell Chicago.



5. Use the given mind map to speak about food.



6. Complete the sentences with the Past Perfect of the verbs in brackets.

1. I recognised him because I (see) him several times before.
2. He (have) dinner by the time we arrived.
3. Philip wasn't at the party because he (break) his leg when he played football the day before.
4. you (finish) your homework before you went to the cinema?
5. We could not send you a postcard because we (lose) your address.
6. They (not / eat), so we went to the restaurant.
7. He (not / use) email before, so I showed him how to use it.
8. You (not / study) for the test, that's why you were too nervous.

LESSON 35 (optional)

LESSON 36

1. Answer the questions. Ask your friend the questions and then say what you have found out (дізнався) about your friend.

1. What is Ukrainian cooking famous for?
2. Why are Ukrainian dishes tasty and healthy?
3. Why does meat have natural taste?
4. What dishes give energy and strength for physical and mental work?
5. What are traditional Ukrainian drinks?
6. What dishes are traditional in your family?
7. You like Ukrainian dishes, don't you?



2. Read the questions and answers about table manners. Make up short dialogues using the answers.

Model: A: Take another helping of salad, please.
B: No more, thank you.

1. What should you say if you like the dish very much?
 "It tastes fine" or "It is delicious".
2. Should you use your fork or knife to take a slice of bread?
 Neither. You should take it with your hand.
3. What should you do with the spoon after stirring (після того, як помішав) your tea?
 Don't leave your spoon in the glass while you are drinking. Put it on your saucer.
4. What should you say to refuse a second helping (від добавки).
 "No more, thank you."



3. Make up as many sentences as possible.

Take	2 tablespoons of	into slices.
Chop	3 teaspoons of	and put it in your salad.
Mix	a tomato	sugar.
Peel	2 eggs	flour.
Pour	1 apple	milk into a bowl.
	some chicken	with sugar.
	a glass of	

4. Answer the questions.

Do you take care of plants and animals? What do you do?

What do you do to keep parks, forests and streets clean?
 How do you take care of nature?
 Have you planted a tree? When? Where?
 Do you teach younger children to take care of nature?
 Why is winter a hard time for animals and birds?
 Do you help them in winter? How?



5. Listen to the dialogue, act it out with your partner and then make up a similar one.

Sam: Jane, what's our home task for Friday?
Jane: What's the matter? You've missed the lessons again?
Sam: We had some troubles with granny. You know she is suffering from breathing problems.
Jane: Why don't you move to the village? The air is fresh there. She will not breathe exhaust fumes and smoke every day.



6. Complete the dialogue and act it out with your partner.

Waiter: Would you like to order now?	Waiter: Sorry, we haven't got any more left.
You: ...	You: ...
Waiter: What would you like to start with?	Waiter: All right. Any drinks?
You: ...	You: ...
Waiter: And what would you like for the main course?	Waiter: How about dessert?
You: ...	You: ...
You: ...	Waiter: Anything else? (Ще щось?)
	You: ...

7. Fill in the blanks with the words that best complete the sentences.

1. She was ... to walk. (a. too tired; b. enough tired; c. tired enough) 2. He isn't ... to lift that box. (a. enough strong; b. strong enough; c. too strong) 3. The boy was ... to solve the problem. (a. enough clever; b. clever enough; c. too clever) 4. We are not ... to buy a car. (a. enough rich; b. rich enough; c. too rich) 5. She has become ... to wear her old pair of jeans. (a. too fat; b. fat enough; c. enough fat) 6. Was he ... to listen to her? (a. too stupid; b. stupid enough; c. enough stupid) 7. This is ... to be true. (a. too good; b. good enough; c. enough good)

LESSON 37



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



Jane: Hi! How are you?

Craig: Oh, not so well.

Jane: Gee, what's the matter?

Craig: I have got a terrible cold.

Jane: Really? That's too bad. Have you taken anything for it?

Craig: No, not yet.

Jane: Well, do you know what you should do? Chop up some garlic (/ˈgɑːlɪk/ чеснок) and cook it in chicken stock (курячий бульон). Then drink a cup every half hour. It really works.

Craig: Ugh!



2. Read the words and their definitions. Guess the meaning of the words and word combinations.

cure — to make (someone) healthy again after an illness

treat — to deal with (a disease, patient, etc.) in order to cure

medicine — a substance that is used in treating disease or relieving pain and that is usually in the form of a pill or a liquid

pill — a small, rounded object that you swallow and that contains medicine, vitamins, etc.

health — the condition of being well or free from disease

be sick/ill — to be afflicted with ill health or disease

illness — a condition of being unhealthy in your body or mind

patient — an individual awaiting or under care and treatment

prescription — a written message from a doctor that officially tells someone to use a medicine, therapy, etc.

consult a doctor — to have an appointment with a doctor

call a doctor — to call a doctor's office and ask him / her to come to your house and investigate your health condition



3. Read the text and then answer the questions.

When people feel good they don't think about their health, but when they are ill, they consult a doctor. When they can't go themselves they call a doctor and he comes to their home.



Good doctors treat their patients very quickly. They can cure a slight illness in four or five days. But sometimes the illness can be rather serious. Then the doctor writes down a prescription and his patient buys medicines and takes different pills to get better. Soon the patient becomes healthy again.

1. What must you do when you are ill?
2. What can you do when you are ill and can't consult a doctor by yourself?
3. What does a doctor do when the illness is serious?
4. Whom do the doctors treat?
5. What must you buy at the chemist's (/ˈkɛmɪsts/ аптека) to get better and feel good?



4. Use the words from exercise 3 to complete the sentences.

1. When people don't ... they go to consult a doctor.
2. When a patient can't go himself/herself to the hospital he/she ... or
3. When the ... is not serious a doctor can treat his ... very quickly.
4. When a person doesn't feel good he is
5. When your illness is serious you must take



REMEMBER!

Reflexive pronouns

We use a reflexive pronoun when we want to refer back (reflex) to the subject of the sentence. They show that the subject and the object of the sentence are the same: *She hurt herself* when she fell over. Reflexive pronouns end in "-self" (singular) or "-selves" (plural).

Personal pronoun	Reflexive pronoun	Personal pronoun	Reflexive pronoun
Singular		Plural	
I	myself	We	ourselves
You	yourself	You	yourselves
He	himself	They	themselves
She	herself		
It	itself		

Examples: I made it **myself**.

The test **itself** wasn't too difficult, but I was not calm enough to cope with it.

She spoke to me **herself**.

When we use "**by**" together with a reflexive pronoun it takes the meaning of "alone, without anybody else". Example: I went to the supermarket **by myself** (I went there alone; there was nobody to go with me).

LESSON 38

1. Read the jokes and act them out with your partner.

- a) **A:** Doctor! Doctor! I think I need glasses.
B: You certainly do, Sir. This is a fish and chip shop.
- b) **A:** Doctor! Doctor! I think I am going to die!
B: Don't be silly. That's the last thing you'll do.
- c) **A:** Doctor! Doctor! I feel like a spoon.
B: Sit down and don't stir.

**2. Look at the pictures and match them with the names of the occupations. Then practise speaking as in the model.**

a veterinarian
/ˌvetərɪ'næriən/



a pediatrician
/ˌpiːdiə'triʃn/



an ophthalmologist
/ˌɒfθə'l'mɒlədʒɪst/



a dentist
/'dentɪst/



a surgeon
/'sɜːdʒən/



a pharmacist
/'fɑːməsɪst/

Model: A dentist is a doctor. He treats a person's teeth.

A pharmacist is a medical worker who sells medicines at the chemist's.

**3. Use the words from exercise 2 to complete the sentences.**

1. ... treats children. 2. When our pets are sick we take them to a 3. When a person has problems with his/her eyes he/she goes to consult an 4. We can

go to the chemist's and ask a ... to sell us medicines. 5. A doctor who performs different operations is a 6. We ask a ... to treat our teeth.

4. Read the rhyme and learn it.



An apple a day
Sends the doctor away.
An apple in the morning —
Doctor's warning.
Roast apple at night
Starves the doctor outright.
Eat an apple going to bed
Knock the doctor on the head.
Three each day, seven days a week
Ruddy apple, ruddy cheek.

5. Complete the sentences.

- You have a very bad cough /kɒf/. You go to see a
a) doctor; b) dentist; c) patient.
- The doctor listens to your heart and lungs with
a) an X-ray; b) a mirror; c) a stethoscope.
- The doctor wants you to take some medicine. He or she gives you
a) an X-ray; b) a filling (/ˈfɪlɪŋ/); c) a prescription.



6. Find as many words on the topic "At the Doctor's" as you can in the chain of letters given below.

prescription nurse health patient treats surgeon pill optometrist sick vet cure p



7. Make up five sentences with the words from exercise 6.

8. Have you consulted any doctor? Name the occupations of medical workers you have consulted. Was their treatment helpful? Did you take any medicines?

Model: Two years ago I consulted our local pediatrician. She gave me a prescription for some pills. I took them for 3 days and got better. The doctor's treatment was really helpful.

LESSON 39



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.

- Doctor:** Well, Jimmy, what seems to be the problem?
Jimmy: I have got a bad cold (*sound of coughing*).
Doctor: And you also have got a cough.
Jimmy: Yes, and I have got a headache too.
Doctor: Put this thermometer /θə'mɒmɪtə/ under your tongue. That's right. Now, I am going to listen to your heart and lungs with my stethoscope. Uh-huh. Very good. Let's look at the thermometer now. You don't have a fever. Here's some aspirin for your headache. And here's a prescription for some cough medicine.
Jimmy: Thank you.



2. Read the words, word combinations and their definitions. Guess their meaning.

- fever** — a body temperature that is higher than normal
stomachache — pain in or in the region of the stomach
toothache — pain in one or more teeth
headache — pain in the head
sore — feeling or affected by pain
flu — a common disease that is caused by a virus and that causes fever, weakness, body aches, and breathing problems
quinsy — an abscess in the tissue around a tonsil usually resulting from bacterial infection and often accompanied by pain and fever
break — to fracture the bone of (a bodily part)
cough — to force air through your throat with a short, loud noise often because you are sick
running nose — the production of extra mucus by the nose
sneeze — to suddenly force air out through your nose and mouth usually with a loud noise because your body is reacting to dust, a sickness, etc.



3. Listen to the dialogue in exercise 1 and complete the chart.

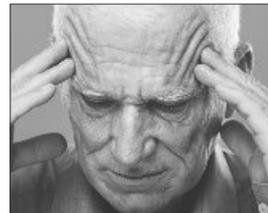
1. Jimmy has got a	Yes	No
headache	V	
stomachache		
cold		
cough		
fever		
sore throat		

2. The doctor gives Jimmy	Yes	No
some aspirin		
a bandage		
a prescription		



4. Look at the pictures and say what health problems the people or animals have got. There is a model to help you.

Model: The girl has got sore eyes.



5. Read the text and retell it.

We feel happy when we are healthy. But very often people, especially children, fall ill and then parents got must call a doctor.

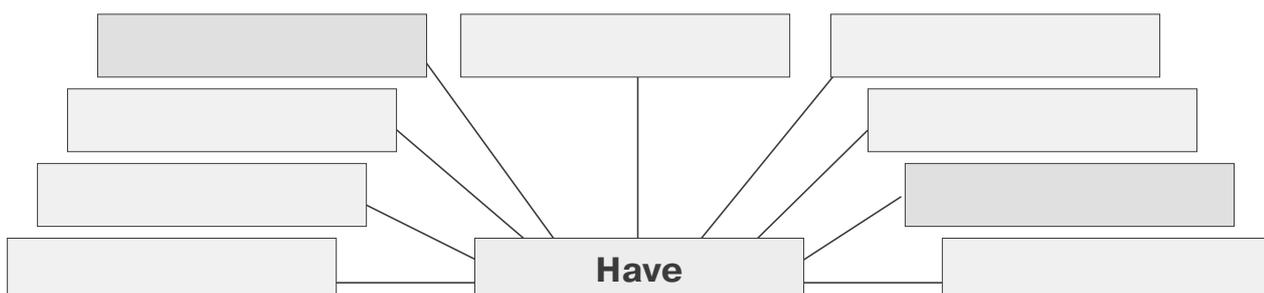
Very often children have got the flu. Then they have got a fever, a headache, a running nose, they cough and sneeze. When we have got quinsy our throat is sore and very often we have got a headache and a fever.

When we are ill, we can't go out to play with our friends. We must stay in bed and take some medicine. Any illness is unpleasant, that's why we must do sports and try to be fit and healthy.



6. Look at the chart, pictures in exercise 4 and make up word combinations with the word to have. Then make up 5 sentences with the word combinations you have got. There is a model to help you.

Model: to have a stomachache — Yesterday I had a terrible stomachache.



LESSON 40



1. Read and listen to the dialogues. Act them out with your partner and then make up similar ones.

a) **A:** Brrr. Oh! I'm cold!

B: Are you?

A: Yes, I am.

B: I am not. I am hot.



b) **A:** Doctor, I think there is something in my eye.

B: Let me have a look. ...I can't see anything. No, there is nothing there.

c) **A:** Why don't you eat anything?

B: I have got a stomachache.

A: Have you eaten anything today?

B: Yes, I have. But everything was fresh.

A: You'd better call a doctor.

d) **A:** What's the matter?

B: I have got a cold.

A: Why don't you see a doctor?

B: I don't know any doctors.

A: You can go and see my doctor.

B: Thanks for your help.

REMEMBER!



Для вираження певного відношення минулих подій до моменту мовлення у теперішньому часі окрім Present Perfect вживається Present Perfect Continuous:

а) для вираження тривалої незавершеної дії на момент мовлення, наприклад:

I am reading a very interesting book.

I **have been reading** it for three days.

(слід пам'ятати, що певні слова не вживаються у формі Continuous:

I **have known** him for seven years).

У цьому значенні досить часто в реченні використовуються слова **for** та **since**.

I have been staying in hospital for three days.

I have been staying in hospital since the 18th of October.

б) для вираження результату минулої події на момент мовлення у теперішньому. Наприклад,

You look tired today. What have you been doing? —

I have been working in my garden.

Your eyes are red. Have you been crying?





2. Complete the dialogue with the words from the box.



Patient: Good ... , Doctor.
Doctor: Good morning, what ... I do for you?
Patient: I don't ... very good. I've got a ... and a
Doctor: Hmm. Let me ... a look.
(Later)

Patient: What is it, then, Doctor?

Doctor: You've got I'll give you a ... for some Take one spoonful every four

Patient: Should I ... in bed?

Doctor: No, but you ... stay at home and keep warm. Come back ... a week.

Patient: Thank you, Doctor. Goodbye.

Doctor: Goodbye.

have, can, in, prescription, feel, morning, sore throat, quinsy, cough, medicine, hours, should, stay

3. Answer the questions.

1. How often do you consult your doctor?
2. Do you often go to the dentist?
3. When were you ill last time? What kind of illness was it?
4. Did you consult your doctor or treat it yourself?
5. What medicines did you take?
6. How many days did you stay in bed?
7. Did you have a fever? What other symptoms (/ˈsɪmptəmz/ СИМПТОМИ) did you have?

4. Put the verbs in brackets in the Present Perfect Continuous.



1. We're so tired. We ... (cycle) in the park all morning.
2. I don't want to get in his car. He ... (not drive) for a long time.
3. The children are very good today. They ... (play) quietly for two hours.
5. The river is going to flood. It ... (rain) for two weeks.
6. He's coughing a lot. I'm afraid he ... (play) outside for too much time.

LESSON 41



1. Put the dialogue in the correct order. Act it out with your partner.



Patient: Yesterday. I fell over while I was playing football.

Patient: Should I go today?

Doctor: Goodbye.

Doctor: Hmm. I think you have only sprained (/spreɪn/ розтягнути, потягнути) it. You'll need an X-ray. I'll put a bandage on it for now. But you should go to hospital for an X-ray.

Patient: Yes, but it hurts.

Patient: I've hurt my ankle.

Patient: Thank you, Doctor. Goodbye.

Doctor: Can you just take your shoe off? Hmm, yes. Can you move your foot?

Doctor: Yes, take this letter with you.

Doctor: When did it happen?

Doctor: Hello. What's the problem?



2. Read the information in the table. Complete it with more expressions of your own. Then suggest the possible answers for section b.

a. What do you say to the doctor:		
when you don't feel good?	when you've got pain somewhere?	when you've injured yourself?
I feel dizzy (/ˈdɪzi/ запаморочений)/weak; I've got a cough/a cold; I've got spots all over me.	I've got a pain in my stomach; my arm hurts.	I've cut my hand badly/injured my leg/sprained my ankle/banged my head.
b. When the doctor asks you any of the following questions		
How long have you been having this? What's your appetite like? Are you allergic to anything?	Is it a sharp or a dull pain? Have you had this before? Have you ever had any serious illnesses?	How did it happen? Can you still move your foot? Have you had an X-ray for this?



3. Make up conversations some of these people might have with a doctor. Use exercise 2.



Model:

Patient: Hello, doctor. Can I come in?

Doctor: Sure. What's troubling you?

Patient: I've got a terrible stomachache.

Doctor: How long have you been having this?

Patient: For about an hour, I think.

Doctor: Is it a sharp or a dull pain?

Patient: I feel some dull pain here.

Doctor: OK. Let me have a look...



4. Which sentence (a or b) fits each situation?

- You want to know why your friend is late.
 - What have you been doing?
 - What have you done?
- You want to talk about your learning success.
 - I have been learning English poems today.
 - I have learnt two English poems today.
- You want to complain about doctors in hospital.
 - They have been treating me for three weeks.
 - They have treated me.



5. Put the verbs in brackets in the Present Perfect or the Present Perfect Continuous.

Mike: At last! Where ___ you ___ (be)?

Helen: Sorry, ___ ___ ___ (talk) to an old friend. I ___ ___ (not see) her for years. And imagine, we met in the middle of the street, just like that.

Mike: What ___ she ___ ___ (do) since you last saw her?

Helen: She ___ ___ ___ (study) for a computer programmer. She wants to find a good job.

Mike: There is a vacancy in my father's office for a computer analyst. ___ she ___ (have) any interesting offers yet?

Helen: I don't think so. She ___ ___ ___ (not look) for a long time. She just ___ ___ (start).

Mike: Then tell her about this offer.

LESSON 42



1. Work in pairs. Ask and answer questions to explain the situations as it is given in the model.



Model: A: I have got a toothache.
B: Have you been eating sweets?
A: No, I've just had a very cold drink.

1. My younger brother is angry with me.
2. I feel really tired.
3. My legs hurt.
4. I've got a sore throat.
5. Her eyes are red.

REMEMBER!



У питальній формі **Present Perfect Continuous** допоміжне дієслово **have** або **has** ставимо перед підметом.

Have you been working long?

— Yes, I **have been working** for three hours.

How long **have you been working**?

У заперечній формі заперечну частку **not** ставимо після дієслова **have** або **has**.

I **have not (haven't) been working**. He **has not (hasn't) been watching** TV.



2. Read the dialogues. Pay attention to the underlined words.

- a) **Patient:** Doctor, I don't feel good. My ear hurts.
Doctor: How long has it been hurting you?
Patient: Since yesterday morning.
- b) **Mother:** Your eyes are red! What have you been doing?
Son: I have been playing computer games.
Mother: Again!?

3. Read the rhymes and learn one of them.

My Wobbly Tooth

Once I had a wobbly tooth
That wobbled to and fro,
Every time I ate my toast
I thought the tooth would go.



But then I ate a candy,
A sticky toffee roll,
Now where my wobbly tooth was
There's nothing but a hole!

My Tooth

My tooth fell out and left a space
So big my tongue can touch my face,
And every time I smile I show
The place where something used to grow.
I miss my tooth as you can guess
But now I have to brush one less!



Brushing

(to the tune of "Twinkle, Twinkle, Little Star")



Here's my toothpaste
Here's my brush
I won't hurry, I won't rush.
Working hard to keep teeth clean
Front and back and in between
When I brush for quite a while
I will have a happy smile.

4. Read the joke and act it out with your partner.

Father: Why are you jumping on the bed, my boy?

Son: Because I forgot to mix my medicine with water when I took it.



5. Correct mistakes in the given sentences.

1. Ouch! I've been cutting my finger!
2. Why is your hair wet? — I have swum.
3. I am terribly sorry but I have been eating your piece of cake.
And there is no more left.
4. You have got tears in your eyes. Why have you cried?
5. Your leg is in bandage. Have you been hurting it?



6. Write about your last illness and the way you treated it.

Model: Last month I felt bad. I had the flu. I had a terrible headache and a running nose. I had a fever and my throat was very sore. I couldn't see much, because my eyes hurt. Then the doctor came. He listened to my lungs, looked at my throat, and took the temperature. He wrote a prescription for some medicines. I took everything he prescribed and I got better in two days.

LESSON 43



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.

Patient: Hello. I'm Linda Jones. I've come to see the doctor at two o'clock.

Receptionist: Yes. Please have a seat until the nurse calls you.

Nurse: The doctor will see you now.

Doctor: Hello, Ms. Jones. Now tell me... what's bothering you?

Patient: I have got a bad cough. And I've had chills and a fever since yesterday.

Doctor: You should have a chest X-ray.

Patient: I just had an X-ray half a year ago. I don't want to have another one this year.

Doctor: Well, I can prescribe some medicine for you. You can take two tablets a day and come back in a week.



2. With a partner, role-play the following conversation by filling in the blanks with the words from the table.



The numbers in the table correspond to the numbers in the conversation.

Doctor: Hello, _____ (name).
What (1) _____?

Patient: I feel (2) _____. My body (3) _____
all over. I have (4) _____.

1	2	3	4
are your symptoms? is the problem? is the matter? is wrong?	terrible awful weak dizzy feverish chilly tired	aches hurts itches is burning is shaking	a fever a headache a stomachache a rash a running nose a bad cough

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

- Six sick hicks nick six slick bricks with picks and sticks.
- Elizabeth's birthday is on the third Thursday of this month.
- How many cookies could a good cook cook if a good cook could cook cookies?



4. Unscramble the words. The pictures will help you.



rseo rohatt
nabdgae
grefin shtru
ctmoshcaahe
rpniipospect
mmrhetetreo
ahcahdee



5. Fill in the blanks with the words that best complete the sentences. Listen to check your answers.

1. It's ... (my/myself) party. 2. He hurt ... (his/himself/himselves). 3. She did it ... (her/herself/herselves/sheself). 4. He took it from ... (my/myself) room. 5. I didn't believe ... (herself/her/she) story. 6. You saw it with ... (you/yourself/your/ yourselves) eyes. 7. No one could help us, so we had to do it ... (our/ ourselves/ ourself). 8. He'll just have to do it ... (himself/hissself/his).

6. Read the rhymes and learn them.

measles /'mi:zlz/ — кір

mumps /mʌmps/ — свинка

gash /gæʃ/ — глибока рана

rash /ræʃ/ — висипка

“Would you like some medicine?

It can make you grow.

Would you like a spoonful?”

“No, no, no!”

“I cannot go to school today”.

Said little Peggy Ann McKay.

“I have the measles and the mumps

A gash, a rash and purple bumps

My mouth is wet, my throat is dry

I am going blind in my right eye.

My leg is cut, my eyes are blue.

It may be a very serious flu.”

“What's that? What's that you say?

You say today is Saturday?

Good-bye. I am going out to play!”.

purple bumps
/'pɜ: p ʌmps/ —
багряні гулі

to go blind
/gəʊ blaɪnd/ —
сліпнути

LESSON 44



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.



Dental Appointment

(/ə'pɔɪntmənt/ призначення на прийом)

Dental assistant: Dr. Jackson's office. May I help you?

Karen: Yes, I'd like to make an appointment for a dental checkup (/tʃekʌp/ обстеження, перевірка, огляд).

Dental assistant: Are you one of the doctor's regular patients?

Karen: No, I am not. I've recently moved to this area and my friend recommended Dr. Jackson.

Dental assistant: I see. Dr. Jackson can see you next Thursday. Do you prefer morning or afternoon?

Karen: Morning is best for me.

Dental assistant: Would 10:30 be all right?

Karen: That would be fine.

Dental assistant: Good. We'll expect you then at 10:30 on Thursday.

Karen: Thank you very much.



2. Listen and choose the word you hear.

1. Yesterday my friend felt good/bad.
2. Susan went to see her doctor/dentist.
3. I don't want to take this pill/bill.
4. He is really thick/sick. He can't go to school.
5. Don't sleep/slip on the wet road.
6. Doctor/Hector Brown is a good GP (General Practitioner — терапевт).



3. Choose the odd word and explain your choice.

a. dentist	patient	surgeon	optometrist
b. pill	flu	cough	quinsy
c. toothache	headache	fever	pain
d. ear	eye	throat	foot
e. thermometer	X-ray	aspirin	stethoscope
f. medicine	bandage	pill	aspirin



4. Work in pairs and make up dialogues as it is given in the model.

Model: A: tired — what ... doing?

B: exhausted — getting ready to go on holiday.

A: done everything?

B: packed suitcases ... haven't booked the tickets yet.

A: You look tired. What have you been doing?

B: I am exhausted. I've been getting ready to go on holiday.

A: Have you done everything?

B: I've packed the suitcases but I haven't booked the tickets yet.

1. **A:** covered in paint — what ... doing?

B: decorating the bathroom.

A: finished already?

B: painted the door/haven't put the wallpaper up yet.

2. **A:** dirty hands — what ... doing?

B: working in my garden.

A: finished now?

B: cut the grass/haven't watered the flowers yet.

3. **A:** your eyes are red — what ... doing?

B: tired — revising for my exams.

A: finished already?

B: done my algebra and history/haven't done any English yet.

5. Put the verbs in brackets in the Present Continuous or the Present Perfect Continuous.

Model: Mark isn't studying right now. He *is watching* (watch) TV.

He *has been watching* (watch) TV for half an hour already.

1. Kate is standing at the corner. She (wait) for the bus. She (wait) for twenty minutes. 2. Right now we're in class. We (do) the exercise. We (do) this exercise for a couple of minutes. 3. Scott and Rebecca (talk) right now. They (talk) on the phone for over an hour. 4. I (sit) in class right now. I (sit) since afternoon. 5. You look busy right now. What (you, do)? — I (work) on my physics experiment. It's a long and difficult experiment. — How long (you, work) on it? — I started planning it last January. I (work) on it since then.



6. Answer the following questions. Use *since* or *for* in your answer.



1. How long have you been doing this exercise? 2. How long have you been studying English? 3. How long have you been living in your city (town, village)? 4. How long have you been standing up/sitting down? 5. I began to teach English in 1989. How long have I been teaching English? 6. How long has your English teacher been working in your school? 7. Do you wear glasses? How long have you been wearing glasses?

LESSON 45

1. Read the dialogue. Act it out with your partner.

Alan: Ouch! This knife is sharp! I've cut my finger.

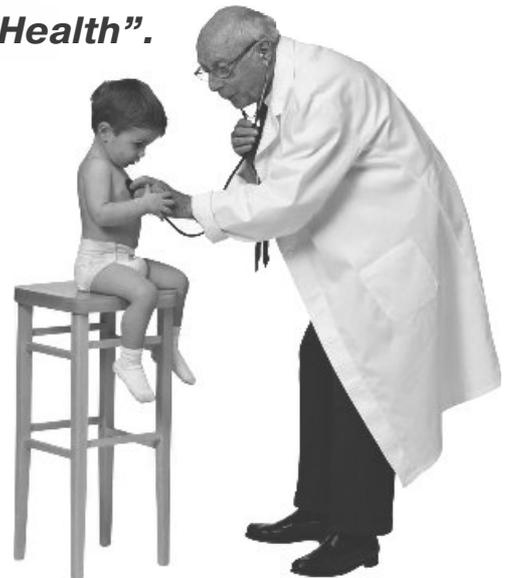
Bob: Let me see it... It's only a scratch (/skrætʃ/ подряпина).

Alan: But my finger is bleeding (bleed /bli:d/ кровоточити)!

Bob: Don't be a baby. It isn't bleeding much. I'll get a bandage.

**2. Find 10 words on the topic "Our Health".**

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

**3. Read the text and answer the questions after it.****Health Care System in Great Britain**

Britain has got a National Health Service (the NHS). This service provides free treatment for all illnesses.

If you are ill, you go to a local doctor. He or she is a general doctor, or general practitioner (GP). You make an appointment to see the doctor. If you are too ill to go out, you telephone the doctor and he or she will come to your house. Your GP can give you some treatment or send you to the hospital where there are many specialists: surgeons, optometrists, eye, ear and throat specialists, pediatricians and others.

If the doctor gives you a prescription for some medicine, you take it to the pharmacist in a chemist's shop. You do not pay for medicines for children and old people.

If you have got an accident they take you to a hospital.

You don't have to use the NHS. You can have private treatment, but you must pay for it and it is expensive.

1. What does the NHS mean?
2. Who is a GP?
3. Is health service free of charge (безкоштовна) in Britain?
4. What do the British do when they are ill?
5. Where do they go to have some medicine?
6. Do the British people pay for all the medicines?
7. Is it necessary for the Englishmen to use the NHS?
8. Where do they send an Englishman if he or she has got an accident?

4. Look at the pictures and match them with the doctor's instructions.



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

- a. Keep warm. c. Don't go out. e. Stay in bed.
 b. Have an X-ray. d. Don't run. f. Don't play any sport.



5. Use the pictures in exercise 4 and say as it is given in the model.

Model: The boy in picture 1 is coughing. He should stay in bed. He shouldn't go to school.



6. Use the text in exercise 3 and get ready to speak about Health Care System in Ukraine.

LESSON 46



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.

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

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

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

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

Andy: Is that Steve on his roller skates?

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

Andy: Is he?!



2. Match the columns to make up sentences.

1. I have got	a. hospital
2. It hurts	b. to move
3. I have broken	c. well
4. I have got a bad pain in my	d. eye
5. Something has got into my	e. knee
6. I have to go to a	f. a headache
7. I can't sleep	g. here
8. It is hard for me	h. my leg



3. Look at the pictures and guess the meaning of the words with numbers.



1. dentist	6. tooth	11. toothpaste
2. patient	7. filling	12. dental floss
3. drill	8. tray	13. missing tooth
4. dental assistant	9. mirror	14. overbite
5. X-ray machine	10. toothbrush	15. braces

4. Choose the appropriate word.

- Dentists recommend brushing teeth with a fluoride (/ˈflɔːraɪd/ фтористый) toothpaste to ... them from decay (/dɪˈkeɪ/ кариес).
a. arm b. protect
- Have you got a toothache? Your face looks
a. big b. large c. swollen (/ˈswɒlən/ спухлий)
- I had two ... when I went to the dentist last week.
a. fillings b. missings c. toothaches
- The loss of a front tooth has left a bad ... in her mouth.
a. hole b. space

5. Put the verbs in brackets in the Present Perfect Continuous or the Present Perfect.

- We (walk) ten kilometres.
- You (walk) too fast. That's why you are tired.
- We (walk) for three hours.
- He (not stop) eating since he arrived.
- That boy (eat) seven ice-creams.
- He (sleep) since ten o'clock. It's time to wake him up.
- I (make) sausage rolls for the party all the morning.
- What a lovely smell! — Mary (make) jam.
- The students (work) very well this term.
- I only (hear) from him twice since he went away.
- He (teach) in this school for five years.



6. Fill in the blanks with the correct reflexive pronoun. Then say what the phrase by+pronoun means in each sentence. There is a model to help you.

Model: Anna had dinner at the restaurant by herself. "By herself" means that she was having dinner alone. There wasn't anybody else at the table.

- You shouldn't go there by
- The dog came home by
- They went on a holiday by
- I don't like eating by
- She cooked the dinner all by
- Did the two of you do this by
- Harry lives by
- We'll build the house by

LESSON 47



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one. The words on the right will help you.

Customer: Good morning.
Pharmacist: Good morning. Can I help you?
Customer: Yes. I've got a terrible headache.
Pharmacist: How long have you been having it?
Customer: Only about two or three hours.
Pharmacist: Well, try these tablets. Take two with water every three hours.
Customer: Thank you very much.

stomachache
 backache
 earache
 sore throat
 cold
 capsules/pills
 half hour/hour



2. Match the pictures with the words.



- | | | |
|-----------------|---------------------|------------------|
| 1. an injection | 5. a sore throat | 9. a bandage |
| 2. a filling | 6. tablets/capsules | 10. a plaster |
| 3. an earache | 7. eye drops | 11. a cough |
| 4. a rash | 8. a stomachache | 12. a broken leg |

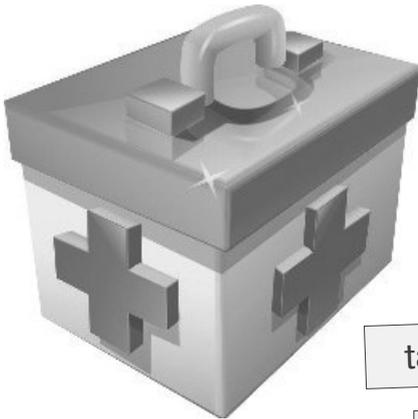
3. Sort out the words from exercise 2 into the correct columns.

Illness	Treatment



4. Make up short conversations as it is given in the model. Use the cues from the boxes.

Model: I don't feel good. Should I consult my doctor? —
Yes, you should. And you shouldn't go out.



1. I've hurt my knee. _____
2. I've got a cold. _____
3. I've got a toothache. _____
4. My back has sunburnt. _____
5. I've got a headache. _____

take an aspirin	play football	go to school
lie on the beach	go to the dentist	

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

Dr. Johnson and Mr. Jackson, 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.



6. Get ready to speak about your last visit to the doctor.



7. Make up as many sentences as you can.



If you are ill	you've got to	stay in bed all day long.
If your friend is ill	you can't	go for a walk.
	he/she has got to	take bitter medicines.
	he/she can't	play with friends.

LESSON 48



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.



Customer: Could I have a tube of toothpaste, please?
Pharmacist: With fluoride or without it?
Customer: With fluoride, please.
Pharmacist: Is that all, sir?
Customer: Yes, that's all. Thank you.
Pharmacist: Shall I put it in a bag?
Customer: Yes, please.

2. Read the rhyme. Write down the words which refer to the topic "Dental Care".

The Toothbrush Song

(to the tune of "Row, Row, Row Your Boat")

Brush, brush, brush your teeth.
 Brush them everyday.
 We put toothpaste on our brush
 To help stop tooth decay.
 Floss, floss, floss your teeth.
 Floss them every day!
 Using the string¹ to clean between
 Keeps the plaque² away!
 Clean, clean, clean your teeth.
 Clean them every day!
 Your teeth will sparkle³ for years to come
 In the most beautiful way!
 Brush, brush, brush your teeth.
 Brush them every day!
 Happy, healthy teeth you'll have
 If it's done this way.



¹string /striŋ/ — нитка, смужка

²plaque /plæk/ — зубний наліт

³sparkle /'spɑ:kəl/ — сяяти, блистіти



3. Look at the pictures and read the dialogues. Match the dialogues with the pictures.



- a. **A:** I am tired.
B: Have you got a headache?
A: I think I have. And a stomachache too.
B: You shouldn't work so much.
- b. **A:** I am thirsty.
B: Would you like some tea?
A: No, thanks.
B: Would you like some apple juice?
A: Oh, yes, please.
- c. **A:** I am hungry.
B: Would you like some biscuit?
A: No, thanks. I'd like a sandwich.
B: Cheese? Ham?
A: Cheese and ham, please.



4. Write down the sentences in the negative and in the interrogative. Use the model to help you.

Model: Mark has been coughing for two days.
 Has Mark been coughing for two days?
 Mark hasn't been coughing for two days.

1. You have been eating too much lately.
2. He has been packing his things for an hour now.
3. The children have been looking forward to this holiday for months.
4. That pipe has been leaking (πρωτικάε) for ages. We must repair it.
5. Tom has been digging in the garden all afternoon.
6. I have been asking you to fix that window for six months.
7. The people have been looking at the accident for half an hour.
8. She has been waiting for you in the hall for an hour already.

LESSON 49



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.



Pharmacist: Good evening.
Customer: Good evening. Can you make up this prescription (виготовити ліки за цим рецептом), please?
Pharmacist: Certainly. Would you like to wait?
Customer: How long will it take?
Pharmacist: It will be ready in twenty minutes.
Customer: Oh, I'll come back later.
Pharmacist: All right, madam.
Customer: Shall I pay now or later?
Pharmacist: Later will be all right.

2. Read the tongue twister as quickly as you can.

When a doctor doctors a doctor,
 Does the doctor doing the doctoring doctor
 As the doctor being doctored wants to be doctored or
 Does the doctor doing the doctoring doctor as he wants to doctor?



3. Complete the dialogue with the words from the box. Then listen to check your answers.

Patient: Good morning,
Doctor: Good What can I do you?
Patient: My eye is very
Doctor: How has it been this?
Patient: About two now.
Doctor: Hmm. Well, me have a look it. Just look straight head.
 Mmm, yes. It's a red. Does it when you look at the light?
Patient: No.
Doctor: Do you wear?
Patient: No, I
Doctor: Look at the chart the wall, please. Now cover your left and read the line from the bottom.
Patient: NFODMKLVCE.
Doctor: Thank you. Well. You've got an in your eye. I'll give you a for some Put one or two drops four a day.

Patient: I only put them in my right eye?

Doctor: No, in eyes. Make an for Friday and we'll another look at it then. Goodbye.

Patient:

should glasses both morning infection	on at appointment drops goodbye times	doctor don't second let days	eye have like prescription little for	hurt long right sore
---	--	--	--	-------------------------------



4. Practise the following conversations as it is given in the model. Use how much/how many.

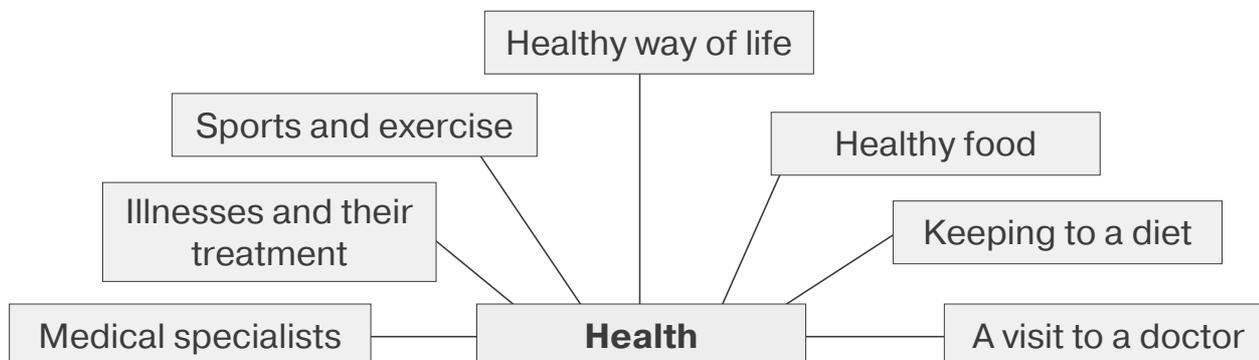
Model: A: I've been picking pears.

B: How many pears have you picked?

1. I've been planting apple trees.
2. I've been making cakes.
3. He's been cleaning shoes.
4. She's been writing letters.
5. I have been painting the wall.
6. Mary's been making jam.
7. I've been cutting sandwiches.
8. I've been addressing envelopes.
9. She's been ironing shirts.
10. We've been peeling onions.



5. Get ready to speak on the topic "Health Care. At the Doctor's".



LESSON 50 (optional)

LESSON 51



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.

- Jack:** Hello, Thomas. I haven't seen you for ages.
Thomas: Hello, Jack. Good to see you again.
Jack: How's the club doing? I see you are in the third place.
Thomas: Yes, three more jumps and we'll be on top (угорі турнірної таблиці). What about your team?
Jack: Not bad. We are in the middle, but that was because of the injury. Now that everyone is fit, we should start climbing.
Thomas: I've noticed you got a new player on your team. And he has been doing very well.
Jack: Yeah. I am glad he is making a fast progress.
Thomas: You know, I have a feeling that he will be great next year, too.
Jack: Well, who knows, maybe. Anyway, what are you going to do next? Preparing for the World Championship (чемпіонат)?
Thomas: I haven't spoken to the boys yet. But we'll do something.
Jack: OK. It was very nice meeting you again. See you.
Thomas: Me too. Have fun. Goodbye.



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



chess



basketball



fencing



boxing



cycling



swimming



archery



football



gymnastics



hockey



skating



volleyball



skiing



wrestling

table
tennishorse
racingshot
put

weightlifting

figure
skating(lawn)
tennisski
jumping



3. Read the text. Complete the table given after it.

Sports and Competitions

There are different kinds of sports that people play in the world as tastes of the people are also different.

Some of the sport lovers are fond of archery, fencing or cycling, and other people like boxing, swimming or horse races.

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

Of course it's impossible to name all sports and games, as more and more new games appear every day. So you have to choose your sport yourself.

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



4. Look at the words in the table. Choose those which are the names of sports. Write them down into your exercise book.

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

5. Look at the list of sports you have written down in exercise 4 and say what group each sport belongs to: summer, winter, water, outdoor, indoor, team or individual sports.

Model: boxing. It's an indoor sport. It can be both team and individual.
People can do boxing in summer and in winter.

LESSON 52



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.



Steve: Do you like sports?
Bob: Of course, I do. I like football most of all.
Jack: And I like tennis. What about you, Linda?
Linda: I like gymnastics and figure skating.
Jane: So do I.
Jack: That's because you are girls.



REMEMBER!

A:	I He (she, it) We (you, they)	am/have got/was/speak/spoke English is/has got/was/speak/spoke English are/have got/ were/speak/spoke English	happy (money)
B:	So	am/do/have/did/was/ is/does/has/was/did are/do/have/were/did	I he (she, it) we (you, they)
A:	I He (she, it) We (you, they)	am not/have not got/don't speak/wasn't/ didn't speak is not/has not got are not/ have not got	happy (money)
B:	Neither	am/do/have/was/did is/does/has/was/did are/do/have/were/did	I he (she, it) we (you, they)

Model:

She is happy. — Вона щаслива. So am I. — І я теж.

She does not like music. — Їй не подобається музика.

Neither does he. — І йому теж.

We didn't see that film yesterday. — Ми не бачили вчора той фільм.

Neither did they. — І вони теж.

2. Read the short conversations and fill in the blanks. Then make up similar ones.

a. **A:** I like sports.

B: So I.

A: I don't like cats.

B: do I.

b. **A:** I was in Kyiv last week.

B: was I.

A: I wasn't late for school yesterday.

B: Neither I.

c. **A:** I ran 2 kilometres last week.

B: So I.

A: I didn't see that film last night.
B: Neither I.



3. Practice speaking as it is given in the model.

Model: I have never been to Australia. — Neither have I.
 I love going to parties. — So do I.

1. I want to travel around the world.
2. They didn't win the game.
3. She can't swim.
4. He can speak three foreign languages.
5. I don't want to watch the football match.
6. I went to the USA last year.
7. I don't like swimming.
8. They have never played hockey.



4. Read the words in the chart and guess their meanings. Use the dictionary if necessary.

— er	— (i)st	..... player
fencer	cyclist	chess player
boxer	gymnast	draughts player
swimmer	canoeist	tennis player
horse racer		basketball player
wrestler		hockey player
weightlifter		football player
shot putter		
figure skater		
skier		
ski jumper		
skater		
archer		

5. Name all kinds of sports you know and the sportsmen in each sport.



6. Complete the sentences with already, ever, never or yet.

1. Would you like something to eat? — No, thanks. I've had lunch.
2. Have they finished the game?
3. Have you played squash?
4. I don't know much about golf. I've watched it.
5. This season my football club hasn't won any matches
6. Have you been to Venice? — No, I have been there.

LESSON 53



1. Read the interview with an English football player. Then put the verbs in brackets in the Present Perfect or the Past Simple. Then listen to check your answers.

A: Have you ever played abroad?

B: Yes, I have. I (play) for Real Madrid between 1996 and 1997.

A: you (like) it?

B: It was OK. But I (not enjoy) the weather very much. It was too hot!

A: How many goals you (score) this season?

B: Only five. But we (not play) many games yet. I am happy because some good players (join) the team. Last month we (buy) a fantastic new Brazilian player.

2. Act out the dialogue in exercise 1 with your partner and then make up a similar one.



3. Here are four players from the English Football Championship. Match the pictures of the players with their descriptions and names. Use the Internet to help you.

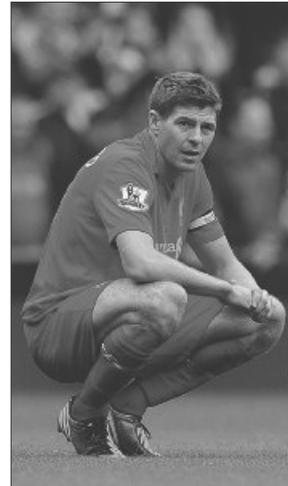
1. David Beckham. 2. Thierry Henry. 3. Mario Melchiot. 4. Michael Owen.



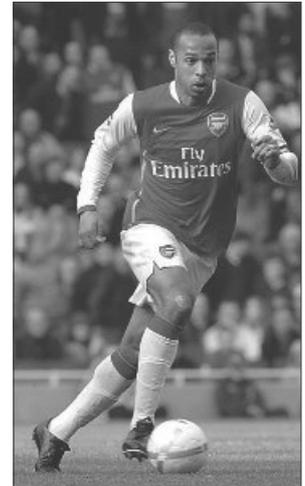
I am from London. I've got a red shirt, white shorts and black and red socks. I play for Manchester United.



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



I am from Amsterdam, Holland. I've got a blue shirt, blue shorts and white socks. I play for Chelsea.



I am from Chester in England. I've got a red shirt, red shorts and red socks. I play for Liverpool.



4. Read the information about the British football teams, and write the correct points total for each team and then write the name of the team in the correct place in the table.

Model: Manchester United: won three games ($3 \times 3 = 9$) and played one game in a draw (/drɔ:/ внічию; $1 \times 1 = 1$). So $9 + 1 = 10$.

Arsenal: won three games and lost one game.

Chelsea: won two games and lost two games.

Liverpool: played four games in a draw.

№	Football club	win	draw	lose	total points
1.	Manchester United	3	1	—	10
2.		—	4	—	
3.		3	—	1	
4.		2	—	2	

win = 3 points, draw = 1 point, lose = 0 points



5. Read the text and answer the questions after it.

Football — an International Game

Football is the most popular team game in the world and the most interesting sport. Hundreds of fans (фанати) watch it.

The game began in England in the middle of the 19th century. The first football clubs appeared in 1855 and the football association started to function in 1863 in London.

Football spread (/spred/ поширювався) internationally and by the next decade (/dekeid/ десятиріччя) it had won popularity in central Europe, Spain, Germany, Italy, and France. Other European countries took it up early in the 20th century, and established (/ɪ'stæblɪʃt/ заснували) clubs.

A World Cup competition has taken place every four years since 1930. In 1971 women competed for the first time in the women's World Cup match in Mexico City.

One nation that resisted (resist /rɪ'zɪst/ протистояти, опиратися) football's spread for a long time was the USA. Only in the 1970s the interest in football developed in the US. Great popularity of the Brazilian star player Pele helped much in this.

1. Where and when did football begin?
2. When did the first football World Cup take place?
3. When did women first play in a football world cup match?
4. Is the European football popular in the USA?

LESSON 54



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.



- George:** Are you interested in football?
Phillip: Well, yes. What about you?
George: I am. Wonderful game, football.
Phillip: By the way, I like all sports and games.
George: Oh, yes?
Phillip: Yes. Football, cricket, swimming. Can you swim?
George: I am not a good swimmer but I go swimming sometimes. Tennis! That's a good game.
Phillip: Really?
George: Yes. I am very interested in tennis. I never miss Wimbledon, you know. I watch it every year.



2. Read the words/word combinations and their definitions. Guess the meaning of the words.

competition — the act or process of trying to get or win something (such as a prize or a higher level of success) that someone else is also trying to get or win

hold — to assemble for and carry on the activity

championship — an important competition that decides which player or team is the best in a particular sport, game, etc.

revive — to make (someone or something) strong, healthy, or active again

champion — someone or something (such as a team or an animal) that has won a contest or competition especially in sports

contest — an event in which people try to win by doing something better than others

contestant — a person who takes part in a contest or competition

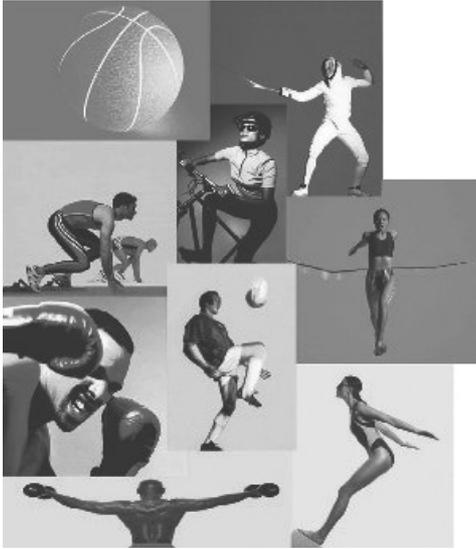
defeat — to win a victory over (someone or something) in a war, contest, game, etc.



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

Sports Competitions

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



There are the Summer Olympic Games, which began in Greece in 1896, and the Winter Olympic Games which, originated in 1924. Competitions in the Summer Games include archery, basketball, boxing, canoeing, cycling, equestrian (/ɪ'kwɛstriən/ кінний) sports, fencing, field hockey (хокей на траві), gymnastics, judo, modern pentathlon (сучасне п'ятиборство), rowing, shooting (стрільба з пневматичної зброї), sailing, football, swimming, diving (стрибки у воду), team handball, athletics (легка атлетика), volleyball, weightlifting, water polo, wrestling. Competitions in the Winter

Games include biathlon, bobsleigh, speed skating, cross-country skiing (лижні гонки по пересічній місцевості), ski jumping, downhill slalom (гірськолижний слалом), figure skating, ice hockey.

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

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

1. Water polo is on the list of the Winter Olympic games.
2. Summer Olympic Games originated in Greece in 1924.
3. Winter Olympic Games take place every four years.
4. Biathlon is a winter sport.
5. Football World Cup is an international competition which takes place every four years.
6. A national championship means the same as the World Cup.

4. Fill in the blanks with the correct form of the verb.

1. Monika is a pretty girl, she?
2. They very friendly, are they?
3. He like to get presents, does he?
4. She talks a lot, she?
5. They aren't lazy, they?
6. My brother very generous, isn't he?
7. Their neighbours are talkative and very optimistic, they?
8. I always cheerful, I?
9. He wants to become a world champion, he?
10. This competition important in his career, is it?



5. Choose 10 words that mean kinds of sports from exercise 3 and make up sentences with them. Write your sentences down in your exercise books.

LESSON 55



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.

Ted: What do you think of the game, Jerry?

Jerry: Dreadful (/ˈdredfʊl/ жахливий)! It was not exciting. It was not skilful (/ˈskɪlfʊl/ майстерний, вмільий), too.

Ted: I agree with you. The players of our team were off form (не у формі) today.

Jerry: Some of them are always off form. Take Bill for example. He is a bad player and a goalkeeper.

Ted: Jack isn't much better. He cannot score points and pass over (давати пас, пасувати) to the players of his team.

Jerry: Yes. Bill and Jack are really bad players. I don't know why their coach still has them on the team.

Ted: I think the players and the coach on our team are not professional.

REMEMBER!

Modal verbs: CAN/COULD/BE ABLE TO

CAN 	a) general possibility: It can be very hot in summer (it is sometimes really hot in summer). You can download some music from the Internet (there is much music in the Internet, people often download music from this source).
	b) someone's general ability or skill, or present ability: He can swim very well (general skill). She can't hear you. She is deaf (general ability). I can't hear you. There is too much noise here (present ability). Help. I can't breathe (present ability).
	c) permission to do something: Can I ask a question, please? Can we go home now? Can I use your racket? You can borrow my pen if you like.
	d) prohibition to do something (in the negative form): I am afraid you can't use this computer.
	e) a polite way to tell or ask someone to do something, to offer something: Can you help me, please? Can I help you?
COULD	a) someone's skill or ability in the past: She could speak several languages. They couldn't dance very well.
	b) a polite way way to tell or ask someone to do something, to offer something: Could you take a message please? Could you help me with my luggage, please?
BE ABLE TO	to talk about ability in all tense forms: He is able to swim (Present Simple). He was able to swim when he was ten (Past Simple). He has been able to swim since he was ten (Present Perfect). He will be able to swim very soon (Future Simple).

2. Sort out the sentences with *can* into the categories in the table.

Permission/prohibition	present skill or ability – sentence 1	General skill or ability	General possibility	Polite offers or requests	Skill or ability in the past
------------------------	--	--------------------------	---------------------	---------------------------	------------------------------

1. It was very foggy but I could see them in the distance. 2. Could I see you tomorrow? 3. You can lose the game. It's natural to make mistakes. 4. Could we have a break, please? 5. We can drink this water, it's safe. 6. I am afraid you can't use this tablet. 7. My father can speak five foreign languages. 8. They weren't able to move. It was too dark. 9. Could you dance well when you were younger? 10. I can't see this sign because I am not wearing my glasses.



3. In pairs ask and answer questions. Try to guess your partner's sports star.

Model: A: What has your star done in his/her life?

B: She has won lots of major tennis competitions — like the US Open and Wimbledon.

A: When did she win Wimbledon?

B: I don't know. I think she won it for the first time in 1997.

A: Has she ever won the French Open?

B: No, she hasn't.

A: Is it Venus Williams?

B: No, it's Martina Hingis!



4. Practise speaking in pairs (a coach + a sportsman) as it is given in the model. Use the phrases from the box.

Model: A: Can (could) I use these boxing gloves?

B: I am afraid you can't. I'll use them in a minute. / Of course you can.

A: Could I run one more lap?

B: No, you can't. I see you are too tired.

ask for your advice, use this ball, kick the ball one more time, change my boots / sneakers, swim one more lap, drink some cold water, relax a little, call my parents



5. Use the words from the box and describe a sportsman you don't like. Then write down 5 sentences you've made up into your exercise books.

brilliant, fast, skilful, strong, intelligent, kind, polite, well-bred, clever, beautiful, energetic, perspective, willful (вольвовий).

LESSON 56



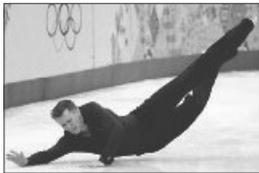
1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.



Linda: Did you see the figure skating World Championship yesterday?

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

Linda: Was it? I didn't like the performance (виступ) of our figure skaters. They were too tired to skate well. They should practise more.



Brenda: Well, but the Russian sportsmen weren't much better. They often fell on the ice in the jumps or failed (провалитися у спробі, не справитися) to perform them at all.



Linda: Yes, I agree with you. The French figure skaters were the best, to my mind (на мою думку).

Brenda: I liked the Germans best of all.

REMEMBER!

Modal verbs: **SHOULD / SHOULDN'T****SHOULD / SHOULDN'T**

We use **should** (means "I think it is a good idea for you to do it") and **shouldn't** (means "I think it is a bad idea for you to do it") to give advice or to talk about what we think is right or wrong.

Example sentences: *You look tired. I think you should take a few days off. She should go to bed early. He shouldn't work so much. Should we tell her the truth?*



2. Fill in the blanks with should or should not.

1. Chips and hamburgers every day! That's very bad for your shape and health. You stop eating them!
2. He spends his free time watching TV. He get some exercise.
3. This boy is too fat, he eats all the time. He eat between meals.
4. You never speak to your mother like this.
5. You be so selfish.
6. Young children stay at home on their own.
7. You shut the windows because it is raining.
8. You cross the street when the traffic lights are red.
9. The doctor told Charlie that he be careful with his pulled muscle.
10. You forget about her birthday again.



3. Fill in the blanks with the correct modal verbs (should or shouldn't, can / could / can't / couldn't).

1. My car has broken down, I think I call a mechanic. 2. Her hair is very long, I think she go to the hairdresser's. 3. Mike is very fat. I think he eat more salads. He eat so much fast food. 4. Brenda is very talented. She sing and dance at the same time. 5. Brad is very ill today. I think he go to the doctor's. 6. I am sorry but I go to your party tomorrow. I've got a lot of workout — I must practise for the final championship. 7. I run really fast when I was a school — I was the best sprinter at school. 8. I am sorry but I do this press-up. I've got a terrible stomachache. 9. All the shops were closed, so we get what we wanted.

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



tocipeinito

snteocs

mahpconi

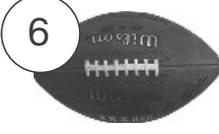
shpoihmaipcn

eetfda

armtotnuen

eatnocst

5. Match the pictures in column A with the words in column B.

1 	2 	3 	a. volleyball b. rugby ball c. tennis ball d. basketball e. football ball f. table tennis ball
4 	5 	6 	



6. Read the sentences and say which tense form is used in each of them.

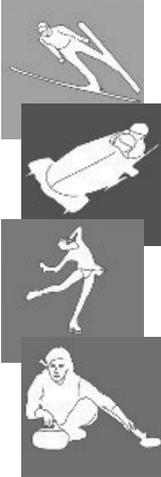
Model: I'll watch cartoons. — will watch — the Future Simple

- | | |
|--|--|
| 1. I'll watch cartoons. | 6. They decorated their assembly hall. |
| 2. She invited me to her birthday party. | 7. I have taken a lot of photos. |
| 3. The granny is enjoying knitting. | 8. The children will plant trees. |
| 4. I was doing aerobics when he called. | 9. I can sew. |
| 5. My friend is a coach. | 10. He hasn't got a moustache. |

LESSON 57



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.



Alan: Which winter sports do you know?

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

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

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

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

Steve: Don't you like ice hockey?

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



2. Read the texts and answer the questions after them.

Let's Dance Ballet

Ballet (/ˈbæleɪ/ балет) began in Italy and France during the Renaissance (епоха Відродження у світовій культурі). It is still a very popular art form in Western culture.

Folk (/fɒk/ народний) dance is usually traditional. The members of a nation perform it, for example, the Ukrainian Hopak. Folk dances are usually group dances.



Popular (social or modern) dances often come from folk dances. But they are usually popular for only a short time. Until the 18th century, social dances took place only in palaces or homes of rich people. In the late 18th century they became more

popular and spread among ordinary people.

Ballroom (/ˈbɔːlru:m/ бальний) dancing was a formal dance in a large room. It became popular in Europe and





North America. Central European folk dances, such as the waltz (/wɔ:ls/ вальс) and polka, changed and became the most popular examples of ballroom dances. Before the First World War, new ballroom dances came to Europe from American Continents, for example, foxtrot, rumba, cha-cha. The Argentine tango became internationally popular by Carlos Gardel through his songs and films. At present there are two types of ballroom dances: standard (which include waltz, tango, quickstep, foxtrot and Vienna waltz) and Latino-American (cha-cha, samba, rumba, jive and pasodoble).



1. What is the main difference between folk and popular dances?
2. What are the two ballroom dances that came from folk dancing?
3. What dances came to Europe from South America?
4. Where did ballet originate from?
5. In what dances do the dancers usually perform in groups?
6. How many ballroom dances do you know? Name them.

3. Match column A with column B to make up words and word combinations. Then make up sentences with each of them.

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



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

Model: Jack is strong. He can beat Fred in boxing. Nick can beat Fred too.
 Jack is as strong (strong) as Nick. Fred is not as strong as Jack.
 Fred is not so strong as Nick.

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

LESSON 58



1. Read the dialogue. Then choose the meaning of *mustn't* in it. Make up a similar dialogue.

Doctor: You *mustn't* go to school before your temperature is back to normal.

Patient: I can't stay at home. I'll miss too much information at school.

Doctor: But you can get worse and then you'll miss more information again. So you should follow my instructions.



Mustn't means:

- a. you don't have to go to school, but if you want — you can go;
- b. you should go to school;
- c. you may go to school, you are healthy now;
- d. you should stay at home to full recovery (одужання).



2. Match the pictures with the words.



a. body building /'bɒdi 'bɪldɪŋ/

b. jazz dance /dʒæz dɑ:ns/

c. karate /kə'rɑ:ti/

d. aerobics /eə'rəʊbɪks/

e. squash /skwɒʃ/

REMEMBER!

HAVE TO/MUST/MUST NOT



MUST	We use must to express a strong obligation (повинність, обов'язковість); some personal circumstance makes the obligation necessary. Example sentences: <i>I must go to bed earlier. They must do something about it. We must hurry or we'll miss the bus.</i>
HAVE TO	We have to to express a strong obligation (some external (зовнішній) circumstance makes the obligation necessary). We can use have to in all tense forms Example sentences: <i>You have to pass your exams or the university will not accept you.</i>
MUSTN'T	We use must not to express prohibition (заборона): <i>You must not shout! The baby is sleeping. Students must not leave bicycles here.</i>

3. Choose the correct word to complete the sentences.

1. You look tired. You (should/must) relax for some time. 2. You (should/ must) respect the traffic signs. 3. You (don't have to/ mustn't) do this exercise. It's optional. 4. You (don't have to/ mustn't) speak during the lesson. 5. Sorry I am late. I (must/ had to) see my doctor this morning. 6. I am a good swimmer. I (can/ must) swim ten laps in the swimming pool. 7. I've studied French a lot but I still (mustn't/am not able to) speak it. 8. You (mustn't/ can't) eat that apple. It's for your sister. 9. I (must/ have to) go to the gym. I feel very unfit. 10. You (have to/ must) brush your teeth every morning.



4. Read the advertisement of “Bella’s Better Body Club”. Then say which activities you would join and why.

Anne’s Aerobics. Do you feel too heavy? Do you feel tired at the end of the day? You should come to one of Anne’s aerobics classes! She will make you feel fitter and happier. Anne has got classes for everyone — young or old, male or female, fit or unfit.

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

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

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

Squash. Our courts are the best in town. Our opening hours are the best, too — 10 a.m. to 10:30 p.m., seven days a week! If you want to improve your squash, English champion Bob Pitchard will be happy to give you lessons.

5. Say whether the statements are true or false. Use the text in exercise 4.

1. Roger Pugh teaches jazz at Bella’s Better Body Club.
2. Body building gym is open for visitors every day except Sunday.
3. Squash courts are very good at Bella’s Better Body Club.
4. The great masters from Japan teach karate classes.
5. Squash courts have no days off. They usually close after 11 p.m.
6. Roger and Ann teach aerobics classes.
7. Aerobics classes are just for unfit people.
8. Roger Prugh has gained a lot of Japanese experience.
9. You can come any time during the day to practise squash.
10. Body building class will work well on your muscles.

LESSON 59



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.



William: Did you watch the championship in athletics yesterday?

Jack: Yes, I did. Our team performed well.

William: What were the results?

Jack: Our team won 4 gold medals for the 100 metre and 1000 metre races, 2 silver medals for the 800 and 400 metre and a bronze medal for the 200 metre race.

William: What about the jumping?

Jack: In the high jump we won first and third places. In the long jump we were the second.



2. Complete the sentences with the correct word. Use the dictionary if necessary.

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



3. Complete the table.

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



4. Look at the pictures and say whether the statements are true or false. Correct the false statements.

					
This is an oar.	This is a ski boat.	This is a hockey helmet.	A skier uses this.	This is a sled.	This is a wet suit.

5. Match the words in column A (sportsmen) with the words in column B (sports elements).

<p>A:</p> <ol style="list-style-type: none"> 1. swimmer 2. downhill skier 3. skater 4. windsurfer 5. water skier 6. rower 7. canoeist 8. cross-country skier 	<p>B:</p> <ol style="list-style-type: none"> a. ice b. paddle c. towrope d. pool e. sail f. oar g. pole h. trail
--	--



6. Use the table in exercise 5 and make up 7 sentences. Use the model.

Model: A swimmer swims in the pool.
A canoeist uses a paddle in his sport.

LESSON 60



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.



William: Chelsea and Milan will play for the League of Champions. Who do you think will win this football battle?

Jack: I don't know. Both teams can win. They are very strong teams. All players can attack and defend their goal well. I have no idea.

William: I think Milan will win.

Jack: Why?

William: They have got Andriy Shevchenko. He is great. He can score many goals. And Chelsea have got Mario Melchiot. He scores well in every game.



Jack: Yes, you are right. I believe both teams are ready to win. But I'll shout for (вболівати) Milan and for Shevchenko.



2. Find as many words on the topic "Sports and Games" as you can in the chain of letters given below.

fboxinggloveskatingoalinetennisleddingcontestournamentangoareviveballroomdefeat



3. Read the dialogues and correct the mistakes.

- a. **A:** She was the world champion a year ago.
B: Neither was he.
- b. **A:** They didn't win the match last Friday.
B: So did we.
- c. **A:** I was cooking my dinner when the phone rang.
B: So did we.
- d. **A:** Jack has never scored a goal.
B: So is Bill.
- e. **A:** My dog isn't sleeping.
B: Neither isn't mine.



4. Look at the list of sports. Which of them follows the word to play? The word to go? The word to do? Fill in the blanks.

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



5. Answer the following questions.

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



6. Get ready to speak on one of the following situations (in the form of a dialogue).

1. You meet a famous sportsman who has just returned from a big sports competition. Ask him questions about the competition.
2. You haven't seen a football (hockey, volleyball) match. Ask your friend about the game and its results.

Model:

A: Congratulations on your winner performance.

A: Hi, Tom! I'm sure you didn't miss yesterday's football match on TV.

B: Thanks!

B: I didn't. Did you?

A: Was it difficult to defeat all your opponents?

A: Unfortunately. I had to go to the village to help my granny. What's the score?

B: It was really hard. All contestants were very strong.

B: There is no surprise. Real won the game. It's three to two in Real's favour (на користь Реала).

A: But you were the best! Well done!

A: I thought so! They are very good football players.



7. Use the word combinations in exercise 4 and make up 7–8 sentences. Write down the sentences you've made up into your exercise book.

LESSON 61



1. Read and listen to the dialogues. Act them out with your partner and then make up similar ones.



- a) **A:** What was the score in yesterday's game?
B: Three to one.
A: In whose favour? (На чию користь?)
B: In Arsenal's favour. It was a wonderful victory.
A: Who scored in the game?
B: Owen scored the first and the third goals.
A: And the second?
B: I don't remember.

- b) **A:** Did you watch the match on TV yesterday?
B: No, I didn't.
A: Are you crazy? (ти збожеволів?) It was Milan against Real.
B: I don't like to watch the play on TV. I like to play myself.
A: Oh, what sport do you do?
B: I play basketball.



2. Complete the sentences with myself, yourself, himself, herself, itself, ourselves, yourselves or themselves.

1. I'm not going to do that for you. You can do it 2. The book was on the floor. It fell off the shelf by 3. I asked him for a glass of water, and he told me to get it 4. Well, children, if you can't do this exercise by , ask your coach for help. 5. The children can decorate the Christmas tree by 6. Don't worry about us. We can entertain for an hour. 7. I think it's impolite: she never introduces 8. It's a very clever machine: it turns off. 9. He hurt with a ski when he fell down the slope. 10. Boys and girls, there's much food on the table. Please, help !



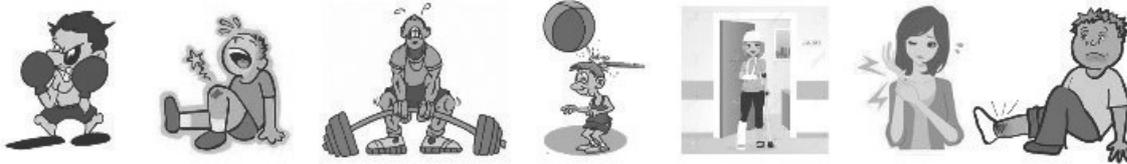
3. Read the text in exercise 4 (lesson 58) and then say what you can achieve from classes at Bella's Better Body Club.

Model: Aerobics classes will make me feel fitter and happier.



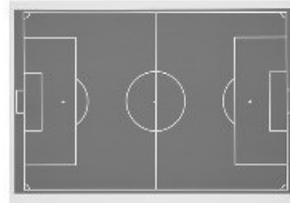
4. What's wrong with each person? Match the sentences with the pictures.

- | | |
|---|---|
| 1. The boy has twisted his ankle. | 5. The girl has sprained her wrist. |
| 2. The ball has hit the girl on her head. | 6. The boy has bruised his eye. |
| 3. The boy has cut his leg. | 7. The girl has broken her leg and arm. |
| 4. The boy has pulled his muscle. | |



5. Match the words with the pictures.

a. pitch	d. kicking	g. referee	j. draw
b. netting	e. heading	h. dribbling	k. goalkeeper
c. throwing	f. football ball	i. sneakers	



6. Use the pictures in exercise 5 and match them with the sentences given below.

- The match between my favourite teams ended in a draw.
- Look! The goalkeeper has fallen down. I think he's hurt his leg.
- You should learn how to dribble. It's a very important skill in football.
- The referee was very strict. He gave two yellow cards and two red cards to the players of both football teams.
- There is a new football pitch in our town. We can go and play there any time.
- Your sneakers look expensive. Where did you buy them?
- A. Shevchenko's heading skill often helps his team win the game.
- We were unhappy to see the ball in our team's netting area.
- Well, now, boys, try to throw the ball yourselves.
- During yesterday's workout we practised the skill of kicking the ball into the goal area.

LESSON 62



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.



Alan: Are you doing anything this afternoon?
Steve: My piano lesson starts at 4 p.m.
Alan: And what about right after the lesson?
Steve: Nothing special. Why?
Alan: Let's go and look for new CDs of Britney Spears.



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

Model: A: Do you like playing football?
 B: Yes, I do. I love playing football.

- | | |
|-----------------------|--------------------------|
| 1. go sailing | 6. play the guitar |
| 2. play hockey | 7. do aerobics |
| 3. watch comedy films | 8. listen to jazz music |
| 4. go swimming | 9. dance ballroom dances |
| 5. go skiing | 10. watch soap operas |



3. Use the information from your partner (exercise 2) and then speak about him/her.

Model: Kate likes playing the guitar and doing aerobics but she doesn't like going swimming.



4. When we learn new things in sports, we experience fear, and that's why our coaches or teachers encourage us, and congratulate us when we succeed. Listen to the conversation between a coach and an athlete. How does the athlete express fear? How does the coach welcome success?

Coach: OK, are you ready to try again?

Athlete: I guess. I'm afraid I'll fall again.

Coach: Never mind. I'll help you. Just put your foot on the top pedal.

Athlete: Like this?

Coach: Way to go! Now push. Keep your balance. Well done! Push with your other foot. That's good. Super!

Athlete: Oh, I'm going to fall!

Coach: No, you're not. Try again. You can do it. You'll do it.



5. Use expressions below and make up a dialogue between you (as a coach) and an athlete who tries to perform a new skill. Use exercise 4.



Hang in there! Keep at it. You can do it. Go on. Don't be afraid. Good boy!	Well done! You did it! That's exactly what I wanted. Try again. You must do it. I don't think I can do it. Can you give me a hand?	I'm scared. I'll never make it. That's perfect! That's great! You'll do it. Congratulations!
--	---	---

6. Look at the signs. Match them with the sentences and then choose the correct word in each sentence. You may use the dictionary if necessary.

Caution! It may cause electric shock!

Do not use near water!

Turn off when not in use!

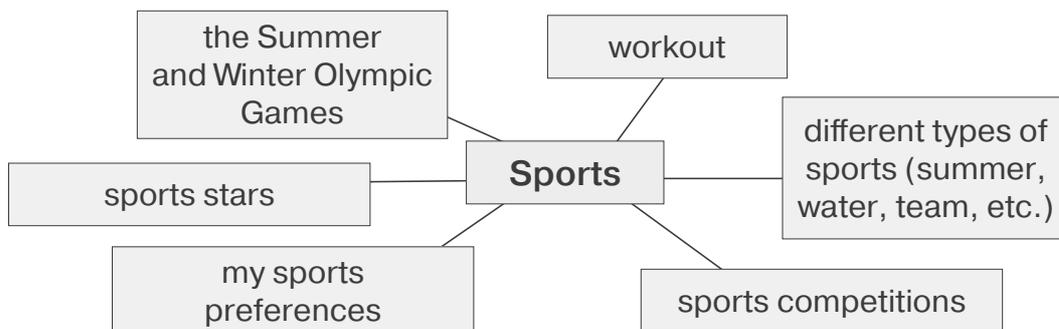
This surface may get hot!

Fragile! Handle with care!

1. You (mustn't/ shouldn't) touch it because you can get burnt.
2. You (shouldn't/ mustn't) use this in the bathroom or in the kitchen.
3. You (must/ mustn't) leave this thing switched on all the time.
4. You (must/ mustn't) carry this carefully.
5. You (must/ mustn't) touch it. It's dangerous.



7. Write 8-10 sentences on the topic "Sports and Games". Use the mind map given below.



LESSON 63 (optional)

LESSON 64



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.



Alan: Hey, I like this music. What is it?

Steve: It's the Corrs' new album.

Alan: It's really good.

Steve: Yes. They are my favourite band. They are from Ireland.

Alan: Is this Celtic music?

Steve: Sort of. It's a mixture (/ˈmɪksʃə/ суміш) of Celtic and pop music.

Alan: I don't like pop music, but this is nice.

Steve: What do you like, then? Techno?

Alan: No, I can't stand techno! I am crazy about rock and jazz.

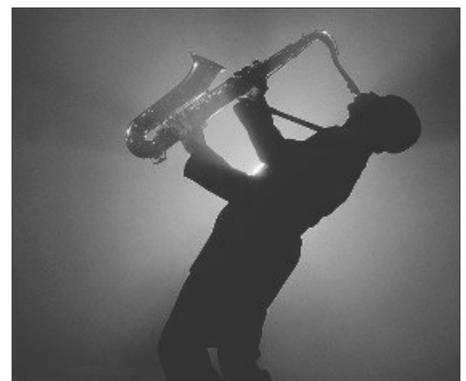


2. Read the information about Bella's Better Body Club and then answer the questions.

Class times for aerobics, karate and jazz dance

Mon.	12:30–13:30	Beginners' aerobics	Annie	Thu.	15:15–19:00	Advanced jazz dance	Jackie
	17:30–19:00	Advanced karate	Roger		20:00–21:00	Beginners' jazz dance	Jackie
Tue.	12:30–13:30	Beginners' jazz dance	Jackie	Fri.	12:00–13:00	Beginners' karate	Roger
	18:00–19:00	Beginners' karate	Roger		19:30–21:00	Advanced karate	Roger
	19:30–20:30	Intermediate karate	Roger	Sat.	9:30–11:15	Advanced jazz dance	Jackie
	20:00–21:45	Advanced jazz dance	Jackie		10:00–11:00	Beginners' aerobics	Roger
Wed.	12:30–13:30	Advanced aerobics	Annie				
	18:00–19:30	Advanced karate	Roger				

1. When has Jackie got her classes?
2. What does Annie teach in the Club?
3. How many classes a week has Roger got?
4. When does Roger's class on Wednesday take place?



- 5. How many activities are there on Saturday?
- 6. Who teaches jazz dance in the Club?



3. Read the information and calculate the price for activities as it is given in the model.

Before you go to Bella’s Better Body you have to become a Member. This costs 15 hrn per month or 100 hrn per year. Squash courts and body building gym cost 10 hrn for 3 hours. All other classes are 5 hrn per class. How much will it cost?

	Per week	Per month	Per year
Body building (three times a week), aerobics and karate			
Karate and squash (three times a week)			
Aerobics, squash (two times a week) and karate			
Karate, aerobics and jazz dance			
Jazz dance and body building (three times a week)	60 hrn		

Calculations: $3 \times 5 = 15$ $10 \times 3 = 30$
 $15 + 15 = 30$ $30 + 30 = 60$



4. What was your weekend like? It’s Monday morning and your friend is asking about your weekend. Use the table to make up dialogues.

A:	B:
What was your weekend like? You look good/bad. Did you have a good/bad weekend? Did you do anything special yesterday/on ...?	It was OK./fantastic./terrible. Yes, I did/No, I didn't
What did you do? Where did you go? Why? What happened? Oh, really? Why don't you tell me about it?	Nothing much. I stayed at home. I went to ... And... I was ill, so I couldn't ... Well, I wanted to ... but ...
I'm sure you enjoyed/didn't enjoy that. That was fun/bad luck ..., wasn't it?	Yes/No, I ... Yes, it certainly was.

LESSON 65



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.



Alan: Hi, Steve. Are you busy tonight?
Steve: No. Why?
Alan: Because there is a new horror film on at the Kyivska Rus'. Would you like to go and see it with me?
Steve: No, thanks. I can't stand (терпіти не можу, ненавиджу) horror films.
Alan: Oh! Well, what do you think of comedies? There is one with Jim Carry in our cinema.
Steve: That's a good idea! I think Jim Carry is very funny. What's the title?

Alan: "Liar! Liar".

Steve: Great. Let's meet outside the cinema at 6 p.m., then.

Alan: Ok. Goodbye.



2. Look at the pictures and match them with the words from the box. You may use a dictionary to help you.



a. thriller /'θrɪlə/	c. news	e. comedy /'kɒmədi/	g. game show	i. science-fiction /'saɪəns 'fɪkʃn/
b. soap opera	d. western	f. documentary /ˌdɒkjʊ'mentri/	h. cartoon /kɑ:'tu:n/	j. horror /'hɒrə/

3. Fill in the blanks with the words from exercise 2.

1. "Universal Soldier" is *a thriller*. 2. My father always watches the 8 o'clock on Inter. 3. "Liar! Liar!" is a great You laugh all the time. 4. "Star Wars" is a film. 5. He likes cowboys and Indians, so he always watches 6. "First Millionaire" is a You can win great money on this programme. 7. "Simplemente Maria" is my favourite 8. There is a good about elephants on Discovery Channel tonight. 9. "Tom and Jerry" is a by MGM studio. 10. "Dracula" is a film.



4. Study the table and then write five sentences about your likes and dislikes as it is given in the model.

Model: I love pop music. It's great.
I can't stand soap operas. They are awful.

+++	Crazy about	Brilliant, wonderful, fantastic
++	Love	Great, exciting
+	Like, enjoy	Nice, fun
0	Don't mind (не проти, так собі)	OK, not bad, so-so
—	Don't like	Boring, bad
— —	Can't stand	Awful, horrible
— — —	Hate	Terrible



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

Model: **A:** What do you think of "Nie rodis' krasivoy"?
B: I don't like it. I think it's boring. What do you think of "Titanic"?
A: I like it. I think it's exciting. What do you think of ...



6. Say as in the model. Then act out these short dialogues with your partner.

Model: **A:** Do you mind if I watch the documentary on NTV?
B: Actually, I'd like to see the play on ICTV.

A: ... serial ... channel 5? **B:** ... horror film ... channel 4.
B: ... news ... channel 1. **A:** ... soap opera ... channel 3?
A: ... weather forecast ... NTV? **B:** ... western ... 1+1.
B: ... discussion ... ICTV **A:** ... feature film ... 1+1?
A: ... science fiction film ... channel 2? **B:** ... cartoons ... channel 5.

LESSON 66



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.

David: What do you think of “Santa Barbara”?

Steve: Not much. I hate soap operas.

David: Oh! What do you like to watch?

Steve: I love game shows. My favourite programme is “Wheel of Fortune”.

But my parents don’t like watching it. My father only likes watching the news.

David: And my mother is crazy about soap operas, especially those from Brazil, Argentina or Venezuela (/ˌvenəˈzweɪlə/ Венесуела, країна у Південній Америці).



2. Look at the pictures and read the words.

<p>A. Symphony</p> <p>1. orchestra</p> <p>2. podium</p> <p>3. conductor</p> <p>4. music sheet</p> <p>5. music stand</p>	<p>/ˈsɪmfəni/ /ˈɔːkəstrə/ /ˈpɒdiəm/ /kənˈdʌktə(r)/ /ˈmjuːzɪk ʃiːt/ /ˈmjuːzɪk stænd/</p>	
<p>B. Opera</p> <p>6. chorus</p> <p>7. singer</p>	<p>/ˈkɔːrəs/ /ˈsɪŋə/</p>	
<p>C. Ballet</p> <p>8. ballerina</p> <p>9. ballet dancer</p> <p>10. toe shoes</p>	<p>/ˌbæləˈriːnə/ /ˌbæleɪ ˈdɑːnsə/ /təʊ ʃuːz/</p>	
<p>D. Theatre</p> <p>11. actress</p> <p>12. actor</p> <p>13. stage</p> <p>14. audience</p> <p>15. aisle</p> <p>16. spotlight</p> <p>17. footlights</p> <p>18. orchestra pit</p>	<p>/ˈæktɹəs/ /ˈæktə/ /steɪdʒ/ /ˈɔːdiəns/ /aɪl/ /ˈspɒtlaɪt/ /ˈfʊtlaɪts/ /ˈɔːkɪstrə pɪt/</p>	



3. Answer the questions.

1. Have you ever been to a/an ballet (symphony, opera)? What is the title of the ballet (symphony, opera) you have been to?
2. When did you last visit the theatre?
3. What play did you see?
4. Did the orchestra play there? What do you think of the orchestra's playing? Where was the orchestra?
5. What is the name of the conductor of the orchestra? What instruments did the orchestra play?
6. What are the names of the actors and actresses?
7. How large was the stage at the theatre? Did the footlights work?
8. How many people were there at the play? Did the audience like the actors' performance?
9. What was your seat number? In what row? Was it far from or close to the aisle?



4. Match the words with their definitions.

1. stage	a. a small raised area for a performer or musical conductor to stand on
2. chorus	b. a light with a very bright beam which can be directed at someone or something
3. conductor	c. a piece of furniture or equipment which is used to hold or support a music sheet
4. aisle	d. someone who stands in front of a group of musicians or singers and directs their playing or singing
5. podium	e. something that ballet dancers wear to cover their feet, especially the front part of their feet
6. audience	f. the raised area in a theatre which actors or singers stand on when they perform
7. spotlight	g. a long passage between rows of seats in a theatre
8. toe shoes	h. a group of people who come to watch and listen to someone speaking or performing in public
9. music stand	i. a group of singers, players or actors who act together in a show but do not have the main parts



5. Use your answers to the questions in exercise 3 and get ready to speak about your preferences in the Arts.

LESSON 67



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.



Mike: Hello, Tom. Where are you going?

Tom: Hello, Mike. I am on my way to the theatre. I am meeting my friends in a few minutes. And I'm a bit late.

Mike: Do you often go to the theatre?

Tom: Yes, we usually go once a fortnight (/ˈfɔːtnaɪt/ два тижні).

Mike: I can't find time for the theatre. I love watching films at the cinema.

Tom: Listen! There is a good comedy on at the Theatre of Drama and Comedy next week. Would you like to come with us?

Mike: That's a good idea!

Tom: So I am going to book (замовляти) a seat for you.

Mike: That's very kind of you.

Tom: Fine. I must fly now. I'll call you tomorrow.

Mike: Bye.



2. Write down the names of things you usually don't find on the stage.

chorus	actress	footlights
spotlight	singer	podium
audience	aisle	music stand
ticket office	ballerina	orchestra pit

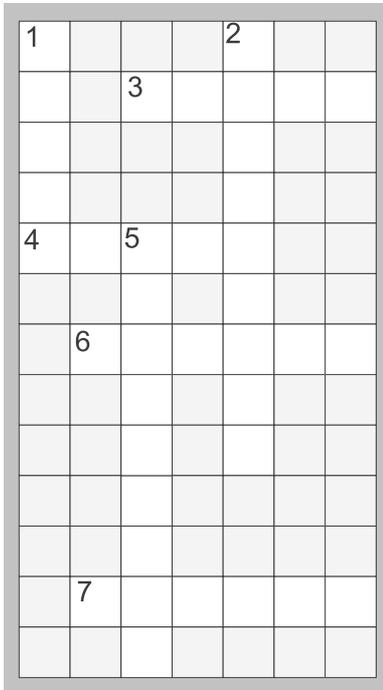
3. Read the tongue twister as quickly as you can.

Once a tutor who tooted the flute
Tried to tutor two tooters to toot.
Said the two to the tutor,
"Is it harder to toot or
To tutor two tooters to toot?"





4. Complete the following crossword puzzle.



down

1

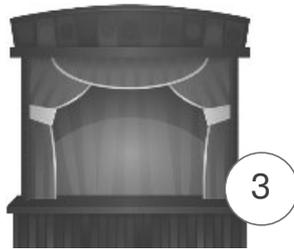


2

5



across



3



4



6



7



5. Speak about your last visit to the theatre. Use the questions in exercise 3 (lesson 66).

6. Choose the word from the brackets that best completes the sentences.



Giovani Ramirez

He has played football (*for/since*) many years. Giovani has (*already/yet*) become famous. He has been a professional football player (*since/for*) he was thirteen years old. He hasn't won a medal (*already/yet*). He has (*never/ever*) been to college. Giovani has (*ever/already*) played for his home country — Mexico — in the junior teams.

LESSON 68

1. Write the question tags to the sentences.

1. This doll is very pretty, ... ?
2. My uncle has got a beard, ... ?
3. They are skilled fishermen, ... ?
4. The children planted the trees, ... ?
5. My parents can hire a car, ... ?
6. This actress played very well, ... ?
7. He is kind, ... ?
8. He has given me a present, ... ?
9. They are calling a taxi, ... ?
10. I often stay in hotels, ... ?



2. Make up sentences using the table.

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



3. Answer the questions. Give your reasons. Use the model.

Model: Yes. Collecting coins is a hobby. You can have coins from different countries. You can also have coins from the past in your collection. I've got a friend who has got more than 40 different coins from around the world.



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



4. Say as in the model.

- Model:** — Kate is fond of taking photos.
— Her brother is fond of taking photos too.



1. My friends are fond of dancing.
.....
2. My father is fond of fishing.
.....
3. Our English teacher is fond of hiking.
.....
4. His elder brother is fond of driving a car.
.....
5. Nick and Mike are fond of going on excursions.
.....
6. My maths teacher is fond of painting.
.....



5. Deny (/di'naɪ/ заперечувати) using: **definitely** /'dɛfɪnɪtli/ **not** (точно ні); **not really, I am afraid** (боюся, що не зовсім так).

- Model:** John's parents work as English teachers.
Definitely not. His parents work as music teachers.

1. He is a very talented musician.
2. In June 1990 John's family went to Kyiv because they wanted to see trade market.
3. Mark's hobby is painting.
4. Tom is fond of knitting.
5. British Royal Family visited Kyiv in 2003.
6. That festival was one of the greatest events in your life.



6. Give advice as in the model.

- Model:** I like knitting. — You'd better do aerobics. You look unfit.

- | | |
|--------------------------|--------------------------|
| 1. I hate outdoor games. | 5. I like hiking. |
| 2. I do jumping. | 6. I like fishing. |
| 3. I like to embroider. | 7. I hate taking photos. |
| 4. I love sewing. | |

you'd better ... — ти (ви) б краще ...

LESSON 69

1. Respond to the statements. Use so ... or neither ... and the pronoun in brackets.

Model: He is thirsty. — So is she. They aren't thirsty. — Neither are we.

- | | |
|----------------------------------|--------------------------------------|
| 1. I am not lazy (he). | 6. I do dancing (she). |
| 2. He is cheerful (we). | 7. He doesn't travel (we). |
| 3. They are generous (you). | 8. He plays football (I). |
| 4. She is not honest (they). | 9. We don't like team sports (they). |
| 5. The girls are talkative (he). | 10. She hates beards (I). |



2. Agree, disagree or deny.

*I entirely agree,
Right*

*Oh, come on!
You are joking*

*Definitely not
Not really, I'm afraid*

*I don't agree
I don't think so*

Model: Doing sports in the gym is really boring. — Definitely not. Doing sports in the gym is interesting and comfortable.

- Travelling by car is very cheap.
- Every year millions of people go on tours.
- Playing team sports gives you a lot of fun.
- Figure skating is a dangerous sport.
- Travelling by plane is very expensive.
- You can have lots of injuries when you play football.
- Playing chess is not interesting.
- Ihor knows how he will spend his spare time in summer.
- You are fond of travelling on foot.



3. Make up sentences using the table.



Peter	likes	painting
Ann	enjoys	dancing
Nick	hates	gardening
	is fond of	fishing
	does/goes	aerobics
		hiking
		embroidery
		collecting labels





4. Read the dialogues. Make up similar ones. Use the words on the right.

A: We are going to France. (Poland, Hungary, Australia /ɔ:'streɪljə/)

B: Are you? Fantastic! (Great! Good idea!)

A: You can join us.

B: It's very nice of you! How are you travelling? (kind)

A: By plane. (train, car, ship)

B: What a pity! I'd love to, but I can't stand travelling by plane. (hate)

I just feel bad during the flight. (trip)

A: Don't worry. You may go there by bus. (plane, train, car)

A: Are you going on an excursion to Lviv? (Kherson, Sumy, Uzhhorod)

B: How far is it?

A: It's about 100 kilometers. (50 km 120 km 70 km)

B: How long will it take us to get there? (an hour and a half, 30 minutes)

A: It will take 2 hours by bus. (by train, by plane)

A: How much does this trip cost?

B: 150 hryvnyas. The price includes (80 hryvnyas, 190 hryvnyas)
excursions to Olesky Castle, Opera House
and different museums.

A: Great! I'll join you. (Fantastic! Good idea!)



5. Speak about advantages and disadvantages of doing sports as a hobby.

Model: When you do sports as a hobby you don't worry when you lose a game. This is an advantage. You have got very few injuries as well. But it's nice to be a professional sportsman too. You can get money for your successful performance and become famous. In a sports hobby you haven't got such things. This is a disadvantage.



6. Write down the advantages and disadvantages of living in your town/village. Tell your class about the life in your town/village.

Advantages:	Disadvantages:
small town, excellent shops, good public transport, a lot of sights, entertainment activities	very expensive, too much traffic, there is not much to do in the evenings

LESSON 70



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

1. Ihor had a lot of fun. (Did ...?)
2. Max was on a five day bicycle trip. (Who ...?)
3. His parents presented him a new bicycle. (What ...?)
4. He could enjoy the nature. (Could ...?)
5. He had a chance to study one more foreign language (....., + tag)
6. Bill saw young birds in their nests. (Where ...?)
7. Biking is cheap and healthy. (....., + tag)
8. We lived in tents at night. (When ...?)
9. That was great! (Was ...?)
10. He enjoyed old churches. (What ...?)



2. Say how you spend your spare time in different seasons and weather.

Model: When it's cloudy and dull outside I stay at home and read a book, play the guitar or surf the Internet. When it's sunny I go out and play football with my friends.

When it is cloudy and dull. It rains.	In autumn	When the ground is covered with coloured leaves. It's sunny.
When it is frosty and slippery.	In winter	When it snows and the ground is covered by snow.
When snow thaws. It's chilly.	In spring	The sky is blue. The flowers begin to bloom.
When it's sunny and hot.	In summer	When the sky is overcast and it's going to rain.

3. Complete the sentences using *too* or *enough*.

Model: When I opened the door, it was **too** cold inside. I don't want to stay here long, because I won't get **enough** sleep.

1. When I opened the door of the classroom,
2. They will not stay in Kyiv long because
3. That entertainment was so interesting that
4. I want to have a haircut because
5. He will be at home late because
6. When the customer left



4. Name the odd word out in each line. Make up a sentence with this word.

1. cow, pig, wheat, chicken
2. doctor, customer, musician, chef
3. auto mechanic, waiter, farmer, professional
4. famous, championship, rich, successful



5. Answer the questions.

1. How do you find Westminster Abbey?
2. How do you like Kyiv-Pechersky Monastery?
3. What do you think of the White House?
4. What about the Golden Gate?
5. What sights do you like most?

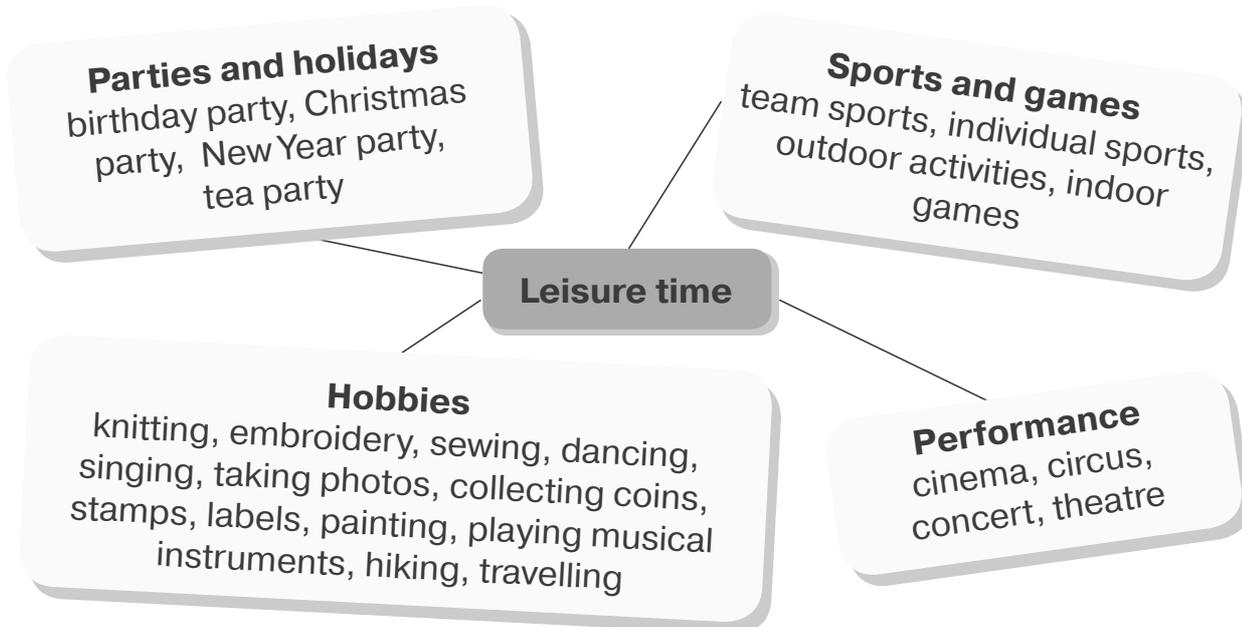


6. Make up short dialogues using the questions from exercise 5.

Model: **A:** How do you like this town?
B: It's amazing! There are so many historical monuments there.



7. Write 8-10 sentences about how you like to spend your leisure time. The ideas below will help you.



Lesson 71 (optional)

LESSON 72



1. Read and listen to the dialogues. Act them out with your partner and then make up similar ones.

- a. **A:** Can you give me an interesting book to read, please?
B: If you like short stories, you can take a collection (/kə'leɪʃən/ збірка) of short stories by Edgar Allan Poe.
- b. **A:** What kind of books do you usually read?
B: I like to read books for pleasure.
A: What about learning new things from books?
B: Yes. Such books interest me very much too.



2. Read the words/word combinations and their definitions. Guess the meaning of the words.

- go hiking** — to travel over on foot for pleasure or exercise
friendship — the state of being friends, the relationship between friends
difficulty — something that is not easy to do or to deal with, a difficult situation
hold a meeting — to meet; to have a meeting
governing body — the persons (or committees) who administer something
head of the meeting — a chief/main person at the meeting; he or she usually runs the meeting
committee — a body of persons delegated to consider, investigate, take action on, or report on some matter
fulfil — to do what the work or promise requires
design — the process of planning how something will look, happen
in advance — ahead of time
equipment — tools needed for a special purpose
book seats — to arrange to have them (seats) at a particular time



3. Read the text and answer the questions.

Things We Do When the Lessons Are Over

Children do not only study together. They do many other things after lessons: they hold different meetings, organise concerts and sports competitions, prepare wall newspapers, go to the cinema or to the theatre together. They often go hiking to the forest or to the mountains.

When you hold a meeting you should select a governing body of the meeting: its head and the committee to make decisions.

When you organise concerts or sports competitions you should choose somebody responsible for the concert or the competition and the performers.

When you prepare a wall newspaper you should know how to work in groups to fulfil a project: some pupils in your group will be responsible for information gathering, others will think of the design of your newspaper.

When you have decided to go hiking to the forest or to the mountains think in advance what equipment will be useful in your trip. Somebody will compose the list of the necessary things, the food and clothes.

The easiest after-school activity is going to the cinema or the theatre. All you have to do is to book seats for the film or the play and come in time.

Doing things together you are very much interested in friendship and you learn to help each other when there are some difficulties.

1. What can schoolchildren do when their lessons are over?
2. What after-school activities does the author of the text speak about?
3. What do you have to do in order to hold a good meeting?
4. What should you do to organise a concert (a sports competition) well?
5. What things are necessary for going hiking to the forest or to the mountains?
6. Why is it necessary to book seats for the film or the play in advance?



4. Read the instructions of a teacher for the pupils to help them write a good wall newspaper. Put the instructions into the correct order.

- decide on the structure of your newspaper;
- choose the most important information for it;
- set the tasks for the groups;
- write down the information;
- look the information up in the books;
- think of the title of your newspaper;
- hang it in your school for other pupils to read;
- gather the information;
- decorate with pictures;
- surf the Internet;
- divide into small groups;
- think of the newspaper's design.



5. Project work. Follow the instructions in exercise 4 and prepare a wall newspaper (in English) on one of the suggested topics.

1. Sports and games around the world.
2. Spring holidays and celebrations.
3. My dream country/house.
4. The way we learn foreign languages.
5. St. Valentine's Day.
6. April Fools' Day.

LESSON 73

1. Read the rhymes and learn one of them.

A Circle of Friends

We've joined together as classmates
as the new year began
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.



Good Handwriting

If you are wise
You will organise
You handwriting always
To be the right size.
The shape is important
Round and neat
Using your hands
Not your feet.

Keep the right pace
You're not in a race
Or your poor little word
Will fall on its face.
Be careful of your spacing
Because like racing,
If you don't heed it
You won't be able
To read it!



2. During the breaks between the lessons the pupils like to tell different jokes and anecdotes. Read and listen to the following jokes and then act them out 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.

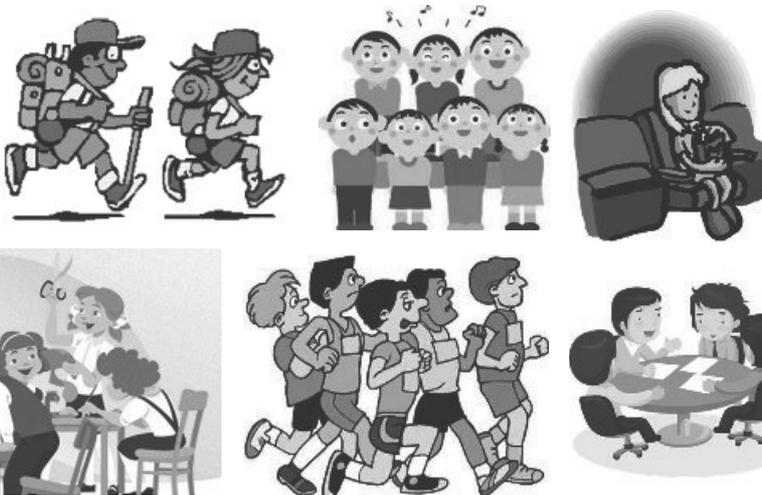
3. Tell your favourite jokes in English.



4. Match the words and word combinations on the right with their definitions on the left.

a. an activity of taking long walks in the mountains or country	1. ____ friendship
b. an event at which people come to discuss and decide things	2. ____ hold
c. to do or provide what is necessary or needed	3. ____ fulfil
d. a relationship, feelings and behaviour that exist between friends	4. ____ go hiking
e. to have a meeting, party, election, etc. in a particular place or at a particular time	5. ____ committee
f. a group of people chosen to do a particular job, make decisions, etc.	6. ____ gather
g. to get things from different places and put them together in one place	7. ____ meeting

5. Look at the pictures and match them with the phrases.



- a. participating in school sports competitions;
- b. holding a meeting;
- c. participating (taking part) in a concert;
- d. watching a film at the cinema;
- e. preparing a wall newspaper;
- f. going hiking to the mountains.



6. Get ready to speak about your recent after-school activity. The questions given below will help you.

1. What did you do?
2. Where did you go? What did you see/experience there?
3. What did you take there?
4. How did you prepare for the activity?
5. Whom did you ask for help? Why?
6. What was the result of your activity?

LESSON 74



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.

Alan: I think a good book is a wonderful birthday present.

Steve: It surely is. But sometimes it's rather difficult to choose a book for your friend.

Alan: Then let's go to the bookstore to choose something appropriate (/ə'prəʊpriət/ підходящий, що пасує, підходить до смаків та уподобань) for my sister's birthday.

Steve: What is she interested in?

Alan: Well, she loves reading detective stories.

Steve: I am sure we'll find an exciting detective for her.



2. Answer the questions.

1. Do you like to read? What do you usually read when you have free time?
2. What books do (don't) you 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 the library you take books from in your town/city? What is the librarian's (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?



3. Read the notice at the library. Pay attention to the underlined word combinations. Do you always follow such rules? What are the rules for the readers of your school library?

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 mustn't: a) turn a book upon its clear face (вигинати книжку обкладинкою всередину); b) fold the pages of a book to make them look like dog's ears; c) tear (/teə/ рвати, виривати), cut or colour the pages of the book; d) write on books' pages and covers (/ˈkʌvə/ обкладинка, титульна сторінка книжки).
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 (/ˌvaɪəˈleɪʃən/ порушення) of these rules by other readers.



4. Read the sentences and correct the mistakes.

1. People mustn't to smoke in public places.
2. I may drive here?
3. They don't let me to go hiking with my friends.
4. The pupils must keep books for two weeks.
5. Their story makes me to laugh.
6. She should to stay at home for two more days.



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



We Steve They Brenda I	may must should can	(not)	<ul style="list-style-type: none"> – sleep longer on weekend. – play computer games for more than an hour. – go home earlier than usually. – play with the cat. – watch TV after 11 p.m. – bring tablets to the classroom. – make a noise during lessons.
------------------------------------	------------------------------	-------	--



6. Make up 8 sentences with the words *let*, *make* and the modal verbs you have learnt.

Model: 1. Her parents didn't let her go to the mountains because she had a fever. 2. You can't play football in the street with busy traffic. It's very dangerous. 3. She should consult the doctor — she has been coughing for too long. 4. The schoolchildren must be careful with the textbooks they get from the school library.

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

1. Bob mailed the package.
2. The children ate the cake yesterday evening.
3. Linda wrote those letters.
4. The jeweler fixed my watch a week ago.
5. A college student bought our old car.
6. Mr. Fox washed all the windows.
7. The Great Fire destroyed much of London in the 17th century.
8. Many people saw the accident which happened last week.

LESSON 75



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.



Kate: Hi, Ann. Are you waiting to take out a book?

Ann: No, I have brought back those which I have already read. You know the rules: you can't keep books for more than a fortnight.

Kate: True, true. Let me see. What is it?

Ann: It's "The Moonstone" by Wilkie Collins.

Kate: Oh! That's the book I have wanted to read for months.

Ann: Great. You can take it after me.

Kate: I am so lucky to meet you here.



2. Read the poems and learn one of 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 when you throw me;
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.



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





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.



3. Read the sentences and complete them with the correct form of *let* or *make*.

1. Don't ___ him go. I want to have a talk with him before he leaves.
2. Their story _____ her cry. It was so sad.
3. I'll never _____ you go to the forest alone.
4. Children nowadays _____ their parents worry a lot.
5. He had an accident last month. And the doctor doesn't _____ him play football now. It's dangerous for him.
6. Stop talking. Don't _____ me get angry with you.



4. Project work. How do young children in Ukraine spend their after-school time? Make a survey (/ˈsɜːveɪ/ огляд, опитування) in your class and school.



- a. Work in pairs. Ask pupils in your class (school) about their after-school activities.
- b. Work in groups. Report what you have found out (дізнаватися).
- c. Make a graph or diagramme to show the results.
- d. Write about the results: a) how many different activities do you have on your list? b) are there

any activities that are more popular with the boys or girls? c) what are the most popular things?



5. Get ready to speak about the rules of attending the library. Use exercise 3, lesson 74 for help.



6. Speak about your last visit to the library.

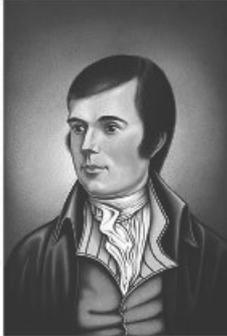
You should say:

- when it was;
- whether you followed the library rules;
- how much time you kept the books you borrowed from the library;
- the titles of the books;
- the authors of the books;
- whether you liked the books;
- what the books were about;
- when you plan to visit the library next time.

LESSON 76



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.



- Jack:** What are you reading?
Steve: A book of poems. Robert Burns wrote them.
Jack: Are you reading them in English?
Steve: Yes, I am.
Jack: Are you kidding?! Do you understand everything?
Steve: This book has Ukrainian translations of all the poems.
Jack: That's what I thought! (Я так і думав).



2. Read the text about Laura Stevenson.

English girls aged 13 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 got a ballet class in the morning which starts at half past seven, and a jazz dancing lesson in the evening which often finishes at half past six. Laura stays at school at the weekend too. She always has got lessons on Saturday mornings. But she doesn't mind (вона не проти того) — because she loves dancing!



The name of Laura's school is 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. But her favourite kind 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 60 now — and she measures herself every day.



3. Read the sentences and say whether they are true or false. Correct the false sentences.

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 dislikes working hard.
5. Laura prefers ballet dancing to jazz dancing.
6. Girl ballet dancers can’t measure more than 1 metre 70 in height.
7. Laura never measures herself.



4. Match the beginnings and the endings to make true sentences.

1.	The school Laura goes to is	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 take turns to ask and 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 60.



LESSON 77-78 (optional)

LESSON 79



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.



Tour guide: ...And now look to your left. You can see a well-known palace there. It's Buckingham Palace, London residence (/ˈreɪzɪdəns/ резиденція, місце проживання) of Queen Elizabeth II.

Tourist: Excuse me, can you tell us who built it and when?

Tour guide: Certainly, Madam. Duke of Buckingham built it in 1703.

Tourist: And how did it happen that monarchs live there?

Tour guide: When George III became the King he liked the palace so much that he decided to buy it. And he did so in 1761. Since that time the English kings and queens have lived there. And now look to your right...

REMEMBER!

Ordinal Numbers from 1 through 1000



1 st	first	11 th	eleventh	21 st	twenty-first	31 st	thirty-first
2 nd	second	12 th	twelfth	22 nd	twenty-second	40 th	fortieth
3 rd	third	13 th	thirteenth	23 rd	twenty-third	50 th	fiftieth
4 th	fourth	14 th	fourteenth	24 th	twenty-fourth	60 th	sixtieth
5 th	fifth	15 th	fifteenth	25 th	twenty-fifth	70 th	seventieth
6 th	sixth	16 th	sixteenth	26 th	twenty-sixth	80 th	eightieth
7 th	seventh	17 th	seventeenth	27 th	twenty-seventh	90 th	ninetieth
8 th	eighth	18 th	eighteenth	28 th	twenty-eighth	100 th	one hundredth
9 th	ninth	19 th	nineteenth	29 th	twenty-ninth	1,000 th	one thousandth
10 th	tenth	20 th	twentieth	30 th	thirtieth		



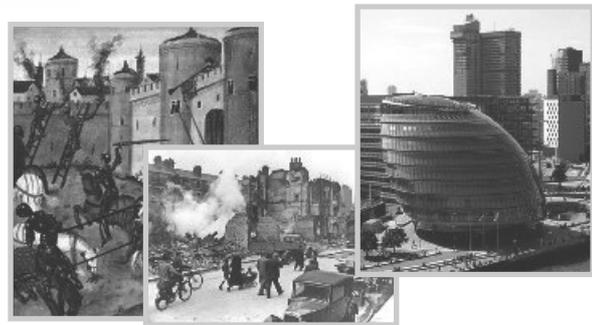
2. Read the information and draw a timeline of London history. Get ready to retell the information.

43 AD	When the Romans arrived in Britain, London was already a small town. Under the Romans “Londinium” became the capital of the Roman province of Britannia.
886	King Alfred the Great united England. He captured London from the Danes and made it capital of his kingdom.
1666	The Fire of London destroyed much of the city. Later the reconstruction took place. The architect Christopher Wren who designed St. Paul’s Cathedral organised it.
1850	By the middle of the 19 th century, London was the largest city in the world and the most important port. In this period it was famous for its terrible pollution.
1939–1945	In World War II, German bombing seriously damaged London.
1980	In the last twenty years, Londoners rebuilt the old port area. Now there are big new skyscrapers and the Millennium Dome, the largest dome in the world. In 2000 it held the millennium exhibition.



3. Put the events from London history in the correct order. Then make up full sentences.

- a. bombing damage
- b. the Romans
- c. the fire
- d. many high buildings built
- e. was the biggest city in the world
- f. became capital of England
- g. St. Paul’s Cathedral, Christopher Wren



4. Spell the following ordinal numerals.

857th, 890th, 838th, 364th, 6th, 945th, 921st, 961st, 513th, 857th, 324th, 126th, 817th

6. Match the numbers with the words.

elevanth
fourteenth
fifteenth
seventeenth
sixteenth

20 18 12 11 16
17 14 19 15

eighteenth
nineteenth
twentieth
twelfth

LESSON 80



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.

Tour guide: ...On your right you can see the house number 10. You have probably heard that it's the official residence of our Prime Minister.

Tourist 1: Are we in Downing Street?

Tour guide: Yes, we are. In a few moments you will admire the beauty of the Whitehall, which we now use as the museum of war.

Tourist 2: Who designed it?

Tour guide: Christopher Wren. It was his masterpiece (/ˈmɑːstəpiːs/ шедевр) as well as St. Paul's. The building...



2. Read the text and answer the questions after it. Say what else you know about the Tower of London.

The Tower of London — a Famous Landmark¹



It's a beautiful summer's day in London, and, as always, the Tower of London is full of tourists. The kings and queens of England no longer live here (it's too uncomfortable) but the Crown Jewels are still there, and you can see them when you visit the Tower.

William of Normandy (later named William the Conqueror²) landed near Hastings in 1066. At 9 a.m. on Saturday, 14th of October, the Battle of Hastings began. The normans killed King Harold, the English king, with an arrow in his eye. They also killed Harold's men. To show his power William built the first tower (The White Tower now) in 1078 near the city of Londinium. For hundreds of years it reminded³ the Londoners that the king was more powerful than the people.

¹ landmark /ˈlændmɑːk/ віха, подія (зазвичай історична)

² conqueror /ˈkɒŋkərə/ завойовник

³ remind /rɪˈmaɪnd/ нагадувати



3. Write down the sentences in the Past Simple from the text in exercise 2 and make them interrogative (ask four types of questions).



4. Match the words with their definitions.

1. conqueror	a. an adjective which describes very old and often valuable piece of furniture, painting, etc.
2. found	b. a round roof on a building
3. attract	c. to start something such as an organisation, company, city, often by providing the necessary money
4. bargain	d. a very tall modern city building
5. dinosaur	e. one of a group of reptiles who lived millions of years ago
6. antique	f. a person who gets control of a country or city by fighting
7. millennium	g. a period of 1000 years
8. dome	h. to discuss the conditions of a sale, agreement, etc. trying to get a lower price
9. skyscraper	i. to make someone interested in something



5. Match the questions about the Tower of London with the correct answers.

1. Do Beefeaters eat beef?	a. There are six of them. Every day they eat 150 grams of meat, eggs and biscuits with blood.
2. How many ravens are there in the Tower?	b. there are 2868 of them. The Queen wears it only once a year.
3. Are there any ghosts in the Tower?	c. No, they don't. They guard the Tower. The name is from (some people say) when the Queen paid the guards with beef. There are 40 of them. And they live at the Tower.
4. How many jewels has the crown got?	d. People say the Salt Tower has many of them. Dogs don't go in the Salt Tower and the Beefeaters don't go there in the dark.



6. Tell the class what you know about:

- 1) The Tower of London;
- 2) London sightseeing;
- 3) Brief history of London.



LESSON 81



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one. The words on the right will help you.

Customer:	Good morning.	book (Advanced English Grammar /Grammar in Use)
Shop assistant:	Good morning. Can I help you?	record (Love Story)
Customer:	Yes, I am looking for a book.	magazine (Today)
Shop assistant:	What's the title?	dictionary (Longman Dictionary of Contemporary English)
Customer:	"Instant English". Have you got it?	
Shop assistant:	Yes, we have.	
Customer:	How much is it?	\$10
Shop assistant:	\$7.	\$15
Customer:	May I see it?	\$3
Shop assistant:	Of course. Here you are.	



2. Find as many words as you can on the topic "London Sights" in the chain of letters given below. Make up sentences with each word you have found.

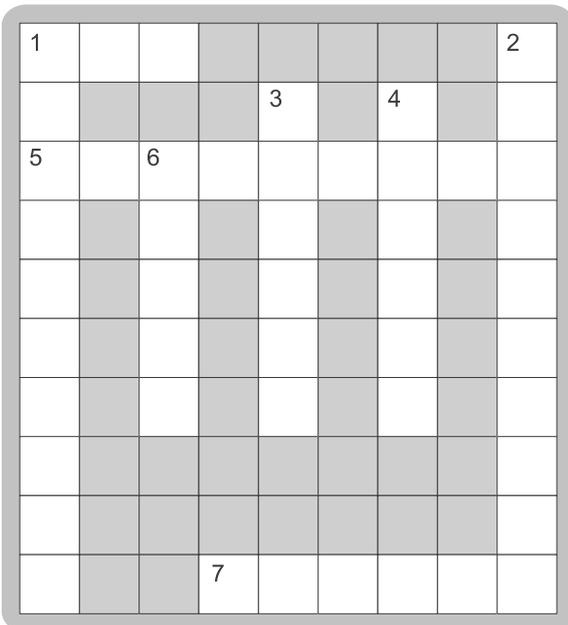
cdinosauraemindomexhibitionantiquexecutedefeattowereignbargainbattractvpalace



3. Sort out the words into three columns: 1) verbs; 2) nouns; 3) adjectives. Use the dictionary if necessary.

maze, jewel, attract, palace, prisoner, antique, sights, exhibit, dinosaur, gallery, bargain, conquer, remind, catholic, found, millennium, reign, fireworks, defeat, guard, execute, cruel, blow up, tower, dome, cathedral

4. Complete the crossword puzzle.

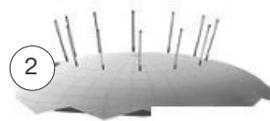


Down

- 1. _____ Palace.
- 2. _____ Dome.
- 3. _____ Column.
- 4. Tower _____.
- 6. London _____.

Across

- 1. Big _____.
- 5. St. Paul's _____.
- 7. British _____.



5. Make up as many sentences as you can using the table given below. Write down your sentences.

Millenium Dome Christopher Wren German bombing in World War II the Fire of London the Romans Londoners	organised damaged destroyed founded held built designed	new skyscrapers London St.Paul's Cathedral collections of paintings Millennium exhibition the reconstruction of London
---	---	--

6. Make the following cardinal numerals ordinal. Use the model.

Model: three — *the third* five — *the fifth*

twelve

eight

forty

six

fifty

thirteen

two

nine

four

twenty-one

LESSON 82



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.



Brenda: Look, friends. This is the Tower of London. I have read so much about it. It's gorgeous (/ˈɡɔːdʒəs/ прекрасный, чудовий)!

Steve: Yes, just think — it's more than 900 years old. And it still looks fine.

Laura: Have you heard that many people died in the Tower?

Jack: That's true. Among them were two wives of king Henry VIII.



2. Look at the photos and read the ad (advertisement /ədˈvɜːtɪsmənt/ реклама) about Tower Bridge.

Tower Bridge is Now Open



Tower Bridge is not only open for ships about five times a week, it's also open every day to the general public. Queen Victoria's invitation isn't necessary, but you should pay a little to enter.

Once inside, you can learn about one of the London's greatest landmarks from the exhibitions inside the towers and the Engine Room Museum.

And you haven't seen London until you've seen the panoramic views from the overhead walkways (don't forget your camera).

Another favourite place is the gift shop where you can buy presents (from picture packed information booklets to a Bridge Master's key ring).

Doors open from 10 a.m. to 6 p.m. seven days a week.

Admission — 2 pounds (children — 1 pound).

3 minute walk from Tower Hill.

Tower Bridge: 01-407-0922/4035386

Closed on December 24, 25, 26, January 1 and Good Friday.

3. Read the sentences and say whether they are true or false. Correct the false sentences.

1. You need an invitation from William the Conqueror to enter Tower Bridge.
2. Tower Bridge is open for tourists five days a week.
3. You don't have to pay to visit Tower Bridge.
4. You get a great view of London from the top of the Bridge.



4. You and your family are visiting Tower Bridge. You have to buy the tickets. Write down the dialogue between you and a person who sells tickets. Act out the dialogue with your partner.

Model: A: Good morning, Sir/Madam.

B: Good morning, young man.

A: I would like to see Tower Bridge. I need two tickets for my parents and two tickets for me and my sister.

B: How old is your sister?

A: She is seven.

B: All right. Here are the tickets: two for adults and two for children. So the total is 6 pounds.

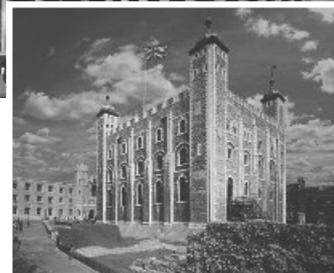
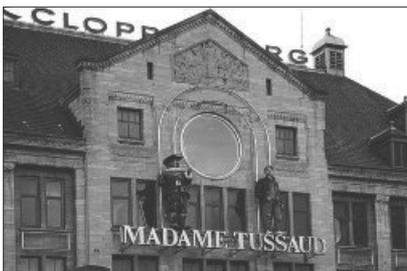
A: Thank you, Sir/Madam.

B: You're welcome. Enjoy the tour.

A: Thanks.



5. Project work. Look at the photos and write down a similar ad as the one in exercise 2 for one of the sights in the photos.



6. Tell the class what you know about Tower Bridge. Use exercise 2, lesson 82 for help.

LESSON 83



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.

	
Licensed Taxi	
<i>FARE RECEIPT</i>	
Date:	Car:
From:	To:
Fare: £ <input type="text"/> . <input type="text"/> p	
RECEIVED WITH THANKS	



Examiner: Well, are you ready to pass your driving test?

Examinee: I think I am.

Examiner: So, what is the quickest way to Buckingham Palace from Oxford Street?

Examinee: First you should go along Oxford Street, then turn right, along Regent Street, then to the right again, along the Green park on Piccadilly. Then you should turn left, drive a few miles and Buckingham Palace will be on your right.

Examiner: Well done. Now tell me...



2. Read the information about London transport and then answer the questions.

London has got very many famous places, but its transport is famous too. *London buses.* They are red and there are about 20,000 of them in London. The most number of bus stops is in Oxford Street. Every day 4,5 million people go on a bus in London.

The London Underground (the Tube). There are 275 stations in London. Every hour 150,000 people go by tube. Every year people leave 11,500 umbrellas on the tube. What is also interesting is that rats and mice live in the tube.

London taxis. The colour of London taxis, unlike those in New York which are yellow, is black. There are about 18,300 taxis in London. Taxi drivers should study for two years and then take a test before they become taxi drivers.



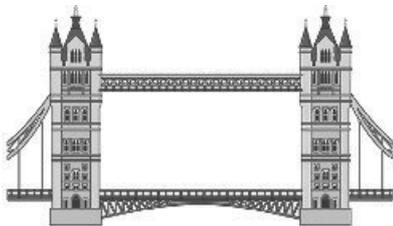
1. How many bus stops are there in London?
2. How many people in London use the tube to move in the city?
3. What colour are London taxis?
4. How much time do you need to study to have the license of a taxi driver?
5. How many buses are there in London? How many people do they carry?

6. What colour are buses in Ukraine? What colour are taxis in Ukraine?
7. What Ukrainian cities have a metro transport system?



3. Help the tourist. There are many buses in London. It's often very difficult to take a bus to some place. Read the information and match the buses with the pictures of places.

1. For the London Eye, take bus number one.
2. Take bus number eighty-eight if you want to get to Piccadilly Circus.
3. For Tower Bridge, take bus number forty-two.
4. Bus number one hundred and fifty-nine will take you to Big Ben.
5. For Buckingham Palace, go to Victoria Station. Take bus number eleven.



4. Get ready to speak about London answering the following questions.

- Would you like to go to London?
- What would you like to see and do there? Why?
- What do you know about London? Where did you learn this information from?
- Do you believe that London is a good place to visit? Give your reasons.
- Would you like to live in London? Why?/Why not?

LESSON 84



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.

Allan: I wonder what will happen to London in future.

Steve: What do you mean?

Allan: Look, the city is rather old. Very soon the old buildings will collapse (зруйнуються). But they are the most important attractions in the city.

Steve: Don't be silly. People will restore them or rebuild with new ones. That's it.

Allan: That won't be as easy as you have pictured.

Steve: And why?

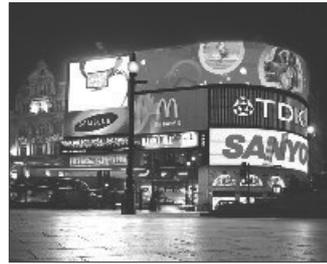
Allan: Because there won't be any Christopher Wren or Inigo Jones.

Steve: But there will be somebody else. And the buildings will be in design as good as that of the 17th and 18th centuries. Don't be pessimistic. Life is good.



2. Read the texts and match the letters with numbers to make coherent (/kəʊ'hɪərənt/ зв'язний, послідовний) stories.

<p>A. Trafalgar Square, London's most famous attractions, appeared between 1829 and 1841 to commemorate Nelson's victory at the Battle of the same name in 1805. Dominating the square, on a column that is 185 feet high, is the 17 foot high statue of Nelson himself.</p>	<p>1. At the centre of the area is the statue of Eros which appeared in 1893. The sculptor, Sir Albert Gilbert, named it Angel of Christian Charity, but Eros has remained as the name.</p>
<p>B. Piccadilly Circus is London's hub. Five major roads join here — most of the theatres are within a few hundred yards of it. At night huge adverts light up to advertise popular brands like McDonald's, Samsung, Fosters and Coca-Cola.</p>	<p>2. Perhaps it is a little less exclusive than it was in the days when it had its own fleet of ships travelling the world, but nevertheless it is a pleasant place to spend a few hours, and you will probably end up the proud owner of one of those green bags.</p>
<p>C. Harrods is now more than a department store, and has become a tourist destination. This is the place to come to buy that chic green bag that wraps all purchases from a Chelsea bun to a grand piano.</p>	<p>3. Around the base of the column are four giant bronze lions. Around the sides are the church of St Martin's and the National Gallery which houses one of the world's richest collections of paintings.</p>



REMEMBER!

little	few	a little	a few
Meaning: not enough for now	Meaning: not enough for now	Meaning: not very much but enough for now	Meaning: not very many but enough for now
Uncountable nouns	Countable nouns	Uncountable nouns	Countable nouns
Example sentences: We've got <i>little</i> time. Hurry up or we'll miss the tour bus!	Example sentences: We've seen <i>few</i> places in London this time. We should come here again and see some more sights.	Example sentences: We don't have to hurry. We've got <i>a little</i> time. We can relax and then go to the bus stop.	Example sentences: I've been here <i>a few</i> times. I don't think I should come here again. I know almost everything about this place.

We can use the word "very" with **little/few** to stress the small quantity of something. For example: *There is very little sunshine in your room. Open the curtains, please.*



3. Complete the sentences with the words that best complete the sentences. You may use the word "very" if necessary.

- I've got (*a little/ a few/ little/ few*) friends. I am not lonely.
- He has got (*a little/a few/little/few*) education. He can't read or write and even count.
- We've got (*a little/a few/little/few*) time at the weekend. Would you like to meet?
- There are (*a little/a few/little/ few*) women sportsmen in the UK. Many people think there should be more.
- It's a great pity, but that hospital has (*a little/ a few/little/few*) medicine. They can't help many people.
- There's (*a little/a few/little/few*) milk left in the fridge. It should be enough for our coffee.
- (*A little/ A few/Little/Few*) children from this school go on to university, unfortunately.
- London has got (*a little/a few/little/few*) sunshine in the winter. That's why so many British people go on holiday to sunny places!

4. Make up a plan of one of the stories from exercise 2 and then get ready to retell the story.

LESSON 85



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.

Allan: Look, friends! That's the Queen.

Steve: Where?

Allan: Over there in that big black car.

Jack: What's the matter with you? Are you in your dreams? Can you imagine the British Queen touring London in such a cheap car?

Steve: Yes. She is probably in her official London residence, Buckingham Palace, having lunch with her family.

Allan: Are you sure?

Steve: Well, I am not. But that can't be her in that car. By the way, she will appear on TV tonight in "Meet the Royal Family". You could call the studio and ask the Queen whether she was driving a big black car today.

Allan: Stop laughing at me!



REMEMBER!

Need (we use it not very often in the affirmative form)

means "require". **Example sentences:** *I need more time to decide the question. He needs our help.*

needn't do

means that it is not necessary to do something. **Example sentences:** *I can hear you quite well. You needn't talk loudly. (It is not necessary to talk loudly.)*



2. Read the words and their definitions. Guess the meaning of the words.

duke — a man of very high rank in the British noble family

attend — to go to and be present at (an event, meeting, etc.)

troops — a group of soldiers

shift — a group of people who work together during a scheduled period of time

monarch — a person (such as a king or queen) who rules a kingdom

throne — the position of king or queen

avenue — a wide street

banner — a piece of cloth attached by one edge to a staff and used by a leader (as a monarch or feudal lord) as his standard

mews — a group of buildings originally containing private stables

coach — a large usually closed four-wheeled horse-drawn carriage having doors in the sides and an elevated seat in front for the driver

stable — a building in which horses are kept, fed, and cared for



3. Read the text and say whether the statements are true or false. Correct the false statements.

Buckingham Palace

The Duke of Buckingham built it in 1703. When George III became king, he liked the palace so much that he bought it in 1761, and English kings and queens have lived in it ever since. Special troops of the British Army attend Buckingham Palace night and day. Each time a new shift comes on, there is a very colourful ceremony, the "Changing of the Guard."

Buckingham Palace has been the official London residence of the British monarch since Queen Victoria took the throne in 1837. It is on a wide avenue leading from Trafalgar Square, and faces the Victoria Memorial, a statue of Queen Victoria. A statue of Nike, the ancient Greek goddess of victory, stands in front of the palace in memory of Queen Victoria too. The Royal Banner is on the roof when the monarch is in residence, and the famous Changing of the Guard takes place in the palace forecourt, every day from April to September and every other day from October to March. This is perhaps the most popular attraction in Buckingham Palace.



1. The Duke of Buckingham built Buckingham Palace in 1761.
2. The Duke of Buckingham bought the Palace in 1703.
3. The Changing of the Guard ceremony takes place in shifts.
4. Buckingham Palace has been the official London residence of the British kings and queens for 169 years.
5. The Palace is not far from Trafalgar Square.
6. The Royal Banner is on the roof of Buckingham Palace when the monarch is away from the palace.

4. Complete the sentences with *must*, *mustn't*, or *needn't*.

1. Teachers wear suits for work, but their clothes must be neat and clean.
2. Students use their mobile phones during the lessons.
3. You arrive on time for lessons. It's important not to be late.
4. You eat lunch in the school canteen. Some students prefer to go home for lunch.
5. Students and teachers be polite to each other.
6. You buy a coursebook, your teacher will give you one.
7. Students take an exam at the end of the year. This shows how much they have learnt.

5. Say what you have learnt about Buckingham Palace. Then write down what you have said.

LESSON 86



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.



Allan: What are all these people going to do?

Steve: Haven't you heard? They will destroy St. Paul's Cathedral and build a new church in its place.

Allan: Are you kidding? St. Paul's is a masterpiece! It's nonsense (нісенітниця)!

Steve: Of course, they won't. But they will install (влаштувати, вмонтувати) a stage here, in this place, for tonight.

Allan: What's the occasion?

Steve: A pop concert will take place. Famous Italian singers will perform here.

Allan: That's great. Are you coming?

Steve: Yes, I am. I love Italian music.



2. Read the words and their definitions in English. Guess the meaning of the words.

church	— a building where Christians go to worship
coronation	— the ceremony at which someone is officially made king or queen
bury	— to put someone who died in a grave
warrior	— a soldier or fighter who is brave and experienced
architecture	— the style and design of buildings
design	— to make a plan or drawing of something that will be made or built
climb	— to move up, down, or across something using your feet and hands, especially when this is difficult to do



3. Read the texts and fill in the gaps with the words from the boxes. Listen to check your answer.



Westminster Abbey

Westminster Abbey is the most beautiful of the Gothic in the capital. Edward the Confessor it in the 11th century.

All have taken place here, since William the Conqueror. You can see the of most British monarchs from Henry III to George II.



Also in the cathedral there is where there are graves of many of the finest poets, and the Tomb of the Unknown

The of Westminster Abbey reaches back more than 900 years. In 1066, the coronation of William the Conqueror there. Since then, almost all the country's have become kings or queens in Westminster Abbey. The church has changed over the centuries, but some of its present dates from the 1200's.

warrior, churches, king, Poets Corner, history, took place, monarchs, founded, architecture, coronations, graves

St. Paul's Cathedral

Sir Christopher Wren St. Paul's. The work started nine years after the Great Fire.

You can up in to the Whispering in, where a whisper at one side carries right round the dome. Then up to the Gallery, admire a view over, and up to the Golden Gallery at the of the dome.



top, the dome, designed, Stone, climb, city, gallery



4. Make the following sentences negative.

1. They will restore the main church in our city next year.
2. The government will do something to improve the roads in our country.
3. He will pass that exam successfully.
4. I'll bring you some tea and biscuits.
5. They will organise a nice concert here.

5. Find some information about Christopher Wren and then report the information to the classmates. You may use the Internet.

You should say about:

- the early years of Wren's life and his family;
- education;
- the masterpieces of his design;
- the last years of Wren's life.

LESSON 87



1. Read the dialogue. Act it out with your partner and then make up a similar one.

Allan: London is a gorgeous city! I would like to live here.

Steve: I wouldn't.

Allan: Why?

Steve: It's very noisy. There is too much traffic. It will take you at least two hours to get from one end of the city to another.

Allan: But it has got so many historical places. There is so much to see there.

Steve: Well, I have already seen most of them. Next time when I am in London on tour I'll see the rest of them.



2. Name all the London sights you know. Tell the class everything you know about each of them.



3. Look at the map of London and write the directions from Piccadilly Circus to places on the list. You may use exercise 1, lesson 83.

1. Trafalgar Square
2. The British Museum
3. Madame Tussaud's
4. Harrods

5. Buckingham Palace
6. Westminster Abbey
7. Houses of Parliament and Big Ben

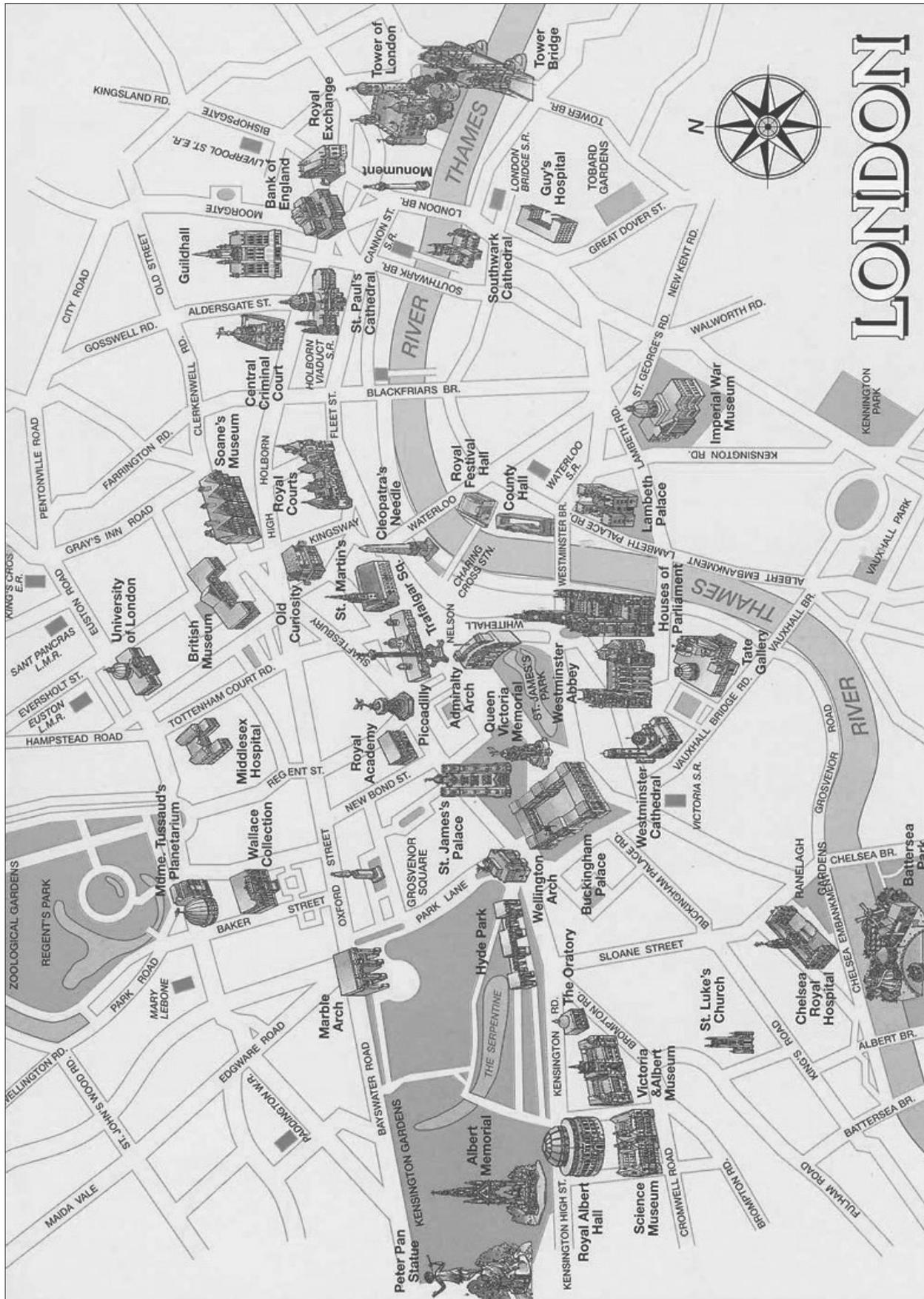


4. Find as many words as you can in the chain of letters given below.

amwarrioreignedlexecutedomewshiftrafalgardensonavenuethroneb

5. Complete the table with necessary information. Use lessons 79–86.

Sights	Foundation date	Designer	Founder	Location
Trafalgar Square				
The Tower of London				
Buckingham Palace				
St. Paul's Cathedral				
The British Museum				
Piccadilly Circus				
Tower Bridge				
Westminster Abbey				



LESSON 88



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.

Allan: Have you ever been to London?

Steve: No, I haven't. What about you?

Allan: Yes, I have.

Steve: When were you there?

Allan: I was there last summer.

Steve: What did you do there?

Allan: I visited my relatives in England. They live not far from London. They presented a wonderful gift to me.

Steve: What was it?

Allan: A car tour round London.

Steve: What did you see there?

Allan: Well, a lot of places. But the Tower of London impressed me the most. I'll tell you about it. Listen...



2. Complete the tag questions.

1. Bob Smith built that house, ?
2. My grandfather built this house in 1904, ?
3. People grow rice in India, ?
4. People speak Spanish in Venezuela, ?
5. People speak Spanish in Peru, ?
6. Alexander Graham Bell invented the telephone, ?
7. People will list my name in the new telephone directory, ?
9. Charles Darwin wrote "The Origin of Species", ?
10. Someone published "The Origin of Species" in 1859, ?
11. Something impressed her yesterday, ?
12. Hollywood filmed many of the Tarzan movies in the rain forest in Puerto Rico, ?
13. People established the Red Cross in 1864, ?
14. No one will collect the garbage tomorrow, ?



3. Sort out the words into groups.

		OTHER THINGS

attract, memorial, jewel, exhibition, executed, tower, maze, prisoner, the sights, palace, bargain, square, cathedral, residence, destroyed, designed, dome, Romans, built, reign, fireworks, conqueror, museum, collapse, fortress, throne, royal, founded, laid, skyscraper, duke, forecourt, monarch, stable, troops

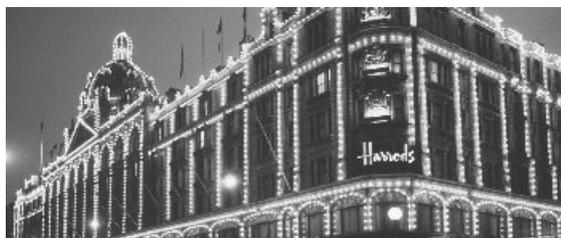


4. Choose 10 words from exercise 3 and make up 5–8 sentences with them. Use different tense forms you have already learnt.



5. Unscramble the words and match them with the photos. Say one sentence about each place in the photos.

a. pmeretnatd retos	d. yrekpsrcsa	g. rhchcu	j. omrlaemi
b. igbedr	e. alertimanp	h. umuems	k. arqus
c. rwnoc	f. orewt	i. etradhlc	l. tetasu



LESSON 89



1. Get ready to deliver a London tour to your classmates. The following phrases may be helpful.



Welcome ladies and gentlemen to London

My name is — and I'd like to welcome you in the capital of the UK. It

My name is — and I'll be your tour guide for the next two/three hours. Let's

You are going to spend an hour/three hours of an exciting tour around London

Look to your left/right. There you can see

On your left/right there is/are

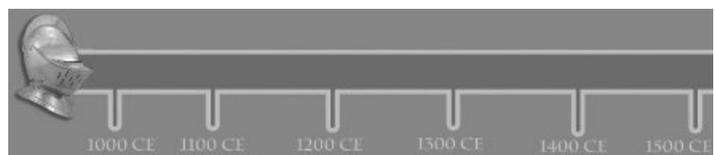
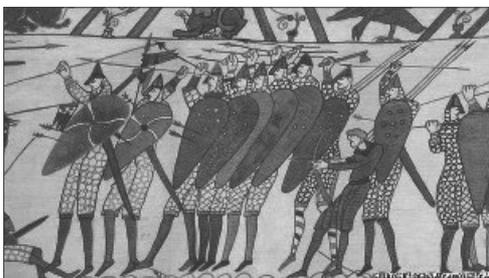
I'd willingly answer all your questions.

Have you got any questions?

I hope you have enjoyed our tour and the glamour and beauty of London.



2. Read the dates aloud and say what event in London history they refer to. Use the Internet if necessary.



1850, 1805, 1999, 1876, 43 AD, 1605, 1703,
1066, 886, 2000, 1200s, 1841, 1500 BC,
1666, 1753, 1761, 1536



3. Interview your friend about one of the sights in London.

Model: Who designed/founded/built/laid/restored it?

Who was the founder/designer of...?
 What did the people use it for?
 What can you see there now?



4. Project work. Make up a text for a tour guide to deliver a tour in your town/city/village.



5. Act as a tour guide in London to your classmates. Make the necessary arrangements in your class to take a class photo.



6. Get ready to speak about London. The following chart will help you.

LONDON						
Culture	History	The Art	Historical sights	Royal family	Modern sights	Transport
Language Population Multiculturalism	The Romans William the Conqueror	Madame Tussaud's Museums Galleries	St. Paul's Cathedral Trafalgar Square Westminster Abbey Tower of London The Houses of Parliament	Buckingham Palace Changing of the Guards	London Eye Millennium Dome	Buses Taxis The Tube



LESSON 90



1. Agree or disagree using *I entirely agree; Oh, come on; You must be joking.*

1. Educational system in Ukraine is quite the same as in England.
2. The schools in Ukraine are state and private.
3. Ukrainian state schools are primary and senior.
4. Ukrainian boys and girls begin to go to school at the age of six.
5. Ukrainian children make up groups according to their mental abilities.
6. The school subjects in Ukrainian primary school are history, english, geography, arithmetic, arts, music, swimming and some others.
7. Ukrainian pupils spend five years studying at primary school.

2. Complete the sentences so that they are true for you.



1. I am bored with ...
2. I am proud of ...
3. I am interested in ...
4. I am very good at ...
5. I am fond of ...



3. Read and listen to the dialogue, act it out with your partner and then make up a similar one.

- Sue:** Hi, Tom! How are you doing?
Tom: I've changed schools.
Sue: Oh, come on! You are joking!
Tom: That's true.
Sue: How's your new school?
Tom: Well, it's in the centre of the town. It has got a nice computer room, a good music studio and a swimming pool.
Sue: Have you made new friends already?
Tom: Yes. It's Sam. He is generous, fair and inventive.





4. Practise speaking as in the model. Use the word combinations from the box.

Model: A: Have you ever played table tennis?

B: Yes, I have./ No, I haven't. I have never played table tennis.

play table tennis, win a medal, climb a mountain, do judo,
do ski jumping, watch camel wrestling, ride an elephant

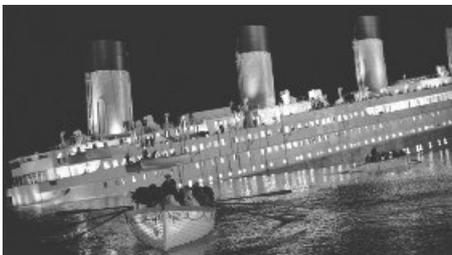
5. Match the sentences and question tags.

Your birthday was in January,
He was sad yesterday,
My cousin speaks two languages,
The children are playing,
Their mothers were cooking,
They told jokes,
The plane landed,

didn't they?
doesn't he?
aren't they?
wasn't it?
weren't they?
didn't it?
wasn't he?



6. Look at the pictures and answer the questions.



1. Which film do these pictures come from?
2. What kind of film is it?
3. Do you recognise any of the characters? Whom?
4. What good or evil things do they do?
5. What is your favourite type of film? Why?

Lesson 91-92 (optional)

LESSON 93



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.



Peter: Hi, Paul! I haven't seen you for ages! Where have you been?

Paul: In London.

Peter: Oh! What were you doing there?

Paul: Visiting my relatives.

Peter: Did you like it there? I mean in London?

Paul: Well, it was not bad.

Peter: Not bad?! You were in London and you say it was not bad! Didn't you like the city?

Paul: Well, I liked it. But, you know, Kyiv is much better. It's greener, cleaner, quieter and safer.

Peter: What do you mean by "safer"?

Paul: People are friendlier in Kyiv.

2. Read the rhyme and learn it.

A Question

(by Edith Segal)

Some people live in the country
Where the houses are very small.
Some people live in the city
Where the houses are very tall.
But in the country where the houses are very small,
The gardens are very big,
Or in the city where the houses are tall,
There are no gardens at all,
Where would you rather live?



3. Answer the questions.

1. What is the capital of Ukraine?
2. When and who founded Kyiv?
3. Have you been to Kyiv? When were you there? How many times have you visited our capital?
4. What historical places are there in Kyiv?
5. What sights did you see when you were in Kyiv?
6. What monuments are there in Kyiv?



4. Read the text and get ready to make up the plan of it. Pay attention to the words in bold type. Guess their meaning. Use the dictionary to help you.

Kyiv: general information



Kyiv — a beautiful city with 3 million people. It is on the Dnipro River, and is the capital of Ukraine. Ancient Kyivan Rus', which reached its greatest period during the 11th and 12th centuries, was the centre of **trade routes** between the Baltic Sea and the **Mediterranean** Sea. Kyiv and the power of Kyivan Rus' weakened in 1240, when Mongols invaded the lands of Kyivan Rus' and divided them into principalities: Galicia, Volynia,

Muscovia and others.

Kyiv **suffered** severely during World War II, which destroyed many architectural and art **treasures**. Earlier in the 1930's the Soviet authorities systematically destroyed many churches. In April 26, 1986, the nuclear reactor in Chernobyl **exploded**, and brought health problems to many people. Scientists generally agree that the city is now safe from radiation effects.



Despite the war, suffering, political problems, and ecological **disasters**, Ukraine's spirit and **national identity** have never died. Kyiv restoration has **revived** much of its history. On August 24, 1991, Ukraine **proclaimed** its **independence**. Now Ukraine has got **diplomatic relations** with over 135 countries. Journalists, businessmen and students from all over the world live in Kyiv. Official delegations and millions of foreign tourists visit Kyiv every year.



5. Speak about Kyiv. Follow the plan given below.

1. Ancient times. The power of Kyivan Rus'.
2. Disasters and suffering of the 20th century.
3. Modern time in Kyiv history.

LESSON 94



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.

David: Can you tell me a little about Kyiv?

Maria: Yes, sure. What would you like to know?

David: Well, when's it the best time to visit?

Maria: Mmm, you should go in spring. The weather is nice then. It's not very hot. And the chestnut trees are in blossom.

David: Really? Has Kyiv got good sights?

Maria: Yes, a lot of them. It's a very old city, so there are many places of historical interest there.

David: Oh, good! What places should I see?

Maria: Well, you should go to Kyiv-Cave Monastery, and you shouldn't miss St. Sophia Cathedral. It is very interesting.

David: Great! I can't wait to go there!



2. Look at the pictures and say the order of the animals. Use the model.

Model: In the first picture the lion is the first. The ...



3. Read the text about the sights in Kyiv and then say whether the statements after it are true or false. Correct the false statements.

The art and architecture of Kyiv are world treasures. The Cathedral of St. Sophia, where the coronations of Kyiv princes took place, has famous mosaics and frescoes dating back to the 11th century. In the old section of Kyiv, Podol, you can see the Ukrainian Baroque church of St. Andrew. The Pecherska Lavra, the Monastery of the Caves, has got two 11th century cathedrals, in addition to its world famous catacombs, bell tower, and museum collections. Close to the city centre you can see the Golden Gate, a structure which dates back to 1037. Several blocks away, the magnificent 19th century Cathedral of St. Volodymyr attracts the attention of all tourists.

Theatre lovers will find much to choose from here. Most performances are in Ukrainian or Russian. The Kyiv Opera House presents very good operas and

ballets. The Kyiv Young Theatre is very popular and stages exciting plays. The Ivan Franko Theatre is the centre of Ukrainian drama, comedy, and musicals.

The modern centre with the parts of the old city is on the hilly west, or right bank, of the Dnipro River. The main street, Khreshchatyk, runs between two steep hills. Parallel about half a kilometer west, is Volodymyrska Street, the main street of the Old Kyiv area (Staryi Kyiv). Woods and parks cover most of the steep right-bank slopes. The capital's newer sections stretch out on the flat left bank. Tall buildings and modern skyscrapers are typical here.

1. Volodymyrska Street is the main street in Kyiv.
2. Kyiv appeared in 1037.
3. Kyiv-Cave Monastery dates its origin to the 11th century.
4. There are many theatres in Kyiv and their performances are in two languages (Ukrainian and Russian).
5. The new sections in Kyiv are on the right bank of the Dnipro.
6. The church of St. Andrew is very popular among the visitors of Kyiv.



4. Look at the photos and match them with the names. Say what you know about each place. Use the model. You may also use the Internet for help.

Model: Maidan Nezalezhnosti is the central square of our capital. It is very large and popular with the tourists. All important events take place there.



1. Maidan Nezalezhnosti
2. Kyiv-Cave Monastery

3. The seat of Verkhovna Rada
4. St. Sophia Cathedral

LESSON 95



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.



Back to the Future

- Cindy:** Grandma, do you think people lived better in the past than they do now?
- Grandma:** Well, yes, in some way, because people didn't rush around like they do today.
- Cindy:** Yeah, I guess so.
- Grandma:** But there are some things I like better today.
- Cindy:** Really? Like what?
- Grandma:** Well, I love my new car! And I couldn't live without my computer! I love computer games!



2. Speak about advantages and disadvantages of living in large cities such as Kyiv, Odesa, Donetsk, Lviv etc.

Model: Living in Kyiv is much better than living in any small town. Firstly, there are many interesting sights. You can go and see them and find out something new every day. Secondly, you can meet a lot of people from different countries, because millions of tourists visit Kyiv every day. There are some disadvantages as well. For example, traffic jams. Sometimes it can take you two hours to get to the place you need.



3. Match the words with the pictures. Use the dictionary if necessary.

a city
a village

a building
crossroads

traffic lights
a crowd

a pavement
a post office

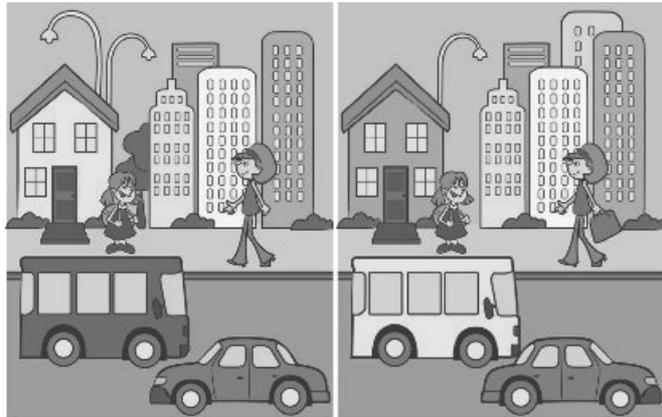
a church
a flowerbed





4. Look at the pictures and find eight differences between them.

Model: The colour of the bus in picture 1 is red, while in picture 2 it's yellow. There are two lamps ...



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

Three tree turtles took turns talking tongue twisters.
If three tree turtles took turns talking tongue twisters,
where's the twisters the three tree turtles talked?

I wish I were what I was when I wished I were what I am.

The king would sing, about a ring that would go ding.

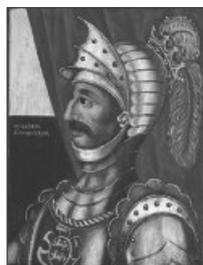


6. Look at the photos. What personalities do you associate with them? Say what you know about these people and their role in Ukrainian history.

Model: Picture ... shows He/She did a lot for the development of our country/the city of ...

He/she founded ... /built many churches/schools/cathedrals...

This person fought for Ukraine's independence. He/she ...



LESSON 96



1. Read and listen to the dialogues. Act them out with your partner and then make up similar ones.

Mr. Taylor: The place is full.

Mrs. Taylor: You saw all those coaches. It's obviously an excursion.

Mr. Taylor: How about visiting the museum first?

Sarah: Can't we go to the beach? Museums are so boring.

Mrs. Taylor: Oh, come on. You'll have plenty of time for swimming.

A: Which bus do I take to the Opera House?

B: Take bus 79.

A: Is there a bus stop near here?

B: Yes, there is. It's on the opposite side, just in front of the cinema.

A: How long will it take me to get there?

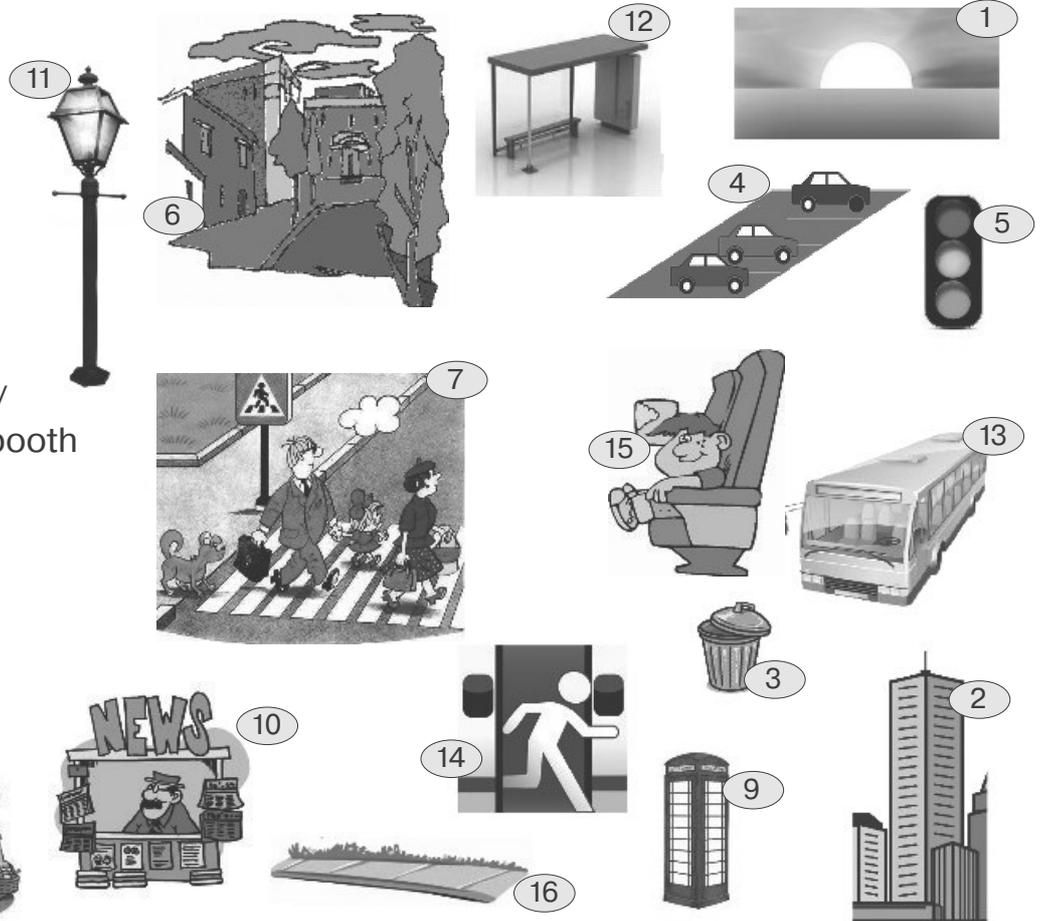
B: I think about half an hour at this time of the day. There is a lot of traffic now. Look, bus 79 is coming.

A: Thank you very much.



2. Look at the pictures and read the words.

1. skyline
2. skyscraper
3. litter bin
4. parking lot
5. traffic lights
6. street
7. crosswalk
8. pedestrian
9. phone booth/ telephone booth
10. newsstand
11. street light
12. bus stop
13. bus
14. exit
15. passenger
16. sidewalk



3. Match the words with their definitions.

1. ____ skyscraper	a. a place to buy newspapers and magazines
2. ____ pedestrian	b. a place to park a car
3. ____ newsstand	c. a place to put litter
4. ____ bus stop	d. a very tall building
5. ____ parking lot	e. a person on the street
6. ____ litter bin	f. a place to wait for a bus



4. Look at the picture of the street and describe it. Use the words from exercise 2.

Model: It's a street in a city or a town. I can see multi-storey blocks of flats and business offices there. There are some shops on the ground floor in the buildings. There are/is ...



5. Read the poem by Taras Shevchenko translated into English by Sophia Haevska, a Ukrainian teacher from New York. Learn it by heart.

Dear and Quiet Land

Oh dear and quiet land

O my Ukraine.

Why do they plunder thee?

Why has death come to hut and lea?

Break your chains and live as brothers.

In a foreign country

Do not seek and do not search for

What is nonexistent.

In your home, you'll find your justice

And your strength and freedom

The world has only one Ukraine

Dnipro can not be found elsewhere.

LESSON 97



1. Read and listen to the dialogues. Act them out with your partner and then make up similar ones.

Marilyn: Excuse me. Could you tell me which way Dobson's bookstore is?

Nancy: Yes, it's that way. You go two blocks, then turn left. It's on the corner opposite the post office.

Marilyn: Thanks. I've only been in town a few days, so I really don't know my way around yet.

Nancy: Oh, I know how you feel. We moved here a year ago, and I still don't know where everything is.



Woman: Can you help me, please?

Policeman: Yes, of course.

Woman: Where's the park?

Policeman: The park? It's over there. On the left.

Woman: Thank you very much.

Man: Good morning.

Policeman: Good morning, Sir. Can I help you?

Man: Yes, please. Where's the nearest post office?

Policeman: Look at this map. There's a post office in North Street. And there's one in West Street, and one in Market Street, and ...

Man: Where's the nearest one?

Policeman: Yes. The nearest post office is in Market Street. Look at this map.



2. Read the texts and guess what Kyiv sights they are about.

- A. From ancient times it formed the shortest route between the aristocratic Upper Town and the tradesmen's town, Podil. It consists of mainly two and three-storey stone buildings. People often call it Kyiv's Montmartre as many artists rent apartments and studios there. Early on summer mornings, they hang their pictures on the walls of the houses and arrange their sculptures on the green grass.

B.	It appeared in 1017–31 in honour of Prince Yaroslav the Wise's victory over the Pechenig tribe. The first library in Kyivan Rus was here. In the 1630's–40's the Kyivan Metropolitan Petro Mohyla founded a men's monastery in the cathedral. He invited the Italian architect Octaviano Mancini to work on its restoration. It is a masterpiece of world architecture.
C.	Located on Taras Shevchenko Boulevard, this seven-domed church resembles the buildings of old Ukraine only slightly. Its walls show ornamental details inside the cathedral. Victor Vasnetsov (1848 – 1926), who worked in Kyiv, painted most of the painting.
D.	It was one of the main structures by Yaroslav in 1037. It measured 6.4 metres, which was wide enough for a triumphal entry. The "golden" part of its name and the golden cupola of the Church emphasised its triumphal character.
E.	A Ukrainian Orthodox monastery. The monks Antony and Feodosiy founded it in 1051. In the 11 th century it became the centre for the expansion and consolidation of Christianity in Rus'-Ukraine.
St.Sophia Cathedral, Kyiv-Cave Monastery, St. Volodymyr Cathedral, Andriivsky Uzviz, the Golden Gate (Zoloti Vorota)	



3. Complete the table with the necessary information.

The sights	The year of foundation	A designer (if any)	A founder (if any)	Location
St. Sophia Cathedral				
Kyiv-Cave Monastery				
St. Volodymyr Cathedral				
the Golden Gate				



4. Make up short conversations with a tourist who came to visit our capital. Help him/her enjoy the city. Use the information from lessons 93-94, 97, and the beginning below.

A: Is this the first time you have been to Kyiv?

B: Yes. This is my first visit to your capital. What would you recommend to see here?

A: Well, first of all, you should see Maidan Nezalezhnosti. It's Then go to

LESSON 98



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.

A: Excuse me, officer. Could you tell me how often the number 6 bus comes?

B: You just missed it, ma'am, but there's another one in half an hour.

A: Oh, no! Then could you tell me where Adam Street is?

B: Two blocks east and one block north, ma'am.

A: Thank you. And just one more thing. Do you know where the nearest restroom is?

B: Right behind you, ma'am. Do you see that sign?

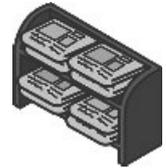
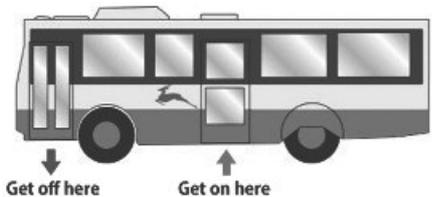
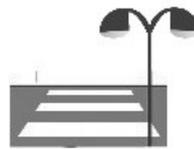
A: Oh! Thanks a lot.



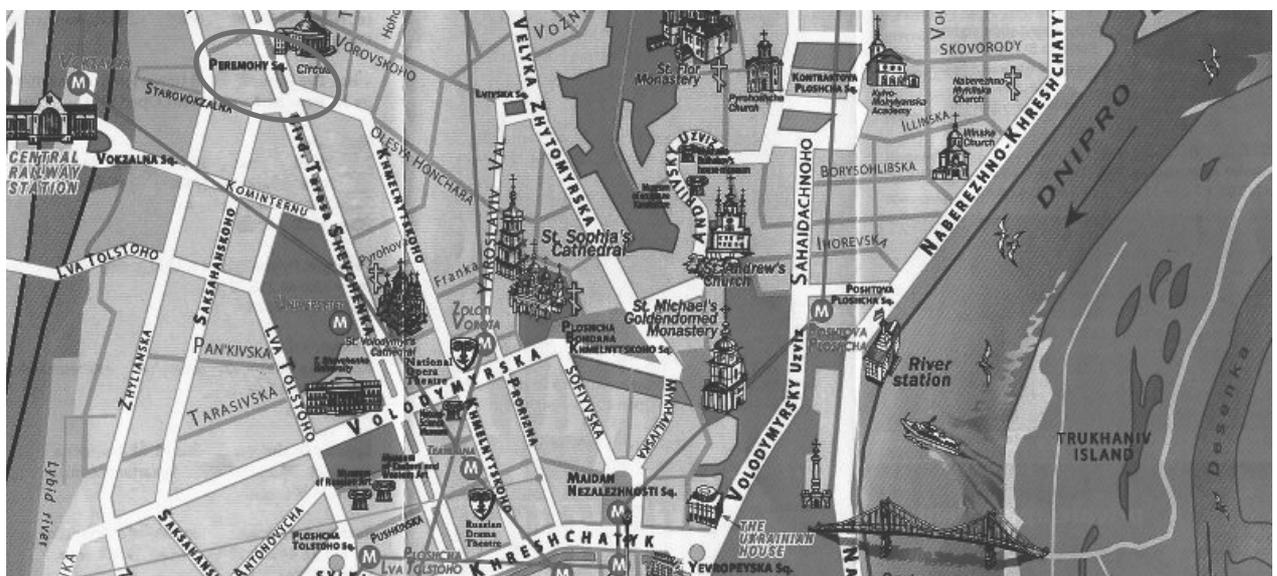
2. Match the pictures with the words.



- skyscraper
- newsstand
- traffic light
- pedestrian
- sidewalk
- litter bin
- crosswalk
- exit



3. Look at the map of Kyiv and help an English tourist find Khreshchatyk. He is now in Peremohy Square.



Model: You should go along ... Street, then turn left to ... Street. After that go straight to



4. Speak about Kyiv. The following diagram will help you.



KYIV THE CAPITAL OF UKRAINE

History

Modern life, modern sights of interest

Culture, languages and arts

Population

Historical sights and monuments

Museums, galleries and theatres

My last visit to Kyiv



5. Get ready to deliver a tour round Kyiv for your classmates (use lessons 93–94 – to help you).



6. Project work. Look at the photos and get ready to speak about these sights in Kyiv. Find the necessary information from books, teachers, parents, the Internet, etc. Use exercise 3, lesson 97 as a model.



LESSON 99



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.



A: Excuse me, please. Do you know where the nearest bank is?

B: Well, the City Bank isn't far from here. Do you know where the Main Post Office is?

A: No, not really. I'm just passing through.

B: Well, first, go down this street to the traffic light.

A: OK.

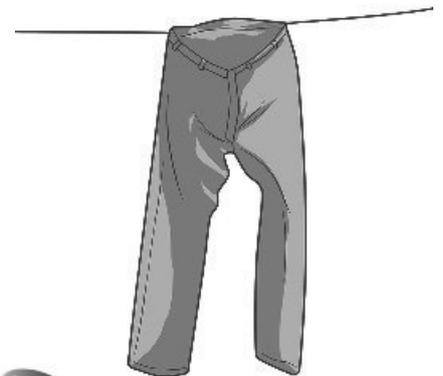
B: Then turn left and go west on Sunset Boulevard for about two blocks. The bank is on your right, just past the post office.

A: All right. Thanks!

B: You're welcome.

2. Fill in the blanks with *is* or *are*.

1. Your jeans hanging in the wardrobe.
2. Where my scissors?
3. Where his boxing gloves?
4. This information incorrect.
5. Her hair beautiful.
6. Your socks on the shelf.
7. Their furniture very expensive.
8. Your news very exciting.
9. Mumps (свинка) a common disease among young children.
10. German difficult to learn.
11. There glass in the street. Be careful while crossing it.
12. Happiness the key to his success.



Remember!

Countable nouns (злічувані іменники)	Uncountable nouns (незлічувані іменники)		
They can be counted and can be used in the singular or in the plural: a book, two books, six books	They can not be counted and they are used only in the singular.		
	Назви речовин	coffee, juice, milk, water, tea	
	Назви сипучих або твердих речовин	bread, butter, cheese, coal, paper	
	Назви газів	air, oxygen, smoke, pollution	
	Навчальні предмети	chemistry, physics, history, literature, mathematics, linguistics	
	Мови	Chinese, English, French, German	
	Ігри	basketball, billiards, chess, football, tennis	
	Назви хвороб	measles, mumps, quinsy, flu	
	Природні феномени	darkness, heat, light, rain, thunder, sunshine	
	Певні абстрактні поняття	advice, anger, behaviour, business, damage, dirt, education, housework, homework, information, knowledge, music, news, peace, progress, shopping, traffic, trouble, truth, work	
Збірні іменники	litter, luggage, furniture, jewellery, money, trash		

3. Read the information in Remember and check your answers in exercise 2.**Compare!**

He broke the bottle. There is glass everywhere on the floor (uncountable).	Give me a glass (two glasses) of milk (countable).
You need some paper to wrap this present (uncountable).	Take out a piece (a sheet) of paper and get ready to write your test (countable — two sheets of paper).

4. Divide the following nouns into two groups: a) nouns used only in the singular; b) nouns used only in the plural. Use a dictionary if necessary.

Stairs, news, information, knowledge, oats, opera glasses, clothes, wages, scales, progress, money, hair, contents, margins, people, fruit, fighting, love, friendship, goods, advice, phonetics, tongs, spectacles, sugar, scissors, trousers, billiards, mathematics, chemistry, curtains, jeans.

LESSON 100



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.

- Wife:** Excuse me. Can you help me? Where's the Grand Hotel, please?
Man: The Grand Hotel? I'm sorry, I don't know.
Husband: Excuse me. Where's the Grand Hotel, please?
Woman: It's near here. It's in North Street. No, it isn't. It isn't in North Street. I think it's in Market Street.
Wife: Thank you very much.
Policeman: Can I help you?
Husband: Yes. Where's the Grand Hotel?
Policeman: It's near here. It's in Market Street.



2. Speak about your last tour round any famous city. Include the sights you saw there and the information you heard.

You should say about:

- when you were there;
- the sight you saw: its history, how it looks now, why it is famous and popular with tourists;
- what sight impressed you the most; why;
- what places of interest in the city you would recommend to see.



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

There	are	few	traffic	in my village. in the streets. in my town. in London. in Kyiv.
	is	many	cars	
	was (not)	a lot of	people	
	were	much	underground	
	will be	little	streets	
		a few	skyscrapers	
		a little	cathedrals	

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

The bottle of perfume that Willy sent
 was highly displeasing to Millicent.
 Her thanks were so cold
 that they quarrelled, I'm told
 o'er that silly scent Willy sent Millicent.

King Thistle stuck a thousand thistles in the thistle of his thumb.



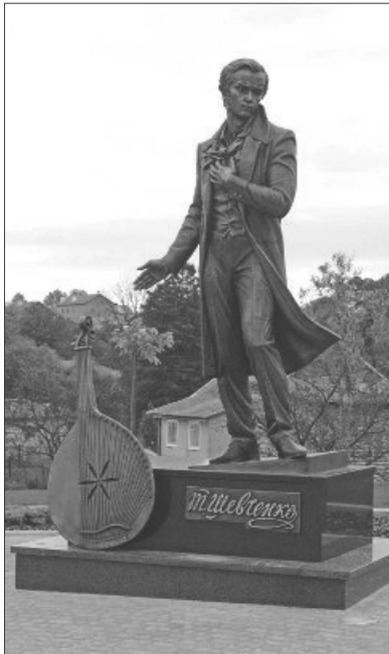


5. Name the odd word out in each line. Say what part of speech the odd-out word is.

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

6. Read the poem by Taras Shevchenko and learn it by heart.

Testament (Заповіт)



When I die, then make my grave
 High on an ancient mound,
 In my own beloved Ukraine,
 In steppeland without bound:
 Whence one may see wide-skirted wheatland
 Dnipro's steep-cliffed shore,
 There whence one may hear the blustering
 River widely roar.
 Make my grave there — and arise,
 Soundering your chains,
 Bless your freedom with the blood
 Of foemen's evil veins!
 Then in that great family,
 A family new and free,
 Do not forget, with good intent
 Speak quietly of me.



7. Write and then say about the Ukrainian family celebrations and traditions. Use unit 1 to help you.



LESSON 101



1. Read and listen to the dialogue. Act it out with your partner and then make up a similar one.



Allen: Haven't I seen you somewhere before?

Julia: No, I don't think so.

Allen: But your face is so familiar. Wait a second... I know... We were on the same flight to Paris last month.

Julia: Oh, yes. Now I remember. What a surprise to meet in San Francisco!

Allen: Well, you know what they say — "it's a small world".

2. Give the plural form of the following nouns in case they have it.

Mouse, house, news, country, potato, furniture, knife, child, sheep, foot, man, bed, donkey, knowledge, roof, classroom, sister-in-law, luggage, fly, tooth, thief, safe, rice, weather, cargo, hair.



3. Write a or an before the following words or word combinations.

ugly colour	honourable man	useful book	early class
united country	unusual story	horse	hot dog
unfinished poem	easy walk	used car	honest person
home	good coffee	house	university
hour	engine	European country	uniform
			ear



4. Write the correct article in each space if necessary.

1. calorie is unit of heat. 2. Snow and ice are forms of water. 3. European cars are usually good machines. 4. Glass is made from sand. 5. It is honour to have university degree. 6. It takes me hour to get to school from my house. 7. My father doesn't drink coffee, but he drinks tea. 8. I have aunt and uncle in Poland. 9. The waiter brought me glass of water. 10. Look out! I broke a bottle and there's glass on the floor.



5. Practise conversations as in the model.

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

B: No, I have never seen the Eiffel Tower. I have never been in Paris.

(or **B:** Yes, I have seen it several times.)



- | | |
|---------------------|----------------------|
| — play football | — use a computer |
| — ride a horse | — ride a camel |
| — ride a motorcycle | — eat raw fish |
| — eat Chinese food | — write a poem |
| — ride an elephant | — fall downstairs |
| — be in Europe | — swim in the ocean |
| — oversleep | — break your arm |
| — have the flu | — sit on a cactus |
| — eat Italian food | — build sand castles |
| — be in Africa | — stay up all night |
| — play a video game | — play baseball |
-
- | |
|---|
| — step on somebody's foot |
| — bite into an apple that had a worm inside |
| — see the skeleton of a dinosaur |
| — lose the key to your house |
| — give the teacher an apple |
| — be in the Middle East |
| — fly in a private plane |

6. Put the verbs in brackets into the Present Perfect or Past Indefinite.

- This is my house. — How long you (live) here? — I (live) here since 1970.
- He (live) in London for two years and then (go) to Leeds.
- You (wear) your hair long when you were at school? — Yes, my mother (insist) on it.
- You ever (be) in Europe? — I (be) there several times. In fact, I (be) in Europe last year.
- Shakespeare (write) a lot of plays.
- My brother (write) several plays. He just (finish) his second tragedy.
- I (fly) over Loch Ness last week. — You (see) the Loch Ness monster?
- I (not see) him for three years. I wonder where he is.
- What European countries you (visit)? — I (visit) Hungary, Germany, and Switzerland. I (visit) Hungary in 1988. I (be) in Germany and Switzerland in 1990.
- You (lock) the door before you left the house? — I can't remember.

LESSON 102



1. Read and listen to the dialogues. Act them out with your partner and then make up similar ones.



Woman: May I have my coat, please?
Attendant: Which one is it, Madam?
Woman: That one. That one's mine.
Attendant: This one?
Woman: No. That coat isn't mine. Mine is the one next to it.
Attendant: Here's your coat, Madam. And is this yours? This umbrella?
Woman: No, it isn't.
Attendant: Oh dear! Whose is it?
Woman: Don't worry. I think it's my husband's. John! Is that your umbrella?
Husband: Yes, it is.
Woman: It's all right. It's his.

A: John, why weren't you at the party on Sunday?

B: I went camping with my friends.

A: You are lucky.

B: I am. The weather was great. We made fire, played the guitar, sang songs and told interesting stories. By the way, what is our homework in chemistry for Wednesday?

A: To read and retell paragraph 5 on page 42.

B: Thanks. See you.



2. Match the words in column A with the words in column B. Make up 5 sentences with the word combinations you have got.

A:	European St. Sophia Kyiv-Cave Maidan St. Andrew Cathedral of Dnipro Kyiv Opera	B:	Church Nezalezhnosti River House Square Monastery Cathedral St. Volodymyr
----	---	----	--



3. Game time. Answer the questions choosing the possible answers on the right.

- | | |
|---|-----------------|
| 1. Have you become an expert in anything? | I don't know |
| 2. Have you been successful in anything? | I hope so |
| 3. Are you going to be famous someday? | I doubt it |
| 4. Are you going to have a business someday? | Someday, maybe |
| 5. Do you want to go all over the country? | Never |
| 6. Do you want to work for a successful company? | Very much |
| 7. Do you smile a lot? | Not at all |
| 8. Do you like to solve difficult problems? | Sometimes I do |
| 9. Do you often give advice? | I prefer not to |
| 10. Do you like to make changes in your plans? | |
| 11. Do you prefer to play games with your friends or alone? | |
| 12. Do people give you presents at Christmas? | |



4. Write the correct form of the word in brackets.

Model: Which is the town in Ukraine? (beautiful) Which is the most beautiful town in Ukraine?

1. Is English than botany? (difficult) 2. Her hairdo is than his. (nice) 3. Tania's mouth is than Olya's. (big) 4. A greyhound runs twice as as an African elephant. (fast) 5. My grandmother is the woman in the world. (generous) 6. Hiking is than knitting. (healthy) 7. This book is three times as ... as that one. (interesting) 8. A doctor is than a patient. (happy) 9. My friend is the of his classmates. (tall)

5. Complete the sentences with *must*, *mustn't*, *have to*, *don't/doesn't have to*.

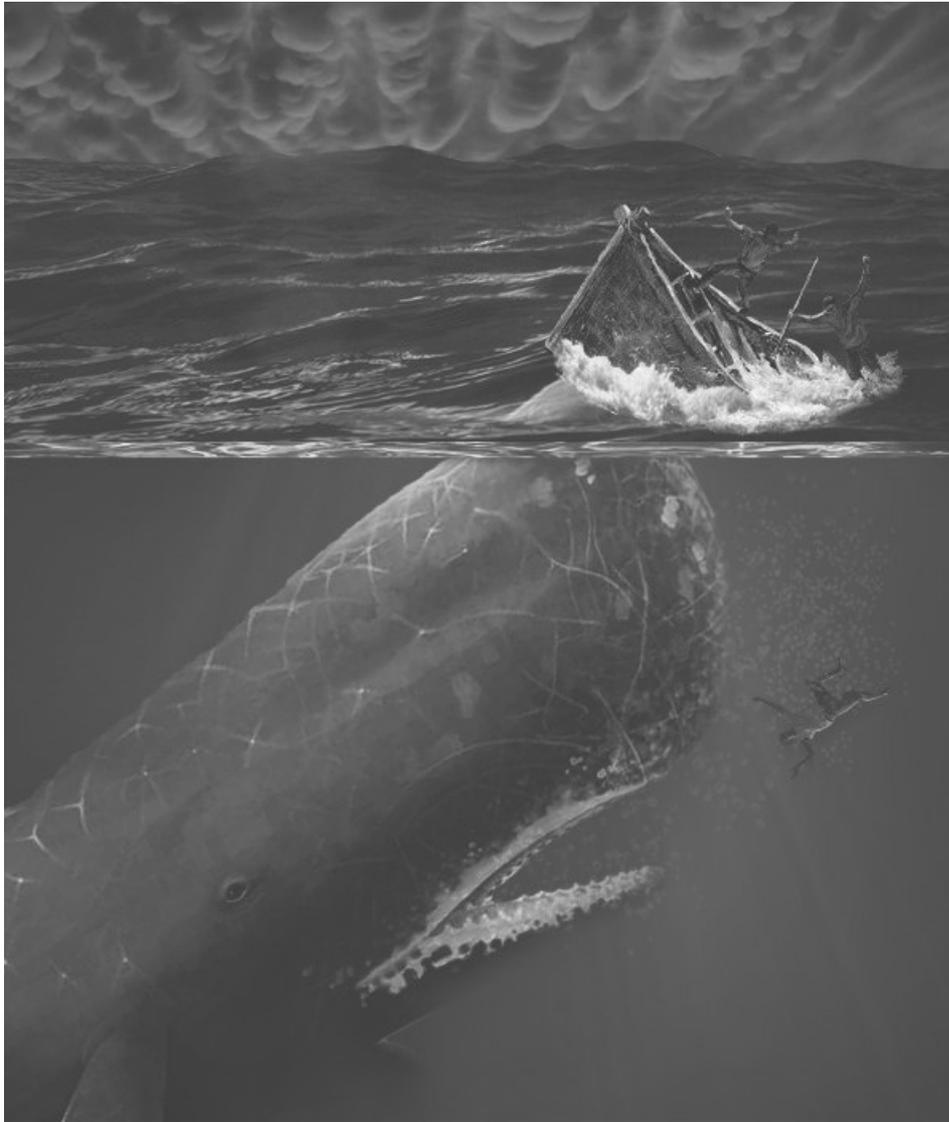
1. Headmaster to pupil: "That was terrible behaviour! You apologise to your history teacher!" 2. Teacher to pupil: "You study so hard. The exam is quite easy to pass." 3. Father to daughter: "You be back home by 11 o'clock tonight." 4. Mother to daughter: "You can go out tonight. You stay at home to help me." 5. Doctor to patient: "You eat so many sweets and you do more exercise".

Lesson 103-105 (optional)

Herman Melville

MOBY DICK

(an extract)



Call me Ishmael. Some years ago — how long is not important — I found myself with no money, and nothing to interest me on land. Whenever I feel depressed like this, I know it is time to go to sea. However, I never go as a passenger, I never have the money to pay. And why should I pay? I always go to sea as a simple sailor, to get paid, to get exercise and to breathe the pure sea air.

I had never been on a whaling ship before, I normally sail on ships that take spices and treasure from one part of the world to another. But this time I decided that I wanted to sail in the hunt for whales, those great monsters of the deep seas.

So I travelled to a town called New Bedford, and on my arrival I found that I had to wait a night and a day for a ship to take me to Nantucket. At the time this was the most famous whaling port in the whole world. After walking the streets for some time I arrived at a place called “The Spouter Inn” — I decided to go in.

There were no free beds in the inn, but the owner told me there was a large bed that I could share with a harpooner from a whaling ship. He told me the man was out, walking around the town trying to sell some human heads. I was not sure I wanted to share a bed, even a large one, with another man, especially a man trying to sell human heads. However, the only alternative was to sleep on a table in the bar, so I asked the owner to show me the room. When I arrived it was empty, so I got into the bed and quickly went to sleep.

Later on that night I was woken up by a man entering the room holding a candle in one hand and a human head in the other. He didn't see me, and I was able to watch him in a candle light. He was a huge man, with a shaved head and the whole of his body was covered in tattoos. He was clearly from the south sea islands and I wondered if he was even a cannibal. At that moment I was as scared of him as I am scared of the devil.

He looked into a bag he had and took out a wooden idol in the shape of a small baby. For perhaps a minute he whispered some prayers to this tiny god. Then he put out his candle and jumped into bed. He was very surprised to see me.

“Who are you? I kill you”, shouted the cannibal as he jumped back out of bed.

“Landlord!” I screamed.

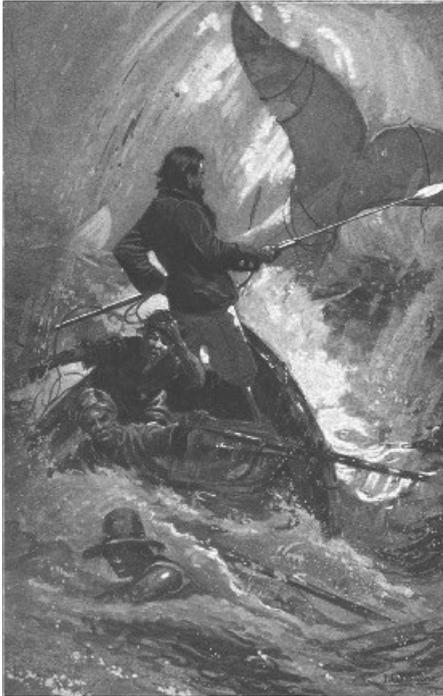
Thankfully the landlord came quickly to the room holding a candle.

“Don't be afraid of Queequeg, he wouldn't harm a hair on your head”, the landlord said with a big smile on his face.

“Why didn't you tell me he was a cannibal?”

“I thought you would know, I did tell you he was out selling heads. Queequeg, this man will sleep here”.





“OK”, said Queequeg in a low voice.

For a moment I was able to have a good look at this savage. He was generally quite clean and friendly looking. So I decided that it was better to sleep with a sober savage than a drunken Christian.

When I woke up the next day, my new friend was shaving with his harpoon, which must have been incredibly sharp. I spent some time with Queequeg during the day and he told me about his life. He was from the South Seas and his home was 20,000 miles away. That evening we ate supper together and then smoked some Queequeg’s tobacco. He told me that I was a great friend and gave me the human head he had been trying to sell.

The next day we decided to sail to Nantucket together and look for a whaling ship we could work

on. During the journey I noticed that the crew were making a joke of Queequeg. While he walked around the ship they would follow him and mimic his walk.

Queequeg saw one of them doing this and quite calmly dropped his bag and harpoon, picked the man up and threw him across the deck.

“Captain! Captain! It’s the devil”, the man cried.

“Hey you! You could have killed that man”, the Captain shouted.

“What him say?” he asked me.

“Him say you near kill-e that man there”, I said, trying to speak in his strange way so he could understand me easily.

“Him? No, him small fish. Queequeg no kill-e him, Queequeg kill-e big whale”.

When we arrived in Nantucket there were three whaling ships in the harbour. Queequeg told me he had been talking with his little god, Yojo, and that I should decide which boat to take. I walked to where the ships were, and had a look around. It seemed there were three ships, the Devil-Dam, the Tit-bit and the Pequod. The Pequod is the name of a famous tribe of American Indians, now extinct. I decided that this was the ship that Queequeg and I would travel on.

On the deck of the ship there was a strange tent, in the shape of a wigwam. I could just see that an old man was sitting inside. I walked over to him and asked in a loud voice: “Are you the Captain of the ship?”

“What if I am? What do you want?” came the reply. I could see his face better now, he had skin like leather. Later on, I found out this was Captain Peleg, one of the owners of the Pequod.

“I want to sail on this ship”.

“And what do you know about whaling?”

“I’ve been a sailor and...”

“I asked what you knew about whaling, not sailing,” interrupted the old man.

“Well, I want to see the world and I want to see what whaling is.”

“You want to see what whaling is? Well, just look at Captain Ahab.”

“Who?”

“He’s the one-legged captain of this ship”.

“What happened to his other leg? Was it lost to a whale?”

“Lost to a whale? It was bitten off and chewed up by a monster of a whale. So if you want to see whaling, look for the Captain and if you want to see the world, look over that side of the ship”.

I looked over and saw nothing but the endless ocean.

“What do you have to say?”

“Not much, nothing but water and a few clouds”, I replied.

“So what do you think of the world? Do you wish to see any more of it?”

I didn’t know what to say. But the old man helped me.

“I’ll take you. You can sign up now”.

After signing my papers I left, but on the walk back to the inn I began to think about Ahab. It was always a good idea, before sailing on a ship to meet its captain. Turning back I walked up to Captain Peleg and asked him where I could find Captain Ahab.

“And what do you want of the Captain?” asked Peleg.

“I would like to speak to him”, I replied.

“He isn’t available at the moment, I think he’s a little sick. He’s a strange man, Ahab, but a good one, doesn’t speak much, but when he does speak, you should listen. Anyway, I always say — it’s better to sail with a moody good captain than a laughing bad one”.

Hearing this I left the ship and went to meet Queequeg.

Exercise 1. Answer the following questions.

1. How does Ishmael normally pay for his trips?
2. What did Ishmael think of Queequeg?
3. What did Queequeg say his prayers to?
4. Describe Queequeg.
5. What did Queequeg shave with?
6. How did Ishmael describe the world?
7. Where does the name of the Pequod come from?
8. What is a wigwam?
9. Describe Captain Peleg.
10. What happened to Captain Ahab’s leg?

Exercise 2. Say whether the following statements are true or false.

1. A cannibal eats human meat.
2. Queequeg is from islands in the Pacific Ocean.
3. There were three ships in the harbour at Nantucket.
4. Queequeg killed the man on the ship.
5. Queequeg and Ishmael didn't like each other.
6. Captain Ahab is generally a happy man.
7. Captain Peleg is not a young man.
8. Ishmael doesn't normally hunt whales.
9. The landlord of the Spouter Inn knew Queequeg was a cannibal.
10. Queequeg had sold his human head.

Exercise 3. Complete the sentences with a suitable word from the box.

see quickly endless deck surprised mimic
world sober whaling hair

1. He went to sleep
2. He was very ... to see me.
3. He wouldn't harm a ... on your head.
4. Better a ... savage.
5. They would follow him and ... his walk.
6. What do you know about ...?
7. On the ... of the ship.
8. I want to see the
9. I saw nothing but the ... ocean.
10. I went to ... Queequeg.

Exercise 4. Choose the best answer to complete the sentence.

1. Are you the ... of the ship.
a. officer b. gentleman c. captain d. man
2. He had ... like leather.
a. skin b. jacket c. hair d. eyes
3. I should ... the decision.
a. get b. have c. make d. made
4. Three ships were in the
a. harbour b. park c. air d. stream

5. He ... into bed.
a. walked b. landed c. jumped d. ran
6. The ... of the Spouter Inn came in with a candle.
a. owner b. landlord c. servant d. lady

Exercise 5. Fill in the missing prepositions from those given in the box.

across as for into of on out to up

1. I woke ... in the morning.
2. He looked ... his bag and took ... a wooden idol.
3. I go to sea ... a simple sailor.
4. There was nothing ... interest me on land.
5. We looked ... a ship we could work
6. He is the captain ... the ship.
7. I found ... he was Captain Peleg.
8. What do you want ... the Captain?
9. He threw the man ... the deck.
10. He was ... selling heads.

Exercise 6. Choose the best answer to complete the sentences.

1. I ... that I wanted to sail on a whaling ship.
a. believed b. made c. thinking d. decided
2. I ... the owner to show me to the room.
a. talked b. asked c. looked d. listened
3. The crew were ... a joke of him.
a. having b. making c. getting d. taking
4. He was out trying to ... a human head.
a. play b. bounce c. sell d. watch
5. I ... to see the world.
a. wanted b. didn't c. visited d. spoke
6. The old man ... me.
a. interested b. spoke c. jumped d. helped
7. I think he is a ... sick.
a. small b. little c. tiny d. big

Jerome K. Jerome

THREE MEN IN A BOAT

(an extract)

**Chapter I. What We Need Is Rest**

There were four of us — George, William Samuel Harris, myself and Montmorency. We were sitting in my room and talking about how bad we were — bad from a medical point of view I mean, of course.

We were all feeling terrible, and we were getting quite nervous about it. Harris and George said they hardly knew what they were doing at times. With me, it was my liver that was out of order. I knew it was my liver that was out of order, because I had just been reading an article which described the various symptoms by which a man could tell when his liver was out of order. I had them all.

It is an extraordinary thing, but I never read a medicine article without coming to the conclusion that I have the particular disease written about in the article.

I remember going to the British Museum one day to read about some illness which I had. I got down the book and read all I could. Then I kept reading about other diseases. I forget which was the first disease I read about, but before I had read halfway down the list of symptoms, I was positive that I had got it.

Every disease I came to, I found that I had in some form or another. I read through the whole book, and the only illness I found that I had not got was housemaid's knee.

I had walked into the reading-room a happy, healthy man. I crawled out a horrible wreck.

I went straight to my doctor and saw him, and he said: “Well, what’s the matter with you?”

I said: “I will not take up your time telling you what is the matter with me. Life is short, and you might pass away before I have finished. But I will tell you what is NOT the matter with me. I have not got housemaid’s knee. Why I have not got housemaid’s knee, I cannot tell you. Everything else, however, I HAVE got”.

And I told him how I came to discover it all.

Then he examined me and held my wrist, and then he hit me on the chest when I wasn’t expecting it — a cowardly thing to do, I call it. After that, he sat down, wrote out a prescription, folded it up and gave it in my pocket and went out.

I took it to the nearest chemist’s and handed it in. The man read it and then handed it back.

He said: “I am a chemist. If I was a store and family hotel combined, I might be able to help you. But I’m only a chemist”.

I read the prescription. It said:

“1 pound beefsteak, with 1 pint bitter beer every 6 hours;

1 ten-mile walk every morning.

1 bed at 11 sharp every night.

And don’t fill your head with things you don’t understand”.

Going back to my liver, I had the symptoms, beyond all mistake, the main one being “a general disinterest in work of any kind”.

As a boy, the disease hardly ever left me for a day. They did not know, then, that it was my liver. They used to just call it laziness.

“Why, you little devil, you”, they would say, “get up and do something for your living, can’t you?” — not knowing, of course, that I was ill.

And they didn’t give me pills; they just hit me on the side of the head. And, strange as it seems, those hits on the head often cured me — for a short while anyway.

We sat there for half-an-hour, describing to each other our illnesses, when Mrs.Poppets knocked at the door to find out if we were ready for supper. We smiled sadly at one another, and said we supposed we had better try to eat a bit.

“What we want is rest”, said Harris after supper.

“Rest and a complete change”, said George, “this will make us feel better”.

I agreed with George and suggested that we should look for some quiet spot, far from the crowds.

Harris said he thought it would be boring and suggested a sea trip instead.

I objected to the sea trip strongly. A sea trip does you good when you are going to have a couple of months of it, but, for a week, it is horrible.

You start on Monday with the idea that you are going to enjoy yourself. On Tuesday, you wish you hadn’t come. On Wednesday, Thursday, and Friday, you

wish you were dead. On Saturday, you are able to drink a little tea and to sit up on deck. On Sunday, you begin to walk about again and eat solid food. And on Monday, as you are waiting to step ashore, you begin to thoroughly like it.

George said: "Let's go up the river".

He said we should have fresh air, exercise and rest. The constant change scene would occupy our minds (including what there was of Harris's), and the hard work would give us a good appetite and make us sleep well.

Harris said he didn't think George ought to do anything that would make him sleepier than he always was, as it might be dangerous. He added that if he DID sleep any more, he might just as well be dead.

Harris said, however, that the river would suit him to a "T". I don't know what a "T" is, but it seems to suit everybody.

The only one who was not happy with the suggestion was Montmorency. He never did care for the river.

"It's all very well for you fellows", he says. "You like it, but I don't. There's nothing for me to do. If I see a rat, you won't stop, and if I go to sleep, you'll go fooling about with the boat and throw me overboard. If you ask me, I call the whole thing foolish".

We were three to one, however, and the motion was carried.

We arranged to start on the following Saturday from Kingston. Harris and I would go down in the morning and take the boat up to Chertsey, and George, who would not be able to get away from work all the afternoon (George goes to sleep at a bank from ten to four each day, except Saturdays, when they wake him up and make him leave at two), would meet us there.

Should we "camp out" or sleep at inns?

George and I were for camping out. We said it would be so wild and free — the golden sun fading as it sets; the pale stars shining at night; and the moon throwing her silver arms around the river as we fall asleep to the sound of the water.

Harris said: "How about if it rains?"

There is no poetry about Harris. Harris never "weeps, he knows not why". If Harris's eyes fill with tears. You can bet it is because Harris has been eating raw onions.

If you were to stand at night by the sea-shore with Harris, and say: "Hark! Do you not hear? Is it but the mermaids singing deep below the waving waters?" Harris would take you by the arm, and say: "I know what It is; you've got a chill. Now, you come along with me. I know a place round the corner here, where you can get a drop of the finest Scotch whisky you have ever tasted — put you right in no time".

As for to camping out, his practical view of the matter was a good point. Camping out in a rainy weather is not pleasant.



We therefore decided that we would sleep out on fine nights and sleep in hotels, inns or pubs when it was wet, or when we wanted a change.

Montmorency approved. He does not like the quiet. Give him something noisy, and he is happy. To look at Montmorency you would imagine that he was an angel sent to earth in the shape of a small fox-terrier.

The following evening, we again got together to discuss and arrange our plans. Harris said: "The first thing to settle is what to take with us. Now, you get a bit of paper and write down, J., and you get the grocery catalogue, George, and somebody give me a bit of pencil, and then I'll make out a list".

That's Harris — so ready to take the responsibility of everything himself, and put it on the backs of other people.

The first list we made out had to be thrown away. It was clear that the Thames wasn't large enough for a boat as big as we would need.

George said: "We must not think of the things we could do with, but only of the things that we can't do without".

George comes out quite sensible at times. You'd be surprised.

"We won't take a tent", suggested George. "We will have a boat with a cover. It is ever so much simpler and more comfortable".

It seemed a good thought. I do not know whether you have ever seen the thing I mean. You fix iron hoops up over the boat, and throw a huge canvas over them, and tie it down all round, and it converts the boat into a sort of little house.

George said that we must take a rug each, a lamp, some soap, a brush and comb (between us), a toothbrush (each), a basin, some toothpaste, some shaving tackle (sounds like a French exercise, doesn't it?), and a couple of big towels for bathing. I notice that people always make gigantic arrangements for bathing when they are going anywhere near the water, but that they don't bathe much when they are there.

Harris said there was nothing like a swim before breakfast to give you an appetite. He said it always gave him an appetite. George said that if it was going to make Harris eat more than Harris ordinarily ate, then Harris shouldn't have a bath at all.

He said there would be quite enough hard work in towing enough food for Harris up stream as it was.

I told George, however, how much better it would be to have Harris clean and fresh about the boat, even if we did have to take a few more hundredweight of food.

Exercise 1. Answer the following questions.

1. Why did the writer think something was wrong with him?
2. Where did the writer go to read about illnesses?
3. What disease did the writer not have?
4. What did Harris suggest they should do for a rest?
5. What did George do for work?
6. Who is Montmorency?
7. Why did the first list of items to take have to be thrown away?
8. What did Harris say a swim before breakfast would give you?

Exercise 2. Say whether the following statements are true or false.

1. The writer left the reading room feeling much worse than he did when he came in.
2. The chemist was not able to help with the prescription.
3. The writer took pills as a young boy to help with his laziness.
4. They all thought a sea trip would be a great idea.
5. Montmorency did not care for the river.
6. Camping out during the rain was not a pleasant idea.
7. They decided to sleep at inns every night.
8. George suggested that they should take a tent.
9. They thought it was better for Harris to be clean, even if they did have to carry a lot more food with them in the boat.

Exercise 3. Choose the answer which best describes the underlined word.

1. If it was going to make Harris eat more than Harris ordinarily ate, then Harris shouldn't have a bath at all.
a. normally b. daily c. often

2. I notice that people always make gigantic arrangements for bathing when they are going anywhere near the water.
a. wide b. very large c. deep
3. It converts the boat into a sort of little house.
a. corrects b. changes c. moves
4. His practical view of the matter was a good point.
a. different b. realistic c. personal
5. Hark! Do you not hear?
a. Look! b. Smell! c. Listen!
6. You can bet it is because Harris has been eating raw onions.
a. small b. old c. uncooked
7. We should look for some quiet spot, far from the crowds.
a. land b. place c. country
8. It is an extraordinary thing, but I never read a medicine article without coming to the conclusion that I have the particular disease written about in the article.
a. special b. terrible c. amazing

IRREGULAR VERBS

Infinitive	Past Simple	Past Participle	Переклад
to be	was / were	been	бути
to bear	bore	born / borne	нести
to beat	beat	beaten	бити
to become	became	become	ставати
to begin	began	begun	починати
to bite	bit	bitten	кусати
to blow	blew	blown	дути
to break	broke	broken	ламати
to bring	brought	brought	приносити
to build	built	built	будувати
to burn	burnt / burned	burnt / burned	горіти
to buy	bought	bought	купляти
to catch	caught	caught	хапати
to choose	chose	chosen	вибирати
to come	came	come	приходити
to cost	cost	cost	коштувати
to cut	cut	cut	різати
to do	did	done	робити
to draw	drew	drawn	малювати
to drink	drank	drunk	пити
to drive	drove	driven	керувати
to eat	ate	eaten	їсти
to fall	fell	fallen	падати
to feed	fed	fed	годувати
to feel	felt	felt	відчувати
to fight	fought	fought	боротися
to fly	flew	flown	літати
to forbid	forbade	forbidden	забороняти
to forget	forgot	forgotten	забувати
to forgive	forgave	forgiven	пробачати
to freeze	froze	frozen	заморожувати
to get	got	got / gotten	отримувати
to give	gave	given	давати

Infinitive	Past Simple	Past Participle	Переклад
to go	went	gone	йти
to grow	grew	grown	рости
to hang	hung	hung	висіти
to have	had	had	мати (щось)
to hear	heard	heard	чути
to hide	hid	hidden	ховатися
to hit	hit	hit	вдаряти
to hold	held	held	тримати
to hurt	hurt	hurt	завдавати болю
to keep	kept	kept	тримати
to know	knew	known	знати
to lead	led	led	вести
to leave	left	left	полишати
to let	let	let	дозволяти
to lose	lost	lost	втрачати
to make	made	made	робити, створювати
to mean	meant	meant	означати
to meet	met	met	зустрічати
to pay	paid	paid	платити
to put	put	put	класти
to read	read	read	читати
to ride	rode	ridden	їхати
to ring	rang	rung	дзвонити
to rise	rose	risen	підніматись
to run	run	run	бігати
to say	said	said	казати
to see	saw	seen	бачити
to seek	sought	sought	шукати
to sell	sold	sold	продавати
to send	sent	sent	надсилати
to set	set	set	встановлювати
to shake	shook	shaken	трясти
to shoot	shot	shot	стріляти
to show	showed	shown / showed	показувати

Infinitive	Past Simple	Past Participle	Переклад
to shut	shut	shut	закривати
to sing	sang	sung	співати
to sink	sank	sunk	опускатися
to sit	sat	sat	сидіти
to sleep	slept	slept	спати
to smell	smelt	smelt	пахнути
to speak	spoke	spoken	розмовляти
to spend	spent	spent	витрачати
to stand	stood	stood	стояти
to steal	stole	stolen	красти
to swim	swam	swum	плисти
to take	took	taken	брати
to teach	taught	taught	вчити
to tear	tore	torn	рвати
to tell	told	told	розповідати
to think	thought	thought	думати
to throw	threw	thrown	кидати
to understand	understood	understood	розуміти
to wake	woke	woken	прокидатися
to wear	wore	worn	одягати
to win	won	won	вигравати
to write	wrote	written	писати

Vocabulary

Lesson 1

worry
big company
Japan
engineer
housewife
maths
occupation
hairdresser
collecting coins
Cardiff
architect
shop assistant
washing-up

Lesson 2

teeth
beard
eyelash
forehead
eyebrow
haircut
cheek
moustache
hairdo
straight

Lesson 3

optimistic
generous
cheerful
reserved
greedy
talkative
shy
borrow
calm
mess
untidy
hard-working
sensitive
reliable

Lesson 4

stylish
cunning
intelligent
honest
elderly people
primary school
graduate from
school
strict

Lesson 5

nervous
infant
junior
slippery
subject
comprehensive
receive

Lesson 6

give a hand (in sth.)
do the washing-up
hoover
cook meal
do the washing
do the ironing
make one's bed
hammer the nails
do the repairing
water the flowers
complain
chores
carpet

Lesson 8

washing machine
speak over
telephone
say goodbye
leave for work
tidy the room

sweep the floor
clean the dust

Lesson 9

celebrate
bake
cake
lay the table
St. Patrick's Day
Christmas Eve
congratulate
(on sth.)

Lesson 10

naughty
angelic
smile
neighbour
turn on
flood
cry
(kitchen) sink
hall
trick
expert

Lesson 11

successful
famous
advice
perfume
wild animal
deer (pl. deer)
cheetah
ostrich
snail
greyhound
magnificent
leopard
trunk

Lesson 12

rainforest
choke
burn down
smoke
fun-loving
marry
mega-rich
behaviour

Lesson 13

unite
invade
British Isles, the
Celt (the Celts)
Belgium
invasion
Roman Empire, the
Netherlands, the
Denmark

Lesson 14

lap
choice
mushroom
mention
decorate
put up
blow up
balloon
stocking
sweet

Lesson 15

wedding
anniversary
sausage
Indonesia
ceremony
reception
welcome
engagement

bouquet
occasion
groom
bride
veil

Lesson 16

shaving mirror
enormous
goalkeeper
creature
stir
chimney

Lesson 17

repair shop
head staff
sales manager
appearance
stewardess
syringe
scissors

Lesson 18

dream
swimming pool
traffic jam
custom

Lesson 19

newspaper
yard
tire
discover
leave
fire brigade
plane
land
come into view
mud

Lesson 20

umbrella
cartoonist

pen name
bucket
lobby
truth
introduce

Lesson 22

cheese
saucer
jar
jug
glass
oven
fork
knife
grater
ladle
spoon
lid
strainer
pan
frying pan
bowl
gas stove
blender
freezer
mixer
fridge
kitchenware
cookies

Lesson 23

tuna
cereal
jelly
candy
napkin
dessert

Lesson 24

starve
sandwich

Lesson 25

teapot
stout
spout
boil
pour
peel
recipe
sift
measure
beat (eggs etc.)
stir
mix
spread
ingredient

Lesson 26

leaf (pl. leaves)
delicious

Lesson 27

pancake
grapes
borshch
roast
fry
steam
simmer

Lesson 28

crisps

Lesson 29

skin
flour
claw
devil
mended

Lesson 30

flavour
almond
leather
home assignment

favourite
include

Lesson 31

traffic
sports jacket
food processor
liquid
garbage disposal
trash compactor
garbage pail
coffeemaker
toaster oven
can opener
potholder
spice rack
dish rack
dish towel
cookbook
cabinet
counter
canister
faucet

Lesson 32

dressing
saucer
mashed potatoes
cucumber
pear
peach
roast beef
milk shake
pineapple
surprise
crash
round the world
lottery

Lesson 33

terrible
bestseller
unfortunately
fast food

hamburger
ready-made
amazing
true
cow
towards
destroy
believe
go mad

Lesson 34

chicken stock
curry powder
pepper
promising
career
perform

Lesson 36

chemicals
ecological
balance
species
flora
fauna
exhaust fumes
disappear
pollute
suffer
disturb
breathe

Lesson 37

garlic
cure
treat
medicine
pill
health
sick
ill
patient
prescription

consult a doctor
call a doctor
feel well

Lesson 38

veterinarian
surgeon
pharmacist
dentist
pediatrician
optometrist
X-ray
stethoscope
filling

Lesson 39

cough
headache
thermometer
tongue
lungs
fever
aspirin
sore throat
stomachache
toothache
sore
flu
quinsy
running nose
sneeze
bandage

Lesson 41

sprain
hurt
ankle
spot
injure
bang
appetite
allergic
sharp

dull
pain
vacancy

Lesson 43

suppose
nurse
bother
chest
awful
dizzy
chill
itches
shake
rash
measles
mumps
gash
purple bumps
go blind

Lesson 44

appointment
checkup
recommend
prefer
expect
cover
wallpaper
dirty

Lesson 45

knee
drill
tray
dental floss
missing tooth
overbite
braces
fluoride
decay
swollen
hole
space

Lesson 46

scratch
bleed
provide
treatment
general
practitioner (GP)
accident

Lesson 47

injection
eye drops
plaster

Lesson 48

plaque
sparkle
string
biscuit
ham
pipe
leak

Lesson 49

send
invitation
envelope

Lesson 51

climb
championship
chess
basketball
fencing
boxing
cycling
swimming
archery
football
gymnastics
hockey
skating
volleyball
skiing

wrestling
table tennis
horse racing
shot putting
weightlifting
figure skating
(lawn) tennis
ski jumping
soccer (Am.)
referee
slope
lane
court
racket
athletics
serve
score

Lesson 52
draughts

Lesson 53
draw
fan
appear
football
association
function
spread
decade
popularity
century
establish
competition
compete
resist
develop

Lesson 54
hold
take place
revive
champion
contest

contestant
defeat
decide
representative
canoeing
equestrian (sports)
pentathlon
rowing
sailing
shooting
diving
handball
athletics
volleyball
water polo
weightlifting
wrestling
biathlon
bobsleigh
speed skating
cross-country
skiing
downhill slalom
ice hockey
elimination
tournament
winner
loser

Lesson 55
dreadful
skilful
score
point
pass over
brilliant
well-bred
energetic
perspective
willful

Lesson 56
performance
jump

fail
to my mind
aerobics
Lesson 57
skating rink
ballet
Renaissance
culture
folk dance
traditional
social
couple
(in couples)
palace
ordinary
ballroom
waltz
polka
foxtrot
rumba
cha-cha
quickstep
Vienna waltz
jive
pasodoble

Lesson 58
roller skating
body building
karate
squash
master
muscle

Lesson 59
arrow
bowling
pitch
ping pong
wheel
backpack
uniform
jogger

sledding
surfing
oar
helmet
wet suit

Lesson 60
world cup
attack
defend
goal
shout for

Lesson 61
favour
crazy
kicking
heading
dribbling
sneakers
corner kick
kick off
cross pass
free kick
punt
marking

Lesson 62
guess
Never mind!
pedal
balance
push

Lesson 64
band
mixture
I can't stand (sth.)!
beginner
advanced
intermediate

Lesson 65
thriller

soap opera
news
western
comedy
documentary
game show
cartoon
science fiction
horror
cowboy
discovery
wonderful
fantastic
exciting
weather forecast
science fiction
horror film
soap opera
western
feature film
cartoon

Lesson 66

Wheel of Fortune
orchestra
podium
conductor
music sheet
chorus
singer
ballerina
ballet dancer
toe shoe
actress
actor
stage
audience
aisle
spotlight
footlight
orchestra pit
title
preference

Lesson 67

fortnight
book (a ticket, etc.)
ticket office

Lesson 68

outdoor
indoor
knitting
embroidery
sewing
hiking
gardening

Lesson 69

petrol
dangerous
expensive
injury
indulge
spare time
Hungary
Australia
excellent shop

Lesson 70

bird
nest
thaw
chilly
thunder
lightning
shower
rainbow
bloom
overcast
customer

Lesson 72

collection
pleasure
go hiking
friendship
difficulty

hold a meeting
governing body
head of the
meeting
committee
make a decision
procedure
fulfil
information
gathering
design
in advance
equipment
book seats
mountains
select
organise
concert
responsible

Lesson 74

bookstore
appropriate
detective story
exciting
attend
fold
dog's ear
tear
due time
librarian
violation

Lesson 75

nowadays
survey
find out
diagramme
solution

Lesson 76

instant
record
magazine

dictionary
contemporary

Lesson 77

mind
boarding school
weigh
height
instead
measure

Lesson 79

residence
queen
duke
monarch
capital
province
capture
kingdom
reconstruction
cathedral
pollution
damage
bombing
skyscraper
Millennium Dome
dome
exhibition

Lesson 80

landmark
tower
uncomfortable
jewel
conqueror
battle
show
power
remind
powerful
collapse
raven
disappear

ghost
crown
invent
victory

Lesson 81

attract
bargain
dinosaur
antique
sights
exhibit
gallery
catholic
reign
firework
guard
execute
cruel

Lesson 82

gorgeous
behead
ad, advertisement
bridge
necessary
charge
entry
panoramic view
overhead
walkway

Lesson 83

tube, (the)
rat
mouse (pl. mice)
unlike

Lesson 84

attraction
pessimistic
coherent
commemorate
dominate

column
statue
sculptor
charity
persist
circus
converge
advertising
hoarding
exclusive
fleet of ships
proud
department store
tourist destination
giant
bronze
church
chic
wrap
purchase
bun
incident

Lesson 85

duke
attend
troops
shift
monarch
ascend
throne
avenue
banner
forecast
mews
coach
stable
memory
royal
guard

Lesson 86

nonsense
install

church
coronation
bury
warrior
architecture
design
climb

Lesson 88

interrupt
violent

Lesson 89

fix
petition
maid
towel
inability
frustrate
glamour

Lesson 91

mental abilities
generous
fair
inventive
blazer
evil

Lesson 93

scenic
bustling
ascendancy
trade route
Mediterranean
invader
principality
Muscovia
define
severely
irreplaceable
treasure
extensive
revive

explode
repression
turmoil
disaster
national identity
proclaim
independence
diplomatic
relations
reside
flow

Lesson 94

chestnut
blossom
cave
magnificent
innovative
survive
hilly west
stretch out
flat
development
neighbourhood

Lesson 95

pavement
crossroads
traffic lights
pardon
Pardon?
church
flowerbed
crowd
post office
quiet
noisy
attentive
overcrowded
rush hours

Lesson 96

coach
obviously

skyline
skyscraper
trash can
parking lot
traffic light
crosswalk
pedestrian
(street) corner
curb
phone booth
traffic jam
subway
newsstand
street sign
exit
passenger
sidewalk

Lesson 97

refer (to)
rent
numerous
honour
masterpiece
resemble
load
associate
triumphal
emphasise
golden cupola
monk
consolidation

Lesson 99

wardrobe
scissors

glove
mumps
common disease
stairs
knowledge
oats
wages
scales
contents
margin
fighting
goods
tongs
spectacles
trousers
billiards
curtain
jeans

Lesson 101

coincidence

Lesson 102

grave
mound
beloved
steppeland
bound
wide-skirted
wheatland
sunder
chain
bless
foeman
vein
intent

Choose the correct answer.

1. My brother _____ a university student.
a. has b. are c. is d. be
2. What _____ your parents doing now? — They _____ watching TV at the moment.
a. am b. can c. have d. are
3. Oh, dear! Look at the vase! The child _____ broken it! What will my mother say?
a. have b. has c. is d. are
4. I _____ not seen Susan yet.
a. have b. did c. do d. am
5. Jane _____ to the cinema last week.
a. go b. gone c. to go d. went
6. Shhh! Be quiet. The baby _____ sleeping.
a. are b. is c. did d. am
7. We haven't _____ to the zoo so far.
a. been b. are c. was d. were
8. Where _____ you born?
a. were b. have c. are d. did
9. Would you like a cup of coffee? — No, thanks. I _____ had one already.
a. had b. has c. have d. do
10. _____ you swim? — Yes. My father taught me when I was five years old.
a. Could b. Can c. Must d. May
11. You're covered in paint! What have you been _____?
a. done b. doing c. did d. do
12. Where have you been? I _____ been waiting for you for ages.
a. was b. has c. were d. have
13. Where _____ your brother yesterday? I couldn't find him anywhere.
a. was b. be c. were d. is
14. I am very hungry. I _____ anything today.
a. haven't eaten c. didn't eat
b. have eaten d. don't eat

- 15.** I have lost my keys. I _____ find them anywhere.
a. shouldn't c. can't
b. mustn't d. couldn't
- 16.** Why _____ sunglasses? It's cloudy today.
a. is you wearing c. have you wearing
b. do you wear d. are you wearing
- 17.** How often _____ to the cinema? B: About once a month.
a. do you go c. are you go
b. are you going d. do you going
- 18.** He _____ an iphone, an ipad and a computer. He's so lucky!
a. is having c. has
b. have d. does
- 19.** It _____ a lot in Ternopil in winter.
a. snows c. snow
b. is snowing d. has snow
- 20.** What _____ here? — I can't see anything. It's very dark.
a. are you seeing c. does you see
b. do you see d. you are seeing
- 21.** What _____ ? — He is an engineer.
a. s your father doing c. does your father do
b. is your father do d. do your father do
- 22.** Do you play the piano? — No, I _____ any musical instrument
a. am not playing c. hasn't played
b. don't play d. doesn't play
- 23.** "Money _____ on trees!" You should earn it.
a. don't grow c. are not growing
b. doesn't grow d. isn't growing
- 24.** What _____ ?! It looks awful!
a. is you eating c. have you eat
b. do you eat d. are you eating
- 25.** Don't make so much noise. Mike _____ to study for her grammar test!
a. tries c. tried
b. is trying d. try

Introduction 3

REVISION COURSE

Lesson 1 4
 Lesson 2 6
 Lesson 3 8
 Lesson 4 10
 Lesson 5 2

**UNIT I
 FAMILY DUITES, TRADITIONS
 AND HOLIDAYS**

Lesson 6 14
 Lesson 7 16
 Lesson 8 18
 Lesson 9 20
 Lesson 10 22
 Lesson 11 24
 Lesson 12 26
 Lesson 13 28
 Lesson 14 30
 Lesson 15 32
 Lesson 16 34

**UNIT I
 REVISION**

Lesson 17 36
 Lesson 18 38
 Lesson 19 40
 Lesson 20 42
 Lesson 21 (optional)

**UNIT II
 COOKING**

Lesson 22 44
 Lesson 23 46
 Lesson 24 48
 Lesson 25 50
 Lesson 26 52
 Lesson 27 54
 Lesson 28 56
 Lesson 29 58
 Lesson 30 60
 Lesson 31 62

Lesson 32 64
 Lesson 33 66
 Lesson 34 68
 Lesson 35 (optional)

**UNIT II
 REVISION**

Lesson 36 70

**UNIT III
 AT THE DOCTOR'S**

Lesson 37 72
 Lesson 38 74
 Lesson 39 76
 Lesson 40 78
 Lesson 41 80
 Lesson 42 82
 Lesson 43 84
 Lesson 44 86
 Lesson 45 88

**UNIT III
 REVISION**

Lesson 46 90
 Lesson 47 92
 Lesson 48 94
 Lesson 49 96
 Lesson 50 (optional)

**UNIT IV
 SPORTS ACTIVITIES**

Lesson 51 98
 Lesson 52 100
 Lesson 53 102
 Lesson 54 104
 Lesson 55 106
 Lesson 56 108
 Lesson 57 110
 Lesson 58 112

**UNIT IV
 REVISION**

Lesson 59 114
 Lesson 60 116

Lesson 61 118
 Lesson 62 120
 Lesson 63 (optional)

**UNIT V
 LEISURE. ACTIVITIES. ARTS**

Lesson 64 122
 Lesson 65 124
 Lesson 66 126
 Lesson 67 128
 Lesson 68 130

**UNIT V
 REVISION**

Lesson 69 132
 Lesson 70 134
 Lesson 71 (optional)

**UNIT VI
 AFTER-SCHOOL ACTIVITIES**

Lesson 72 136
 Lesson 73 138
 Lesson 74 140
 Lesson 75 142

**UNIT VI
 REVISION**

Lesson 76 144
 Lesson 77, 78 (optional)

**UNIT VII
 LONDON SIGHTS**

Lesson 79 146
 Lesson 80 148
 Lesson 81 150
 Lesson 82 152
 Lesson 83 154

Lesson 84 156
 Lesson 85 158
 Lesson 86 160

**UNIT VII
 REVISION**

Lesson 87 162
 Lesson 88 164
 Lesson 89 166
 Lesson 90 168
 Lesson 91, 92 (optional)

**UNIT VIII
 SIGHTSEEING KYIV**

Lesson 93 170
 Lesson 94 172
 Lesson 95 174
 Lesson 96 176
 Lesson 97 178
 Lesson 98 180
 Lesson 99 182

**UNIT VIII
 REVISION**

Lesson 100 184
 Lesson 101 186
 Lesson 102 188

**UNIT IX
 (APPENDIX)
 HOME READING**

Hermann Melville
 Moby Dick..... 190
 Jerome K. Jerome
 Three Men in a Boat 196
 Irregular Verbs 202
 Vocabulary 205

Навчальне видання

Морська Лілія Іванівна

АНГЛІЙСЬКА МОВА

(7-й рік навчання)

ПІДРУЧНИК ДЛЯ 7 КЛАСУ
загальноосвітніх навчальних закладів

Рекомендовано Міністерством освіти і науки України

Видано за рахунок державних коштів. Продаж заборонено

Головний редактор *Іван Білах*
Редактор *Ігор Миколів*
Дизайн і комп'ютерна верстка
Анатолія Сагана, Олени Березовської

Підписано до друку 20. 11. 2015. Формат 70×100/16. Папір офсетний.
Гарнітура Pragmatica. Друк офсетний. Умовн. друк. арк. 17,496.
Обл.-видавн. арк. 18,5. Тираж 3692 пр. Зам. №69.

ТзОВ «Видавництво Астон»
46006, м. Тернопіль, вул. Гайова, 8
Свідоцтво про внесення до Державного реєстру суб'єктів
видавничої справи ТР №28 від 09.06.2005 р.