

Oksana Karpyuk

ENGLISH

Student's Book



Tense Forms of the English Verb

ACTIVE VOICE

Past Simple

Tom **did** his homework yesterday.

Past Perfect

Tom **had done** his homework before he played football with his friend.

Past Continuous

Tom **was doing** his homework when we called him yesterday.

Past Perfect Continuous

Tom **had been doing** his homework for two hours when we saw him.

Present Simple

Tom **does** his homework every day.

Present Perfect

Tom **has done** his homework already.

Present Continuous

Tom **is doing** his homework now.

Present Perfect Continuous

Tom **has been doing** his homework for two hours.

Future Simple

Tom **will do** his homework tomorrow.

Future Perfect

Tom **will have done** his homework by the time you see him.

Future Continuous

Tom **will be doing** his homework when you come tomorrow.

Future Perfect Continuous

Tom **will have been doing** his homework for two hours by the time we see him.

Оксана Карпюк

АНГЛІЙСЬКА МОВА

(7-й рік навчання)

Підручник для 7-го класу
закладів загальної середньої освіти

2-ге видання, перероблене

Oksana Karpyuk

ENGLISH

Year 7

A textbook for the seventh form of secondary schools

Рекомендовано Міністерством освіти і науки України

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STARTING UP

1 Match the pictures and the topics. In pairs, talk about yourself. Say at least 2-3 sentences on each topic.

Family

School

Sports

Friends

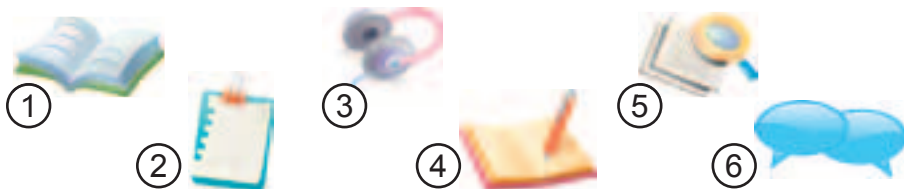
Food

Home town



2 Look through your Student's Book. Answer the questions.

- 1 How many units are there in the book?
- 2 How many lessons are there in a unit?
- 3 What is the title of Unit 4?
- 4 What is in the 'Remember!' boxes?
- 5 Where can you find a list of irregular verbs?
- 6 What do symbols below mean?



- 7 How many 'My Learning Diary' sections are there altogether?
- 8 What can you find at the back of the book?

3 Write out the sentences which are true for you.

In class I like ...

- working in pairs
- doing projects in groups
- talking to my friends in English
- learning by playing games
- doing a lot of exercises
- reading interesting things
- doing tests to check my learning
- reading about the world
- learning more about English speaking countries
- listening to stories in English



4 Complete the sentences and share your thoughts with a classmate. (More than one item is possible.)

- 1 I think learning English is...
 useful difficult interesting
- 2 When I speak English I feel...
 happy shy like a different person
- 3 I am good at...
 speaking reading listening writing
- 4 I am not so good at...
 speaking reading listening writing
- 5 I sometimes ... outside the class.
 talk to English speakers
 surf the Internet watch TV in English

5 a) Review the expressions.

What does ... mean? — I'm sorry, I don't know.

Could you help me, please?

I don't understand.

Can I borrow your pencil / rubber?

Is this correct?

Excuse me, can I go out?

How do you spell ...?

What's the English word for ...?

b) Work in pairs. Make some short dialogues with the expressions above.

Example: — What's the English word for “щоденник”?

— It is a 'diary' in English.

— How do you spell it?

— D - I - A - R - Y.

— Thank you.

Unit 1

IN AND OUT OF SCHOOL

- In School
- After School

Pre-reading questions

- Are you happy to be back to school?
- How many subjects do you study this year?
- What does your school building look like?
- What school activities can you do?
- What do you do after school?
- Are you a member of a club?

IN SCHOOL

VOCABULARY



1 Look at the plan of a school. Find the right words.

- 1 a room where pupils have their lunch
- 2 a room where you get ready for a PE lesson
- 3 a room for teachers
- 4 a place where you leave your jacket, shoes and other things
- 5 a room where you do experiments
- 6 a room where you paint and draw
- 7 a room for the headmaster
- 8 a room where you can find a lot of books

Ground floor

Gym	Boys, changing room	Classroom	Lockers	Stairs	School kitchen
	Girls, changing room		Computer room 1		Classroom
					Lockers

First floor

Cathy's classroom	Science lab	English classroom	Toilets	Stairs	Library	
Art classroom	Music classroom	Mike's classroom	Computer room 2	Computer room 3	Staffroom	Headmaster's office

Lesson 1

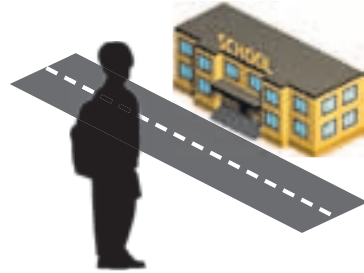
2 Look at the plan of the school. Choose the correct word.



between



next to



opposite

- 1 The lockers are (*next to/between*) the canteen.
- 2 The science lab is (*next to/opposite*) the music classroom.
- 3 The staff room is (*between/opposite*) the computer room and the headmaster's office.
- 4 Mike's classroom is (*between/opposite*) the English classroom.
- 5 The art classroom is (*opposite/next to*) Cathy's classroom.
- 6 The computer room 1 is (*opposite/next to*) the girls' changing room.

3 Work with a friend. Ask and answer.

A: Is the science lab
next to the toilets?

B: Yes, it is.

A: Wrong answer!

OR

A: Where is the science lab?

B: Opposite the music
classroom.

A: Correct!

4 Draw a plan of your school. Present it in class.



VOCABULARY BOX

a canteen [kæn'ti:n]

a gym [dʒɪm]

a headmaster [,hed'mɑ:stə]

a library ['laɪbrəri]

a locker ['lɒkə]

a science lab ['saɪəns læb]

LISTENING



1 *Have a look at Emma's school's website below.*

Ask and answer in pairs.

- 1 What's her school called?
- 2 Where is it?
- 3 How many students are there?
- 4 How many students are there in each class?
- 5 What kind of activities can you do there?
- 6 How many subjects are there altogether?
- 7 What subjects or activities can you see in the pictures?

GREEN BUSH SCHOOL



Address: 15 Park Road, Liverpool

Size: 300 students

Size per class: 18

Type: Day School

Subjects: Art, Biology, Chemistry, Design and Technology, English Language, English Literature, French, German, Latin, Geography, IT, History, Mathematics, Music, PE, Physics

Activities: Chess, Choir, Computing / IT, Public Speaking, 1st Aid, Orchestra, Drama Group, Film Club, Swimming

Facilities: Science Lab, Library, Art and Design Room, Sports Hall, Computer Room, Canteen, Football Pitch, Tennis Court

Staff: Headmaster Mr Henry Black



Lesson 1



2 Listen and complete the sentences.

- 1 There are a lot of photos on the ...
 - a) poster
 - b) school's website
 - c) wall
- 2 They have different rooms
 - a) in different buildings
 - b) for different activities
 - c) for different subjects
- 3 Literature is more about ...
 - a) writing
 - b) spelling
 - c) reading
- 4 Three mistakes in a test and you get a(n) ...
 - a) E
 - b) B
 - c) C



a court
[kɔ:t]



a pitch
[pɪtʃ]

3 Answer the questions about your own school.

- 1 Are there more than 200 pupils in your school?
- 2 Is there a sports hall in your school?
- 3 Is there a playground next to the school?
- 4 Are there any posters on the wall in your English classroom?
- 5 Do you like Literature? Why?
- 6 Is there a very strict teacher in your school?

VOCABULARY BOX

- an activity** [æk'tɪvəti]
aid [eɪd]
a facility [fə'sɪləti]
Biology [baɪ'ɒlədʒi]
Chemistry ['kɛmɪstri]
a choir [kwaɪə]
an orchestra ['ɔ:kɪstrə]
Physics ['fɪzɪks]
Technology [tek'nɒlədʒi]

REMEMBER!

There is ... / There are ...

Ми розпочинаємо речення зі структур 'There is' / 'There are' тоді, коли говоримо про речі / осіб / явища, котрі можемо знайти у певному місці.

There is a new Computer Room.

Is there a canteen in your school?

There are 300 students in our school.

Are there any strict teachers in your school?

There is = There's

4 Read and answer the question below.

DO YOU KNOW?



In the USA and some other countries parents sometimes take a role of teachers and teach their children at home. Why do parents do this? They don't like regular schools.

They believe¹ that there are too many students in the class or that there is too much bullying. In other cases², children whose parents spend a lot of time travelling can't go to regular schools. There are about 2,5 million children in the USA whose parents are also their teachers.

- Why do some parents teach their children at home?

¹to believe [bi'li:v] — вважати

²a case [keɪs] — випадок

VOCABULARY BOX

bullying ['bʊliŋ]

regular ['regjələ]

Lesson 1

READING



1 Listen and read. Describe what you can see in the new part of the school.

Stella: And what's your favourite subject?

Emma: IT and Art.

Stella: IT. What's IT?

Emma: Information Technology.

Mr Jones teaches IT. He's great.

Stella: Is he young?

Emma: Well, youngish, I'd say. But he is nice and fair. He always makes us laugh. And there is a new IT room. It's great.

There are 20 computers and a big screen.

Stella: What is a *Day School*? You don't go to school at night, do you?

Emma: Ha-ha! No, it means my school is not a boarding school.

Boarding schools are schools where children live. They go home only for the holidays. We stay at school from 8.30 until 4 o'clock, as you know.

Stella: There are a lot of activities you can choose from.

Emma: Yes, I'm in the Drama Group and Film Club.

Stella: Sounds interesting.

Emma: I'll show you around. The old part of the school is a bit shabby. The new part of the school is modern and spacious. It's really nice. There's an IT room, a Science lab and an Art room on the first floor and there is a library and a canteen close to the entrance.

Stella: Oh, it's getting late. You must be hungry. Let's have something to eat.



2 Say if the sentences are true or false.

- 1 IT and Art are Stella's favourite subjects.
- 2 Mr Jones teaches English.
- 3 Mr Jones is a very strict teacher.
- 4 Emma goes to a boarding school.
- 5 Emma doesn't like acting.
- 6 The canteen and the IT room are on the second floor.

VOCABULARY BOX

boarding ['bɔːdɪŋ]

school

fair [feə]

shabby ['ʃæbɪ]

spacious ['speɪʃəs]

to mean [mi:n]

- to be close (to)
- to show around

3 Work in pairs. Practise reading the dialogue on page 13.

REMEMBER!

Words to describe
a school building

It's	big
	nice
	modern
	spacious
	shabby

Words to describe
teachers

He / She is	nice
	strict
	fair
	kind
	young(ish)

4 Fill in the missing words (see pp. 10-13).

Emma's school is called It's a day school because children stay at school from 8.30 until

There ... 300 students in her school.

The school is quite big. The old part is a bit ... , but the new part is modern and There is a ... lab, a library, a (an) ... room, and there's a canteen close to the entrance.

Emma's favourite subjects are ... and Some of the teachers are ... , like Mr Beard. He always says that ... and ... are very important. Students like fair ... like Mr He ... IT and he often makes students

Lesson 1

5 a) Read and say what is unusual about this school.

SCHOOL OF THE AIR

Sarah and her brother live in Australia. The nearest school is 400 km away from their home, so they learn at home. Their school is called *School of the Air*. At first, it used radio. Now, it is using satellite¹ technology. The teachers teach at one of the teaching studios. They use a video camera and an electronic whiteboard. Students have a small web camera on their computers. Students write e-mails to teachers and other students. They can see them on the screen² and talk to them over a microphone³. They get a chance to meet their 'screen' classmates once a year at a sports day or at a school camp.



b) In groups discuss the items below.

- Would you like to study at School of the Air?
- Do you think the pupils miss their classmates?

¹a satellite ['sætəlaɪt] — *n.* супутник, *adj.* супутниковий

²a screen [skri:n] — екран

³a microphone ['maɪkrəfəʊn] — мікрофон

GRAMMAR



REMEMBER!

- Ми вживаємо **must** (або **have to**) для вираження необхідності.
*I **must** do my homework.* (My teacher gets angry when I don't do it)
*I **have to** do my homework.*
- Ми вживаємо **mustn't** для вираження заборони, недозволеності.
*We **mustn't** bring pets to school.*

**Read § 8,
pp. 206-207.**

1 Complete with 'must' or 'mustn't'.

Teenagers...

- 1 ... spend long hours at the computer.
- 2 ... do their homework on time.
- 3 ... smoke or drink alcohol.
- 4 ... learn to be kind to others.
- 5 ... look neat and tidy.
- 6 ... be rude¹.
- 7 ... skip breakfast.
- 8 ... use their mobile phones in school.

REMEMBER!

- Ми вживаємо **needn't** для вираження відсутності у потребі або необхідності.
*You **needn't** take a coat. It's warm outside.*
*We **needn't** study for the test because the teacher has cancelled² it.*

**Read § 8,
p. 208.**

¹rude [ru:d] — невічливий, брутальний

²to cancel ['kænsəl] — скасовувати

Lesson 1

2 Complete with the correct or the best answer.

- 1 ... to go now?
a) *Must we* b) *Do we have* c) *Mustn't we*
- 2 Pupils ... eat their lunches outside the canteen.
a) *needn't* b) *mustn't* c) *don't have to*
- 3 ... to help with food and drinks at the party next Friday?
a) *Did you have* b) *Must you* c) *Will you have*

3 Complete the sentences so they are true for you.

Use: *must, mustn't, needn't, have to, don't have to.*

(More than one choice is possible for some sentences.)

- 1 I ... wash the family car every week.
- 2 I ... ask for more pocket money than my parents can give me.
- 3 You ... take your umbrella. It won't rain.
- 4 I ... wear dirty or funny clothes to school.
- 5 I ... study harder to get better marks.
- 6 I ... go out now.

4 Choose the correct answer.

Naomi: Barbara, are you ready to go to the concert? We (*needn't / have to*) leave now. Oh, and don't forget the tickets.

Barbara: Naomi, you (*don't have to / mustn't*) tell me that every two minutes. Do we (*have to / must*) take chairs? Isn't the concert in the park?

Naomi: No, we (*don't have to / mustn't*) take chairs. There will be chairs there. By the way, we (*mustn't / needn't*) forget to take sandwiches with us.

Barbara: Well, let's hurry up! We (*don't have to / mustn't*) be late!



SPEAKING



1 Look at the rules and complete the sentences on page 19.

SCHOOL UNIFORMS

Wear the full uniform (a white shirt, a green pullover, black shoes (no trainers).

- Girls — black skirts (no mini skirts, make up or jewellery).
- Boys — black trousers, a tie.

NOTICE TO PUPILS

- Come to school on time.
- Don't make noise in the corridors.
- Stay in the playground during breaks.

BIKES and IN-LINE SKATES

- Leave your bike locked on the bike rack.
- Wear a helmet.
- You must have working front and back brakes.
- No kind of wheels is allowed inside the building.

PETS

- Do not bring your pets to school.

GADGETS

- Switch off your mobile phones.
- Do not bring iPods to school.

Notice to Pupils



Lesson 1

- 1 Pupils have to come to school on ...
- 2 They have to stay in the ... during breaks.
- 3 Girls have to wear ... , ... , ... and
- 4 Boys have to put on ... , ... , ... , ... and
- 5 Girls mustn't wear ... , ... or
- 6 Pupils mustn't bring ... or ... to school.
- 7 They mustn't make ... in the corridors.
- 8 Pupils mustn't use their mobile



- 2 **Read the dialogues and complete them with 'must' or 'mustn't'. Then listen to check your answers.**

Dialogue 1

Mrs Pott: ...and then he set off to run 42 km to bring the news of the Greek victory... . (*Dring-dring...*)
... because there were NO mobile phones then!

Emma: Sorry, Mrs Pott. It's mine. (*Dring-dring*).

Mrs Pott: Emma, you ... switch it off.

Emma: It is switched off. I think it's yours, Mrs Pott.

Dialogue 2

Pino: A new helmet. Cool!

Tim: Yes, it cost a fortune. I ... fix my back brake now.

Pino: Yeah, a new rule. And you ... leave your bike here.

Tim: Yes, I know. Off I go — to the bike rack. Ouch!

Pino: He ... REALLY fix his back brake.

Dialogue 3

Lee: What subject do we have first?
(*Peter has headphones on.*)

Peter: To-to-to-to-to (*He is listening to the iPod, drumming with his pencils.*)

Lee: Peter, PETER! Turn it down!!!

Peter: Are you talking to me?

Lee: YEES! You ... turn it off. Mr Beard is coming.

3 Work in pairs. Read the dialogues, then choose one and act it out.

4 a) Read the phrases and sort them out in 3 groups.

chew gum, skip classes, stand up when the teacher comes into the class, tidy up the class after the lesson, wear school uniforms, bring a letter from a doctor when you are ill, eat and drink in the library, do homework every day, stay longer if you break the rules, walk on the left in the corridor, go out during breaks

IN MY SCHOOL

We have to (We must)	We don't have to	We mustn't

b) Work in pairs. Ask and answer the questions.

A: Can you chew gum in your school?

B: No, we can't. We mustn't chew gum in school.

5 Work in groups. Share your opinions about school.



Oh, school is the best thing in the world!
There's ...
It's ...
I ...



Do I love school?
I don't know.
Of course, ...
But sometimes ...



Oh no! I don't like school.
I have some problems with ...
I hate ...

Lesson 1

WRITING



LEARNING TIP

HOW TO DESCRIBE A PLACE

- 1 What it looks like:
 - a) what floor the room is on;
 - b) its size (how long, high and wide it is);
 - c) if there is a balcony or there are windows;
 - d) what colour the walls are and how the room is decorated;
 - e) the furniture;
 - f) the equipment.
- 2 What kind of lessons or activities are held there.
- 3 What special thing there is there.
- 4 How many people the room can hold.
- 5 What feelings and emotions you experience there.

1 Describe one of your classrooms.

2 Write about your school. Use the text in task 1 on page 13 as an example.



AFTER SCHOOL

VOCABULARY & READING



1 Find pairs in both columns. Match the activities to the pictures.

- 1 to do
- 2 to watch
- 3 to play
- 4 to go to
- 5 to take part
- 6 to practise
- 7 to shoot
- 8 to ride
- 9 to go for
- 10 to surf

- a a walk
- b in an afterschool activity
- c the Net
- d playing an instrument
- e films
- f TV
- g computer games
- h sport
- i the cinema
- j a bike



Lesson 2



2 Work in pairs. Ask and answer. Use the phrases below.

A: How often do you play sports?

B: Three times a week.

— How often do you

do sport?
watch films?
play the instrument?
go to the cinema?
ride a horse?
go for a walk?

— Not very often.

— Once a week.

— Twice a week.

— Three times a day.

— Sometimes. / Every day. / Rarely. / Never.

3 Interview your classmates

and find out who of them is:

the actor, the photographer,

the singer, the chess player,

the hacker, the runner, the dancer

REMEMBER!

sing + (-er) → singer

act + (-or) → actor

4 Read and name the afterschool activities that the children do.

I'm a member of a film club. We shoot films and cover all the important school events. It's a lot of fun. We don't get together very often, just twice a week. I like it because I love films. I also enjoy hanging around with friends. We love going to the cinema together. We buy tickets online.



I go to the park or playground with my friends. I ride my bike. We like doing all sorts of tricks. Of course, I wear my helmet. You have to wear it when trying out new things.



I'm crazy about gaming. But my mum doesn't want me to play as much as I'd like to. Sometimes my dad joins me and we play against each other. Then my mum really gets mad.



I play the violin. I can also play the piano but not very well. I practise two hours a day. I like the violin because it's a very handy instrument. The best thing is playing in a school orchestra. I dream of playing in the Philharmonic orchestra one day.



VOCABULARY BOX

an event [i'vent]

a member ['membə]

to dream [dri:m]

to practise ['præktɪs]

to try out ['traɪaʊt]

handy ['hændi]

● **to be keen on**

● **to get together**

[ˈgettə,geðə]

● **to hang around (with)**

● **to join in**

Lesson 2

5 Complete the sentences.

John likes his film club
Vicky wears her helmet
Rosie's mother gets mad
Liz likes playing in a school orchestra

because ...

a helmet
['helmit]



to do a trick



6 Read and choose the club. Explain your choice.

These are ads of some clubs that children from Redhill School can join in.

JUDO CLUB

Do you want to try judo?
Classes are great fun.
Interested?



Well, put your name down.
Last year the classes
were very popular!

Your name: _____

JOIN OUR CLUBS

- ✓ Art club
- ✓ Woodwork club
- ✓ Chess club
- ✓ Photography club
- ✓ Sports club
- ✓ Music club



I can join ... club.
I can take part in ...
I like it because...

Come to our
DRAMA CLUB
on Friday, 4 pm



DO YOU WANT TO BE A STAR?

LISTENING



1 Listen and find out what you mustn't do online.

New Technology and Children



2 Listen again and say if the sentences below are true or false.

- 1 Some parents are worried about their children who spend all day playing computer games or surfing the Net.
- 2 When you spend too much time in front of your computer, you don't get enough exercise.
- 3 The Internet helps Emma with learning.
- 4 Posting a photo online is safe.
- 5 The Internet helps to download music.

VOCABULARY BOX

information [ˌɪnfə'meɪʃn]

networking [net'wɜ:kɪŋ]

safety ['seɪftɪ]

to download ['daʊnləʊd]

to join [dʒɔɪn]

to post [pəʊst]

dangerous ['deɪnʒərəs]

online ['ɒnlaɪn]

safe ['seɪf]

social ['səʊʃl]

- **be/get upset (about)**
- **keep repeating smth**

Lesson 2

- 6 You mustn't watch video clips online.
- 7 Emma is happy to join social networking sites.
- 8 Emma's classmates mustn't join any of the chat rooms at school.
- 9 It's a lot of fun to meet up with people you meet online.
- 10 It's dangerous to give out any personal information on the Internet.

REMEMBER!

too / enough

There is not **enough** practice.
You should do **enough** exercises.
There is **too** much information.
There are **too** many computers.

3 Work in pairs. Ask and answer the questions.

- 1 What is the topic of the show?
- 2 Why does Mrs Fisher get upset?
- 3 What does Emma use a computer for?
- 4 What do Emma's parents keep repeating?
- 5 Does Emma play games online?
- 6 What mustn't Emma do at school?
- 7 Why are parents and teachers worried about safety online?

REMEMBER!

Asking for Opinion or Feelings

What do you think about it?	I think... / I don't think... because ...
Do you think that games are fun?	I believe ...
Why do you think so? Why do you get upset / angry?	Because...

4 Look back at the sentences in task 2. Ask your partner for his / her opinion.



5 Listen and sing the song.

Show Me Your Face

I am going to send an e-mail
 Although I can't see your face.
 I'm going to meet you some day
 Out in time and space.

Refrain:

Show me your face.
 Am I asking much?
 Out in time and space
 All I need is a human touch.

I'm going to search for night and day,
 I'm going to contact you.
 Can you help me to find the way
 To make all my dreams come true?

Refrain.



GRAMMAR



REMEMBER!

too + adjective¹ / adverb² (занадто)

*She is **too** young to travel alone.*

(She can't travel alone.)

*He drives **too** fast.*

(He should not drive so fast.)

Adjective / Adverb + enough (достатньо)

*This camera is good **enough**.*

(And I like it.)

*She got up early **enough**.*

(She will come to school on time.)

¹an adjective

[ˈædjəktɪv] —

прикметник

²an adverb [ˈædvɜːb] —

прислівник

Lesson 2

1 Complete each sentence with 'too' or 'enough' and one of the adjectives from the box.

late, heavy, cheap, fat, short, light, good

- 1 I can't wear this skirt. It's
- 2 Tom can't buy this camera. It isn't
- 3 Winnie-the-Pooh couldn't get through the hole. He was
- 4 Let's buy these jeans. They are
- 5 I can't carry this suitcase. It is
- 6 Where is Mike? It is
- 7 Switch on the lamp. It is not

REMEMBER!

<p>enough too much too many</p>		<p>+ Noun</p>
---	--	---------------

There *is* **too much** water.
There *are* **too many** cars.
There *isn't* **enough** sugar.
There *aren't* **enough** books.

2 Choose 'too' or 'enough' to complete the sentences.

- 1 There is ... much music to download.
- 2 There aren't ... classrooms for pupils.
- 3 There are ... many photos on their school's site.
- 4 Are there ... computers in the classroom?
- 5 She spends ... much time on the Internet.
- 6 It is ... dangerous to meet up with people you meet online.
- 7 I should give ... personal information to take part in this activity.
- 8 There are ... many social networking sites today.
- 9 There wasn't ... time to prepare for the exam.
- 10 There aren't ... teachers in the school.

3 Choose the correct word.

- 1 There are (*too much* / *many*) hotels in the town.
- 2 There are (*too much* / *many*) people on the plane.

- 3 They haven't got (*many / enough*) water in the bath tub.
- 4 There aren't (*much / enough*) hotels at the seaside.
- 5 I've got (*too much / many*) work to do.
- 6 There wasn't (*many / enough*) rain last month.
- 7 There is (*too much / many*) salt in the soup.

4 Complete the sentences.

a) Use 'too' or 'enough' and the adjectives from the box.

sweet, hot, long, warm

- 1 Could I have some water, please? The tea is
- 2 Jane, you should get a hair cut. It's
- 3 You needn't your coat today. It is
- 4 The coffee isn't ? Can I have some sugar, please?

b) Use 'too much' or 'too many'.

- 1 I can't watch the film. I've got ... homework.
- 2 I can't find the pen! There are ... books on the desk.
- 3 I didn't enjoy the holidays. There were ... people there.
- 4 Don't make ... noise. I've got a headache.

5 Put the sentences into the proper word order.

Write them in your notebook.

- 1 enough we have just to get to the airport time
- 2 she much has work to do too
- 3 enough I do have money not for Australia a trip to
- 4 enough that not is paint room for this
- 5 sweets give don't too her many
- 6 enough she tall is not to top shelf reach the
- 7 enough people that's pasta for two
- 8 for him much too that is to carry
- 9 enough is baby the warm?
- 10 enough I think that big for us flat is

Lesson 2

SPEAKING



1 *Work in pairs. Look at the photos and speak about each one.*

- What activity are they doing?
- Is it an afterschool activity or a lesson?
- Do you have the same activity at your school?



2 Look at the leaflet and answer the questions.

- What is the leaflet about?
- Where could you see it?
- How many clubs are there?

CLUBS and ACTIVITIES

Bolton Middle SCHOOL

Clubs meet at 4:30, right after school.

Art Club: Are you keen on painting? Then, join us! We work in groups and learn how to draw and paint. We also go on trips to art museums!
Meetings: Wednesdays & Fridays



Drama Club: Are you good at acting? Our drama club is the club for you. We write and present our own plays! We also go to the theatre a lot!
Meetings: Mondays



Sports Club: Do you want to have fun? Go cycling, swimming and windsurfing with us, or play football, basketball or baseball in one of our teams!
Meetings: Tuesdays



Computer Club: Are you interested in computers? Learn new programmes, use our PCs to do your homework and play the best computer games ever!
Meetings: every day



Book Club: Are you fond of literature? Read exciting novels, talk about them and exchange books.
Meetings: Mondays, Thursdays & Fridays



Music Club: Are you mad about music? Then join one of the bands in our club and ... let the good times rock!
Meetings: Fridays



Photography Club: Are you interested in photography? Come to our club, print your own pictures and meet people who love photography!
Meetings: Tuesdays & Thursdays



Lesson 2









3 **Work in pairs. Talk to your partner about the clubs in Bolton Middle School you want / don't want to join.**



I would like to join the Art Club because it's fun. I don't want to join the Sports Club. I think it's tiring.



I'm afraid you're wrong. In my opinion, Sports Club is great. I like sports activities. I'll join the Sports Club! But I won't join the Photography Club. In my opinion, it is boring.

-  dull
-  tiring
-  awful
-  boring
-  fun
-  interesting
-  brilliant
-  fantastic

REMEMBER!

Expressing Opinions

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

Agreeing

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

Disagreeing

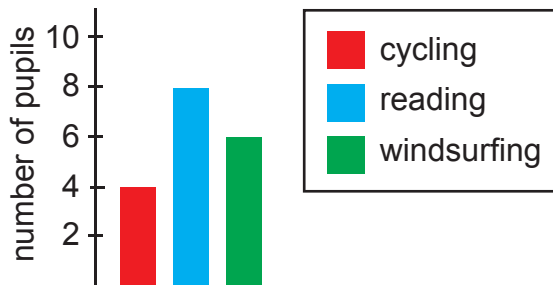
- I'm afraid you are wrong.
- That's not right.
- Absolutely not.
- I disagree.

4 **Do a survey¹ about your classmates' favourite free time activities.**

Make a graph.

A: What do you like doing most in your free time?

B: I love going cycling.



¹a survey [sə'vei] — дослідження

- 5 **Look at these announcements and say what events they inform about.**



THE CHESS CLUB

is holding
a chess tournament
on Saturday at 2 pm.

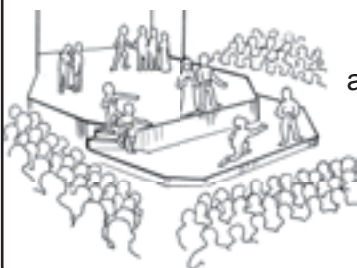
All lovers of chess are
invited to take part in it.

It is hoped many will
attend it.

THE SCHOOL THEATRE



wishes to announce it is holding a new
performance. It will be held in the
Assembly Hall tomorrow, beginning
at 4 pm. All pupils are welcome.



Don't forget
about the new
performance
in the
Hall
tomorrow.

VOCABULARY BOX

an announcement [ə'naʊnsmənt]

an Assembly Hall [ə'sembli hɔ:l]

a performance [pə'fɔ:məns]

a tournament ['tɔ:nəmənt]

to announce [ə'naʊns]

to attend [ə'tend]

to perform [pə'fɔ:m]

exciting [ɪk'saɪtɪŋ]

WRITING



- 1 **Write some rules for the safe use of the Internet. Explain them.**
- 2 **Make an announcement about any afterclass activity or a school event you are going to have. Work in groups.**

1 *Read and draw a plan of this small school.*

The science lab is next to the toilets, and the janitor's room is opposite the toilets. The gym is opposite the science lab and it is between the changing room and the janitor's room. The computer room is opposite the staffroom. The headmaster's office is between the canteen and the staffroom. The lockers are opposite the canteen. The library is between the computer room and the science lab. There are changing rooms opposite the library. And there is one more classroom. It is the music classroom. Where is it?

2 *Fill in the sentences with the missing words from the box.*

activities, the Assembly Hall, needn't,
school, theatre, lab, joined, uniform

Yesterday we visited a new... that was opened up in our town. All the pupils wear green ... there. But they ... wear it after classes. Afterschool ... usually start at 3 o'clock in the afternoon. Lots of pupils ... different clubs. The school has got an excellent They held performances in The Science Club is on Tuesdays and Fridays in the ... where pupils have got their Science classes.

3 *Complete with 'must' or 'mustn't'.*

- 1 You ... do your homework every day.
- 2 You ... be rude to your parents.
- 3 You ... worry about the exam.
- 4 We ... buy some flowers for the party.
- 5 You ... drink too much coffee.
- 6 You ... clean your teeth every day.
- 7 You ... drive fast.
- 8 You ... drink a cup of milk every day.
- 9 You ... exercise three times a week.
- 10 You ... eat too many sweets.

4 Complete the second sentence so that it means the same as the first. Use the word in brackets.

1 This tea is very sweet. I can't drink it. This tea is ... (too)

Example: *This tea is too sweet for me.*

2 The weather's cold and this jacket is too light.

This jacket is ... (enough)

3 You don't need any more computer games.

You've got ... (enough)

4 I've got a lot of homework to do. I can't finish it all.

I've got ... (too)

5 She got up late so she was late for school.

She was late for school because she ... (enough)

6 You should eat more slowly.

You eat ... (too)



5 a) Listen and read, then say if the teacher is a married woman.

Ms Jones: Good morning, children!

Children: Good morning, Ms Jones!

Ms Jones: As you already know, I am your new form teacher. I know that you have got a lot of questions for me, so shoot!

Jessica: Ms Jones, is the library open all day?

Ms Jones: Yes, it is.

Pete: Are the computer rooms on the first floor or on the ground floor?

Laura: Are our lockers next to the classroom or opposite the entrance?

Ms Jones: Ok, ok... Too many questions at once. I've got a plan of our school for you, so you can find your way around.

Mike: Why is PE only twice a week?

Ms Jones: Well, I don't know. But we have got six sports groups at school, so you can join in.

Laura: Are you the coach of the school volleyball team?

Ms Jones: Yes, I am.

Jessica: Is volleyball your favourite sport?

Lessons 1-2



Ms Jones: Yes, it is. But I like other sports, too.

Mike: Have you got any hobbies?

Ms Jones: Yes, I have. I like cooking. I collect recipes. I've got 2,000 recipes from many different countries.

Mike: Have you got a pet?

Ms Jones: I have got a beautiful dog — a bobtail called Fluffy.

Jenny: Ms Jones, have you got any children?

Ms Jones: No, I haven't.

Jenny: Are you in love?

Ms Jones: Now, now... I think that's enough about me. Now I've got questions for you. But first, I'll tell you a joke.

b) Choose the correct answer.

- 1 Ms Jones is a new

a) Art	teacher.
b) form	
- 2 The pupils have got a lot of

a) questions	for their teacher.
b) jokes	
- 3 Ms Jones has got

a) a plan	of the school for her pupils.
b) a picture	

- 4 There are *a) seven* sports groups at school.
b) six
- 5 Ms Jones is the coach of the school *a) football* team.
b) volleyball
- 6 Her hobby is *a) drawing.*
b) cooking.
- 7 She has got *a) 2000* recipes from different countries.
b) 3000
- 8 Ms Jones has got *a) a dog* called Fluffy.
b) a cat

c) Work in a group of 5. Act out the talk in (a).

6 a) Before listening answer the questions.

- How often do you play computer games?
- Do you play violent games?
- Do you think that playing computer games makes children aggressive?
- Does playing computer games isolate you from others or help to make friends?

b) Listen and say what the experts are talking about.



Lessons 1-2



7 Listen again and say if it is true or false. Work in pairs.

- 1 Parents have to set a time limit for children when they play games or surf the Net.
- 2 There are many good games that make children think faster or teach them new skills.
- 3 Games help to solve problems children have with others.
- 4 Games don't make children aggressive.
- 5 Sitting alone in a room isolates you from the real world and other people.
- 6 You needn't hang out with other children if you have an interesting computer game to play.

8 Work in groups. Discuss the items below. Express your opinion.

Being online can be dangerous. Parents and teachers must warn¹ their children about the dangers in the same way they warn them when they go swimming or riding their bike. (a)

You should spend a lot of time with your friends and family, having fun in different ways. The Internet is very useful as long as you use it in a clever way. (b)

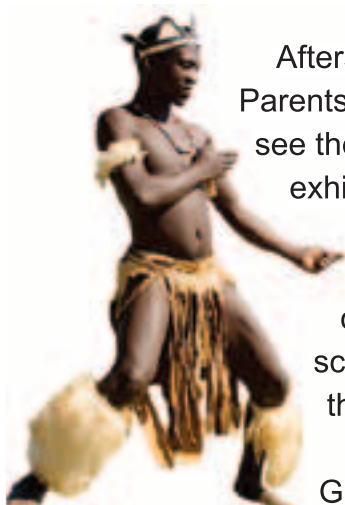
Parents have to set a time limit for children when they play computer games or surf the Net. (c)



¹to warn [wɔ:n] — попереджувати

9 Read the text and say if the sentences on page 41 are true or false.

AT THE NEWBURG SCHOOL'S INTERNATIONAL FESTIVAL



Afterschool activities are part of school life. Parents often go to their children's schools to see their work. Sometimes schools have exhibitions of the pupils' art or project work. Many schools have a school choir and an orchestra and they hold concerts. The plays at the end of each school year are also very popular. Some of the parents help teachers with these activities.

Today we have been to the Newburg School in Great Britain. The school has had its annual¹ International Festival. Over 300 people enjoyed food and activities. The pupils served food from many different countries. Pupils' groups performed at the festival. We watched African dancing. We listened to Japanese storytelling. We saw a Chinese² puppet show and much more. There was an international fashion show. Pupils modelled clothes from different countries. Everyone has had a great time at the festival.



Mr Jones, the school headmaster said, "All of our pupils and teachers had worked hard on the project. I can say this year's festival is the best we have ever had."

¹annual ['ænjʊəl] — щорічний

²Chinese [ˌtʃaɪ'niːz] — китайський

Lessons 1-2

- 1 Many schools can have a school choir or an orchestra.
- 2 Parents never help teachers with afterschool activities.
- 3 Parents can see the pupils' art or project work at school.
- 4 The festival takes place in the USA.
- 5 Pupils displayed their hobby collections.
- 6 Pupils performed African dancing and a Chinese puppet show.
- 7 Pupils worked hard on the project.
- 8 The school headmaster modelled clothes.
- 9 It is the best festival the school has ever had.

10 Write a paragraph about a Culture Festival you have had (or are planning to have) at your school. Use the following:

to present	to make	surprises	to give	prizes
to choose		decorations		presents
to work hard				

to hold	a show	to perform	a play
	an exhibition		a puppet show
	a game		a storytelling
	a concert		dancing
	a competition		singing

LEARNING TIP

Develop your **writing skills**. This is a paragraph. The first sentence tells you what the paragraph is about. The other sentences give more information.

Example:

Alex Morgan, a twelve-year-old boy, is a winner of the "Young Poets" competition. His poem is called "My Home". Alex came to Bridge Street School in October. He has been interested in writing for several years. He has written many poems and stories. This is the first time he has won a prize.



1 Listen and read.

A GIGGLE¹ BOX AND A LEAKY FAUCET²

after Louis Sachar

Every day after lunch Ms Jewls read a story to the class. Dana hated stories.

The last book was the story about a pig. It was very funny. All the children laughed. But Dana couldn't stop laughing. John called her 'a giggle box'.

When Dana broke out laughing³ at the lesson, John said, "There goes the giggle box." She hated John.

The other story was very sad. Dana couldn't stop crying. John called her 'a leaky faucet'. "Who will fix the leaky faucet?" he asked.

Ms Jewls rang her bell, and all the children sat quietly. The teacher was reading a story about a little baby animal. The story was sad because a car killed his mother.

Dana cried.

The next day Dana came up to Ms. Jewls for a talk.

"Can I go out when you read?" asked Dana.

"Why?" asked Ms. Jewls.

"I hate stories," said Dana. "I laugh and cry too much."

"You don't hate stories, Dana," Ms. Jewls told her. "You love stories. I would like other children to be able to laugh and cry like you."

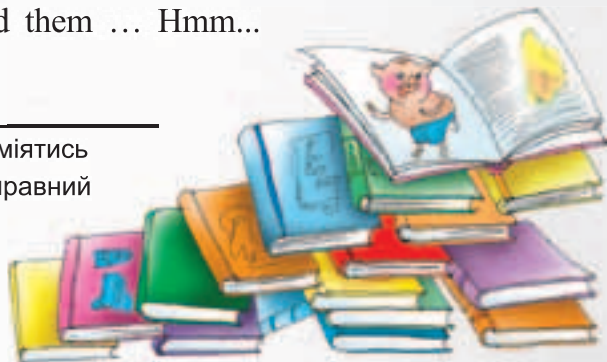
"Really?" asked Dana. She always thought she hated stories when really she loved them ... Hmm...

She was glad.

¹to giggle ['gɪɡl] — гоготати, сміятись

²a leaky faucet ['li:si:t] — несправний кран (що протікає)

³to break out laughing — пирскати сміхом



“Oh ..!” She said.

“Well, what is it?” asked Ms. Jewls.

“I might love John, too?”

2 Choose the right sentence according to the story.

- 1 a) Ms Jewls read stories before lunch.
b) Ms Jewls read stories after lunch.
- 2 a) Dana couldn't stop laughing or crying.
b) John couldn't stop laughing or crying.
- 3 a) Dana didn't like stories.
b) Dana didn't know she loved stories very much.
- 4 a) Dana didn't really hate John.
b) Dana hated John.

3 Look at the pictures and tell the story.



Every day ...



When the story was ...



When ...



The next day ...

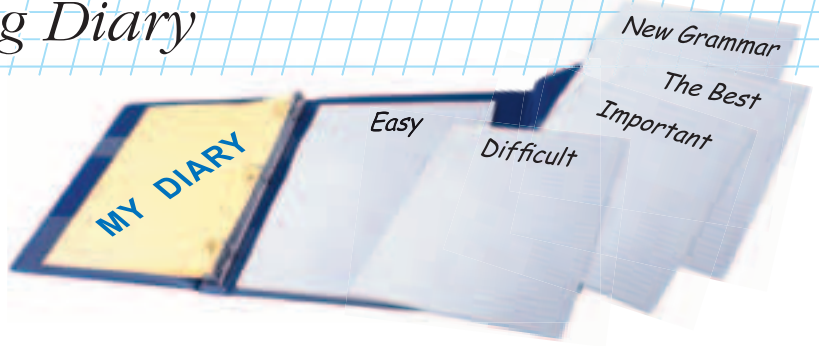


“Really?” ...

4 Answer the questions.

- 1 What was Dana's problem?
- 2 What did John mean calling her: a) a giggle box?
b) a leaky faucet?
- 3 Why did she come up to her teacher?
- 4 How did the teacher help Dana?

My Learning Diary



The topics of this unit are

I find this unit *very easy* / *quite easy* / *quite difficult* / *very difficult*.
(Underline what is true for you.)

I think that the most important thing I have learnt is

The most difficult thing for me was

The things that I enjoyed most in the Unit were

The things that I didn't enjoy were

The ways I used working with the Unit were

My favourite activities / tasks were

The new grammar I have learnt in the Unit are

The best lesson I had in my English class was

The things that are easy to read are

Lessons 1-2

The things that are easy to listen to

.....

The things that are easy to talk about

.....

The things that are easy to write about

.....

The things that are difficult to read about

.....

The things that are difficult to listen to

.....

The things that are difficult to talk about

.....

The things that are difficult to write about

.....

Three things I would like to remember from this unit are

.....

..... because

.....

I would like to improve *my pronunciation / spelling / vocabulary / grammar / fluency*. (Underline what is true for you.)

The things that I would like to learn are

.....

.....






You have finished the unit. Choose the adjectives that best describe how you feel about it.

happy	satisfied	frustrated	motivated	good
relieved	unhappy	excited	sorry	tired

My Learning Diary

After the unit I can:

NOW I CAN			
● describe the interior of a school			
● give directions inside the school building			
● speak about school facilities			
● talk about a school's site			
● listen to and understand about school life			
● discuss some information about schools			
● express needs and necessities			
● talk about things that are not allowed			
● ask and answer about school rules			
● interview others about their favourite afterschool activities			
● read and understand ads about school clubs			
● read and understand announcements of events			
● read and understand leaflets about afterschool activities			
● use 'too/enough' to express the degree or the amount of sth			
● ask for an opinion			
● express my attitude to some freetime activities			
● talk about online safety			
● make an announcement of an afterschool activity			
● write a list of rules for a safe use of the Internet			
● write a paragraph about a school event			
MY WORK			

Unit 2

AT HOME

- Doing Chores
- All About Food

Pre-reading questions

- Do you help about the house / flat?
- What do you do to help about the house?
- How often do you do it?
- Do you cook meals?
- Have you ever shared recipés with friends?
- Can you lay the table for a special occasion?

DOING CHORES

LISTENING & VOCABULARY

1 Look and match the phrases to the pictures.

- | | |
|---|---|
| <input type="checkbox"/> 1 tidy (up) the room | <input type="checkbox"/> 5 sweep the floor |
| <input type="checkbox"/> 2 do the washing-up | <input type="checkbox"/> 6 water the plants |
| <input type="checkbox"/> 3 do the cooking | <input type="checkbox"/> 7 do the laundry |
| <input type="checkbox"/> 4 do the ironing | <input type="checkbox"/> 8 fix things |



Lesson 1

2 Odd one out.

Example:

MAKE a mess a sandwich trouble homework

*Homework, because you **do** homework.*

1 **TIDY UP** a room a house a book a bathroom

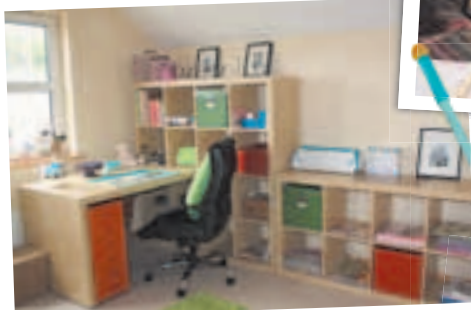
2 **SHARE** a desk a room a daughter a sandwich

3 **GET** upset up in the sky a present
morning

4 **CLEAN** the house the mess the floor the homework

5 **PICK UP** socks an eye toys shoes

3 **Listen to Elliot's description of his room and find out why his mum gets upset.**



a mop
[mɒp]



a broom [brʊm]

4 **Say if the sentences are true or false.**

- 1 Elliot sleeps alone in his room.
- 2 Elliot cleans his room with a broom.
- 3 April is tidy.
- 4 Elliot's mum gets upset because she doesn't like mess.

VOCABULARY BOX

a mess [mes]

to pick up ['pɪkʌp]

to tidy (up) ['taɪdɪʌp]

cozy [kəʊzi]

● to get upset



5 Listen again and choose the correct item.

- 1 Elliot likes his home because he can (*watch TV / relax*) there.
- 2 He shares (*his room / his shoes*) with April.
- 3 April is (*tidy / untidy*).
- 4 Mum (*gets upset / gets tired*) when she sees the mess in their room.
- 5 The magic broom (*makes a mess / cleans the mess*).

6 Work in pairs. Ask and answer the questions.

- 1 Do you share your room with your brother / sister or are you alone in your room?
- 2 Does your mother get upset when she sees your room?
- 3 Do you tidy up your room only when mum tells you to?
- 4 What do you usually do to keep your room tidy?
- 5 Have you ever done the ironing / the laundry?
- 6 Can you fix things? If yes, what did you fix last time?
- 7 Who usually does the cooking in your family? What about you?

7 Make a questionnaire for your classmate.

Write the answers for (c).

- 1 My room is: a *cozy*.
b *tidy*.
c
d *big*.
- 2 It is: a *always a mess*.
b *sometimes tidy*.
c
d *untidy*.
- 3 In it there is: a *a desk, a bookshelf and a bed*.
b *a wardrobe, a bed and a desk*.
c
d *a desk and a bed*.

Lesson 1

- 4 In my room there are many things:
a books, CDs, shoes, pillows.
b clothes, books, notebooks, toys.
c
d windows, chairs, lamps.
- 5 In my room the desk is: *a opposite the bed.*
b in front of the bed.
c
d behind the bed.
- 6 In my room the posters are:
a above the bed.
b on my desk.
c
d I haven't got posters in my room.



8 Listen and sing the song.

DO IT NOW

When you have a job that's not much fun,
And you wonder when you'll get it done,
Don't wait till later — time may not allow!
Don't wait till later — do it now!

When you have some work that's not much fun,
A job to do before day is done,
Don't wait till tomorrow —
better not delay!
Don't wait till tomorrow —
do it today!



¹to delay [dɪ'leɪ] — затримувати, розтягувати в часі

READING

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

HOUSEHOLD CHORES

Doing work about the house is often called 'doing chores'. Doing chores helps a family to keep up their house or in other words 'to household'. Usually each member of a family has got a household duty. It means he or she has got a part of chores to do. There are the things like feeding a pet, cleaning the carpets or doing shopping...

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

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



a pot [pɒt]



a frying pan
['fraɪŋ pæn]

VOCABULARY BOX

- to boil [bɔɪl]
- to cut [kʌt]
- to dry [draɪ]
- to fry [fraɪ]
- to pour [pɔː]
- to prefer [prɪ'fɜː]
- to serve [sɜːv]
- to do chores
- to do household duties

¹to admit [əd'mɪt] — ВИЗНАТИ

Lesson 1

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

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

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

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

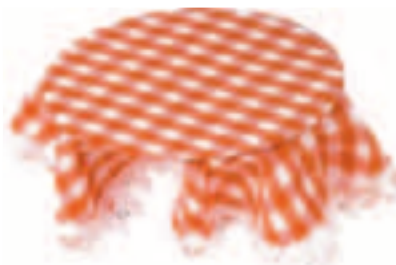
And what about mum? She stays at home and does lots of things about the house. There is always something to do, a woman's work is never done...



a kettle ['ketl]



a teapot ['ti:pɒt]



a tablecloth
['teɪblɪkloʊθ]



a dishwasher ['dɪʃwɒʃə]

2 Say if it is true or false.

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

LEARNING TIP

New Words

When you read or listen to some information in English, there are often words that you don't know. Here is a piece of advice for you:

- 1 Don't worry. You can understand a lot, even if you don't know all the words.
- 2 Try to understand the meaning of new words from the context. Don't stop listening or reading.
- 3 After the lesson use a dictionary to look up the new words. Write them down in your vocabulary notebook.
- 4 Try to learn some new words each week.

3 Complete the sentences according to the text on pp. 52-53.

- 1 Doing work about the house is called ...
- 2 Usually each member of a family has got a ...
- 3 Writing notes to each other helps family members to ...
- 4 Usually mother is the busiest person in ...
- 5 We can ... or ... eggs for breakfast.

Lesson 1

- 6 When the dish is ready we can ...
- 7 To make tea we should ...
- 8 We can wash up and dry the dishes with ...
- 9 We should put clean dishes ...
- 10 A woman's work is ...

4 Work in groups. Speak on the following.

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

5 Read the note and answer the questions.

DO YOU KNOW?

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

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



¹a repair [rɪˈpeə] — ремонт

²an improvement [ɪmˈpruːvmənt] — покращення



6 Listen and read the poem, then answer the questions.

WHEN MUMMY IS AWAY

I'd like to tell you all about
A very stormy day,
When Daddy stayed at home with me
While Mummy went away.
He made the beds and swept the floor,
And did the washing-up.
(And do you know, he broke a plate,
Two saucers and a cup.)
Then, when he bathed me, after tea,
He taught me how to swim.
(And there were puddles on the floor,
And drips all over him!)
The Mummy came home just in time
To see me getting down.
"Next time I'll stay at home," she said,
"While Daddy goes to town."



- Have you ever stayed at home without mother?
- If yes, what did you usually do?
- Did you cook?
- Did you do something about the house / flat?
- Has anybody taught you how to cook?
- Have you ever had the situation like the one described in the poem?



Lesson 1

GRAMMAR



1 Read the mini story and choose the sentence which best sums it up.

EVERYBODY, SOMEBODY, ANYBODY AND NOBODY

This is a story about four people called Everybody, Somebody, Anybody and Nobody. They had a very important job to do. Everybody was sure Somebody would do it. Somebody thought Anybody could do it. Nobody did it in the end which made Everybody very angry.

- a It's best to tell other people to do your job.
- b Don't expect other people to do your job.
- c People always do their job.




ANYBODY



EVERYBODY



NOBODY



SOMEBODY

REMEMBER!

- + **Somebody** is at the door.
- ? Is **anybody** at the door?
- [There **isn't anybody** at the door.
- [There **is nobody** at the door.

There are no double negatives in English in one sentence.

verb + **any** ...

verb + **no** ...

Read § 5, p. 198; § 2, pp. 209-210

2 Put in 'somebody' / 'nothing' / 'anywhere' etc.

- 1 It's dark. I can't see *anything*.....
- 2 Tom lives *somewhere*.. near London.
- 3 Do you know about computers?
- 4 'Listen!' 'What? I can't hear
- 5 'What are you doing here?' 'I'm waiting for
- 6 'What's wrong?' 'I've got in my eye.'
- 7 'Did see you?' 'No,
- 8 They weren't hungry, so they didn't eat
- 9 'What is going to happen?' 'I don't know. knows.'
- 10 'Do you know in London?' 'Yes, I've got a few friends there.'
- 11 'What's in that cupboard?' '..... It's empty.'
- 12 I'm looking for my lighter. I can't find it

3 Complete the table with the words: places, people, things.

	+	- ?	-
1	somebody/someone	anybody/anyone	nobody/no one
2	something	anything	nothing
3	somewhere	anywhere	nowhere

4 Choose the correct word in each sentence.

- 1 It was so boring at the party that (*everybody* / *anybody*) left.
- 2 I've looked (*nowhere* / *everywhere*) for my mobile phone but I haven't found it.
- 3 I'm hungry. Let's go and get (*anything* / *something*) to eat.
- 4 Are you going (*nowhere* / *anywhere*) this weekend?
- 5 He's such a nice person that (*somebody* / *everybody*) likes him.
- 6 There's (*nothing* / *anything*) interesting on at the cinema at the moment.
- 7 (*Somebody* / *Anybody*) broke the mirror in the bathroom.
- 8 — Where are you going tonight? — (*Somewhere* / *Nowhere*). I'll be at home.

Lesson 1

SPEAKING



1 Work in pairs. Have a talk about the duties at home.

A: Who waters the plants at your home?

B: Sometimes I do, sometimes my sister does.

A: And who usually walks your dog?

B: My father does.



air the room, do shopping, do the ironing, cook dinner, do the washing-up, tidy the room, sweep the floor

always
usually
sometimes
never

2 Look and say how the Robinsons feel about their duties.

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

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

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



Tim Robinson



Mr Robinson



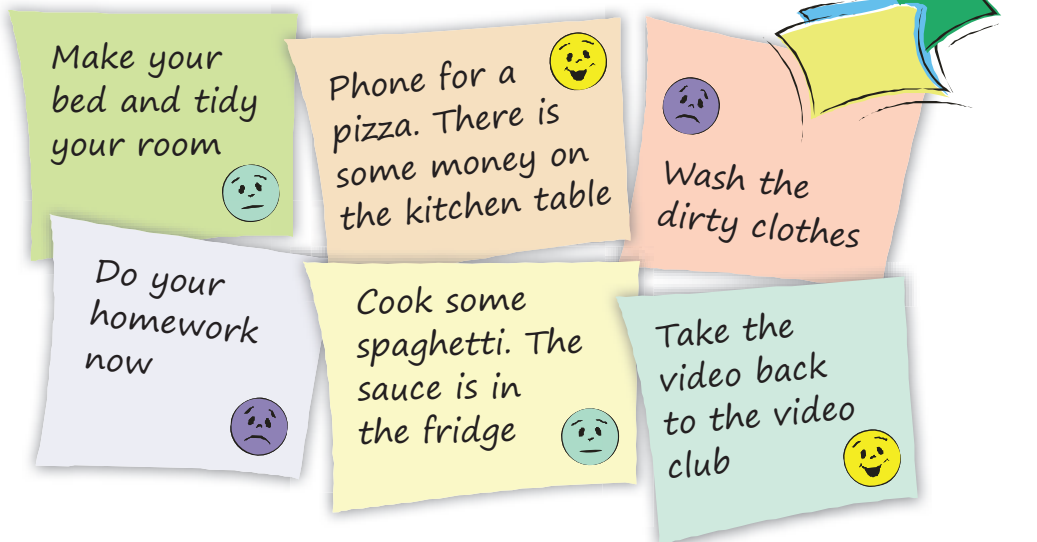
Liz Robinson



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

3 a) Read and think what Jane may say.

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



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

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

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

4 Express your opinion as for the girls' attitude to the housework.

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



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

Lesson 1

5 Look at the electrical appliances and say what we use them for.

We use ... for ...



washing machine
['wɒʃɪŋ məʃiːn]



a vacuum cleaner
['vækjʊəm ,kliːnə]



a hairdryer
['heə,draɪə]



a microwave oven
['maɪkrəweɪv 'ʌvən]



an electric saw
[ɪ'lektrɪk sɔː]



a toaster
['təʊstə]

VOCABULARY BOX

an appliance [ə'plɑ(ɪ)əns]

an improvement [ɪm'pruːvmənt]

an oven ['ʌvən]

electrical [ɪ'lektrɪkl]

fast cooking or warming up food, cutting wood, making toasts, drying our hair, cleaning the floor and carpets, washing our clothes and linen

REMEMBER!

switch on / off
turn on / off

the washing machine / the microwave oven /
the dishwasher / the computer / the TV /
the vacuum cleaner / the radio / the light /
the tape recorder.

Turn off the gas.
Close the fridge /
the door.



Switch off / turn off the toaster!



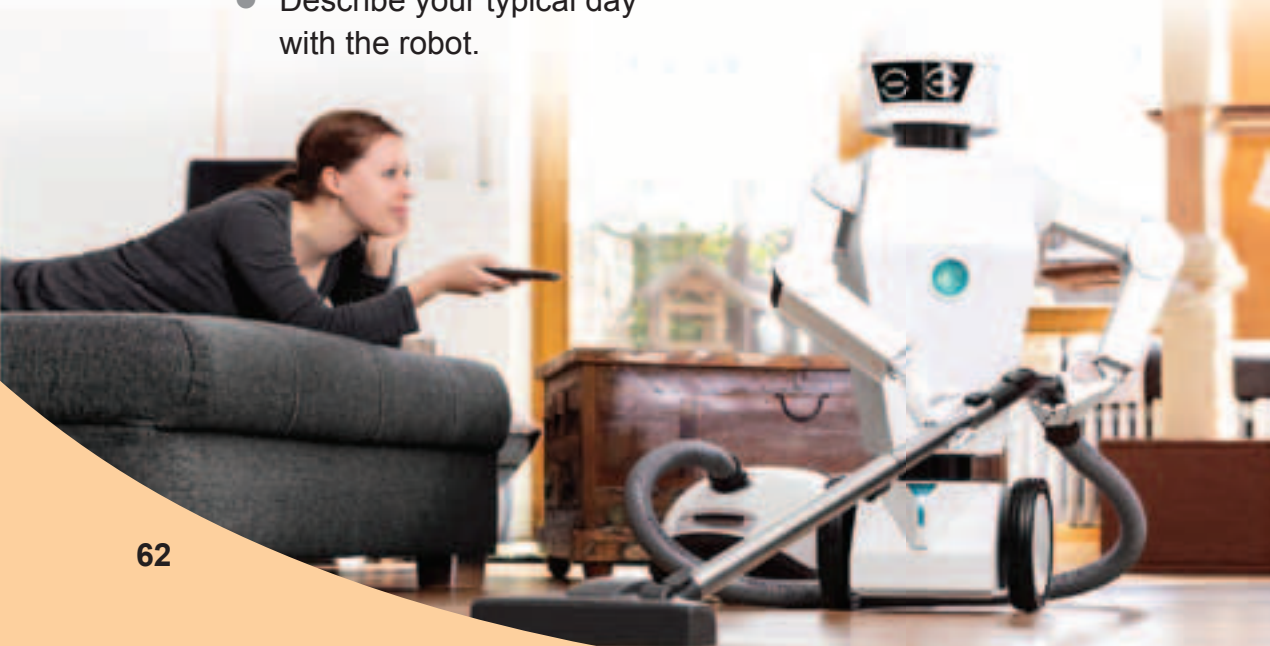
Turn off the water!

6 Match to make sentences.

- | | |
|--|---|
| 1 When I want to wash up the dishes | a she switches on the washing machine. |
| 2 When my mum wants to cook dinner | b I switch off the microwave oven. |
| 3 When the carpet is clean | c I switch on the dishwasher. |
| 4 When I want to sleep | d I switch on the lamp. |
| 5 When my sister wants to wash her clothes | e my brother switches off the vacuum cleaner. |
| 6 When we need some wood for our fireplace | f she turns on the gas cooker. |
| 7 When I want to read before sleeping | g I turn off the radio. |
| 8 When the food is warm enough | h my father switches on his electric saw to cut wood. |

7 Work in a group of 3-4. Imagine your typical day in the following situation.

- Would you like to have a robot who helps with householding?
- What does it look like? How many hands has it got? What about its eyes and belly?
- What is special about your robot? How does it help you?
- Describe your typical day with the robot.



Lesson 1

8 Speak on the following.

- 1 Does your family work about the house at weekends?
- 2 What is your family's attitude to the home?
- 3 How often does your family do repairs and improvements to the house or flat?
- 4 Do these days have special names?
- 5 What is your usual part of work on these days?

WRITING



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

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

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

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

- 2 Write a paragraph on your usual work about the house / flat.

ALL ABOUT FOOD

READING

1 a) *Work in groups. Discuss the questions below.*

- What food should we eat to stay healthy?
- What food shouldn't we eat too much?

b) *Read the text to find out if it mentions your ideas.*

To stay healthy you should eat as much fresh food as possible. You shouldn't eat too much food from packages. There's too much sugar and salt in it.

Eat vegetables, fruits, nuts, fish, yoghurt and olive oil. You shouldn't eat too much meat. Eat tomatoes, peppers, broccoli, spinach, and beans instead. Brown bread is better than white bread. If you want something sweet, eat fruit: an apple, a peach or some plums or cherries. If you are thirsty, you should drink water and not a fizzy drink.

The best food is local food. When it comes to your table, it is fresh, full of vitamins and minerals. Today many people want to eat organic food. It is food produced without chemicals, in a traditional way.



Lesson 2

While watching a cooking programme on TV why not use your kitchen and prepare some fresh food for yourself and your friends. You can also try to grow some food yourself. Plant a tomato or some peas, perhaps.

2 *Work in pairs. Answer the questions.*

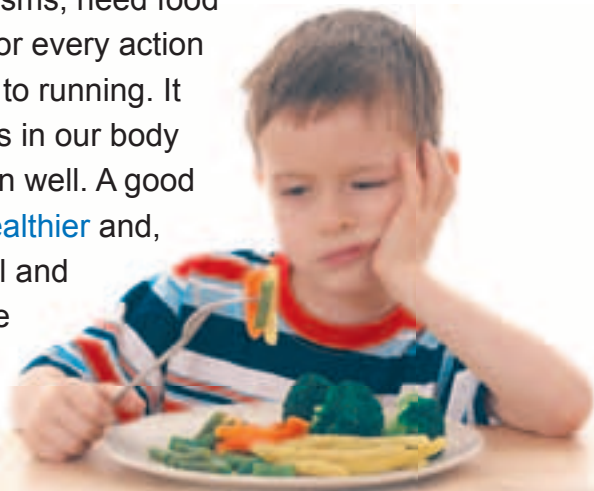
- 1 Why is fresh food better than food from packages?
- 2 What kind of oil is the best for your health?
- 3 Is white bread better for you than brown bread?
- 4 Why do some people want to eat organic food?

3 *Read the sentences 1-6 and match them with the correct places in the text.*

- 1 *Eat them before doing sport.*
- 2 *Eat these foods before sitting down to do your schoolwork because they are full of protein and healthy fats.*
- 3 *It's never too early to start thinking about what you eat!*
- 4 *It is the mineral which helps our body stay healthy and fight illness.*
- 5 *You need about ten glasses every day.*
- 6 *If you have them as snacks, you will have a nicer smile and you can even kiss somebody.*

POWER FOODS

People, like all living organisms, need food to live. Food gives us energy for every action we do, from writing homework to running. It helps us build and **repair** things in our body and it helps our organs function well. A good choice of food can make us **healthier** and, believe it or not, more beautiful and successful as well. You may be surprised by the following list but the food on it is really great for you. ...





FOR MORE ENERGY

Pasta, potatoes and breakfast **cereal** all have a lot of carbohydrates and are real energy-givers. ... If you have them before an important football match or a swimming competition, make sure to have a full plate.

FOR STRONGER IMMUNITY

Did you know that eggs have many different vitamins and also a lot of zinc. ... If you eat them, you will be healthier.



FOR BETTER CONCENTRATION

Chicken, fish and nuts **increase** the production of dopamine¹ in your brain² which helps you concentrate. If you eat **grilled** (not **fried**) chicken, fish and nuts you will remember more of what you are studying. ...

FOR WHITER TEETH

Apples and raw³ carrots are similar to small toothbrushes which polish your teeth and after eating them your mouth will smell sweet. ...



FOR CLEARER SKIN

Walnuts⁴ are rich in omega-3 fatty acids and after eating them you will have fewer **pimples**. Water is necessary for fresh and healthy-looking skin. ... If you drink a lot of it, your skin will be as beautiful as a baby's.

¹dopamine [dɒpəˈmaɪn] — дофамін (гормон)

²brain [breɪn] — мозок

³raw [rɔː] — сирий

⁴a walnut ['wɔːlnʌt] —

волоський горіх

Lesson 2

4 Read aloud the text from task 3 and check your answers with the whole class.



boiled rice



fried eggs



grilled fish



roast [rəʊst]
chicken

VOCABULARY BOX

an acid ['æsɪd]

a carbohydrate

[,kɑ:bəʊ'hɑ:drɛɪt]

an immunity

[ɪ'mju:nəti]

zinc [zɪŋk]

to increase ['ɪŋkri:s]

to repair [rɪ'peə]

to smell [smel]

organic [ɔ:'gænɪk]

protein ['prəʊti:n]

successful [sək'sesfl]

● as much as possible

5 Read the text in task 3 again and match the words in blue with their definitions below.

- a (adj.) physically strong and not often ill
- b (adj.) cooked in hot fat or oil
- c (n.) food made from grain, such as cornflakes or muesli
- d (v.) to fix something that is not working well so it is in a perfect condition again
- e (v.) to make larger in number or amount
- f (n.) a small infected spot on the skin of the face
- g (adj.) cooked without fat, on open fire or in an oven
- h (n.) something small, like a sandwich, chocolate or an apple that you eat between meals

6 Make a list of rules for healthy eating habits.

DO YOU KNOW?

The four most important food plants in the world are wheat, corn, rice and potatoes. We eat a lot of wheat. It's in our bread, pasta and cakes. People in Africa eat a lot of corn. Rice is the main food in Asia where they eat it for breakfast, dinner and supper. Potatoes are from South America. They came to Europe with the Spanish and became food for the poor because you can grow a lot of potatoes on a small piece of land and they fill your stomach. A tragedy happened in Ireland in the nineteenth century. There was a potato disease and one million people died of hunger. Do you know that more than 800 million people in the world don't have enough food? 16 000 children die of hunger every day. This number is unfortunately growing. This is sad because many people have so much food that they have problems with weight. What do you think?



LEARNING TIP

Using Dictionaries

Dictionaries present words in alphabetical order.

A dictionary entry can show:

- how a word is pronounced
- what part of speech it is
- a simple explanation¹
- an example sentence.

Use dictionaries while you learn English.

¹an explanation [ˌɛkspləˈneɪʃən] — пояснення

Lesson 2

VOCABULARY



1 Match the words with the pictures from (a) to (j).

- 1 peel
- 2 slice
- 3 mash
- 4 mix
- 5 oil
- 6 boil
- 7 chop
- 8 pour
- 9 cut
- 10 fry



(a)



(b)



(c)



(d)



(e)



(f)



(g)



(h)



(i)



(j)

2 Read and fill in the words from the box.

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



TOMATO AND CHEESE SANDWICH



... to open the bread roll,
... the tomatoes.



... the cheese.

... tomato slices on the bread.



... some cheese on top.



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



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

one bread roll,
some tomatoes,
some cheese

3 Put the sentences in the correct order to get the recipe for pancakes.



PANCAKES

- After that put in a spoon of sugar.
- Serve the pancakes with jam or chocolate.
- First mix the eggs and the milk.
- For the pancakes you need 2 cups of flour, 1 egg, 1 cup of milk and a spoon of sugar.
- Finally fry the pancakes.
- Then add the flour.

4 Look at the picture and complete the text on page 71.



- 1 glass of grape juice
- 2 salt and (black) pepper
- 3 bottle of mineral water

- 4 oil
- 5 vinegar
- 6 glass of orange juice
- 7 napkin

- 8 bowl
- 9 plate
- 10 fork
- 11 knife
- 12 spoon

Lesson 2

On the table, each person has a knife, (1) food, and (2) supper, and a (3) nest for their hands and face. They each have a white (4) plate and a (5) bugle. To drink, there's a (6) beule of (7) mineral water, and two (8) glass of (9) juse: one (10) glase and the other (11) outer. There is also some (12) salt and (13) bugle plate, and little (14) bugles of (15) outer and (16) vegetables.

5 Complete the sentences.

- 1 Three meals of the day: breakfast, lunch and dinner
- 2 Three things you eat with: knife, _____, and _____
- 3 Three parts in a meal: starter, _____, and _____
- 4 Two things you find on a restaurant table: salt and _____
- 5 Two things you put in salad: oil and _____
- 6 Two types of mineral water: still and _____

REMEMBER!



LISTENING



1 Work in pairs. Speak on the following.

- 1 What do people do in the kitchen?
- 2 Who does the cooking in your house?
- 3 What is salad usually made of?
- 4 What cooking methods do you know?
- 5 Do you know the difference between baking and boiling?



2 Listen to the part of the TV show and complete the sentences.



Mister Know-All Show

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

3 Work in groups. Read and discuss the topic.



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

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

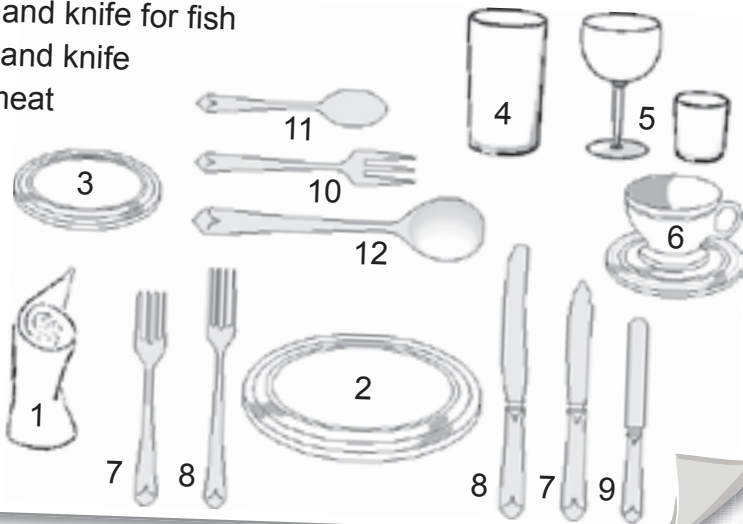
VOCABULARY BOX

- a dish** [dɪʃ]
- a method** ['meθəd]
- to set** [set]
- to spread** [sprɛd]
- festive** ['festɪv]
- **to lay the table**

Lesson 2

PLACE SETTINGS

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



- 4 **Work in pairs. Speak on table manners.**
Use 'must' or 'mustn't' to fill in the sentences.

TABLE MANNERS

- 1 You ... eat and speak at the same time.
- 2 You ... wash your hands before eating.
- 3 You ... lick your knife and put it in your mouth.
- 4 You ... eat with your fingers.
- 5 You ... eat loudly.
- 6 You ... use a napkin to clean your mouth.
- 7 You ... leave the table while others are still eating.
- 8 You ... let an older person take food first.
- 9 You ... sing or whistle while eating.
- 10 You ... try not to make a mess around your plate.



REMEMBER!

A lot of / Lots of вживається зі злічуваними та незлічуваними іменниками для того, щоб вказати на велику чисельність або кількість чогось.

Jill has got a lot of / lots of clothes.

This game is a lot of / lots of fun.

A little означає малу кількість і вживається із незлічуваними іменниками.

I need a little sugar for the cake.

Give the cat a little milk.

A few означає малу чисельність і вживається зі злічувальними іменниками.

There are a few nice apples.

Let me give you a few instructions.

1 Use 'a little' or 'a few' with the following nouns.

_____ food	_____ sugar
_____ money	_____ air
_____ schools	_____ coins
_____ days	_____ cars
_____ ice cream	_____ advice
_____ tomatoes	_____ luggage

2 Complete the sentences using 'a little' or 'a few'.

- 1 I've got a nice cake. Would you like ...?
- 2 Would you like ... sandwiches?
- 3 Do you want ... sugar in your tea?
- 4 Do you need ... more information about this cell phone?
- 5 Let me give you ... advice.
- 6 Would you like ... slices of cheese?
- 7 Open the window! We need ... fresh air here!
- 8 You will get ... nice presents for your birthday, won't you?

Lesson 2

- 9 Would you like ... coffee
to help you stay awake?
- 10 Shall I give you ... money to buy some souvenirs?

3 Complete the dialogue with 'a lot of / lots of', 'a little' or 'a few'.

- A: Have you got ... time to help me fix my bike?
- B: Sorry, I haven't. I am very busy. I've got ... things to do.
- A: Yes, but it won't take long! An hour, that's all! I have to fix ...
things and I need ... help.
- B: Sorry, I can't. But Bill has got ... time! He isn't doing anything!

4 Complete with 'a lot more / lots more', 'a little more' or 'a few more'.

- 1 A: How many apples do you want?
B: I've got one. I want
- 2 A: How much snow are you expecting?
B: This is nothing. We are expecting
Our winters are usually very snowy!
- 3 A: Are you still thirsty?
B: Yes, I am. I'd like ... water, please. A small glass will be enough.
- 4 A: How do you like your cheeseburger?
B: It's OK. But ... cheese would be great!
- 5 A: The history teacher didn't give us very much homework
last time.
B: Don't worry. She'll give us ... on Friday. She usually does.
- 6 A: What are you doing?
B: I am making ... sandwiches. We have ten already,
but we will need fifteen.



SPEAKING



1 Listen and act out the dialogue.



Mother: What's the time, dear?

Ann: It's half past six. Why?

Mother: Father comes at 7.00. Can you help me to lay the table?

Ann: Sure, mum. What can I do?

Mother: Lay the table and put the cups and saucers on the table.

Ann: Where is the teapot?

Mother: It's in the cupboard.

Ann: And what about the napkins?

Mother: They are over there on the shelf. Take some butter from the fridge, too. Father likes to spread it on the scones¹.

Ann: OK. Do we need spoons and forks?

Mother: Of course, dear. And put the knives on the table, too.

2 Give instructions to your partner.

Your partner is going to have six guests. He/She wants to have tea with them. He/She doesn't know how to lay the table.



Spread a tablecloth.
Take six napkins
and put them on ...



¹a scone [skəʊn] — рогалик

Lesson 2

3 a) Read about Lucy and choose the correct item below.

My name's Lucy. I'm from Kharkiv, Ukraine. I usually cook at home once or twice a week. Cooking's my hobby. I cook for my family of four people. I always prepare a lot. They all like my food! Especially pizza, spaghetti, and other Italian food. I spend about an hour on each meal. My mother doesn't help me! She's very busy.

Today I can share the recipe for an omelette.



- 1 Lucy usually cooks ... a week.
a *three times*
b *once or twice*
c *once*
- 2 She spends ... on each meal.
a *an hour*
b *half an hour*
c *an hour and a half*
- 3 Her mother ... helps her.
a *usually*
b *always*
c *never*
- 4 Lucy shares the recipe for ...
a *Italian spaghetti*
b *a pizza*
c *an omelette*

OMELETTE FROM LUCY

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


VOCABULARY BOX

- an experience** [ɪk'spɪəriəns]
to arrange [ə'reɪndʒ]
to follow ['fɒləʊ]

b) Speak on your cooking experience. Work in a group.

4 Read the recipe from the cookery book. Then speak in pairs.

A BULGARIAN SALAD	Instructions
Ingredients: Sweet pepper — 10 g Onion — 100 g Vegetable oil — 20 ml Cucumbers — 300 g Fennel ¹ — 15 g Vinegar — 10 ml Tomatoes — 200 g Parsley ² — 15g Sugar — 5 g Salt	Slice all the vegetables and combine them in a bowl. Mix all the ingredients. Then slice the parsley, the fennel and add them to the mixture ³ . Add salt, vegetable oil and vinegar. Decorate the salad with cucumbers, tomatoes and green onions.



- Does your mother use a cookery book?
- Have you ever followed the instructions in a recipe?
- Share a recipe of any dish with your classmates.

5 Work in pairs. Role-play the situation.

You are throwing a party.

Pupil **A** is going to cook some dishes.

He / She asks pupil **B** to do some shopping.

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

B is ready to help and asks **A** questions for details.

_____ **for A** _____

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

_____ **for B** _____

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

¹fennel ['fenl] — фенхель (солодкий кріп)

³a mixture ['mɪkstʃə] — суміш

²parsley ['pɑ:sli] — петрушка

Lesson 2

6 Work in pairs. Role-play the situation.

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

WRITING



1 Ask your mum and write a recipe of Ukrainian Borscht to your British friend. Use the phrases below.

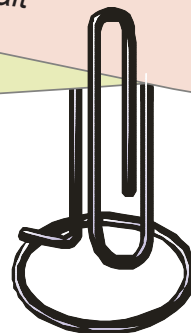
UKRAINIAN BORSCHT



- to chop / cut the vegetables
- to boil in a pot
- to add to other ingredients
- to warm up in a frying pan
- to peel some tomatoes
- to pour into the pot
- to put on a plate
- to serve with some sour cream

Ingredients:

Cabbage – 200 g
Tomatoes – 150 g
Sour cream – 200 ml
Parsley – 5 g
Carrot – 200 g
Butter – 50 g
Beetroot – 300 g
Onion – 80 g
Dill¹ – 5 g
Vinegar² – 10 ml
Salt



2 Write a letter to your e-mail friend sharing a recipe for the dish you can cook.

¹dill [dɪl] — кріп

²vinegar ['vɪnegə] — оцет

LOOK BACK!

1 Look, read and say as in the example.

Mrs Walker couldn't do any housework because of her broken leg. She made a list and gave it to all the members of her family at 3 o'clock in the afternoon. It is 4 o'clock now. What have they done? What did they use to do their work?

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

Example:

Mike / to clean/ a vacuum cleaner







Mike has cleaned with the vacuum cleaner.

- 1 Kate / to wash / with a washing machine
- 2 Nelly / to iron / with an iron
- 3 Granny / to cook / on a cooker
- 4 Bill / to sweep / with a broom
- 5 Father / to go shopping / by car
- 6 Grandpa / to wash up / with a dishwasher machine

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

What shall I do with these?

Peel them first and then chop them.

 ● peel ● chop	 ● boil ● mash	 ● wash ● chop
 ● cut ● grill	 ● slice ● mix and oil	 ● slice ● fry

Lessons 1-2

3 Look, choose and read.

MAKE A POTATO SALAD!

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



4 a) Use 'anything', 'anybody', 'anyone' to rewrite the sentences.

- 1 There's nobody at home.
- 2 There's no one living in that house.
- 3 There's nothing to do this weekend.
- 4 She said nothing about going to England.
- 5 I know nobody here.

b) Use 'nothing', 'nobody', 'no one' to rewrite the sentences.

- 1 I don't know anybody who can help me.
- 2 Are you sure she didn't say anything about it?
- 3 There isn't anyone home.
- 4 I don't have anything to wear.
- 5 There isn't anything good on TV this evening.

5 Use 'few' or 'little' to complete the sentences.

- 1 We have a ... sweaters in your size, but not many.
- 2 Would you like a ... sandwiches to take with you?
- 3 There is a ... milk in the refrigerator.
- 4 We must help. They have ... water left and no food.
- 5 Very ... of her poems were published in her lifetime.
- 6 She has got a ... close friends.
- 7 ... is known about her life in America.
- 8 I like these jeans, but they are a ... too big.
- 9 There are very ... places where there are no cars.
- 10 Do you understand? Yes, a

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

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

What each of them is for?

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

Now go on.



7 a) Read, then listen to Alan, talking about his family and household chores. Find out if the following statements are true or false.

- | | |
|---|-----------------------------------|
| 1 They always fight about household chores. | 3 Mum and dad don't like animals. |
| 2 They share the chores. | 4 They have a dishwasher. |

Alan

Studies at Global School
Lives in Chicago
From Chicago

Household chores? No big deal! In my family we have no problems with household chores. Every Sunday evening we have a little meeting in our kitchen. We discuss all the things that we have to do, and then we make a weekly plan.

Lessons 1-2



Everybody gets some tasks to do. Nobody stays out. Mum puts the list on the fridge door. We check it every night before going to bed. And that's it. The plan works well.

I have to make my bed every day but I tidy up my room once a week. I usually do it on Saturday

morning. I also have to lay the table but I don't have to clear it. My sister Vicky does it. We all look after our dog. His name is Rex. My sister and I feed the dog but mum and dad have to take it for a walk, twice a day. Mum does the cooking and ironing and dad does the hoovering¹ and takes the garbage out on Tuesdays and Fridays. You know what I really hate? Washing up. Luckily, everybody has to do it. We take turns.



b) Copy the grid. Listen again and tick (✓) the right box.

	Alan	Vicky	Mum	Dad
do the hoovering				✓
make the bed				
walk the dog				
clear the table				
tidy up the room				
do the ironing				
wash up				
do the cooking				
lay the table				
take out the garbage				
feed the dog				

¹hoovering ['hʊvərɪŋ] — прибирання за допомогою пилососа

8 Give a two-minute talk about yourself.

Use the questions below.

- Do you have anything in common¹ with Alan's family?
- Do you share the household chores in your family?
- What does everybody do in your family? Use the table on p. 83.
- How do you get on with your parents?



9 Listen to the story and write down the recipe for vegetable soup.

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

PLANNING YOUR BIG DINNER

- 1 Work in a small group. Discuss these questions and make some notes.
 - a) What food can you cook yourselves?
 - b) What food are you going to cook?
Don't forget about:
 - an appetiser,
 - a soup,
 - a main course,
 - a dessert,
 - a drink.
 - c) What ingredients will you need?
 - d) Where will you do the cooking?
 - e) How long will it take to cook dinner?
- 2 Make a poster about your meal. Write out the recipes for preparing each course. Don't forget to mention time. Design the 'Menu' for Your Big Dinner and do some drawings.
- 3 Display your poster and comment on it in class.

FILE FOR PROJECT



YOUR BIG DINNER

AN APPETIZER	Recipé

A SOUP	Recipé

A MAIN COURSE	Recipé

A DESSERT	Recipé

A DRINK	Recipé


¹have something in common (with) — мати щось спільне (з)

1 Listen and read.

THE MAN WHO DIDN'T WASH HIS DISHES

(after Phyllis Krasilovsky)

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

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

But the next night he was TWICE¹ as hungry, so he cooked TWICE as big of a dinner, and it took TWICE as long to eat it, and he was TWICE as tired as he had been the day before. As the days passed by, he got hungrier and more tired, and there were so MANY dirty dishes that he started to pile them on the table.

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

One night he looked in his cupboard and found out² that there wasn't any clean dish there. Soon he used up all his ashtrays³ and clean flowerpots, and his sweets dishes, and drank water from vases. He used up EVERYTHING, even the pots he cooked his food in, and the frying pan, and the kettle, and he didn't know what to do! He was SO unhappy. His whole house was full of dirty dishes, and dirty flowerpots, and dirty ashtrays, and dirty sweets dishes, and dirty pots, and a dirty soap dish, and a dirty frying pan, and a dirty kettle. He couldn't find his books or his clock, or even his BED any more! He

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

²to find out [ˌfaɪnd 'aʊt] — виявляти

³an ashtray [ˈæʃtreɪ] — попільничка

couldn't sit down to think because even his chairs were piled with dishes, and he couldn't find the sink so he could wash them!

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

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



2 Answer the questions.

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

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

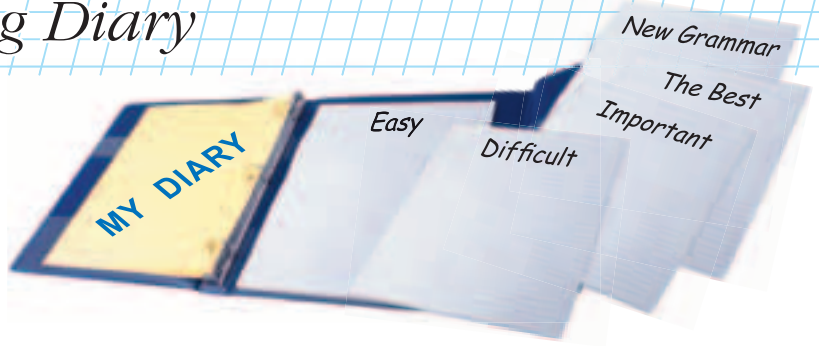
4 Tell the story as if you were the main character of it.

5 Speak on the following.

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

¹a passage ['pæsɪdʒ] — уривок

My Learning Diary



The topics of this unit are

I find this unit *very easy* / *quite easy* / *quite difficult* / *very difficult*.
(Underline what is true for you.)

I think that the most important thing I have learnt is

The most difficult thing for me was

The things that I enjoyed most in the Unit were

The things that I didn't enjoy were

The ways I used working with the Unit were

My favourite activities / tasks were

The new grammar I have learnt in the Unit are

The best lesson I had in my English class was

The things that are easy to read are

Lessons 1-2

The things that are easy to listen to

The things that are easy to talk about

The things that are easy to write about

The things that are difficult to read about

The things that are difficult to listen to

The things that are difficult to talk about

The things that are difficult to write about

Three things I would like to remember from this unit are

..... because

I would like to improve *my pronunciation / spelling / vocabulary / grammar / fluency*. (Underline what is true for you.)

The things that I would like to learn are






You have finished the unit. Choose the adjectives that best describe how you feel about it.

- | | | | | |
|----------|-----------|------------|-----------|-------|
| happy | satisfied | frustrated | motivated | good |
| relieved | unhappy | excited | sorry | tired |

My Learning Diary

After the unit I can:

NOW I CAN			
● name electrical appliances			
● name kitchen utensils			
● describe mum's work about the house			
● understand texts about doing chores			
● ask and answer about my friends' household duties			
● speak on household duties			
● express my attitude to householding			
● use 'something', 'anybody', 'nothing' etc. in speaking and writing			
● describe my typical day			
● talk about healthy food			
● understand texts about cooking methods			
● give instructions how to cook a dish			
● read and understand recipes			
● use 'a lot / lots of', 'a little', 'a few' to express a great amount of sth			
● talk about cooking meals			
● share recipes with others			
● identify place settings when laying the table			
● speak on table manners			
● write a recipe of a dish			
● do a project on planning a dinner for a family			
MY WORK			

Unit 3

A SOUND MIND IN A SOUND BODY

- Sports from A to Z
- Doctor! Doctor!

Pre-reading questions

Are you a sports fan?
Do you know anything about
the Olympic Games?
Who is your favourite athlete?
How many of your classmates
are absent today? Why?
Have you ever seen a doctor?
What should you do to keep fit?

SPORTS FROM A TO Z

VOCABULARY



1 Look at different sports.

Match the pictures with the words on page 93.



Lesson 1

- | | | |
|---|--|-----------------------------------|
| <input type="checkbox"/> wrestling | <input type="checkbox"/> judo | |
| <input type="checkbox"/> climbing | <input type="checkbox"/> golf | |
| <input type="checkbox"/> figure skating | <input type="checkbox"/> water polo | |
| <input type="checkbox"/> bobsleigh | <input type="checkbox"/> snowboarding | <input type="checkbox"/> handball |
| <input type="checkbox"/> ice hockey | <input type="checkbox"/> skateboarding | <input type="checkbox"/> fencing |

2 Name sports in each group below without looking back at the previous task.

winter sports / water sports / team sports / outdoor sports / sports that are played with a ball / indoor sports

3 Group up the sports into 3 columns.

Mind¹ the verbs you use with each sport.

rugby, cricket, soccer, rowing, cycling, basketball, tennis, boxing, karate, volleyball, skiing, judo, horse riding, sailing, swimming, the high jump, running, gymnastics, athletics, wrestling

PLAY	GO	DO

READING

1 Answer the questions.

How often do the Olympic Games take place?
Who can take part in the Olympic Games?
What is the motto² of the Olympic Games?

2 Read the first paragraph of the text on page 94 and check your answers.

¹to mind [maɪnd] — мати на увазі, пам'ятати

²a motto ['mɒtəʊ] — девіз

3 Read the rest of the text and find the correct headings for each paragraph.

THE OLYMPIC FLAG

MEDALS

THE PARALYMPIC GAMES

THE WINTER OLYMPICS


THE OLYMPIC MASCOT

THE OLYMPIC FLAME

THE SUMMER OLYMPICS



The Olympic Games are a modern international sports event. The best athletes from many countries all over the world compete in different sports. The games take place every four years in a different country. All athletes are proud to represent their country. The motto of the Olympic Games is: **FASTER, HIGHER, STRONGER.**



This is one of the symbols of the games. It has a white background with five interlocking rings: blue, yellow, black, green and red. Why these six colours? Because they appear on all the national flags of the world. The five rings represent the five inhabited continents of the world: America, Europe, Asia, Africa and Oceania.

Lesson 1

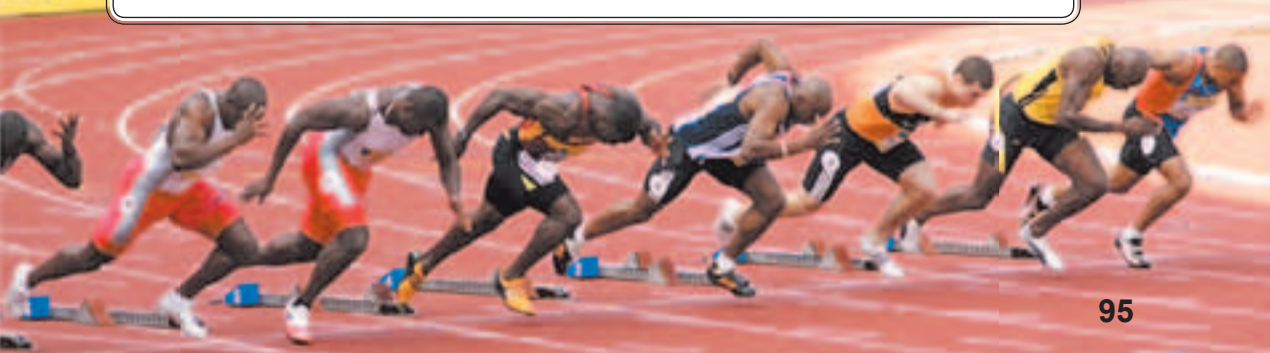
This is a character that represents not only the country where the Olympic Games are taking place but also the Olympic spirit. It is usually an animal: a tiger (Seoul, 1988), a dog (Barcelona, 1992) an eagle (Los Angeles, 1984). But it can also be a creature: Fuwa (Beijing, 2008), Wenlock and Mandeville (London, 2012), Vinicius and Tom (Rio, 2016).



Vinicius
and Tom

The best athletes in each sports event get medals: gold for the first place, silver for the second place and bronze for the third place. However, the most important thing about the games is not to win, but to take part.

This tradition comes from a long time ago — from ancient Greece. Months before each games, a torch is lit at Olympia in Greece and athletes carry it across the world to the city where the new Olympic Games take place. The flame travels through many countries and it remains lit until the last day of the games. During the closing ceremony, it is put out.





During the two to three summer weeks, athletes compete in more than 30 sports disciplines: gymnastics, athletics, rowing, sailing, badminton, wrestling and many others. The modern Summer Olympics started in 1896.

Figure skating, ice hockey, skiing, snowboarding and bobsleigh are some of the ice and snow sports that you can see during the games. There aren't so many sports as during the Summer Olympics, but they are also interesting. The first Winter Games were organised in France in 1924.

The Paralympic Games are the games for athletes with a disability¹. They are held every four years in the same year as the Olympic Games. They are parallel to the Olympic Games and that is where their name comes from. Thousands of athletes from many countries compete in the events such as: wheelchair basketball, cycling, swimming, athletics events, wheelchair tennis and many other events.

¹disability [ˌdɪsəˈbɪlɪtɪ] —
інвалідність



Lesson 1

4 Correct the sentences below.

- 1 The Olympic Games take place every five years.
- 2 There are six colours of the Olympic flag: white, pink, yellow, brown, grey and red.
- 3 The Olympic mascot is a building that represents the country where the games take place.
- 4 The Summer Olympics last for 2 to 3 months.
- 5 The most important thing about the games is to win.
- 6 The Winter Olympics are older than the Summer Olympics.
- 7 The Olympic flame is lit during the opening ceremony.
- 8 The Paralympic Games are the games for senior athletes.

VOCABULARY BOX

- a flame [fleɪm]
- a mascot ['mæskət]
- a spirit ['spɪrɪt]
- a wheelchair ['wi:lʃeə]
- to compete [kəm'pi:t]
- to light [laɪt]
- to represent [ˌreprɪ'zent]
- to take place
- to take part
- across the world

5 Work in pairs. Take turns and speak on everything you remember about the Olympic Games.

6 Work in groups. Make a Sports ABC.

- 1 Think of a sport for every letter of the alphabet.
- 2 Do some research work in groups.
- 3 Design your poster.
- 4 Present your poster to your classmates.

The group with a longer list is the winner!



GRAMMAR



1 Read and compare short questions at the end of the sentences in both columns.



- I am 14, aren't I?
- We are waiting for you, aren't we?
- He has been here before, hasn't he?
- You were watching a film, weren't you?
- She has left, hasn't she?
- You can swim, can't you?
- We will go, won't we?
- You like Coke, don't you?
- We passed the test, didn't we?



- This car isn't expensive, is it?
- They are not selling it, are they?
- It wasn't here yesterday, was it?
- We were not thinking about it, were we?
- They haven't given us a price, have they?
- You can't afford anything, can you?
- They won't stay here, will they?
- We don't live alone, do we?
- I didn't say this, did I?

REMEMBER!

A **question tag** is a short question at the end of a statement¹. The verb that we use in the tag depends on² the verb in the statement.

Positive statements have **negative question tags**.

*The boys like the bikes, **don't they?***

Negative statements have **positive tags**.

*They don't really need the bikes, **do they?***

Read p. 211
(Розділові питання)

¹a statement ['steɪtmənt] — твердження

²to depend (on) [dɪ'pend] — залежати (від)

Lesson 1

2 Write the negative form

that you would use in a question tag.

- | | | | |
|----------|-------|----------|-------|
| 1 ARE | _____ | 7 WILL | _____ |
| 2 CAN | _____ | 8 HAS | _____ |
| 3 SHOULD | _____ | 9 DO | _____ |
| 4 WERE | _____ | 10 WOULD | _____ |
| 5 DID | _____ | 11 IS | _____ |
| 6 DOES | _____ | 12 WAS | _____ |

3 Complete with the question tags.

A: You are from Great Britain, ...?

B: Yes, I am.

A: You have just arrived in the USA, ...?

B: No, I arrived three months ago.

A: The weather is better here, ...?

B: Yes, much better.

A: You have got a lot of rain in Great Britain, ...?

B: Oh, yes.

A: Our school system interests you, ...?

B: Yes, it does. It's different from ours.

A: You visited my school yesterday, ...?

B: Yes, I did.

4 Complete with the correct question tags.

- 1 Apples aren't expensive, ...?
- 2 We won't buy any fruit today, ...?
- 3 Paris isn't the capital of Portugal, ...?
- 4 You wouldn't like to be a dentist, ...?
- 5 The Smiths don't travel much, ...?
- 6 Your parents haven't been abroad, ...?
- 7 Little Billy doesn't go to school yet, ...?
- 8 Teachers shouldn't be too strict, ...?
- 9 You didn't arrive on time, ...?
- 10 Our neighbours can't drive, ...?

5 a) Make positive statements with negative question tags using the verbs in brackets.

- 1 Paul ... a cat, ...? (*have got*)
- 2 Jerry and Tim ... football, ...? (*like*)
- 3 Mary is crazy about swimming. She ... swimming every week, ...? (*go*)
- 4 I came home at four. You ... here at four too, ...? (*be*)
- 5 Pandora was busy last weekend. She ... her room all weekend, ...? (*paint*)

b) Make negative statements with positive question tags using the verbs in brackets.

- 1 You ... that film yesterday, ...? (*see*)
- 2 Most people here ... English, ...? (*speak*)
- 3 Henry ... good marks, ... ? (*have got*)
- 4 We ... out tomorrow, ...? (*go*)
- 5 There ... a shop in this street, ...? (*be*)

LISTENING

1 Copy, then listen to the dialogue and complete the form.

RICHMONDS SPORTS CLUB

APPLICATION FORM

Date _____

Surname _____ First name _____

Address _____

Date of birth _____ Sex: male / female (circle)

Sports _____

Previous experience _____

Competitions / teams _____

Do you want coaching sessions? (specify) _____



Lesson 1

VOCABULARY BOX

champ [tʃæmp] = **champion**

competition [ˌkɒmpə'tɪʃn]

freestyle ['fri:stail]

membership ['membəʃɪp]

fabulous ['fæbjʊləs]

junior ['dʒu:nɪə]

● **coaching** ['kəʊtʃɪŋ] **session**



squash
[skwɒʃ]



2 Listen again and match each sentence with the correct question tag from the box.

- 1 Your full name is Naima Abawickrama,?
- 2 You don't live in Richard's Castle,?
- 3 You aren't sixteen yet,?
- 4 You want to play squash,?
- 5 You were in your school swimming team last year,?
- 6 You won the school 100 m freestyle race,?
- 7 You've never played squash before,?

Question tags

- a are you?
- b didn't you?
- c isn't it?
- d do you?
- e have you?
- f don't you?
- g weren't you?

3 Work in pairs. Imagine you are applying¹ to a sports club. Copy the application form from task 1 again and complete it for yourself. Give the form to your partner. He / she will check it like this:

A: Your name is, isn't it?

B: Yes, it is.

¹to apply [ə'plai] — звертатись з проханням, подавати заяву

4 *Guess what these words mean. Check their meanings with your friend, your teacher or the vocabulary at the end of the book.*

a visiting team
an attacker
a defender
a whistle

a goal
a penalty
a referee
a goalkeeper

a home team
a foul
to score
to cheer

5 a) *Before listening say what you know about water polo and its popularity around the world.*



b) *Read, listen and complete the rules.*

Adrian and Celia are preparing to watch a water polo match. Celia doesn't know anything about this sport, so Adrian is explaining the rules to her.

WATER POLO RULES

- 1 Number of players in each team: ...
- 2 The game has ... parts
- 3 Each part lasts ... minutes
- 4 Size of the pool: ... metres long, ... metres wide
- 5 Colour of the ball: ...
- 6 After a foul the referee can send out the player for ... seconds
- 7 After a bad foul there can be a penalty shot from ... metres

Lesson 1

REMEMBER!

MEASUREMENTS AND TIME

100 centimetres = 1 metre

1000 metres = 1 kilometre

60 seconds = 1 minute

60 minutes = 1 hour

The pool is 20 metres long
and 10 metres wide.

Each part is 5 minutes long.

It lasts 5 minutes.



6 Listen, then read what Celia and Adrian are talking about while they are watching the match. Try to understand what is going on, then complete the sentences.

- 1 Brian's team, the home team, are wearing ... caps.
- 2 Brian is a ... player.
- 3 The referee is blowing the whistle for the ... of the game.
- 4 ... is shooting a penalty from five metres.
- 5 At the end of the match the score is

Celia: Why are Brian's team wearing dark caps?

Adrian: Because these are the rules. The home team always wear dark caps. The visiting team wear white caps.

Celia: What do you think? Is Brian a good player?

Adrian: He's brilliant. He's the best.

(whistle)



Celia: Why is the referee blowing the whistle?

Adrian: The referee always blows the whistle at the beginning on the game.

Celia: Look at Brian! What is he doing?

Adrian: He's trying to get the ball for his team.

Adrian and Celia: Go, Brian, go!!! You've got it!!!

Adrian: The score is 2-2! It's still a draw and it's nearly the end of the game.

Celia: Cheer up! Brian's team have the ball.

Adrian: Oh no! That's a foul!!

(whistle)

Celia: What is Brian doing?

Adrian: He's getting ready to take a penalty.

Celia: Why is Brian taking the penalty?

Adrian: After a bad foul the other team gets a penalty from five metres. And stop asking so many questions and watch the match! You're making me nervous.

Adrian and Celia: GOAL!! Way to go Brian! 3-2! We've won!



REMEMBER!

SPORTS SCORES

The score is 4-3.

Read: four three

Manchester beat Leeds 4-0.

Read: four nil

The score is 2-2.

Read: it's two all, **it's a draw.**

She won the first set 6-0. (tennis)

Read: six love

7 a) Answer the questions.

- 1 Are Adrian and Celia watching a handball match?
- 2 Are they cheering?
- 3 Is Brian playing well?
- 4 Why is the referee blowing the whistle?
- 5 Who is shooting the penalty?
- 6 Why is Celia asking a lot of questions?

Lesson 1

b) Say if the sentences are true or false.

- 1 I watch TV every Sunday afternoon.
- 2 “What are you doing?” “I’m reading.”
- 3 Celia always asks too many questions.
- 4 Brian plays water polo every day.
- 5 James sometimes bites Brian’s finger.
- 6 Look! Brian is daydreaming again!

SPEAKING



1 Work in pairs. Ask and answer the questions.

- Do you do any sport?
- What sport can you do at school?
- Do you like watching sports?
- Would you like to try playing water polo?
- What are the most popular sports in Ukraine?
- Who/What is your favourite athlete/team?

2 Read and complete the fact file on page 106 in your copybook. Then answer the questions below.

MICHAEL SCHUMACHER

- 1 Michael Schumacher, or Schumi, a very famous retired¹ racing driver. He got lots of fans around the world.
- 2 Michael comes from Germany. He was born on the 3rd of January, 1969. He is rather tall and thin with short dark hair. Michael can drive very fast cars. He can also play football and tennis very well.

¹retired [ri'taɪəd] — у відставці



- 3 Michael is Ferrari's best *Formula 1* driver. "I'll do everything I can to bring the Number One to Ferrari", he once said. "The whole team and the fans deserve it."

Full Name: Michael Schumacher
Occupation:
Team:
Born:
Personal details:

Which paragraph includes:

- the personal details and hobbies?
- what he is famous for?
- the company he worked for and his quote¹?

- 3 **Look at the fact file below and present Kimi Raikkonen to the class.**

Name: Kimi
Surname: Raikkonen
Nickname: Iceman
Occupation: Racing driver
Nationality: Finnish
Born: 17th October, 1979
Personal details: short blond hair
Hobbies: snowboarding, jogging, ice hockey
Current Team: Alfa Romeo Racing



¹a quote [kwəʊt] — цитата



Lesson 1

WRITING



1 Write an e-mail to your friend describing a recent sports event you watched. Use the questions and the example below.

- Where and when did it take place?
- Did you watch it at the stadium or on TV?
- Who did you go there with?
- What sort of match or game was it?
- Who won?
- Did you enjoy it?

Hi ...!

There was a competition (game, match) on (in, at) yesterday.

I saw it with

The competitors showed

The spectators were

The score was

I think the competition (game, match)

2 Write a paragraph about your favourite sportsman/woman.

- What sport does he/she do?
- Make a list of his/her achievements.
- What traits of character does he/she have?
- Why do you like him/her?

DOCTOR! DOCTOR!

VOCABULARY



1 a) Listen and point to the right word.

- headache
- toothache
- stomach ache
- earache
- backache

REMEMBER!

-ache

is pronounced [eɪk]

hurt-hurt-hurt [hɜ:t]

b) Listen again and repeat.

2 Play 'Health Bingo'

- 1 Make a Bingo card like the ones on page 109. Write the words from the box below into each square in the order you like.

cold, earache, toothache, broken leg, headache,
dentist, doctor, stomach ache, medicine

- 2 Make up cards of the pictures as symbols of the words like the ones on pages 108-109.
- 3 Take a card and say what it shows. Take turns with a partner.
- 4 When the word is on your Bingo card, put a symbol on that square.
- 5 The first person with three symbols in a row wins.



Lesson 2



stomach ache	headache	dentist
broken leg	cold	toothache
medicine	doctor	earache

3 Look and say as in the example.

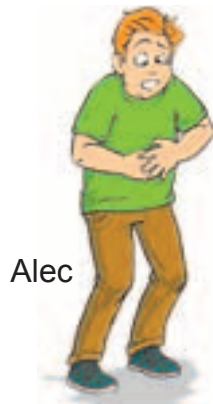
Example: John has a toothache.



George



Mark



Alec



Nick

4 Choose the word from the box and complete the answer.

- 1 Does your head hurt? Yes, I have a ...
- 2 Does your tooth hurt? Yes, I have ...
- 3 Does your ear hurt? Yes, I have ...
- 4 Does your tummy hurt? Yes, I have ...

earache,
headache,
stomach ache,
toothache

5 Open the brackets and put the verbs into the correct forms.

Doctor Smile had four patients yesterday. Mr Green ... (to feel) dizzy. Mr Smith ... (to break) his leg. Mrs Jenkins ... (to cut) her finger. Little Bill ... (to catch) a cold. The doctor ... (to help) every patient. His nurse ... (to give) them first aid.

6 Match the sentences to the pictures.

- He has a rash.
- He has a toothache.
- She has a sore throat.
- He feels dizzy.
- He has an earache.
- He has a headache.
- He has a stomach ache.
- He has a bruise.
- She has the flu.
- She has a cut.
- He has a cough.
- He sneezes a lot.



Lesson 2

READING



1 a) Work in pairs. Ask and answer questions them.

- 1 When does your mother call in a doctor?
- 2 Why should you take medicine when you are ill?
- 3 When do people catch the flu?
- 4 Is your health very good, good or poor?
- 5 Where do you go when you have a bad tooth?
- 6 What should you do to keep fit?

b) Match the texts with the questions above. (There is one extra question).

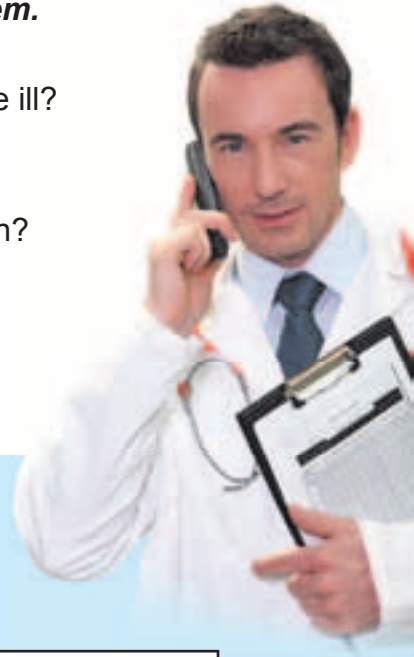
When you have a bad tooth, you go to the dentist's.

When you feel ill, your mother calls in a doctor.

The doctor gives you some medicine. In a short time you'll get better and be in good health. You'll be able to go back to school.

Try to keep fit. Then you'll be in good health. You should do morning exercises. You should play sports and stay outdoors every day. You should eat a lot of fruit and vegetables and other healthy food.

In cold seasons many people catch colds. When you have a cold, you have to drink a lot of hot tea. A bad cold is called flu. When you have flu, you can give it to other people around you. So you must stay at home.



2 Read the article and choose the sentence (A-E) that best fits each gap (1-5).

- A** Doctors visit their patients at hospitals regularly.
- B** There are two other useful things for your health: take vitamins regularly and have a complete physical¹ once a year.
- C** So you have to make an appointment.
- D** You have to pay there, but it's usually quick.
- E** A specialist will examine you and prescribe some treatment, pills, tablets or other medicine, which you can buy at the chemist's.

HEALTH SERVICE

People need to see doctors if they have a cough, a high temperature or some other symptoms of some diseases. If you are ill, you should see your local doctor first. **(1)** ... As disease is usually characterised by a set of specific symptoms and signs, the doctor will ask you to describe the symptoms of your illness. Then he'll take your pulse, look at your tongue, listen to your heart and lungs and check your temperature. He or she will give you some treatment or send you to see a specialist.

Specialists usually work in medical centres or in hospitals. **(2)** ...

If you feel too ill to go to the doctor's, you'll stay in bed and send for a doctor. If you have an accident, you go to the Accident and Emergency department² of the nearest hospital. Sometimes people need to stay at the hospital for several days or weeks. Surgeons make operations, nurses take care of patients. **(3)** ...

There are many private hospitals today. So you can go to a private doctor or a dentist. **(4)** ... Today many people

¹a complete physical — медогляд

²Emergency department

[ɪ'mɜːdʒənsi dɪ'pɑːtmənt] —

відділ екстреної допомоги



Lesson 2

can get private treatment.

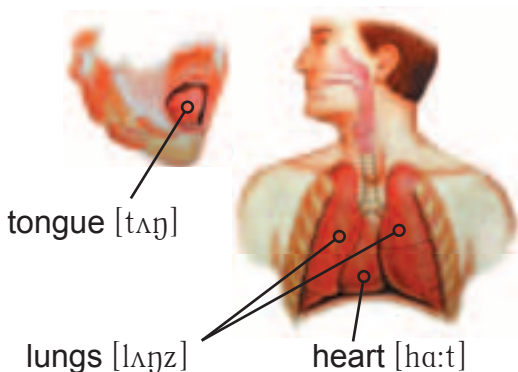
To be healthy a person needs to live a healthy lifestyle: do regular physical exercises, be outdoors every day, eat only healthy food and get enough sleep. (5) ...

3 Say if it is true or false.

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

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

b) Play the 'Winner' game. In turn name all the parts of the body. The one who names more is the winner.



VOCABULARY BOX

an accident ['æksɪdənt]

a dental office

['dentəl 'ɒfɪs]

a disease [dɪ'zi:z]

a pill [pɪl]

a surgeon ['sɜ:dʒən]

a symptom ['sɪmptəm]

treatment ['tri:tmənt]

private ['praɪvət]

regular ['regjələ]

regularly ['regjələli]

● **to make an appointment**

[meɪk ən ə'pɔɪntmənt]

5 Complete the sentences.

- 1 A disease is usually characterised by ...
- 2 The doctor will take your pulse, ...
- 3 Your local doctor can send you to ...
- 4 A specialist will ...
- 5 If you feel too ill to go to a doctor, you'll ...
- 6 The Accident and Emergency department will help you if you ...
- 7 At hospitals surgeons, nurses and doctors ...
- 8 If you go to a private doctor, you have to ..., but it's ...
- 9 To live a healthy lifestyle means ...
- 10 Taking vitamins and having a complete physical once a year are ...

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

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

symptom	illness	part of the body	health service

7 Work in pairs. Take turns.

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

B should make a sentence with it.

Example:

A: to prescribe

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

Lesson 2

- 8 **Say what the doctor usually does when he/she comes to visit your family member. Use the words below.**

listens to his/her heart and lungs, checks his/her temperature, takes his/her pulse, tells him/her to take some medicine regularly, tells him/her how many times a day he/she should take pills or tablets

GRAMMAR



REMEMBER!

The Past Perfect Tense

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

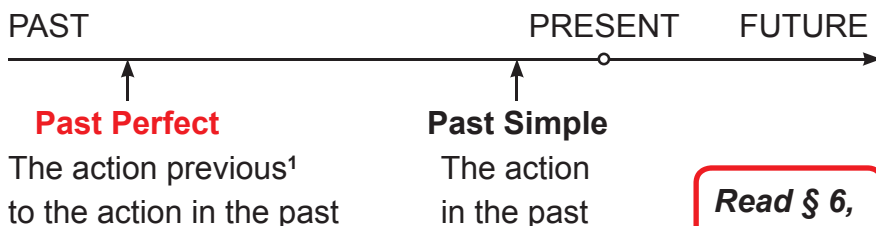
Had I / you / he / we (etc) **done** it before she came?

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

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

had not = hadn't

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



**Read § 6,
page 205.**

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

- Had you done your homework before you played with your friends yesterday?
- What had you done before mother came?
- How much of your test had you done before the lesson was over?
- What books had you read before you started reading this one?

¹previous ['pri:vɪəs] — попередній

- How many new English words had you learnt before you started this unit?
- Had you written your essay by 3 o'clock yesterday?
- Had you had your breakfast before you went to school?
- Had you come to school before the first lesson started?

Had you done your ...?

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

REMEMBER!

The Past Perfect Tense (Минулий перфектний час)

Ця часова форма вживається для позначення:

- дії, яка трапилась у минулому перед іншою дією в минулому часі.
*When I got home, Mike wasn't in. He **had gone** to the cinema. I didn't go to the cinema because I **had** already **seen** that film twice.*
- дії, яка трапилась перед зазначеним часом у минулому.
*Suzan **had done** all the housework by seven o'clock in the evening.*
- дії, яка є причиною наступної дії чи стану у минулому.

Порівняйте ситуації:

PRESENT

PAST

The room is dirty.

The room was dirty.

*I **haven't cleaned** it for weeks.*

*I **hadn't cleaned** it for weeks.*

Примітка:

З минулим перфектним часом вживаються слова:
before, after, already, just, till / until, when, by, by the time, etc.

- The Past Perfect Tense утворюється за допомогою дієслова **had + 3rd form** основного дієслова.
had finished **had done**
*She **had taken** some medicine before she checked the temperature.*

Lesson 2

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

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

Example: Ann / clean the flat with the vacuum cleaner
Ann had cleaned the flat with the vacuum cleaner before Max came back home from school.

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

3 Match the column A with the column B to make correct sentences.

- | A | B |
|---|--|
| 1 By the time the doctor came | a she hadn't checked her temperature. |
| 2 Mary caught a cold because | b after he had eaten in the café. |
| 3 Ann had taken her medicine | the man in a green sweater had given poor Tom first aid. |
| 4 John had a bad stomach ache | c after he had examined him. |
| 5 The doctor prescribed some medicine for his patient | d before she started her dinner. |



4 Join the sentences using the words in brackets.

Example: The doctor took Bill's pulse.

Then she listened to his breathing. (*after*)

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

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

5 Read, then work in pairs. Ask and answer.

Use the clues below as in the example.

Jane fell ill and her mother called a doctor.

What had mother done before the doctor came?

Example: lay Jane / bed

A: *What had mother done*

before the doctor came?

B: *She had laid Jane into bed.*

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

6 Work in pairs. Look at the hospital timetable. Ask and answer as in the example:

A: *Had they washed themselves before they made beds?*

B: *Yes, they had.*



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

Lesson 2

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

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

LISTENING

1 a) Listen to Dialogue 1. What's the problem?

Put the questions in the order they come up.

- What's wrong?
- Why don't you go and see a doctor?
- Are you feeling OK?

Now, answer the questions.

b) Listen again. What does Fiona tell Barry to do?

2 Listen to Dialogue 2. Fill in the grid.

Name	
Problem	
How long?	
Medicine	
Next visit	



3 Listen again. Answer the questions.

- 1 How did Danny hurt his shoulder?
- 2 Whose fault was it?
- 3 Do you like Dr Grey? Why?



4 Work in pairs. Listen and act out the dialogues.

①

A: What's the matter?
 B: I have a terrible cough.
 A: Take this medicine
 three times a day.
 B: For how long?
 A: For five days.

②

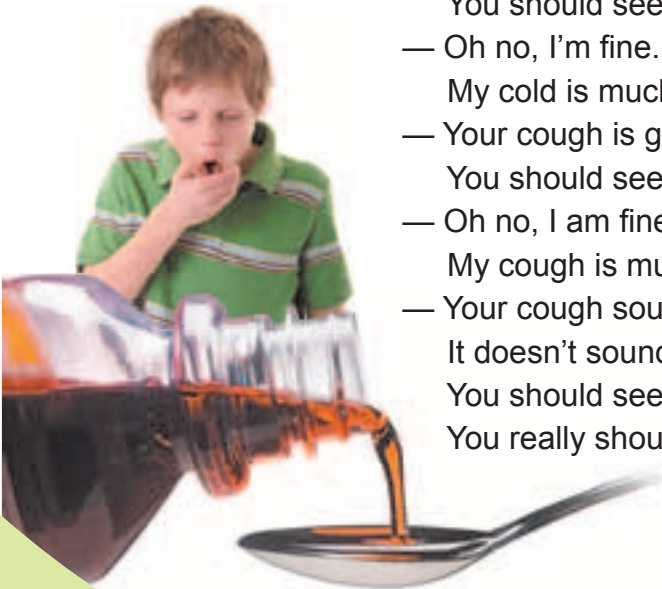
A: Could I see a doctor, please?
 B: Who is your doctor?
 A: Dr Russel. Is he here this
 morning?
 B: I'm afraid he isn't. You will have
 to come in the afternoon.



5 a) Listen and learn the rhyme.

YOUR COLD IS GETTING WORSE

— Your cold is getting worse,
 You should see the nurse.
 — Oh no, I'm fine.
 My cold is much better.
 — Your cough is getting worse,
 You should see the nurse.
 — Oh no, I am fine.
 My cough is much better.
 — Your cough sounds bad.
 It doesn't sound good.
 You should see the nurse.
 You really should.



b) Say the rhyme in pairs.

Lesson 2

SPEAKING



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

Example:

Anna / a sore throat / for a week

A: What happened to Anna?

B: She had a sore throat.

A: How long had she had it?

B: She had had it for a week.

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



2 Disagree as in the example.

Example:

— You have a sore throat when you keep to a diet of fruit.

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

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



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

Example: Jim / check / his temperature —————> go to bed

- a After he had checked his temperature, Jim went to bed.
b Jim had checked his temperature before he went to bed.

First

Then

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

**4 Work in pairs. Complete the dialogue, then role-play it.
Take turns.**



Patient: Oh, Doctor...

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

Patient: Yes, Doctor. And...

Doctor: Have you taken your temperature?

Patient: ...

Doctor: Don't worry. ...

Patient: What shall I take for my cold?

Doctor: ...

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

A: What's the matter?

B: I've got a ...

A: I think you should ...

For A

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

For B

a headache
a backache
a sore throat
a temperature
a cold

Lesson 2

REMEMBER!

Offering Help

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

- Would you like:
- to sit / lie down?
 - to go home / go to bed?
 - to take an aspirin?
 - to see a doctor?

6 *Work in pairs.*

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

B offers his/her help and gives advice.

Use phrases from tasks 4 and 5.

7 *Work in groups. Pretend you are a doctor.*

Ask your classmates questions about their health.

8 *Speak on the following.*

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



DO YOU KNOW?

First aid means help.

If¹ you cut your finger, wash it and put a plaster² on it. Every night take the plaster off. Put a new plaster on in the morning. You should keep your cut clean. If the cut is serious, go to see a doctor.

Sometimes people feel dizzy. It is often because of bad weather or bad food. If you feel dizzy, bend forward and put your head close to your legs. The blood³ will go to your head. You'll feel better.



WRITING



1 Choose the word from the box and complete the story.

cold, headache, fit, doctor, healthy, flu, felt, care, medicine



Once my friend ... ill. He was hot and had a We called in a My friend was lucky — it wasn't He caught a

The doctor gave some ... and said my friend should stay in bed. Then the doctor told us that we should take special ... of our health when it is winter. We should keep ...: do morning exercises and eat ... food.

2 Write about the time you got ill or hurt.

- How did you feel?
- What did you do?
- What treatment did you get?

¹if — якщо

²a plaster ['plɑ:stə] — лейкопластир

³blood [blʌd] — кров

LOOK BACK!

Lessons 1-2

1 Match and say.

to have
to catch
to ask
to cut
to break
to give
to call in
to feel
to keep
to look
to take

a doctor
sick
for help
fit
first aid
a stomach ache
a leg
a medicine
a finger
ill
a cold

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

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



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

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

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

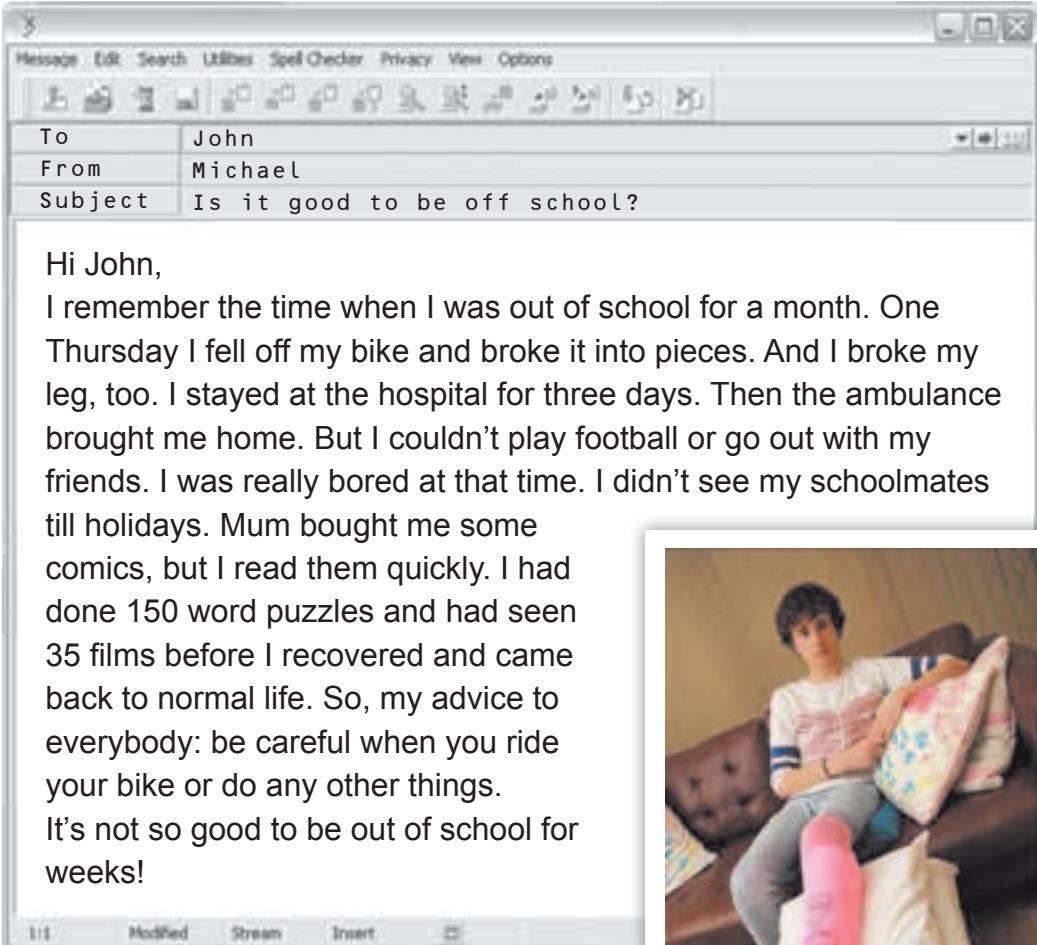
With these words the doctor left the room.

3 Say what people do if:

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

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

4 a) Read the e-mail and say what once happened to Michael.



The screenshot shows an email client window with the following details:

To	John
From	Michael
Subject	Is it good to be off school?

Hi John,

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



Lessons 1-2

b) Answer the questions.

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

VOCABULARY BOX

ambulance ['æmbjələns]

blood [blʌd]

chest [tʃest]

an injection [ɪn'dʒekʃn]

a pain [peɪn]

an X-ray ['eks reɪ]

to bleed [bli:d]

5 a) Read the letter and say what was the most difficult thing for Kate in her situation.

Dear Ann,

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

Sally was five at that time. She started to feel ill on Monday evening. She had a temperature, a headache and a sore throat. She wanted to watch cartoons on TV, but she couldn't and went to bed early. She stayed in bed on Tuesday morning and I had to phone the doctor. The doctor arrived at 11:30. He looked at Sally's throat and checked her temperature.

Sally needed some medicine. The doctor wrote a prescription and gave it to me. I bought the medicine at the chemist's paying with the money Mum had left for us. It was really difficult to make Sally take the medicine. I had to do different tricks and tell her lots of fairy tales to make her get the treatment the doctor had prescribed.

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

Kate

b) Work in pairs. Make up your questions to interview Kate.

A is Kate.

B is an interviewer.

Tell me about...

What about...?

What kind of problems did you have?

What happened after...?

What had you done before...?

6 Work in pairs. Choose a partner and ask him/her questions about:

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

Take turns.

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

A, you are John. You feel ill and dizzy. Answer the doctor's questions.

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

C, you are the doctor. Ask John questions, answer his mother's questions. Give instructions.

8 a) Do the questionnaire. Choose your answers.



ARE YOU A SPORTY PERSON?

1 HAVE YOU GOT ANY OF SPORTS THINGS AT HOME?

- a) not any
- b) some of sports posters and books
- c) some of sports equipment



Lessons 1-2

2 HAVE YOU EVER ATTENDED ANY SPORTS CLUB?

- a) Yes, I have. But I don't attend this year.
- b) No, I haven't.
- c) Yes, I have. I attend a sports club twice a week.



3 ARE YOU GOING TO TAKE PART IN INTER-SCHOOL COMPETITION?

- a) yes
- b) no
- c) possibly

4 WHAT ARE YOU GOING TO DO THIS WEEKEND?

- a) play some new computer games
- b) watch football on TV
- c) go out and play sports games

5 HOW MANY TIMES A WEEK DO YOU DO SPORT?

- a) every day
- b) twice a week
- c) never

6 WHAT DO YOU KNOW ABOUT THE OLYMPIC GAMES?

- a) nothing at all
- b) the names of gold medal winners in six or more kinds of sport
- c) the history of the Olympics



POINTS:

- 1 a) 0; b) 1; c) 2;
- 2 a) 1; b) 0; c) 2;
- 3 a) 2; b) 0; c) 1;
- 4 a) 0; b) 1; c) 2;
- 5 a) 2; b) 1; c) 0;
- 6 a) 0; b) 2; c) 1;
- 7 a) 1; b) 2; c) 0;
- 8 a) 1; b) 0; c) 2

7 DO YOU ENJOY YOUR PE LESSONS AT SCHOOL?

- a) not very much
- b) Yes, I do. PE is my favourite subject.
- c) I hate PE



RESULTS:

More than 10 points:
Congratulations! Go on and you'll be in your best sporty shape.

5-10 points:
You are a sports fan. It's not so bad.

Less than 5 points:
You and a sporty person are quite different things.

8 HAVE YOU EVER DREAMED OF BECOMING A SPORTS STAR?

- a) sometimes
- b) never
- c) very often



b) Find out your score.



c) Listen to Sheila and Alan. Write their answers down in the questionnaire and calculate their points¹.

9 Join the sentences using the words in brackets.

Example: I had a pill. Then I stopped coughing. (*After*)
After I had had a pill I stopped coughing.

- 1 I washed my hands. Then I had my lunch. (*Before*)
- 2 Steve learnt to control his bike.
Then he started practising tricks. (*After*)
- 3 The doctor examined his patient.
Then he gave him an injection. (*Before*)
- 4 Children did their homework. Then their mother came. (*Before*)
- 5 The doctor gave me treatment.
Then I went to the chemist's. (*After*)
- 6 We came back from the Sports Show.
Then we had a big dinner at Granny's. (*After*)
- 7 Fiona was a member of the climbing club.
Then she started swimming. (*After*)
- 8 Nick was a member of our school volleyball team.
Then he joined tennis club. (*Before*)

10 Work in groups of six. Play 'Tag-Question Game'.

Two pairs play and one pair acts as a referee.

pair A: We're playing tennis tomorrow

pair B: aren't we?

pair B: I've never played basketball

pair A: have I?

For every correct tag question you get two points. If you answer incorrectly or take more than ten seconds to think, the other team gets two points. After five minutes stop the game and see who the winners are.

¹to calculate ['kælkjuleɪt] sb's points — підраховувати чиїсь бали

Lessons 1-2

11 *Have you (your friend) ever taken part in any sports event? Describe your (your friend's) actions and feelings during it.*

12 *Work in groups of four-five and follow the steps.*

FILE FOR PROJECT

OLYMPIC GAMES IN THE FUTURE

Step 1. Discuss the following:

Will the Olympic Games exist in 2092?

What country will host the Olympic Games? Why?

Will the Olympic traditions change? What would you like to change: the flag, the flame or the motto?

Step 2. Design your own emblem.

Step 3. Introduce your own new sport into the Olympic programme.

- Invent your new sport.
- Describe the basic rules.
- List the equipment or special clothes needed.

Step 4. Design sports clothes for the Ukrainian team.

Step 5. Write a short script which describes the opening ceremony.

- How many countries will take part in the Olympic Games?
- How many competitors will be there?
- What will happen there?

Step 6. Imagine you are a journalist who visited these Olympic

Games. Describe the Olympics — 2092, how long they took and what the weather was like, what sports competitions you visited, who won or lost and what the most exciting events were.





1 Listen and read.

HE WAS ONLY WRONG BY TWO!

John was a football coach at a British University. He always tried to find good football players for his team. John trained his players very well.

They were good at running, jumping, swimming, rowing and playing different games. They often took part in races and practically always won. All John's players were tall strong men, excellent sportsmen and just nice people. They hardly ever gave him trouble and the University team was the best in the South of England. Regular training, keeping to a diet and a lot of exercises were very important for the sportsmen. They always followed the coach's advice and received good and excellent results in all home and international competitions and matches. They rarely lost a game or hardly ever ended matches in a draw. In fact, they practically always won.

The only trouble with some of his football players was their poor knowledge of many school subjects because the sportsmen were often not good at Maths, English, etc. and it was not always easy for them to be good University students.

One day the coach brought an excellent young football player to the Professor of the University. The Professor had to ask the



young player some questions. The Professor chose very easy questions, but the boy couldn't answer them. At last the Professor asked, "Well, what's five times seven?" The student thought for a long time and then answered, "Thirty-six."

The Professor shook his head and looked at the coach.

“It’s impossible!” he said. “I don’t want to punish your team. I understand he can throw a ball very well, but he doesn’t know mathematics at all. He can’t be a student.”

But the coach seriously asked, “Oh, please, sir! Let him become a student. He was only wrong by two.”

VOCABULARY BOX

- a coach** [kəʊtʃ]
- training** [ˈtreɪnɪŋ]
- excellent** [ˈeksələnt]
- impossible** [ɪmˈpɒsɪbl]
- to punish** [ˈpʌnɪʃ]
- to receive** [rɪˈsi:v]
- to train** [treɪn]
- **to end in a draw**
- **to give trouble**

2 Complete the sentences according to the text.

- 1 John tried to find ...
- 2 John’s football players were good at ...
- 3 The players were ...
- 4 The University team was
- 5 The important things for the sportsmen were ...
- 6 The footballers rarely ...
- 7 The only trouble with some footballers was ...

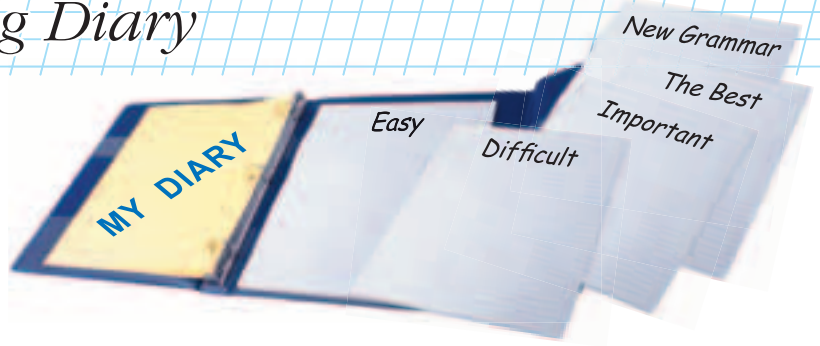
3 Answer the questions using the words and phrases from the ‘New Vocabulary’.

- 1 Who trains sportsmen for international competitions?
- 2 What do we call members of a football team?
- 3 What do sportsmen do to keep fit and be in an excellent form?
- 4 How does the game end if the result is 0:0?
- 5 What can a coach say to his sportsman who hasn’t trained for a long time?
- 6 What kind of student is a boy or a girl if he/she gets very good marks?
- 7 If you were a teacher, would you use any punishment?

4 Retell the story as if you were:

- a** the coach; **b** the Professor; **c** a new football player

My Learning Diary



The topics of this unit are

I find this unit *very easy* / *quite easy* / *quite difficult* / *very difficult*.
(Underline what is true for you.)

I think that the most important thing I have learnt is

The most difficult thing for me was

The things that I enjoyed most in the Unit were

The things that I didn't enjoy were

The ways I used working with the Unit were

My favourite activities / tasks were

The new grammar I have learnt in the Unit are

The best lesson I had in my English class was

The things that are easy to read are

Lessons 1-2

The things that are easy to listen to

.....

The things that are easy to talk about

.....

The things that are easy to write about

.....

The things that are difficult to read about

.....

The things that are difficult to listen to

.....

The things that are difficult to talk about

.....

The things that are difficult to write about

.....

Three things I would like to remember from this unit are

.....

.....

..... because

.....

I would like to improve *my pronunciation / spelling / vocabulary / grammar / fluency*. (Underline what is true for you.)

The things that I would like to learn are

.....

.....






You have finished the unit. Choose the adjectives that best describe how you feel about it.

happy	satisfied	frustrated	motivated	good
relieved	unhappy	excited	sorry	tired

My Learning Diary

After the unit I can:

NOW I CAN			
● understand texts about the Olympic Games			
● fill in the application form with my personal information			
● understand and use question tags in the interview			
● ask and answer about the rules of a sport or a game			
● listen to and understand sports commentaries			
● express an opinion about a sports event			
● do a questionnaire about being sporty			
● make a fact file about an athlete			
● speak about my favourite athlete			
● name the symptoms of disease			
● ask and answer about feelings			
● offer help and give advice to someone who doesn't feel well			
● understand and use the Past Perfect Tense			
● understand texts about health service			
● speak on treatment			
● talk with a doctor			
● interview about sb's visit to a doctor			
● describe an experience of being ill			
● write about a sports event			
● write about an athlete			
● do a project about the Olympics in the future			
MY WORK			

Unit 4

LEISURE TIME

- Entertain Yourself!
- Places of Interest

Pre-reading questions

Do you enjoy watching films?

What do you prefer: theatre
or cinema?

Have you ever been to a theatre?

What's the last film you have seen?

What places of interest are there
in your town?

Have you ever gone sightseeing?

ENTERTAIN YOURSELF!

VOCABULARY

1 Look at these types of films. Match them with the pictures.

- | | |
|---|---|
| <input type="checkbox"/> a a comedy | <input type="checkbox"/> e a horror film |
| <input type="checkbox"/> b a science fiction film | <input type="checkbox"/> f a musical |
| <input type="checkbox"/> c a cartoon | <input type="checkbox"/> g an action film |
| <input type="checkbox"/> d a historical film | <input type="checkbox"/> h a thriller |



Lesson 1

2 Match the type of film with its definition.

- | | | |
|--------------------------|--------------------------|--|
| 1 a comedy | <input type="checkbox"/> | a film with a lot of singing and dancing |
| 2 a science fiction film | <input type="checkbox"/> | a film about people and events in the past |
| 3 a horror film | <input type="checkbox"/> | a funny, humorous film |
| 4 a thriller | <input type="checkbox"/> | a film about events in the future |
| 5 a cartoon | <input type="checkbox"/> | a frightening film, about vampires, for example |
| 6 a historical film | <input type="checkbox"/> | an exciting film about crime and violence |
| 7 a musical | <input type="checkbox"/> | a film with a lot of exciting events and adventures |
| 8 an action film | <input type="checkbox"/> | a film made by photographing some series of drawings |

3 Give some examples of each type of film.

4 Speak on the types of films you like and dislike. Explain your likes / dislikes.

VOCABULARY BOX

entertainment

[,entə'teɪnmənt]

leisure ['leɪʒə]

to entertain [,entə'teɪn]

● to have leisure

5 Make a Top 5 List of your favourite films starting with the film that you like best.

6 Look at the adjectives and say which of them suggest a positive and which a negative opinion.

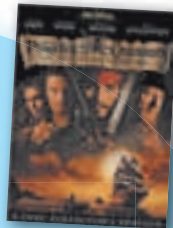
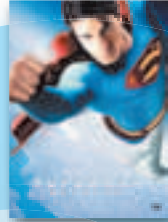
entertaining	fantastic	brilliant	awful
depressing	predictable	romantic	exciting
gripping	interesting	funny	boring

7 Describe your favourite film using a few adjectives from task 6.

LISTENING



1 Emma is interviewing her classmates about their favourite films. Look at their titles.



WALL-E
Spider-Man
Pirates of the Caribbean
Superman
Titanic
E.T.
High School Musical
Indiana Jones
The Lord of the Rings
Home Alone



Which of these films have several sequels (parts)?

2 Add some more titles to the list.

Choose two films you have seen and compare them.

There are some words in the box to help you.

interesting

good music

exciting special effects

funny

spectacular

expensive to make

famous actors

convincing

confusing

long

fascinating

romantic

easy to make

Lesson 1

Look at the examples. Do you agree?

Titanic is **more romantic** than *Pirates of the Caribbean*.

The first part of *Pirates of the Caribbean* is **longer** than the second one.

Spider-man has **more famous** actors than *Indiana Jones*.



3 Look back at task 1 and listen. Then say which of the films the children talk about.



4 Listen again and fill in the sentences.

- 1 Josh likes *Spider-Man* because it has ... special effects than *Superman*.
- 2 Tim likes *Indiana Jones* films because they are ... to watch and the ... is very exciting.
- 3 Sarah likes *High School Musical* because Zac Efron is the ... guy on earth and the ... is very catchy.
- 4 Trish likes *Titanic* because it's
- 5 Harry likes *WALL-E* because he is interested in ... and computers and he thinks the characters are very

When giving your opinion, say why you like or don't like something. Use 'because' to explain your point of view.

5 Say why you like or don't like the films from task 1.



6 Listen to the conversation and put the sentences in the order that you hear them.

- How about 6.30 in front of the “Odeon” cinema?
- Would you like to go to the cinema this evening?
- Shall we go and see “The Legend of King Arthur”?
- What about an action film?

VOCABULARY BOX

a character ['kærɪktə]

a plot [plɒt]

a title ['taɪtl]

catchy ['kætʃɪ]

confusing [kən'fju:zɪŋ]

convincing [kən'vɪnsɪŋ]

fascinating [fæsɪneɪtɪŋ]

spectacular [spek'tækjələ]

REMEMBER!

Suggesting / Inviting

How
What | about going to the cinema / theatre?

Shall we go to the theatre / cinema?

Would you like to go to the theatre / cinema?

7 Work in pairs. Decide where to go this evening with your partner.

READING



1 Read the text very quickly to find the answers.

- 1 Which film is a documentary?
- 2 Which film takes place in New York?
- 3 Which film is about teenagers?
- 4 Which film takes place in the future?
- 5 Which film has some romance?
- 6 Which film is an adventure movie?

Lesson 1

SPIDER-MAN

Spider-Man is an action film based on a comic. The main character is Peter Parker, a shy student who lives with his aunt and uncle in New York. When bitten by a spider he turns into the Spider-Man, a superhero with special powers. He fights against the evil Green Goblin and tries to win the love of Mary, his beautiful classmate.

The film is very enjoyable.

There are spectacular special effects and excellent stunts.



MARCH OF THE PENGUINS

March of the Penguins is a French documentary about emperor penguins. The film shows their long journey in Antarctica. The female lays an egg and both parents struggle for the survival of their chick.

The film is a brilliant documentary about the fascinating world of nature.

It is very moving. It can even make you cry.

WALL-E

WALL-E is a computer animated film which takes place in 2700. It's the story of a little robot who is programmed to clean up the planet Earth. WALL-E is very curious and a bit lonely. However, his life changes when he meets EVE. She can fly very fast and she is very nice, so an adventure and romance across the galaxy start.

The film has a fascinating computer animation.

Some scenes are really funny.





HIGH SCHOOL MUSICAL

As its name says, it's a musical which tells the story of two high-school juniors Troy Bolton and Gabriella Montez who want to get the lead parts in their school show. Troy is the captain of the basketball team and Gabriella is a shy girl and she is brilliant at Maths and Science. However, there are some problems ahead.

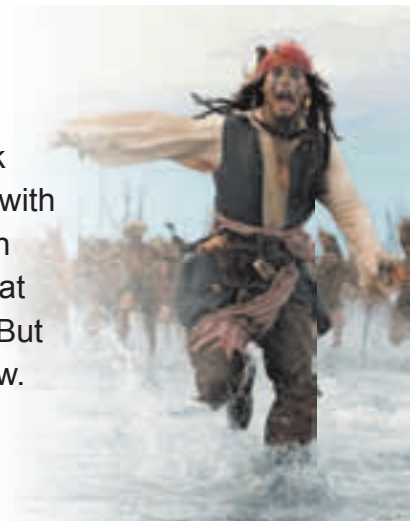
The plot is a bit weak, but the actors are good looking. The music is catchy.

PIRATES OF THE CARIBBEAN — DEAD MAN'S CHEST

Dead Man's Chest is an adventure movie, a sequel to *The Curse of the Black Pearl*. Jack Sparrow, captain of the Black Pearl, is back with new adventures. This time he, Will, Elizabeth and Commodore are looking for the chest that belongs to the terrible Captain Davy Jones. But Davy Jones has other plans for Jack Sparrow.

The film has fantastic special effects.

The acting is convincing but the plot is a bit confusing. A bit too long.



2 Read the text again more carefully to justify your answers.

3 Find in the text:

- different film genres (kinds of films)
- words to describe characters
- words to describe films: *The film is... It has...*

Copy them in your notebook in three groups above.

Lesson 1

REMEMBER!

WHO, WHICH and WHERE

Peter Parker is a shy student **who** lives with his uncle. *Spider-Man* is a film **which** has spectacular special effects. Tortuga is a place **where** Elizabeth meets up with Jack Sparrow.

Which word do we use for people?

Which word do we use for things?

Which word do we use for places?

4 Fill the gaps in the sentences.

- 1 WALL-E is a film ... has got a brilliant computer animation.
- 2 Antarctica is the land around the South Pole ... penguins live.
- 3 WALL-E is a little robot ... falls in love with EVE.
- 4 Penguins take a long journey from the place ... they were born to the place ... they eat.
- 5 The Caribbean is a group of islands ... the story takes place.
- 6 *High School Musical* is a film ... has got catchy music.
- 7 Troy is the captain of the basketball team ... wants to get a part in a musical.

Make similar sentences about films, places and characters on your own, using WHO, WHERE and WHICH.

VOCABULARY BOX

an adventure [əd'ventʃə]

a documentary

[ˌdɒkjə'mentəri]

an evil ['i:vɪl]

a power ['paʊə]

a romance [rəv'mæns]

a teenager ['ti:neɪdʒə]

enjoyable [ɪn'dʒɔɪəbl]





REMEMBER!

Reflexive Pronouns (Зворотні займенники)

Singular (однина)

I myself	I have to do it myself .
you yourself	Did you make the table yourself ?
he himself	He saw himself in the mirror.
she herself	She entertains herself with films.
it itself	The dog entertained itself with a ball.

Plural (множина)

we ourselves	We enjoyed ourselves very much.
you yourselves	Please make yourselves comfortable.
they themselves	They did the work themselves .

**Read § 7,
page 199.**

Зворотні займенники виконують функції:

- власне зворотніх займенників:
*Did you hurt **yourself**?*
*We enjoyed **ourselves** at the party.*
- підсилення:
*You must do it **yourself**.*
*He gave me the book **himself**.*

1 Complete the sentences with the correct reflexive pronouns.

- 1 Can you translate these sentences ... ?
- 2 Don't help him, he can wash his hands
- 3 Wash ... ! You are so dirty.
- 4 Yesterday my mother bought a new dress for
- 5 The children gathered all those berries
- 6 We can't give you these things, we need them
- 7 Ann looked at ... in the mirror.

Lesson 1

- 8 The child hid ... behind the door.
- 9 She fell down and hurt
- 10 We all enjoyed ... at the party.

2 Use the reflexive pronouns to complete the sentences.

- 1 She can look after
- 2 Let him speak for
- 3 She told ... that she would never go there again.
- 4 He's old enough to dress
- 5 She lives by
- 6 I can ask him
- 7 They always eat by
- 8 Peter will speak to her
- 9 She gave ... a holiday in Venice.
- 10 Just say to ... that it was bad luck.

3 Make up sentences as in the example.

Example: My mother likes shopping. *She always does it herself.*

- 1 Mary enjoys cooking.
- 2 She often makes cakes.
- 3 Billy likes repairing his car.
- 4 My grandparents like gardening.
- 5 Miranda loves sewing.
- 6 The children enjoy washing their dog.
- 7 They like to do the washing-up.



SPEAKING



1 Listen and read the talk.

Then answer the questions on page 149.

Mrs McBright: Have you ever heard about the Globe?

Chris: What is it?

Mrs McBright: It is a famous theatre where only the Shakespeare's plays are staged.

Chris: Can we visit the theatre?

Mrs McBright: Yes, we can. Let's go there tomorrow.

* * *

Chris: I've never been to an open air wooden theatre where the audience stand around the stage.

Mrs McBright: The Globe Theatre was opened in London in 1997. It's a copy of William Shakespeare's Globe theatre. The original theatre burnt down over four hundred years ago.

Chris: What a pity! Oh, the audience is very noisy.

Mrs McBright: The audience was very noisy in Shakespeare's time, too. They cheered and clapped and often threw rotten¹ fruit at bad actors.

Chris: Could I go and buy a programme?

Mrs McBright: OK. Let's hurry up, the play is going to start soon.

¹rotten ['rɒtən] —

гнилий



Lesson 1

- 1 What is the Globe?
- 2 What does this theatre look like?
- 3 When was it opened in London?
- 4 What happened to the original Globe Theatre?
- 5 How did the audience behave¹ in Shakespeare's times?
- 6 Does the audience throw rotten fruit at bad actors nowadays?
- 7 What do people usually buy before the performance at the theatre?

VOCABULARY BOX

an action [ˈækʃn]
an audience [ˈɔːdiəns]
a cast [kɑːst]
a performance
[pəˈfɔːməns]
a play [pleɪ]
a scenery [ˈsiːnəri]
a stage [steɪdʒ]
to act [ækt]
to perform [pəˈfɔːm]
to stage [steɪdʒ]

2 Complete the sentences with the words from the box.

comedies, audience, actors, famous, acted, stage

William Shakespeare was born in 1564 in England. He wrote lots of ... plays. Some of them were very funny Shakespeare also ... in his plays. People loved Shakespeare's plays, and there was always a big ... at the Globe Theatre. People stood around the They cheered and clapped. Sometimes they threw rotten fruit at bad

3 Work in pairs. Ask and answer the questions.

- Do you like going to the theatre/cinema?
- What was the title of the last play/film you have seen at the theatre/cinema?
- What was it about?
- What are the names of the characters of the play/film?
- What are the names of the actors and actresses who played in that play/film?

¹to behave [biˈheɪv] — поводитись

REMEMBER!

Asking about Impressions

- What do you think of ...?
- How do you find ...?
- How do you feel about ...?
- What would you say to ...?

Expressing

Likes

- We enjoyed the play.
- It was really exciting.
- I like this film.

Dislikes

- I hate opera.
- I am not pleased with this performance.
- I don't like such films. They are boring.

4 Work in pairs. Read and act out the dialogues.

a) **A:** How do you feel about the film?

B: I think it is really exciting. I enjoyed it.

A: What do you think of the new film star?

B: Oh, I think he's very handsome and talented.

b) **A:** That was a wonderful performance! I liked the music, the lighting and the scenery.

B: It was fantastic! We couldn't take our eyes off the stage. The actress played wonderfully!

A: The play is really colourful. There is so much in it that is exciting.

B: I was impressed by the play itself. It's very serious. It makes you think about very important things.

Lesson 1

- 5 **Do you enjoy watching films? What do you prefer: watching films on television or going to the cinema? What kind of films do you like watching most? Circle the things that are important for you in a film.**

plot (storyline)

action

cast (actors/actresses)

nice costumes

music

humour

happy ending

special effects

- 6 **Work in groups. Brainstorm the titles of the films you have seen, read or heard about. Choose the one you would recommend for other groups to see. You have to say why you think they should see the film.**

REMEMBER!

Giving Recommendations

We recommend ... because...

... is worth seeing.

We think you should see... because...

If you see ... , you will like it because...

- 7 **Work in groups.**

Read and speak about performances / films.

Some performances/films make you feel interested, others may make you feel bored. Say what topics in a play or what kind of films may make you feel bored (interested). Explain why.

WRITING



- 1 Read Bill's review of the film 'The Matrix' and write a short review of a film you like. Use the questions from the 'Learning Tip' below.

The Matrix is a science fiction film. Andy and Larry Wachowski directed it. The main actors are: Keanu Reeves, Laurence Fishburne, Carrie-Anne Moss and Joe Pantoliano. The film is about a man who lives two lives. By day he is a computer programmer and by night he is a hacker. One day he meets Morpheus who tells him that a race of machines really rules the world. The film is fantastic. I absolutely love the film because everything about it is great. The actors are very good, particularly Laurence Fishburne. He is brilliant in the role of Morpheus. The special effects are absolutely stunning and the soundtrack is fantastic.

LEARNING TIP

A Short Film Review

Paragraph 1

What type of film is it? What's it called? Who directed the film? What actors are in the film? Are they good?

Paragraph 2

What's the film about? (e.g. *It's about two friends who are in the same class... or It's about a man who lives on a farm...*) Use the Present Simple Tense.

Paragraph 3

What's the film like? (e.g. *It's really funny / interesting because...*)

Did you like the film and why? (e.g. *I really liked the film because...*)

Lesson 2

PLACES OF INTEREST

VOCABULARY



1 Match the words (1-9) with their meanings (a-i).

- | | |
|-------------------------|--|
| 1 guide book | a go as a tourist to look at interesting buildings and places |
| 2 be typical | b be in the situation when you don't know where you are |
| 3 go sightseeing | c walk round a place to see it |
| 4 art gallery | d take pictures with a camera |
| 5 visit museums | e be in a short visit to a town, museum, etc. sometimes with a guide |
| 6 look round | f a book which describes a place for tourists |
| 7 go on a (guided) tour | g go and see a place where you look at old or interesting things |
| 8 get lost | h a place where people can look at paintings |
| 9 take photos | i be a good example of its kind |



2 Choose the correct word.

- 1 art (theatre / gallery)
- 2 guide (map / book)
- 3 (visit / go) a museum
- 4 (make / take) photos
- 5 (guide / guided) tour
- 6 (go on / make) a tour



3 Fill in the gaps.

look round, went sightseeing, map, got lost, guide book, took, typical, visit, art gallery, tour

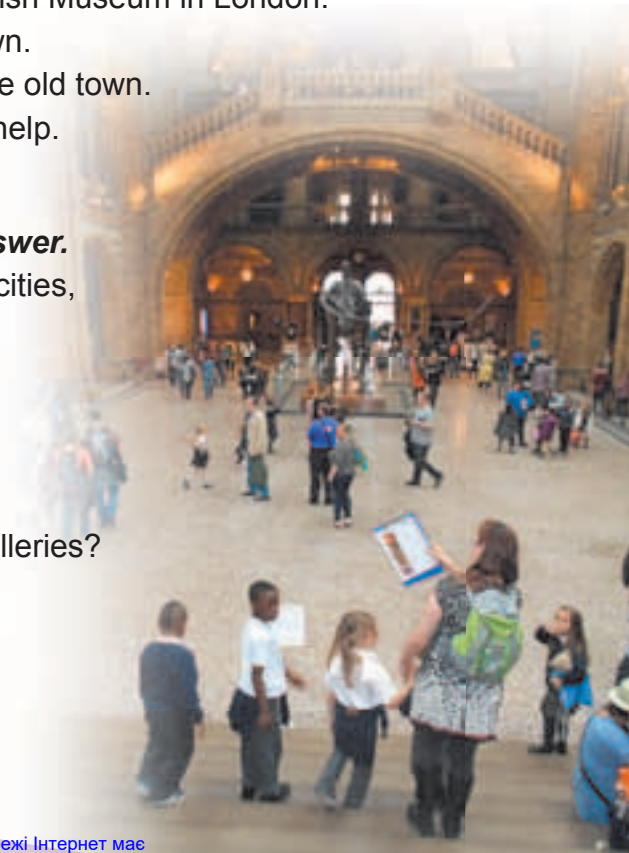
Example: You can get a map at the Information Desk.

- 1 This ... is useful.
- 2 Look — a ... tourist, with a guide book and a camera.
- 3 We ... yesterday.
- 4 I'm going to an this afternoon.
- 5 You should ... the British Museum in London.
- 6 I want to the town.
- 7 We went on a ... of the old town.
- 8 I so I asked for help.
- 9 I ... lots of photos.

4 Work in pairs. Ask and answer.


When you visit new towns / cities, do you:

- 1 go sightseeing?
- 2 take a map with you?
- 3 buy a guide book?
- 4 take photos?
- 5 visit museums and art galleries?
- 6 look round the shops?
- 7 often get lost?
- 8 go on a guided tour?



Lesson 2

READING

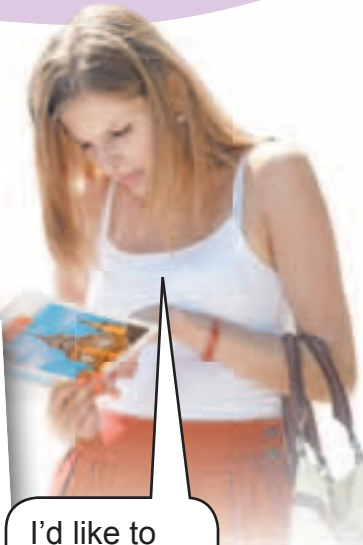
-  1 Listen and read the paragraphs from the guide book and say which of these places you would like to visit and why.

SOME FAMOUS LANDMARKS OF LONDON

St¹ Paul's Cathedral

The Great Fire of London in 1666 burnt the medieval cathedral to the ground, so Londoners needed a new one. Sir Christopher Wren started building St Paul's in 1675. It took him 35 years to finish it. St Paul's Cathedral has a 48 m high dome (a rounded roof). You can walk around its base on the inside. This part is called the *Whispering Gallery*. When you whisper against its wall, your friend can hear your whisper on the other side — 48 m away. That means that the church has got very good acoustics².

Do you know any other famous buildings with a dome?



I'd like to visit / see ... because ...



¹St = saint [seɪnt] — святий

²acoustics [ə'kuːstɪks] — акустика

The Houses of Parliament

This huge building is the home of the British parliament. Members of Parliament are also called MPs. People choose them in elections¹ which take place every 4 to 5 years. The task of Parliament is to make laws².

Big Ben is the name of the bell (13.7 tonnes) inside the *Clock (Elizabeth) Tower* which forms part of the *Houses of Parliament*.

Who is the British Prime Minister now?
Who is the Ukrainian President?



VOCABULARY BOX

an architect ['ɑ:kitekt]

a dome [dəʊm]

heating ['hi:tɪŋ]

a skyscraper

['skaɪskreɪpə]

to collapse [kə'læps]

to destroy [dɪ'strɔɪ]

to save [seɪv]

to whisper ['wɪspə]

huge [hju:dʒ]

medieval [ˌmedi'i:vəl]

The Gherkin³

The Gherkin is one of the most famous high-rise buildings in London. It was designed by the famous British architect Norman Foster. You can see its top from far away. Some people say it looks like a rocket, but most people simply call it the Gherkin. It was built in such a way as to save energy, so the heating and cooling costs are not too high.

Do you know any other famous skyscrapers in the world?

¹election [ɪ'leɪʃn] — вибори

²a law [lɔ:] — закон

³a gherkin ['gɜ:rkɪn] — дрібний огірок

Lesson 2

The Millennium Bridge

The Millennium Bridge is a bridge over the River Thames. People like walking over it because there is no traffic on it. It's 144 m long. The bridge has got the nickname — 'Wobbly Bridge'. When it first opened in 2000, thousands of people who walked across



felt a gentle movement underfoot. The bridge was closed, the problem fixed and it was reopened on 2 February, 2002. In the film *Harry Potter and the Half-Blood-Prince*, Lord Voldemort's *Death Eaters* try to destroy the bridge and after some twisting, it collapses into the Thames. Luckily, that was just a film!

Have you seen the film 'Harry Potter' and the 'Half-Blood-Prince'?

2 Say if the statements are true or false.

Correct the false ones.

- a St Paul's is a medieval cathedral .
- b St Paul's Cathedral has got very bad acoustics.
- c Sir Christmas Wren is the architect of the Millennium Bridge.
- d MPs are the members of the British Parliament.
- e Big Ben is the name of the Clock Tower.
- f Wobbly Bridge is a bridge over the River Thames.
- g On 2 February, 2002 the Millenium Bridge was destroyed.
- h Norman Foster is the architect of the Millennium Bridge.
- i The Gherkin is a nickname for one of the most famous high-rise buildings in London.
- j The Gherkin was built in such a way that you can see its top from far away.
- k The Gherkin has got very high heating and cooling costs.

3 a) Read the following sentences and decide if they are true or false.

- 1 Tourists usually start their tour round Kyiv from Zoloti Vorota.
- 2 St Sophia Cathedral was the centre of learning and culture in Kyivan Rus.
- 3 The Statue of Bohdan Khmelnytsky is in front of St Michael's Golden-Domed Monastery.
- 4 Apostol Andriy is a Kyiv's patron saint¹.
- 5 Andriyivsky Uzviz is one of the most popular places of interest.
- 6 Kyiv-Pecherska Lavra has got a lot of caves².
- 7 Nebesna Sotnya Alley is in Khreshchatyk Street.
- 8 Volodymyr the Great built the Paton Bridge.
- 9 Pyrohovo is one of the open-air museums.

b) Read and check if you were right.

KYIV



Zoloti Vorota

Kyiv was the capital of ancient Kyivan Rus. *Zoloti Vorota* was the main entrance to the city. This is often as starting point for many tours round Kyiv.

St Sophia Cathedral was founded by Yaroslav the Wise in 1037. The cathedral was the centre of learning and culture in Kyivan Rus. Prince Yaroslav himself was buried³ here. There

are many beautiful mosaics and frescos in the cathedral.

In front of the cathedral there is *the Statue of Bohdan Khmelnytsky*.

¹a patron saint [ˈpeɪtrən seɪnt] — святий покровитель

²a cave [keɪv] — печера

³to be buried [ˈberɪd] — бути похованим

Lesson 2

St Michael's Zolotoverkhyi Monastery, named after a Kyiv's patron saint, shines with its beautiful golden domes on the other side of Sophia square.

Andriyivsky Uzviz keeps its charm for tourists. The street is named after Apostol Andriy, who climbed the hill here. One who walks up 'the uzviz' can see a wonderful *St Andrew's Church* that was built in 1754 by the Italian architect Bartolomeo Rastrelli.

Tourists and pilgrims shouldn't ignore *Kyiv-Pechersk Lavra* with its numerous caves.

Maidan Nezalezhnosti is a fountain-filled square and the city's most popular meeting place. It is known as the heart of Ukraine's Orange Revolution of 2004 and the Revolution of Dignity of 2013-2014. All the streets in the centre seem to flow into Maidan Nezalezhnosti. One of them is the famous *Nebesna Sotnya Alley* with the monument to the heroes of the Revolution of Dignity who gave their lives for the better future of Ukraine. Maidan Nezalezhnosti is next to *Khreshchatyk*, Kyiv's main street of 1,2 km long.

On the hill of the square there is a path that leads to *the House with Chimeras* [kaɪ'mɪərəz] with its fairy animals. It was built at the start of the 20th century by the architect Vladyslav Horodetsky.

There is a huge building of the Presidential



St Andrew's Church



Maidan Nezalezhnosti



House with Chimeras

Administration not far from it as well as the *Verkhovna Rada building*, *Mariynsky Palace* and the *National Philharmonic*.

All the paths lead to the viewpoint looking down on the *Statue of Volodymyr the Great*, who brought Christianity to the eastern Slavs¹ in 988.

Some of Kyiv's attractions are really day-trip adventures.

For example, *Pyrohiv Museum of Folk Architecture* that is 12 km south of Kyiv is worth seeing. This open-air museum is one of the best places.

Kyiv has become one of the most beautiful European cities. Parks and gardens cover one half of its territory. Kyiv's monuments of the past look good among modern buildings, theatres, cinemas and trading centres. You can find yourself face-to-face with many other places of interest in Kyiv.

¹a Slav [slɑ:v] — слов'янин(ка)



Pyrohiv Museum

Lesson 2

4 Fill in the words from the box.

place of interest, famous, worth, founded, capital, architect,
tours, monuments, Cathedral, museums, Statue

Kyiv was ... 15 centuries ago. It was the ... of Kyivan Rus. Zoloti Vorota is often as a starting point for many ... round Kyiv. Saint-Sophia ... is the place where Prince Yaroslav was buried. There is the ... of Bohdan Khmelnytsky in front of St Sophia. Andriyivsky Uzviz is another ... in Kyiv. The wonderful St Andrew's Church was built by the Italian ... Rastrelli. Maidan Nezalezhnosti is a ... historical place. There are many ... to visit in Kyiv. Pyrohovo Museum is a place ... seeing. Kyiv's ... of the past look well among modern buildings.

5 Read the text in task 3 b) again and complete the sentences.

- 1 Kyiv was ...
- 2 Zoloti Vorota was ...
- 3 St Sophia Cathedral was ...
- 4 St Michael's Monastery is named after ...
- 5 Andriyivsky Uzviz keeps its charm ...
- 6 Tourists and pilgrims shouldn't ignore ...
- 7 Maidan Nezalezhnosti is ...
- 8 The House with Chimeras was built ...
- 9 Some of Kyiv's main attractions are ...

6 Work in a group.

Speak on the following:

- the past of the city
- the most popular places for sightseeing in Kyiv
- what Kyiv looks like today

LISTENING

- 1 a) Listen and find the places that are mentioned on the map.



- b) Listen again and answer the questions. Use the words from the box.

Brisbane, Brisbane Forest Park, Sea World, Night Wildlife Tour, Sydney Opera House, Ayers Rock, Great Barrier Reef



- 1 Who's writing the letter?
- 2 Where did they go shopping yesterday?
- 3 What can you visit in Sydney?
- 4 What is in the middle of Australia?
- 5 What are the two most popular tourist attractions in Australia?
- 6 What do all tourists want to see?
- 7 What are they going to do today?
- 8 What are they going to do on Thursday?

Lesson 2

2 *Imagine you are in Australia now.
Write a postcard. Use the questions.*

- Who are you with?
- Are you having a lovely time?
- Is the weather good or bad?
- What did you do yesterday?
- What are you doing now?
- What are you going to do?



3 *Listen to Suzie and Peter and number the places
below in the order they mention them.*

- | | |
|---|---|
| <input type="checkbox"/> Big Ben | <input type="checkbox"/> Westminster Bridge |
| <input type="checkbox"/> the Houses of Parliament | <input type="checkbox"/> Wax Museum |
| <input type="checkbox"/> Madame Tussauds | <input type="checkbox"/> Millennium Wheel |
| <input type="checkbox"/> London Eye | <input type="checkbox"/> London taxi |





4 Listen again and complete the sentences.

- 1 I bet you'd like to be in the company of some ...
- 2 If you go to Madame Tussauds, you'll see ... film stars.
- 3 It's a ... wax museum, opened 200 years ago.
- 4 At Madame Tussauds you can take a ... through the history of London.
- 5 You can witness all the important ... in London's history.
- 6 The London Eye is the largest ... in Europe at a height of 135 metres.
- 7 The Eye is ... Big Ben.
- 8 When you take a ride on the wheel, you'll have a wonderful ... over London.



DO YOU KNOW?

A GIANT OF A BUILDING

It reaches skyward like a mighty giant. It has got 110 storeys and is 1,454 feet (443 metre) high. This giant of a building is Willis Tower, in Chicago, Illinois. It is one of the tallest buildings in the world.

You can ride one of the lifts that zoom up to the Skydeck on the 103rd floor. The trip takes less than a minute. From the observation deck, you can get a giant's eyeview of Chicago and the surrounding area.

Lesson 2

GRAMMAR



1 a) Read and compare.

Past Simple	Past Continuous	Past Perfect
I did it yesterday.	I was doing it when he came.	I had done it before she came.

b) Write the sentences using the verbs in brackets in Past Simple or Past Perfect.

- 1 My granny ... that she ... never ... to London before. (*to say, to be*)
- 2 He ... that he ... his hat at the theatre. (*to remember, to leave*)
- 3 She ... that she ... a good sightseeing tour around London. (*to write, to have*)
- 4 The travellers ... to the hotel, ... their bags there and ... for a walk in the town. (*to come, to leave, to go*)
- 5 Yesterday I ... a letter from my friend, from whom I ... not ... for a long time. (*to receive, to hear*)
- 6 We ... in yesterday's newspaper that a group of doctors from Ukraine ... to London to take part in a conference. (*to read, to go*)

2 Put a question to each sentence starting with the word in brackets.

Example: He had visited the Tate Gallery by that time. (*What*)
What had he visited by that time?

- 1 She had shown us the central part of the city by 5 o'clock. (*By what time*)
- 2 She had bought all the things for dinner by 12 o'clock. (*Had*)
- 3 By that time they had seen most of the Tower of London. (*Had*)
- 4 By Saturday Martin had seen all the most popular places of interest in London. (*By what time*)
- 5 By 8 o'clock the daughter had prepared breakfast. (*Who*)

3 **Make the right choice.**

- 1 When we entered the hall, the music ... loudly.
a) *was playing* b) *played* c) *had played*
- 2 My elder brother ... school 3 years ago.
a) *finishes* b) *finished* c) *had finished*
- 3 Many years ago people
a) *wore funny clothes* b) *wear funny clothes*
c) *had worn funny clothes*
- 4 When we got up, the sun
a) *already rose* b) *had already risen* c) *has already risen*
- 5 Before she called us mother ... the table.
a) *set* b) *was setting* c) *had set*
- 6 I ... home very early yesterday afternoon.
a) *had come* b) *was coming* c) *came*
- 7 While my friend ..., I was watching the birds.
a) *fished* b) *had fished* c) *was fishing*
- 8 He said I ... up the story myself.
a) *made* b) *make* c) *had made*

4 **Complete the sentences opening the brackets.**

- 1 When I opened the door, the lesson (*to begin*) ... and the teacher (*to explain*) ... something to the class.
- 2 I (*to clean*) ... the carpet when the dog (*to come*) ... and (*to shake*) ... itself.
- 3 When the bell rang, the children (*to run*) ... into the classroom and (*to take*) ... their seats.
- 4 We (*to have*) ... a good long holiday after we (*to do*) ... all the work.
- 5 Before we (*to take*) ... the boy to the theatre, he (*never, to see*) ... a play.
- 6 By the time we (*to arrive*) ..., the party (*to finish*)
- 7 When I (*to get*) ... to the playground, my friend ... already (*to leave*) ... so I (*not to see*) ... him that day.
- 8 What ... you (*to do*) ... when I (*to call*) ... you? I (*to cook*)

Lesson 2

SPEAKING



1 Work in pairs. Ask and answer the questions.

- Where can you see the British Prime Minister?
- What building has got memorials to many famous people?
- What palace is official residence for the British Queen?
- Where would you go to see beautiful paintings?
- What London's square is round?
- What building has got the famous clock tower?

2 a) Read and say what places Mary and Chris have visited.

Mary and Chris went on their sightseeing tour in London.

They have done the following things:

- they have taken photos of themselves with the Prime Minister and Michael Jackson
- they have seen the Queen's Crown
- they have seen the memorial to Christopher Wren
- they have seen the Statue of Admiral Nelson.

b) What places haven't they visited yet?

3 Work in groups of four. Make a quiz about London.

a) Write ten questions about things you've learnt about London's places of interest.

b) Exchange your quiz with another group. Answer their questions.

VOCABULARY BOX

an observation [ˌɒbzə'veɪʃn]

to afford [ə'fɔ:d]

to observe [əb'zɜ:v]

fashionable ['fæʃənəbl]

impressive [ɪm'presɪv]

magnificent [mæɡ'nɪfɪsənt]



4 a) Read the texts. Match the name of each bridge with its text, then with its photo.



- Tower Bridge
- Paton Bridge
- Golden Gate Bridge
- Brooklyn Bridge

1 This bridge is the most famous bridge in London. It crosses the River Thames. It is close to the Tower of London which gives it its name. The bridge consists of two pieces which are lifted when a ship passes. Every year a lot of tourists visit this bridge.



2 This bridge is one of the bridges across the Dnieper in Kyiv, named after its constructor. It is the longest bridge in Kyiv having a length of 1,543 metres. There is traffic over the bridge. The bridge connects two banks of the river. The bridge is also a part of the Small Ring Road of Kyiv.



3 This bridge is a symbol of San Francisco. It was opened in 1937. It crosses San Francisco Bay. It is the most photographed bridge in the world. It is famous for its beautiful form and orange colour so you can see it even in the fog.



4 This bridge is one of the oldest bridges in the USA. It is in New York and it crosses the East River from Manhattan to Brooklyn. You can see this bridge in many films, for example in *Godzilla* and in video games such as *SimCity*.

Lesson 2

b) Say which bridge each sentence refers to.

- 1 It is in San Francisco.
- 2 It is in Kyiv.
- 3 It is in New York.
- 4 It is in London.
- 5 It crosses the River Thames.
- 6 It connects two banks of the Dnieper River.
- 7 It crosses the River East.
- 8 It is famous for its orange colour.

5 Work in pairs. Choose one of the bridges. Describe it to your classmate. He / she guesses which bridge you described.

6 Work in pairs. Ask and answer the questions.

- a Which bridge do you like best?
- b Is there a bridge near your place?
- c What is it made of?
- d What does it cross?
- e What does it connect?

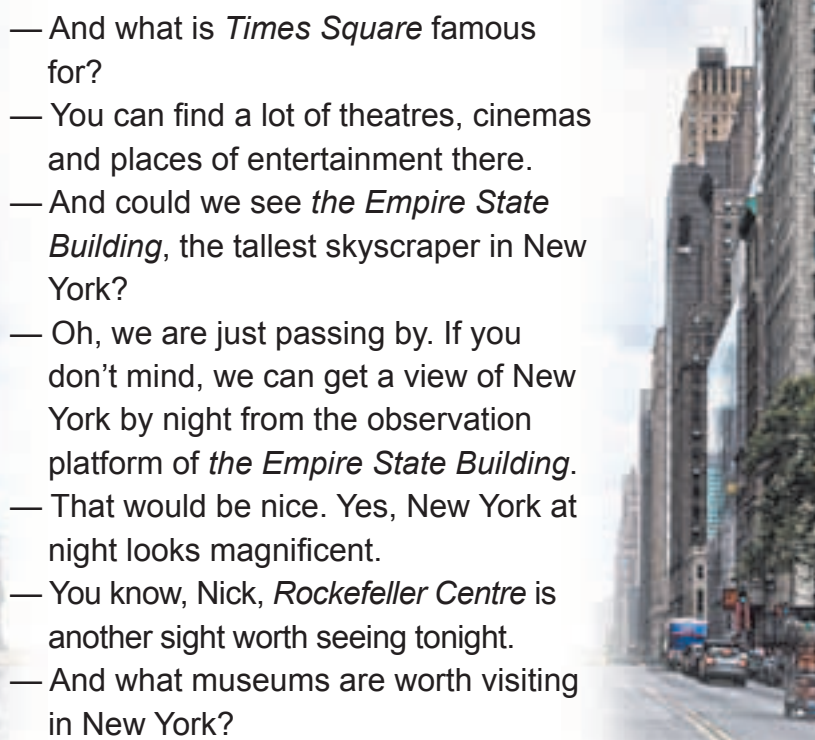
7 a) Read the dialogue below. Say what places of interest Nick's friend is going to show Nick in New York.

SIGHTSEEING

- It would be nice of you to show me round New York by night.
You know better what is worth seeing.
- Don't worry about it. I'll call you at 6 pm and take you sightseeing.
- OK. Agreed.

* * *

- We'll start from *Fifth Avenue*.
- What is it famous for?
- It is one of the most fashionable streets in New York and there are a lot of expensive shops here.

- 
- And what is *Times Square* famous for?
- You can find a lot of theatres, cinemas and places of entertainment there.
- And could we see *the Empire State Building*, the tallest skyscraper in New York?
- Oh, we are just passing by. If you don't mind, we can get a view of New York by night from the observation platform of *the Empire State Building*.
- That would be nice. Yes, New York at night looks magnificent.
- You know, Nick, *Rockefeller Centre* is another sight worth seeing tonight.
- And what museums are worth visiting in New York?
- First of all you should visit the famous *Metropolitan Museum*. Its collection of paintings is one of the richest in the world. And now we are going to see *the Statue of Liberty*.
- Oh, look! There are a lot of tourists!
- It's not surprising. The statue is really impressive and we'll take a lift to the top of it. I am sure you'll enjoy a wonderful sight of New York by night.
- Well, thank you so much for the trip. I am looking forward to getting to know New York better.

b) Work in pairs. Practise the dialogue and act it out.

Lesson 2

8 Work in pairs.

Role-play the following situation.

The foreign guest visits the place where you live. Show him/her the places of interest and tell him/her some historical facts.

WRITING



1 Look through the postcard. Write your own postcard to your pen friend about the town / city / country you like.

Dear Wendy,

This is a picture of New Orleans. It's very hot here, and there's a lot of rain. It's a very beautiful city with lovely old buildings in the French Quarter. It's on the Mississippi River. The river is very wide! The food is excellent. There are a lot of seafood restaurants. You can hear jazz music everywhere. You'd like it here very much. See you soon.

Best wishes,
Steven

NEW ORLEANS
LA 70112

U.S. POSTAGE
37c
1997

Ms. Wendy Bonikoff
14160 S. Bluff
White Rock
British Columbia
V4Z 3E6
Canada

2 Write about some places of interest in Kyiv.

- 1 Find some information about 2-3 famous ruins or buildings.
 - 2 Write 4-5 sentences about each place of interest.
- Use the questions below.



- What kind of building is it?
- Where is it?
- Who built it?
- How did they build it?
- What is it famous for?

LOOK BACK!

1 Complete the sentences.

- 1 We went on a ... tour around Lviv.
- 2 She ... a lot of photos of some ... old French villages.
- 3 You ... go and look ... the museums — they're very interesting.
- 4 I ... lost because I didn't have a
- 5 We went to the ... gallery to see those Picasso's paintings.
- 6 We ... on a tour of the centre and the ...
was interesting and funny.



2 Listen to the information about the London Eye, then choose the right answer (a, b or c).

- 1 The London Eye is ... metres high.
a) 120 b) 135 c) 140
- 2 It has ... capsules.
a) 32 b) 30 c) 42
- 3 Each capsule can hold ... people.
a) 5 b) 15 c) 25
- 4 It takes ... minutes to make a full circle.
a) 20 b) 30 c) 40
- 5 You can choose to take a ride ...
a) only by day
b) only by night
c) by day or by night



Lessons 1-2



3 Listen and fill in the gaps.

SHAKESPEARE'S GLOBE

This building is not a very ... one, but it is a ... of the original Globe, a theatre where people of the ... century watched Shakespeare's plays. William Shakespeare (1564-1616) was one of the most famous English ... and was ... in Stratford-upon-Avon.

A lot of people at that time ... his plays but went to see them at the theatre. The Globe Theatre was ... and made of ... Rich people had ... to sit on while poor people ... in the open air in the middle. People ... and ... during the performance or laughed and shouted at the The actors were only ... , and ... played the women's roles.

4 Work in pairs. Make your own sightseeing tour and visit two places in London.



- Choose the places and find some information about them.**
- Describe two places that you have seen, but don't name them. Give your information to another pair. They must guess where you have been.**

5 a) Read the text quickly and answer the questions.

- 1 Is Bella a typical popular girl?
- 2 Is Edward different from other boys in his school?

Bella Swan has always been a little different from other kids at her school. She never really cared about fitting in with the trendy girls at her high school in Phoenix, Arizona. When her mother remarries, Bella decides to live with her father in Forks, a little town in Washington. She doesn't expect her life to change a lot in her new school but it does change when she meets the mysterious and good-looking Edward. She has never met anyone like him. He's very intelligent and witty. He's also trying hard to hide his secret. Very soon they fall in love but it's a bit like a Romeo and Juliet story. They shouldn't be together. Their family and friends will try to separate them.

Edward Cullen is not an ordinary boy. He has some superhuman powers. He can stop a car with his bare hands and he can run faster than any other human being. He also hasn't grown any older since 1918 because he's immortal. Just like all other vampires. Yes, he is a vampire but a different sort of vampire. He and his family don't drink human blood. When he sees Bella, he realises that he has waited all his life for such a creature. He has finally found his true soul mate. The reason why he tries to avoid Bella at first is because he is afraid that he might hurt her.

Lessons 1-2

b) Are these sentences true or false?

- 1 Bella has always been different from other kids at school.
- 2 Her life doesn't change in her new school.
- 3 She has met boys like Edward before.
- 4 Edward has got a secret that he is trying to hide.
- 5 He can do things that other people can't.
- 6 He is immortal.
- 7 He tries to avoid Bella at first.
- 8 Their family and friends want them to be together.

6 Work in pairs. Speak on the following.

- 1 How many films about vampires have you seen so far?
- 2 Why do you think films about vampires are so popular?
- 3 Who is the best-known vampire?
- 4 Where is he from?
- 5 What do we know about vampires (although we don't really believe they exist)?
- 6 Here are some things that are associated with vampires.
Can you explain why? (sunlight, mirror, garlic, cross, coffins)
- 7 What other spooky creatures appear in horror films?
- 8 Were you afraid to watch horror films when you were younger?
- 9 What's the best horror film you've ever seen?
- 10 What's it about?

7 Write a letter about your visit to the theatre/cinema. Share your impressions of the play/film you were watching there.

8 Work in pairs. Ask and answer the questions.

- 1 Have you ever acted in a play?
- 2 What was the performance like?
- 3 Have you had stage fright¹?
- 4 Were the actors excited and why (or why not)?
- 5 What things did the actors have to do before the performance?

¹stage fright [ˈfraɪt] — страх перед виступом на сцені

- 6 Who made the scenery and brought all the necessary things?
- 7 Did the audience like your performance?
- 8 How did they show that they were pleased (not pleased)?
- 9 Did you enjoy the performance from the beginning to the end?

9 Number the sentences to make up a dialogue.

- A comedy.
- Who is your companion?
- Of course, you can. We can try to get an extra ticket at the theatre door.
- I am going out tonight. I've got two tickets to the Musical Theatre.
- My elder sister is. She always enjoys a good laugh.
- OK. Let's meet outside the theatre near the entrance door.
- Fine! I am going to join you! See you tonight at 6:30!
- Oh, is it possible to join you? I haven't been to the theatre for ages. But, I have a guest visiting me.
- What's on?
- Good. Looking forward to seeing you.

10 Work in pairs. Role-play the situation. Use these posters.

You are inviting a friend to a theatre / cinema. Tell him / her:

- what theatre / cinema you will visit;
- what will be shown there;
- where and when you will meet.



Lessons 1-2

11 Read about some attractions in Canada and say which one you'd like to visit.

THE ROCKY MOUNTAINS

This famous mountain range is a favourite getaway in winter or summer. It's great for hiking, mountain climbing, fishing, skiing and contains two beautiful National Parks — *Jasper* and *Banff*. Many winter events were held here during the 1988 Calgary Winter Olympics.



THE CN TOWER

This famous tower in Toronto is one of the largest free-standing structures in the world. Take a lift up to the top, sightsee, eat a meal in the restaurant and enjoy the view!

KITCHENER OKTOBERFEST

Join the German celebration and drink beer, eat lots of food, sing and dance — almost as good as being in Germany!

THE CALGARY STAMPEDE

Yahoo! Grab your cowboy boots and hat and join the real cowboys at the world's second largest outdoor rodeo! Chuckwagon races, calf-roping and other rodeo events are exciting and fun for everyone. You can also enjoy a large fair, take a ride on a roller coaster, try bungee jumping, listen to live entertainment and buy authentic souvenirs. If you get up early, you can hit one of the free pancake and sausage breakfasts every morning!





NIAGARA FALLS

These powerful falls are known as the Honeymoon Capital of the World. Tourists can actually stand under the falls and feel the spray on their faces. Or, maybe, if you're lucky, you can watch a daredevil try to go over the falls in a barrel!

WEST EDMONTON MALL

Attention Shoppers! The West Ed Mall is for you — it has got absolutely everything you want, all under one roof! Four levels of shopping, fair rides, a skating rink, water slides, bungee jumping, cinemas, hotels, bars and casinos will keep you busy for days!

DRUMHELLER DINOSAUR PARK

Dinosaur lovers will enjoy the town, park, and museum built in the Drumheller Canyon. Wander around the area where dinosaurs roamed centuries ago or take part in an archeological dig.



12 Work in a group. Spend your week in Canada and share your traveller's experience with others.

FILE FOR PROJECT

- 1 Think what you'd like to see and do. Plan your holiday from Day 1 to Day 5.
- 2 Imagine the week has passed. Write the diary of your trip. Think of what happened.
- 3 Pass your diary round the class, read the other groups' diaries and choose the holiday you like best.

1 Read about William Shakespeare's life and answer the questions below.

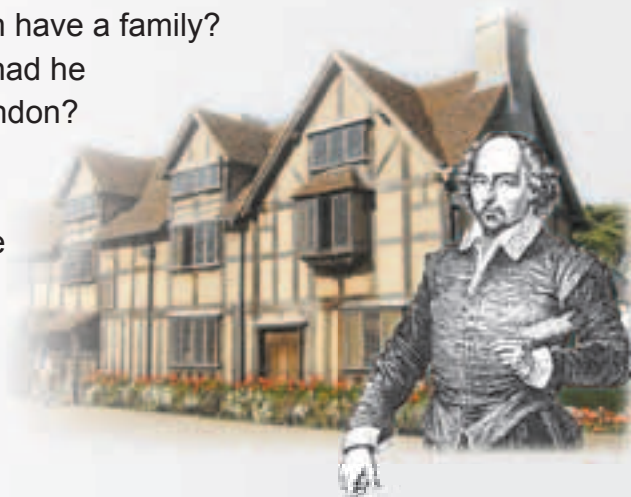
W. Shakespeare was born on April 23, 1564 in Stratford-upon-Avon. His father was a glove maker. William went to a grammar school and had a good education. There he learnt to love reading.

William married when he was still a teenager. His wife, Anne Hathaway, was several years older than him. He carved his living helping his father with the family business. William had three children when he left for London in 1587. Some people say that the reason he left his wife and children was his love to poetry and theatre.

In London Shakespeare began to act and to write plays and soon became an important member of a well-known acting company. Most of his plays were performed in the Globe Theatre, built on the bank of the River Thames. In 1613 he stopped writing and went back to live in Stratford where he died in 1616.

His plays are still acted not only in England but on the stages of many theatres of the world.

- When was W. Shakespeare born?
- What is his birthplace?
- Was his father a farmer?
- Did William have a family?
- How long had he lived in London?
- Where did he die?
- Why did he become famous?





2 Listen and read.

THE ACTORS COME TO TOWN

(from the book 'W. Shakespeare' after Jennifer Basset)

The story is told by

William Shakespeare's friend, Toby.

William married Anne Hathaway in November and she came to live in Henley Street. Will was only eighteen.

Susannah was born the next year. All babies look the same to me but Will was very pleased with her.

"Look, Toby, she's got my eyes," he said happily. "She's going to be as beautiful as Queen of Egypt and as clever as King Solomon."

"Oh yes!" I said. "All parents talk like that about their children."

* * *

Soon in February 1585 I hurried round to Henley Street to hear the news. Will came running down the stairs.

"It's two of them!" he said. "Twins! A girl and a boy. Isn't that wonderful!" Will called the twins¹ Hamnet and Judith [ˈdʒuːdɪθ].

Will was still reading and writing but he had changed. He was twenty-three at that moment and he was not happy with his life.

"Stratford's too small, Toby," he said. "Too slow. Too quiet. Too boring. I've got to get away."



¹twins [ˈtwɪnz] — близнюки

“Yes, but how?” I asked.

“You’ve got a family — three young children, remember.”

He didn’t answer.

In the summer months companies of players often came to small towns. Will and I always went to see the plays. Will loved to talk to the actors and to listen to all their stories of London.

One evening I walked into the Shakespeare’s kitchen and saw Anne with a red, angry face, shouting at the top of her voice.

“How can you do this to me? And what about the children?” Then she saw me and stopped.

Will was sitting at the table and looked pleased to see me. “I’ve told Anne,” he said quietly, “that I’m going to live in London. I want to be an actor and to write plays if I can.”

“Plays!” screamed¹ Anne. “Acting! Actors are dirty, wicked people! They’re all thieves² and criminals³! They drink all day and they never go to church...”

“Don’t be stupid, Anne. You know that’s not true. Listen. I’ll come home when I can but I must go to London. I can’t do anything in Stratford.” He looked at me across the room. “Are you coming with me, Toby?”

“How soon shall we start?” I asked.

3 Find and read the following passages.

- a William as a happy married man.
- b Will had changed his views.
- c A quarrel between Will and his wife.
- d Will’s decision.

¹to scream [skri:m] — кричати, репетувати

²a thief [θi:f] — злодій

³a criminal [ˈkrɪmɪnəl] — злочинець

4 Say if it is true or false.

- 1 Shakespeare was born in the 15th century.
- 2 Shakespeare's father was a glove maker.
- 3 William was badly educated.
- 4 Will went to work to London.
- 5 Shakespeare wrote plays for the Royal Opera.
- 6 Shakespeare never acted on the stage.
- 7 Shakespeare lived in Stratford during the last years of his life.
- 8 Plays by Shakespeare are famous all over the world.

5 Speak about Shakespeare's married life.

Make up the story as if you were Will.

6 Read the list of the most famous plays written by Shakespeare.

a) Say if you have heard anything about some of them.

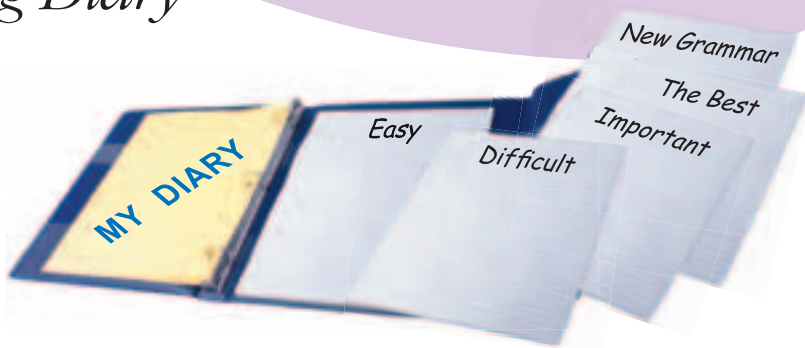
1593 "The Comedy of Errors"	1600 "As You Like It"
1595 "Romeo and Juliet" [ˈreʊmiəʊ en ˈdʒuːljət]	1600 "Twelfth Night"
1596 "A Midsummer Night's Dream"	1601 "Hamlet"
1597 "The Merchant ¹ of Venice"	1603 "All's Well That Ends Well"
1599 "Julius Caesar"	1604 "Othello" [əʊˈθeləʊ]
	1606 "King Lear" [liə]
	1606 "Macbeth" [mækˈbeθ]



b) Guess which of the plays are comedies and which of them are tragedies².

¹a merchant [ˈmɜːtʃnt] — купець

²a tragedy [ˈtrædʒɪdi] — трагедія



The topics of this unit are

I find this unit *very easy* / *quite easy* / *quite difficult* / *very difficult*.
(Underline what is true for you.)

I think that the most important thing I have learnt is

The most difficult thing for me was

The things that I enjoyed most in the Unit were

The things that I didn't enjoy were

The ways I used working with the Unit were

My favourite activities / tasks were

The new grammar I have learnt in the Unit are

The best lesson I had in my English class was

The things that are easy to read are

My Learning Diary

The things that are easy to listen to

.....

The things that are easy to talk about

.....

The things that are easy to write about

.....

The things that are difficult to read about

.....

The things that are difficult to listen to

.....

The things that are difficult to talk about

.....

The things that are difficult to write about

.....

Three things I would like to remember from this unit are

.....

..... because

.....

I would like to improve *my pronunciation / spelling / vocabulary / grammar / fluency*. (Underline what is true for you.)

The things that I would like to learn are

.....

.....






How confident do you feel now about your own English?

What areas seem to have improved a lot?

Are there any things which you don't understand very well and would like to study again?

Lessons 1-2

After the unit I can:

NOW I CAN			
● name different types of films			
● understand a film review			
● understand a guide book			
● understand sb's biography			
● understand and use the past tenses of the verbs			
● understand and use the reflexive pronouns			
● describe an atmosphere inside the theatre			
● speak about acting in a performance			
● describe a film			
● describe a landmark			
● speak on the plot of a film / play			
● share my travelling experience			
● ask and answer about sb's impressions of a film / play			
● ask and answer about a place of interest			
● express my opinion about a film / a performance			
● suggest going to the cinema / theatre			
● give recommendations to watch a film / see a performance			
● conduct a sightseeing tour			
● make a quiz about a city / country			
● write a short film review			
● write a postcard about a place to stay			
● write a diary about my trip			
MY WORK			

GRAMMAR

REFERENCE

(Граматичний словник)

ІМЕННИК

§ 1. Множина

Множина іменників утворюється за допомогою закінчення **-(e)s**, яке додається до основи іменника: *a cat – cats; a cow – cows; a monkey – monkeys*.

Запам'ятайте такі особливості утворення множини від деяких іменників:

1. Якщо іменник закінчується на **шиплячий приголосний** або **-o**, додаємо закінчення **-es**: *a box – boxes; a boss – bosses; a bush – bushes; a potato – potatoes*.

Примітка: Деякі іменники на **-o** потребують для утворення множини закінчення **-s** (*photos; pianos; kilos*).

2. Деякі іменники, що закінчуються на **-f(e)**, змінюють **-f(e)** на **-v** і додають **-es**. Це такі іменники: **calf, half, knife, leaf, life, loaf, shelf, thief, wife, wolf**: *knife – knives, wife – wives*.

Leaves are yellow in autumn. Two halves of the apple.

АЛЕ: *a roof – roofs; a safe – safes; a handkerchief – handkerchiefs*.

Вимова закінчення **-(e)s**:

після **глухих** приголосних: *cats* [s]; після шиплячих приголосних: *watches* [iz]; після **дзвінких** приголосних та голосних: *dogs; cows* [z]

3. Іменники на **-y** з попереднім приголосним при утворенні множини змінюють **y** на **i** і додають **-es**: *a fly – flies; a story – stories*.

Примітка: Запам'ятайте вимову слова **houses** ['haʊzɪz].

4. Запам'ятайте форми множини від таких іменників:

Child – children, man [mæn] – **men** [men], **woman – women** [wɪmɪn], **foot** [fʊt] – **feet** [fi:t], **tooth – teeth, goose – geese, deer – deer, fish – fish, mouse – mice, ox – oxen, sheep – sheep**.

Іменник **people** має два значення *люди* (множина) та *народ* (однина): *a lot of people* — багато людей; *all peoples of the world* — всі народи світу

5. Запам'ятайте іменники, що вживаються лише в множині: **trousers** (штани), **glasses** (окуляри), **earrings** (серезки), **vegetables** (овочі), **stairs** (сходи), **scissors** (ножиці), **jeans** (джинси) і т.ін.

6. Так звані збірні іменники (**a family, a crew, a choir, a team, an army, a class**) можуть сполучатися з дієсловами та замінюватися особовими займенниками як в однині, так і в множині. Якщо ми сприймаємо дану спільноту або колектив як єдине ціле, вживаємо дієслова або займенники в однині. Якщо

Appendix

ж маємо на увазі кожного члена спільноти окремо, вживаємо множину: *Our family is very big.* — Наша сім'я дуже велика. *Our family have fair hair.* — Всі в нашій сім'ї світловолосі.

§ 2. Відмінки іменників.

Відмінок — це форма іменника, що виражає зв'язок цього іменника з іншими словами в реченні.

Порівняймо українські речення *Я малюю олівцем* і *Я малюю олівець*. У першому реченні *олівець* є знаряддям дії (це виражено формою орудного відмінка), а в другому — об'єктом дії (на що вказує форма знахідного відмінка).

На відміну від української мови, де є шість відмінків іменника, в англійській мові їх лише два: **загальний (the Common Case)** і **присвійний (the Possessive Case)**.

Загальний відмінок не має спеціальних відмінкових закінчень. Зв'язок іменника в загальному відмінку з іншими словами виражається прийменниками, а також місцем, яке іменник займає в реченні. Так, англійським відповідником першого з наведених вище українських речень (*Я малюю олівцем*) є *I am drawing with a pencil*, а другого (*Я малюю олівець*) — *I am drawing a pencil*. Знаряддям дії виражено тут загальним відмінком з прийменником **with**, а об'єкт дії — загальним відмінком іменника (без прийменника), що стоїть після дієслова-присудка.

Іменник у загальному відмінку з прийменником **to** або **for** може відповідати українському іменнику в давальному відмінку:

I gave the ticket to my sister. *Я віддає квиток сестрі.*

He bought a ball for his son. *Він купив м'яч синові.*

Сполучення іменника в загальному відмінку з прийменником **of** здебільшого відповідає українському родовому відмінку:

the back of the chair *спинка стільця*

the answers of the pupils *відповіді учнів*

Загальний відмінок іменника з прийменниками **by** і **with** часто виражає такі відношення між словами, які в українській мові передаються орудним відмінком:

America was discovered by Columbus. *Америка була відкрита Колумбом.*

The letter was written with a pencil. *Лист був написаний олівцем.*

Отже, загальний відмінок іменників з різними прийменниками виражає відношення, які в українській мові передаються непрямыми відмінками з прийменниками і без них:

Nick was a bit late for breakfast. *Нік трохи спізнився на сніданок.*

Are you fond of presents? *Ви любите подарунки?*

§ 3. Присвійний відмінок

Присвійний відмінок утворюється додаванням **'s** до основи іменника. Він означає **приналежність / володіння** і вживається з назвами живих істот: *Tom's room* — кімната Тома, *my father's hat* — капелюх мого батька.

Якщо множина іменника закінчується на **-s**, то при утворенні присвійного

відмінка додається лише **апостроф**: *the dogs' houses, the boys' parents*

Якщо ж множина іменника не має закінчення **-s**, в присвійному додається **'s**:
the children's toys.

Примітка: вимова **'s** співпадає з вимовою закінчення множини іменників **-(e)s**.

§ 4. Злічувані та незлічувані іменники

Злічувані іменники можна порахувати: *a boy, a bird, a flower, a day.*

Незлічувані іменники не можна порахувати: *air, hair, water, peace, poetry, progress.* Вони мають такі відмінності:

Злічувані іменники	Незлічувані іменники
1. Можуть вживатися з неозначеним артиклем : <i>This is a table.</i> <i>What a nice kitten</i>	1. Не вживаються з неозначеним артиклем: <i>This is snow.</i> <i>What fine weather!</i>
2. Утворюють множину і вживаються з кількісними числівниками: <i>There are five books on the shelf.</i>	2. Не утворюють множини і не вживаються з кількісними числівниками.
3. Вживаються зі словом many , <i>There are many pencils in the box.</i>	3. Вживаються зі словом much , <i>There is much water in the pond.</i>
4. Запам'ятайте іменники, які в англійській мові є незлічуваними і тому вживаються в однині: news (новина/новини), advice (порада/поради), furniture (меблі), money (гроші), fruit (фрукти), cream (вершки).	

Артикль

В англійській мові є два артиклі — **неозначений (a/an)** та **означений (the)**. Артикль ніколи не вживається самостійно, він завжди стоїть перед іменником (**a / the** boy) або перед його означенням (**a / the** little boy).

Вимова артиклів:

Артикль	Під наголосом	Без наголосу і
a (перед приголосною)	[i]	[ə]
an (перед голосним)	[æn]	[ən]
the	[ði:]	[ðə] (перед приголосною) [ði] (перед голосним)

§ 1. Неозначений артикль

Неозначений артикль вживається перед **злічуваними** іменниками **в однині** у таких випадках:

1. Коли ми називаємо щось або когось вперше або позначаємо приналежність об'єкту до певного класу предметів чи осіб. В цьому випадку значення

Appendix

артикля інколи можна передати словами

«**якийсь / один**»: *This is **an** elephant. Once I saw **a** very big snake. There is **a** plate on the table. **A** woman crossed the road.* (Якась жінка перейшла дорогу.)

2. Якщо артикль можна замінити словом **any** (будь-який) та перед іменниками, що мають узагальнююче значення: *Take **an / any** apple. A teacher is a person who teaches.*
3. Після слів *what* (в окличних реченнях): ***What a** clever child!*
4. Перед числівниками **hundred, thousand** та **million** та іменниками, які означають одиниці виміру, періоди часу і т.п., неозначений артикль може замінити числівник **one**: ***a / one** hundred — сто; **a / one** bottle of milk — пляшка молока; **a / one** thousand — тисяча; **a / one** hour later — годиною пізніше*
5. В словосполученнях з кількісними числівниками такого типу: *three times **a** week — три рази на тиждень*
6. В сталих виразах (див. також розділ «Прийменник»): *to have **a** talk; **a** number of...* (цілий ряд/певна кількість)

§ 2. Означений артикль

1. Означений артикль може вживатися перед іменниками як **в одинні**, так і **в множині, коли відомо, про яку саме річ або особу йдеться**, тобто коли:
 - про це вже згадували раніше: *He's got **a** dog and **a** cat. **The** cat is very funny.*
 - іменник має означення, що індивідуалізує його значення (прикметник; підрядне речення; of + іменник і т. ін.): ***The** water in **the** lake is very cold. **The** cake I ate for breakfast was very tasty. **The** winter wasn't frosty last year.*
 - означенням іменника є порядковий числівник, найвищий ступінь прикметника або слова **following, next, last** (в значенні «останній»): ***the** first floor, **the** best pupil, **the** next day, **the** last month, **the** following task*
АЛЕ: *last / next month (week, year)* з точки зору теперішнього часу: *We had **a** holiday **last** month.*
2. Означений артикль вживається також перед деякими категоріями іменників:
 1. Назви **унікальних предметів та явищ**, які існують в одинні: ***the** Moon; **the** sky; **the** world;*
 2. Назви, вжиті в узагальнюючому значенні:
 - тварин та рослин: ***The** canary is a singing bird.*
 - явищ культури та наукових винаходів: *I don't listen to **the** radio. I go to **the** theatre.*
 - музичних інструментів: *to play **the** piano/guitar/violin;*
 - кліматичних та природних явищ: *We often go to **the** mountains. They live not far from **the** sea.*

- збірні іменники, утворені від прикметників: *the young* (молодь), *the rich* (багаті), *the English* (англійці), *the Ukrainians* (українці).
- 3. Іменники **the north/south/east/west: to the north; in the south; the Far East; the West.**
- 4. Назви держав з позначенням державного устрою: *the United States of America*, *the United Kingdom.*
- 5. Назви кораблів, закладів культури, ресторанів та кафе, готелів: *the National Gallery*, *the Globe* (театр)
- 6. **Прізвища людей в множині**, якщо вони позначають всю сім'ю або кількох її представників: *the Smiths* (Сміти/сім'я Смітів).

§ 3. Відсутність артикля

Артикль **не вживається**:

1. Якщо перед іменником стоїть вказівний, присвійний, неозначений чи заперечний займенник, а також прикметники **many/much/every/each: this street; his hat; some/many apples; no/much snow; every day**
2. Якщо перед іменником або після нього стоїть **кількісний числівник: five interesting books; day two of the trip**
3. Перед **множиною злічуваних іменників та незлічуваними іменниками**, коли зміст потребує і неозначеного артикля (див. «Неозначений артикль», п. 1): *There are children in the yard. Do you have sugar?*
4. Перед такими власними назвами:
 - **імена та прізвища людей: Do you know Jack Brown?**
 - **назви континентів, країн та їх складових частин (штатів, графств), міст, сіл, вулиць: South America**

§ 4. Вживання артикля з власними назвами.

1. **Прізвища та імена людей, а також клички тварин і птахів вживаються без артикля:** *Tom Brown, John Smith, Viktor Pavlenko. Rag had the luck to escape next day. (Rag — кличка кролика) Регу пощастило наступного дня втекти.*

A minute or two later Silverspot would cry out, "A man with a gun". (Silverspot — прізвисько ворони)

Через хвилину чи дві Сілверспот вигукував: «Людина з рушницею».

2. Прізвища та імена, а також клички тварин і птахів, **що мають означення, вживаються з означеним артиклем:**

the frightened Mary	злякана Мері
the timid John	несміливий Джон
the hungry Tom	голодний Том

Appendix

ПРИМІТКА. **Без артикля** вживаються

імена з прикметниками: **young** молодий, **old** старий, **little** маленький, **poor** бідний, **dear** дорогий, **lazy** ледачий, **honest** чесний: little Tom, poor Jane, old James.

3. **Означений артикль** вживається, коли прізвище стоїть у множині і позначає сім'ю в цілому — **всіх членів сім'ї**:

*We will invite **the** Pavlenkos.* *Ми запросимо Павленків.*

ПРИКМЕТНИК § 1. Ступені порівняння

Звичайний	Вищий *	Найвищий **
1. Односкладові:		
short	shorter	(the) shortest
hot	hotter	(the) hottest
fine	finer	(the) finest
2. Двоскладові на -у з попереднім приголосним:		
happy	happier	(the) happiest
3. Двоскладові та багатоскладові:		
famous	more famous	(the) most famous
interesting	more interesting	(the) most interesting
4. Винятки:		
bad	worse	(the) worst
good	better	(the) best
far	farther, further	(the) farthest (відстань), (the) furthest
old	older, elder	(the) oldest, (the) eldest (сім'я)
little	less	(the) least
many/much	more	(the) most

* Вищий ступінь часто вживається зі сполучником **than**: *The Nile is longer **than** the Amazon.*

Найвищий ступінь часто вживається з прийменниками **in (для позначення місця) та **of**: *The Nile is the longest river **in** the world. The Nile is the longest **of** all rivers.*

5. Прикметники можуть утворювати ступені порівняння, що мають зменшувальне значення, за такою моделлю: **less/(the) least** + прикметник
less attractive — менш привабливий
(the) **least** attractive — найменш привабливий
less happy — менш щасливий
(the) **least** happy — найменш щасливий

less thick — менш густий
(the) **least** thick — найменш густий

6. Найвищий ступінь порівняння прикметників утворює таку граматичну конструкцію:

*Gold is one of **the most** expensive metals.* (Золото — один з найдорожчих металів.)

*You are one of my **best** friends.* (Ти один з моїх найкращих друзів.)

§ 2. Порядок прикметників

Якщо кілька прикметників стоять перед іменником і є його означеннями, то порядок цих прикметників залежить від їх значень.

1. Прикметники, які називають об'єктивні характеристики предмета вживаються у такому порядку:

1 розмір	2 форма	3 вік	4 колір	5 матеріал	6 походження
big	square			oak	table
		old	brown		coat
large			blue	woolen	Indian carpet

2. Прикметники, що називають суб'єктивні характеристики предмета, стоять на першому місці:

*a **beautiful** young girl; a **nice** small glass vase; a **boring** old black-and-white film*

ПРИСЛІВНИК

§ 1. Утворення прислівників.

Найчастіше прислівники утворюються від інших частин мови (здебільшого від прикметників) за допомогою суфікса **-ly**:

*quick швидкий — **quickly** швидко*

*year рік — **yearly** щороку*

Буква 'y' перед суфіксом **-ly** змінюється на i:

*happy щасливий — **happily** щасливо*

*gay веселий — **gaily** весело*

*day день — **daily** щодня*

Деякі прислівники в англійській мові збігаються за формою з прикметниками: **fast** швидкий, швидко; **early** ранній, рано; **loud** голосний, голосно. Їх легко відрізнити від прикметників, тому що прислівник, як правило, відноситься до дієслова, а прикметник — до іменника:

*They got up **early**.*

Вони встали рано.

*We grow **early** vegetables.*

Ми вирощуємо ранні овочі.

§ 2. Ступені порівняння

Прислівники способу дії та деякі інші прислівники мають ступені порівняння. Вищий ступінь порівняння односкладових прислівників утворюється за допомогою закінчення **-er**, найвищий — закінчення **-est**:

late — *later* — *latest*

fast — *faster* — *fastest*

Ступені порівняння прислівників, що мають два і більше складів, утворюються за допомогою слів **more** (у вищому ступені) і **most** (у найвищому ступені):

quietly — *more quietly* — *most quietly*

carefully — *more carefully* — *most carefully*

Виняток: *early* — *earlier* — *earliest*

Ступені порівняння прислівників **well** добре і **badly** погано утворюються від інших коренів:

well — *better* — *best*

badly — *worse* — *worst*

§ 3. Категорії прислівників та їх місце у реченні.

Категорії	Прислівники	Місце в реченні
Способу дії	badly, well, fast, slowly, quickly, hard, kindly, etc	They spoke <i>quietly</i> . I dance <i>badly</i> .
Місця і напрямку	here, there, home, upstairs, outside, above, below, abroad, etc	I'll be waiting for you <i>there</i> .
Часу	today, tomorrow, yesterday, this year, now, then, etc	<i>Yesterday</i> I received a letter. I received a letter <i>yesterday</i> .
	already, yet, soon, recently, lately, now	He will <i>soon</i> come. He will come <i>soon</i> .
	just, still	I have <i>just</i> seen him.
	late, early, before	I went to bed <i>early</i> .
Частоти	always, never, seldom, rarely, often, sometimes, occasionally, etc	He <i>never</i> writes letters. She has <i>never</i> been to London.
Ступеню і кількості	much, (a) little, very, too, badly, almost, nearly, rather, quite, fairly, pretty, greatly, just, hardly, scarcely, really, etc	Перед прикметниками, прислівниками, іменниками: very well; quite good; just a child. Після допом. дієслова be : I'm <i>just</i> trying to help.
	enough	old <i>enough</i> , well <i>enough</i> ; <i>enough</i> time
	a lot, (very) much, (a) little	I don't like it <i>much</i> .

ЧИСЛІВНИК

§1. Кількісні та порядкові числівники

Кількісні числівники означають *кількість предметів* і відповідають на запитання *How many?* (Скільки?)

Порядкові числівники означають *порядок при лічбі* і відповідають на запитання *Which?* (Який по порядку?)

§ 2. Числівники в різних конструкціях

Вік I am fifteen (years old). — Мені 15 (років).

She is four (years old). — їй 4 (роки).

Час 5.00 — five (o'clock) (**am** / in the morning;
pm / in the afternoon)

5.10 — ten (minutes) past five / five ten

5.15 — a quarter past five / five fifteen

5.30 — half past five / five thirty

5.45 — a quarter to six / five forty-five

5.50 — ten (minutes) to six / five fifty

Роки 1889 — eighteen eighty-nine

1900 — the year nineteen hundred

2000 — the year two thousand

Дати June, 15 — the fifteenth of June / June the fifteenth

Температура +10° — ten degrees above zero

-10° — ten degrees below zero

a hundred, three hundred, seven hundred

one thousand, four thousand, fifteen thousand

АЛЕ: hundreds of years — сотні років;

thousands of books — тисячі книжок;

millions of people — мільйони людей

Кількісні числівники		Порядкові числівники	
0	zero, nought, nil		
1	one	1st	first
2	two	2nd	second
3	three	3rd	third
4	four	4th	fourth
5	five	5th	fifth

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6	six	6th	sixth
7	seven	7th	seventh
8	eight	8th	eighth
9	nine	9th	ninth
10	ten	10th	tenth
11	eleven	11th	eleventh
12	twelve	12th	twelfth
13	thirteen	13th	thirteenth
14	fourteen	14th	fourteenth
15	fifteen	15th	fifteenth
16	sixteen	16th	sixteenth
17	seventeen	17th	seventeenth
18	eighteen	18th	eighteenth
19	nineteen	19th	nineteenth
20	twenty	20th	twentieth
21	twenty-one	21st	twenty-first
22	twenty-two	22nd	twenty-second
23	twenty-three	23rd	twenty-third
24	twenty-four	24th	twenty-fourth
30	thirty	30th	thirtieth
31	thirty-one	31st	thirty-first
40	forty	40th	fortieth
50	fifty	50th	fiftieth
60	sixty	60th	sixtieth
70	seventy	70th	seventieth
80	eighty	80th	eightieth
90	ninety	90th	ninetieth
100	a/one hundred	100th	hundredth
101	a/one hundred and one	101st	hundred and first
152	hundred and fifty-two	152nd	hundred and fifty-second
200	two hundred	200th	two hundredth
1,000	a/one thousand	1,000th	thousandth
1,000,000	a/one million	1,000,000th	millionth
1,000,000,000	a/one billion	1,000,000,000	billionth

ЗАЙМЕННИК

§ 1. Вказівні займенники

1. Вказівні займенники **this / these** (цей / ці) позначають щось наближене в просторі або часі, а **that / those** (той / ті) щось віддалене.
2. Вони можуть стояти перед іменником і бути його означенням, а також вживатися замість іменника: *Who are these people? Give me this.*

§ 2. Особові займенники

Особа	Число	Особові	
		Називний відмінок	Об'єктний відмінок
1	Однина	I	me
	Множина	we	us
2	Множина	you	you
3	Однина	he	him
		she	her
		it	it
		they	them

3. Займенник **I** (я) завжди пишеться з великої літери.
4. Займенник другої особи **you** вживається при звертанні до однієї особи (ти/ви) та до багатьох осіб (ви).
5. Займенники третьої особи **he** (він) та **she** (вона) позначають людей та інколи тварин, а займенник **it** (він/ вона/воно) — неживі предмети та тварин. Займенник **they** (вони) позначає живих істот та неживі предмети:
Is Kate at home? — No, she is out.
Where is my umbrella? — It is in your bag.
Did you see my shoes? — They are under the bed.
6. Особові займенники в називному відмінку вживаються в реченні в функції підмета, а в об'єктному — в функції додатка:
He is my friend (підмет). I know **him** (прямий додаток). Give **him** a pen (непрямий додаток). I'll talk to **him** (прийменниковий додаток).
7. Присвійні займенники стоять перед іменником і є його означенням:
This is my book.
Your car is fast, but mine is faster (підмет).
I haven't got a pen. Give me your pen (додаток).
8. Український присвійний займенник «свій» перекладається англійською мовою **присвійним займенником** відповідної особи:
Вона взяла свої окуляри. — *She took her glasses.*

§ 3. Присвійні займенники

В англійській мові присвійні займенники мають дві форми: **залежну (conjoint)** і **незалежну (absolute)**.

Залежна форма	Незалежна форма	Українські відповідники
my	mine	мій, моя, моє, мої
his	his	його (чоловічий рід)
her	hers	її (жіночий рід)
its	—	його (середній рід), її
our	ours	наш, наша, наше, наші
your	yours	ваш, ваша, ваше, ваші
		твій, твоя, твоє, твої
their	theirs	їхній, їхня, їхнє, їхні

Присвійні займенники в залежній формі вживаються перед іменниками в ролі означення: *my address* моя адреса; *his name* – його ім'я; *its windows* – його вікна (напр., будинку); *our school* – наша школа; *your coat* – твоє (ваше) пальто; *their house* – їхній будинок.

Присвійні займенники в незалежній формі не вживаються перед іменниками; вони замінюють їх і виконують функції підмета, іменної частини присудка, додатка:

<i>Where are all our toys?</i>	<i>Де всі наші іграшки? —</i>
<i>Mine are here.</i>	<i>Мої тут.</i>
<i>They are mine.</i>	<i>Вони мої.</i>

У функції означення **присвійний займенник у незалежній формі вживається з прийменником 'of'** після означуваного іменника.

<i>It's no business of mine.</i>	<i>Це не моя справа.</i>
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§ 4. Деякі неозначені займенники

1. Займенник **much** — багато, значна частина вживається з **незлічуваними** іменниками, а займенник **many** — багато зі **злічуваними іменниками в множині**. Порівняйте: *much work*, *many days*.

- Займенники **some** і **any** (деяка кількість, кілька) вживаються як із **злічуваними**, так і з **незлічуваними іменниками в однині і множині**.
- Займенник **some** вживається, головним чином, у стверджувальних реченнях, де має значення «кілька, деяка кількість, деякі»: *give me **some** water, please. **Some** boys like playing ice hockey.*
- **Some** вживається також у запитаннях, які виражають прохання, пропозицію або передбачають з'ясування чогось. *Can I have **some** more milk? Where can I buy **some** sweets?*
- Займенник **any** вживається переважно у **питальних** реченнях, де він означає «будь-який, скільки-небудь» або просто підсилює питання,

і в **заперечних** реченнях, де у сполученні з заперечною часткою він виражає просте або підсилене заперечення. *Is there **any** water in the jug? There isn't **any** milk in the bottle. Have you got **any** new books?*

— У **стверджувальних** реченнях займенник *any* має значення «будь-який, всякий». *You can take **any** book you like. Do you need a black pencil or a red pencil? — Oh, **any** will do.*

§ 5. Неозначені і заперечні займенники

Неозначені займенники		Заперечні займенники
some — якийсь / кілька somebody — хтось someone — хтось something — щось	any — якийсь anybody — хто-небудь anyone — хто-небудь anything — що-небудь	no — ніякий / жоден nobody — ніхто no one — ніхто nothing — ніщо none — ніхто / ніщо / жоден
1 В стверджувальних реченнях: <i>There is somebody there.</i> 2 В питаннях , які за змістом є пропозицією чи проханням або коли позитивна відповідь є очевидною: <i>Some tea?</i> <i>Is there somebody there? I hear some noise.</i>	1 В загальних питаннях : <i>Do you know anything?</i> 2 В заперечних реченнях (не в функції підмета) з дієсловом в заперечній формі: <i>I don't know anything.</i> 3 В стверджувальних реченнях в значенні « будь-який / будь-хто / будь-що »: <i>You can choose anything.</i>	В заперечних реченнях з дієсловом в стверджувальній формі: <i>I know nothing. None of us spoke Japanese.</i>
Неозначені та заперечні займенники, подібно до іменників, можуть вживатися в присвійному відмінку : <i>It's nobody's house.</i> (Це нічий дім.)		

§ 6. Неозначений займенник 'one'.

Неозначений займенник **one** може заміняти лише злі чувані іменники.

1 Він може позначати людей взагалі:

One should be careful crossing a busy street.

(Слід бути обережним, переходячи вулицю з пожвавленим рухом).

One should remember one's duty. (Слід пам'ятати свій обов'язок).

- 2 Може замінити будь-який злічуваний іменник з означенням, щоб уникнути його повторення, при цьому *one* вживається з артиклями та має множину:
 Which boy is your brother? – The one with red hair. (... З рудим волоссям)
 What language would you like to study? – An easy one. (... – Просту)
 I like these shoes, the black ones. (... , чорні)

§ 7. Зворотні займенники

Зворотні займенники утворюються від особових або присвійних займенників та неозначеного займенника one за допомогою суфіксів -self (в однині) та -selves (в множині):				
1 особа	I	myself	1 Відповідають зворотному займеннику себе та частці -ся : Look at <i>yourself</i> ! (Подивись на себе!)	
	we	ourselves		
2 особа	you	yourself (одна особа)		
3 особа	he	yourselves (більше осіб)		2 Виконують підсилювальну функцію, акцентуючи суб'єкт чи об'єкт дії (сам): I don't know this <i>myself</i> . (Я й сам не знаю цього.)
	she	himself		
	it	itself		
	they	themselves		
Неознач. займеник	one	oneself		

Запам'ятайте:

- Дієслова **behave** (поводитися), **feel** (почуватися) та **afford** (дозволити собі) вживаються **без зворотних займенників**.
I *feel* well. — Я почувуюся добре.
He *behaves* as usual. — Він поводитьися звично.
- В сучасній англійській мові дієслова **dress**, **wash**, **shave** інколи вживаються **без зворотних займенників**.
- Зворотні займенники з прийменником **by** мають два значення — «самостійно / без допомоги» та «один / самотньо»:
I'm sure I'll do it *by myself*. (самостійно)
Do you live *by yourself*? (один)
- Help yourself / yourselves (to...)**. — Пригощайтесь / беріть

ПРИЙМЕННИК

§ 1. Деякі прийменники місця

Прийменник	Значення	Приклади
at	1) в/на (точці) 2) на/в (установі / закладі і т. п.) 3) за адресою 4) в якійсь частині цілого 5) в/на (кінцевий пункт руху) 6) на (якомусь заході)	1) <i>at the crossroads</i> 2) <i>at the post-office/ station</i> 3) <i>I live at 3, Baker St., London.</i> 4) <i>at the back/front/top/ bottom of...</i> 5) <i>The lift stopped at the 3rd floor.</i> 6) <i>at the performance / concert / meeting</i>
in	1) в (всередині) 2) в/на (країна / місто / село / вулиця / місцевість) 3) на (півдні / півночі / заході / сході)	1) <i>in a room / pocket / an armchair; to swim in the river</i> 2) <i>in Spain / Poltava / a village /High Street / the mountains</i> 3) <i>in the South (of)</i>
on	1) на (поверхні/ площині) 2) на (лінії)	1) <i>on a table / chair / the Continent / the second floor</i> 2) <i>on the way home / from London to Oxford;</i> <i>Kyiv is on the River Dnieper.</i>

§ 2. Деякі прийменники часу

Прийменник	Значення	Приклади
in	1) в (століття/ роки/ пори року/ місяці/тижні); 2) через/за (якийсь час); 3) за (якийсь період)	1) <i>in the 20th century / 1999 / winter / May / the following weeks</i> 2) <i>I'll be back in a week / 2 hours.</i> 3) <i>He swam 1 km in 15 minutes.</i>
on	в (дні та дати)	<i>on Monday/my birthday/the 5th of April</i>
at	1) в/о (момент часу) 2) на (свята)	1) <i>at half past three/ noon/that moment</i> 2) <i>at Easter/New Year</i>
for	протягом (як довго?)	<i>for 5 hours/three years; for hours; for the rest of his life</i>
before	перед	<i>before the performance/noon</i>
after	після	<i>after midnight/the lesson</i>
by	до (щось сталося / станеться не пізніше якогось моменту)	<i>He'll be back by next Monday.</i>

Appendix

for	протягом (як довго?)	<i>for 5 hours/three years; for hours; for the rest of his life</i>
since	з (якогось моменту до теперішнього часу)	<i>I've been waiting for you since 7 am.</i>

Примітка 1. Запам'ятайте такі сталі словосполучення з прийменниками часу:

- 1) **at present, in the past, in (the) future**
- 2) **in the morning, in the afternoon, in the evening, at night**

З цими словами вживається прийменник **on**, якщо вони мають якесь означення, тобто, коли йдеться про конкретний ранок, вечір і т. ін.:

on Friday morning, on a warm summer evening, on the afternoon of September 23rd

- 3) **at the weekend** — у вихідні дні (суботу та неділю)

Примітка 2.

Запам'ятайте сталі вирази з прийменниками **місця та напрямку** (зверніть увагу на відсутність артиклів!):

be	at school at college at university at home at work at breakfast / dinner/etc at / in church in class in hospital in prison in bed	go	to / into hospital to school/college/university/ work/church/prison/bed Але: go/come home
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Якщо не йдеться про використання установи або місця за прямим призначенням, прийменники та артиклі вживаються як звичайно:

There was a big gym in the school.

(В приміщенні школи був великий спортивний зал)

in/to town — в місті / в місто (про місто, в якому ми знаходимось, або найближче місто в цій місцевості; діловий/торговельний центр міста)

in/to the town — в місті / в місто (про міста взагалі)

in/to the country — за містом, в селі/за місто, в село (а не в місто)

Примітка 3.

Зверніть увагу на різницю у значенні таких словосполучень з прийменниками часу:

on time — вчасно (точно у визначений час / за розкладом)

The plane landed *on time*.

in time (for) — вчасно (не спізнитися / встигнути)

He came *in time* for the dinner.

at the beginning (of) — на початку (року / уроку / зборів і т.ін.)

They bought a new car *at the beginning of* the year.

in the beginning = at first — спочатку

In the beginning / at first he wanted to leave school after the 9th form, but later he changed his mind.

at the end (of) — наприкінці / в кінці (тижня / року / концерту і т.ін.)

At the end (of the concert) she sang her best songs.

in the end = at last — нарешті / врешті-решт / кінець кінцем

At first he didn't want to go with us, but *in the end* he went.

СПОЛУЧНИК

Сполучники в англійській мові, як і в українській, вживаються для зв'язку членів речення і цілих речень у складному реченні. Вони виражають різні відношення між членами речення і між реченнями, але самі не є членами речення:

Наприклад, сполучник *and* (і, та) є сполучним:

Nick and Pete are students. *Микола і Петро — студенти.*

Сполучник ***but*** (але) є протиставним:

I came here earlier but you weren't in.

Я приходив сюди раніше, але вас не було вдома.

Сполучник ***because*** (тому що, оскільки) є причинним:

She explained me the rule again because I had made a lot of mistakes.

Вона пояснила мені правило знову, оскільки я зробив багато помилок.

ДІЄСЛОВО

§ 1. Present Simple Tense

4. The **Present Simple Tense** називає **регулярну, повторювану дію або постійний стан в теперішньому часі**. Цей час утворюється так:

V (основа дієслова в 3 особі однини) + **-(e)s**

5. **The Present Simple** часто вживається з такими обставинами часу:

— **every day / week / month / year; daily; weekly; on Sundays / Mondays / etc.; in the evening; in the morning; in the afternoon; in spring; etc.;**

— **always; never; seldom; rarely; frequently; often; usually; sometimes** (прислівники, що з дієсловом в Present Simple звичайно стоять перед присудком але після дієслова be): *We go to school every day. They often play tennis. He is never late.*

§ 2. Past Simple Tense

1. **The Past Simple Tense** вказує на дію, що регулярно або одноразово мала місце у минулому часі. Цей час утворюється так:
V(основа дієслова) + **-ed** (II форма дієслова)
2. При утворенні **Past Simple** у всіх особах однини та множини до основи дієслова додається суфікс **-ed** за такими моделями:
work – worked, phone – phoned, drop – dropped, travel – travelled, try – tried
3. Так звані **неправильні дієслова** утворюють Past Simple не за правилом і тому їх **треба запам'ятати** (див. таблицю неправильних дієслів **Irregular Verbs**).
4. **Past Simple** означає:
 - а) **дію, що відбулась в минулому**
(обставина часу в такому реченні — це, як правило, минулий момент або завершений відтинок часу — **in 1964; yesterday; last week / month / year; at 5 o'clock; etc**):
*She **came** home at 3 o'clock. They **finished** school last year.*
 - б) стан або повторювану дію в минулому:
*He **lived** in Lviv when he **was** young. We **swam** in the river every day in summer.*
 - в) послідовні дії в минулому:
*She **stood up, came up to the window and opened it.***

§ 3. The Future Simple Tense

5. The Future Simple Tense вживається для вираження:
 - **передбачення**: *People **will live** on the Moon in future.* (В майбутньому люди житимуть на Місяці.)
 - **обіцянки**: *I **ll help** you.* (Я допоможу тобі.)
 - **відмови**: *I **won't go** there.* (Я не піду туди.) *I **won't wash** the dishes.* (Я не митиму посуд.)
 - **вірогідної дії** (в умовних реченнях та інколи після слів **I'm sure / I think / perhaps**):
*I think I **ll buy** it.* (Думаю, я куплю це.)
*Perhaps I **ll buy** it.* (Можливо я куплю це.)
*I **ll buy** it if I have money.* (... , якщо матиму гроші.)
 - **майбутньої дії, рішення про яку приймається в момент мовлення**:
*Which ice-cream **will** you **eat**? — I **ll take** strawberry ice cream.* (Яке морозиво ти їстимеш? — Я візьму полуничне.)
6. З дієсловом **be** може означати **заплановану на майбутнє дію**:
*There **will be** 15 people at my birthday party.* (У мене на іменинах буде п'ятнадцятеро гостей.)

§ 4. The Present Continuous Tense

1. **The Present Continuous Tense** утворюється так: **V**(основа дієслова) + **-ing**

2. The Present Continuous Tense позначає :

— **безперервну дію** або **дію, що відбувається в даний момент**:

*Our planet **is orbiting** the Sun.* (Наша планета обертається навколо Сонця.)

*We **are working** now / at this moment / at the moment.* (Ми працюємо зараз / в даний момент.)

— **тимчасову дію**, що відбувається в **теперішньому часі**:

*He **is writing** a new book **now / nowadays**.* (Він пише нову книгу зараз.)

— **дію, яка здається безперервною** (здебільшого тому, що є набридливою):

*He **is always / constantly eating** something.* (Він завжди/постійно щось їсть.)

*They **are talking** all the time.* (Вони весь час розмовляють.)

Примітка. Додавання суфікса **-ing** призводить до змін в основі дієслів, які закінчуються на:

- 1) приголосну + наголошену голосну + приголосну: *stop – **stopping**; begin – **beginning***
- 2) голосну + **l**: *travel – **travelling***
- 3) **-ie**: *lie – **lying**; die – **dying***
- 4) голосну + приголосну + **e**: *come – **coming**; take – **taking***

§ 5. The Present Perfect Tense

1. **The Present Perfect Tense** (теперішній перфектний час) утворюється за такою формулою: **have + V3** (Participle II)

2. **The Present Perfect Tense** вживається:

а) Якщо дія відбулась в минулому, а її результат якимось чином відчувається зараз. В цьому випадку в стверджувальних реченнях (та інколи в питальних) часто вживається прислівник **already** (вже), який стоїть після дієслова **have**, а в заперечних та питальних реченнях — прислівник **yet** (ще не), який стоїть в кінці речення:

*We **have already done** the work and can go home. We **have not done** the work **yet**. **Have you done** the work **yet**?*

б) Коли йдеться про **попередній досвід людини** (до теперішнього моменту). В цьому випадку можуть вживатися прислівники *seldom / often / always / never / ever / etc*, які стоять після дієслова **have**:

*I **have never been** to Spain.*

*This writer **has written** many interesting books.*

***Have you ever heard** this song?*

г) Коли в реченні є обставина часу, що означає незавершений проміжок часу: (*today / this week / this month / this year*), а дія, про яку йдеться, вже відбулася:

*We **have had** three lessons **today**.*

Appendix

- д) Якщо обставиною часу є прислівник **just** (щойно), який ставиться після дієслова **have**, або **recently / lately** (нещодавно):
He has just left.
I've met him recently.

Примітка: якщо обставиною є сповосполучення **just now**, вживається Past Simple:
I did it just now. (Я зробив це щойно.)

Запам'ятайте: Present Perfect **ніколи не вживається з обставиною часу, яка вказує на конкретний момент або проміжок часу в минулому** (*in 1988 / at 5 o'clock / yesterday / a week ago / etc*). Саме тому цей час **ніколи не вживається в питальних реченнях, що починаються питальним словом When?**

§ 6. The Past Perfect Tense

1. **The Past Perfect Tense** (минулий перфектний час) **означає дію, яка відбулась або відбувалась до певного моменту часу в минулому.** Цей момент може бути позначений обставиною часу (як правило з прийменником **by**) або іншою минулою дією в Past Simple:

They **had finished** the project *by the end of May*. When I met him he **had** already **lived** here for 10 years.

2. На відміну від *Present Perfect*, **Past Perfect може вживатися з обставиною, яка позначає конкретний момент або проміжок часу в минулому:**

I knew that he **had arrived on Monday**.

3. Для дій, що відбувались послідовно або одночасно в минулому, вживається час *Past Simple*. Порівняйте такі речення:

He saw light in the window and *understood* that mother **was** at home.

He saw the dinner on the table and *understood* that mother **had been** at home.

§ 7. Позначення майбутньої дії за допомогою **be going to**

1. Структура **be going to + V** має значення:

а) Заздалегідь запланованої дії або наміру, як з обставиною часу, так і без неї:

We are going to buy a new flat *next year*. (Ми збираємось купити нову квартиру наступного року.)

He is not going to look for a new job. (Він не збирається шукати нову роботу.)

What are you going to do *this evening?* (Що ти збираєшся робити сьогодні ввечері?)

б) **Майбутньої дії, яку можна передбачити, виходячи з певних ознак в теперішній ситуації:**

Look at those clouds. It's going to rain. (Подивись на ті хмари. Схоже, буде дощ.)

Примітка: Дієслово **go** в цій конструкції, як правило, пропускають, залишаючи лише **be going**:

He is going to Spain next week. (Він збирається їхати / їде в Іспанію наступного тижня.)

§ 8. Modal Verbs (модальні дієслова)

Більшість модальних дієслів мають два значення, **перше** з яких можна вважати **первинним** або головним. За першим значенням модальні дієслова дуже відрізняються: вони виражають **обов'язок, дозвіл, вміння** і т. ін., в той час як у **другому** значенні всі вони означають різні ступені **ймовірності**.

1. **Can / could** (здатність / вміння)

Головне значення дієслова *can* — фізична або розумова здатність до дії, вміння:

She can swim. — Вона вміє плавати.

He can speak English. — Він може говорити англійською.

В цьому значенні дієслово **can** може відноситись тільки до теперішнього часу, **could** — тільки до минулого, а еквівалент **to be able / unable to V** — може утворювати всі часи, крім часів *Continuous*:

She could swim when she was a little girl.

She is able to swim.

She will be able to swim soon.

Заперечна форма: *I cannot / can't dance. I could not / couldn't dance.*

I am not able to dance. / I am unable to dance.

Питальна форма: *Can you dance? — Yes, I can. / No, I can't.*

Could you dance? — Yes, I could. / No, I couldn't.

2. **May** (дозвіл)

Значення «дозвіл/прохання» можуть передаватись модальним дієсловом **may**
May I come in?

3. **Must** (обов'язок)

Модальне дієслово **must** означає «необхідність / обов'язок / наказ». Воно має лише форму теперішнього часу, яка може відноситись як до **теперішнього** так і до **майбутнього** часу:

I must go now. (Зараз я маю йти.)

I must be in Lviv tomorrow. (Завтра я повинен бути у Львові.)

Дієслово **must** має два еквіваленти:

— **to have to** (вживається в усіх часах, в тому числі і в теперішньому; утворює заперечну та питальну форми за допомогою допоміжного дієслова *do*) — вимушеність дії:

He fell ill and had to stay at home. (Він захворів і був змушений залишитись вдома.)

Do you have to stay at home today? I don't have to stay at home.

— **to be to** (вживається в *Present Simple* та *Past Simple*, причому *Present Simple* відноситься до теперішнього або майбутнього часу) — спланованість дії / наказ:

Appendix

*We **are to** write a dictation tomorrow.*

(Завтра ми повинні писати диктант.)

*You **are not to** do it. (Ти не повинен цього робити.)*

Запитання	Відповідь	Заперечна форма
Must we come?	Yes, you must.	You must not/mustn't
Need we come?	No, you needn't.	come (заборона). You don't need to/ needn't come (відсутність необхідності / не обов'язково).

4. **Have to / Had to**

Дієслово **have**, вжите як модальне, виражає **необхідність чи обов'язковість** дії, зумовленої обставинами.

На відміну від інших модальних дієслів, дієслово **have** має форми інфінітива, дієприкметника і герундія і може вживатися в часових формах, яких не мають інші модальні дієслова, зокрема в майбутньому часі. Дієслово **have**, вжите в модальному значенні, має після себе частку 'to':

***I have to get up** the next morning at seven.*

Завтра вранці я маю встати о сьомій годині.

***I had to sell** my house.*

Я змушений був продати свій будинок.

***You'll have to go** home now.*

Вам доведеться зараз піти додому.

Питальна й заперечна форми модального дієслова **have** у *Present Simple* і *Past Simple* утворюються з допоміжним дієсловом **do**:

***Do we have to sleep** with him in here?*

Ми мусимо спати з ним тут?

***You don't have to go** in.*

Вам не обов'язково заходити.

***You did not have to think** about it.*

Вам не треба було думати про це.

5. **will – would / won't – wouldn't**

У питальних реченнях **will** і **would** вживаються у другій особі для вираження **ввічливого прохання, запрошення**, причому **would** надає проханню особливо ввічливого відтінку:

Will you have a cup of tea?
Won't you sit down?
Would you help me?
Would you like some coffee?

Випийте чашку чаю.
Сідайте, будь ласка.
Допоможіть мені, будь ласка.
Вип'єте кави?

Will і **would** у заперечних реченнях вказують на те, що предмет не виконує дії, позначеної інфінітивом основного дієслова:

*The knife **won't** cut.*
*The window **wouldn't** open.*
— *You ought to lock your door.*
— *I have tried. It **won't** lock.*

Ніж не ріже.
Вікно не відчинялося.
Тобі слід би замкнути двері.
Я пробувала. Вони не замикаються.

6. Ought to / Should

Модальні дієслова **ought to/should** мають значення «(моральний) обов'язок/порада». Вони мають лише одну форму, яка може відноситись до теперішнього або майбутнього часу:

You ought to/should work harder. (Вам слід працювати наполегливіше.)

You ought not/oughtn't to be late. (Вам не слід спізнюватись.)

You should not/shouldn't be late.

Should we help them? (Нам слід допомогти їм?)

Ought we to help them?

ought to/should + перфектний інфінітив (have V3) — бажаність/небажаність дії, що (не) відбулась в минулому:

You ought to/should have helped her. Why didn't you? (Вам слід було б допомогти їй. Чому ви цього не зробили?)

I shouldn't have eaten so much. (Мені не слід було так багато їсти.)

7. Need

Дієслово **need** вживається як **модальне** дієслово в значенні «чи треба?/чи повинен?/ не треба/ нема потреби/ не повинен». В цьому випадку воно вживається здебільшого **в заперечних та питальних реченнях:**

Need you go now? — Yes, I must./No, I needn't. You needn't go now.

Якщо дієслово **need** означає «потребувати (чогось)», воно вживається як звичайне дієслово:

She needs our help. — Does she need our help? — She doesn't need our help. He needed to see a doctor. You will need an umbrella.

Примітка. **Need** як звичайне дієслово **не вживається** в часах **Continuous**.

СИНТАКСИС

§ 1. Розповідні речення

Просте розповідне речення має фіксований порядок членів речення. В поданій нижче таблиці **жирним шрифтом** наведені ті члени речення, місце яких в реченні є незмінним, а *курсивом* — ті члени речення, місце яких може змінюватись (див. примітки):

Підмет	Присудок	Додаток		Обставина		
		<i>непрямий</i>	<i>прямий</i>	<i>способу дії</i>	<i>місця</i>	<i>часу</i>
Father	told	us	a story			
Mother	bought	me	a dress			yesterday.
She	smiled			happily		
He	went				to work in town	at a m. 8
I	saw	him				on Friday.
They	have worked			hard		for years.

Примітки:

1. Функцію обставин можуть виконувати **прислівники**. Про місце прислівників в реченні див. розділ “Прислівник”.
2. **Обставина** може стояти на початку речення, якщо необхідно зробити на ній акцент:
After breakfast, he went to work.
At home, she wears slippers.
3. **Означення** стоїть перед означуваним словом або після нього:
He showed me some book written by an unknown author.
4. Непрямий додаток може стояти після прямого додатка, але з прийменниками **to** (після дієслів **bring, give, lend, pay, show, write**) та **for** (після дієслів **buy, cook, do, fetch, find, get, make, order**):
Give me the apple. = *Give the apple to me.*
Buy her one/some. = *Buy one/some for her.*
Але: Якщо прями́й додаток є особовим займенником, а непрями́й — іменником, то непрями́й додаток з наведеними вище прийменниками завжди стоїть після прямого додатка:
Give them to the boy. *Buy it for the girl.*
5. Є дієслова, після яких завжди стоїть прями́й додаток, а після нього може стояти непрями́й додаток з прийменником **to**. Ось деякі з них — **explain, announce, demonstrate, describe, introduce, mention, propose, prove, repeat, say**:
He explained everything to us.

§ 2. Заперечні речення

1. На відміну від української мови, в англійській мові заперечне речення може мати **лише один заперечний елемент**. Порівняйте:
Ніхто не хоче нічого робити. — **Nobody** wants to do anything.

2. Заперечне речення можна утворити за допомогою
- заперечної форми дієслова:**
He **doesn't** speak Polish.
 - заперечних займенників:**
Nobody speaks Polish here. I've got **no** time. He knows **nothing**.
 - заперечних прислівників:**
I've **never** been to New York.
3. В заперечних реченнях, утворених за допомогою **заперечної форми дієслова** або заперечних прислівників, вживаються неозначений займенник **any** та його похідні (див. § 5. «Неозначені та заперечні займенники», стор. 198):
She didn't hear **anything**.
We won't go **anywhere**.
- Але в функції підмета вживаються **заперечні займенники**:
Nobody came. *Nothing* was done.
- Примітка:* Не завжди заперечні речення, утворені різними способами, мають однакове значення. Порівняйте:
He **doesn't** play tennis.
He **never** plays tennis.

§ 3. Питальні речення

Про вживання **неозначених займенників** в питальних реченнях див. § 5. «Неозначені та заперечні займенники» на стор. 198.

1. Загальні питання

Це питання до присудка. Вони потребують відповіді «так» або «ні». Про утворення питальних форм дієслова в різних часах див. «Дієслово стор. 202-208». Узагальнююче правило можна сформулювати так:

Щоб утворити загальне питання, необхідно перше дієслово присудка поставити перед підметом. В *Present* та *Past Simple* цю роль виконує дієслово **do у відповідній формі.**

В короткій відповіді на загальне питання використовується особовий займенник, що відповідає підмету, та стверджувальна або скорочена заперечна форма дієслова, яке стоїть перед підметом:

Paul *is* a student. — *Is* Paul a student? — Yes, *he is*. / No, *he isn't*.

You *can* help me. — *Can* you help me? — Yes, *I can*. / No, *I can't*.

Ruth *has* done it. — *Has* Ruth done it? — Yes, *she has*. / No, *she hasn't*.

People *know* him. — *Do* people know him? — Yes, *they do*. / No, *they don't*.

2. Спеціальні питання

Це питання до всіх членів речення, крім присудка.

Щоб утворити спеціальне питання, необхідно перед і загальним питанням поставити відповідне питальне слово — *Who(m)?, What?, When?*,

Appendix

Where?, Why?, How?, Whose?, Which?, etc:

Where did you buy this book? — In the bookshop.

How do you like this performance? — I think it's good.

When were you born? — In 1980.

Who(m) did you meet at the station? — My brother.

Питання до підмета або його означення мають прямий порядок слів, тому що функцію підмета або його ж означення виконує відповідне питальне слово —

Who?, What?, Whose?, Which?:

Who wrote the letter? — Pete *did*.

What mountain is the highest in the world? — Everest.

Whose book is on the desk? — Mine.

Which coat is yours? — The red one

Якщо питання ставиться до члена речення, перед яким є прийменник, то цей **прийменник**, як правило, стоїть **в кінці питання** (в українській мові такі питання починаються з прийменника):

Для чого ти це зробив? — What did you do it *for*?

3. Альтернативні питання

Це питання, які містять в собі вибір, що передається сполучником **or**:

Is it autumn *or* spring in the picture? — It's autumn.

Have you got a bad *or* a good mark today?

4. Розділові питання (Tag questions)

Ці питання складаються з двох частин — **розповідного речення** та **короткого питання**, що відокремлюється комою. Друга частина (коротке питання)

складається з **допоміжного дієслова**, що відповідає часу присудка першої частини, та **особового займенника**, що відповідає її підмету. Причому, якщо перша частина речення є стверджувальною, то друга — заперечною, і навпаки:

You *speak* English, *don't you*? — Yes, I do. / No, I don't.

Ви розмовляєте англійською, *чи не так*?

He *isn't* your brother, *is he*? — Yes, he is. / No, he isn't.

Він не ваш брат, *чи не так*?

Заперечна форма допоміжного дієслова, що утворює другу частину розділового питання, завжди має скорочену форму. Але оскільки **am not** не має скороченої форми, то для першої особи однини дієслова *be* використовується форма **aren't**:

I'm your friend, *aren't I*? — Я твій друг, *хіба ні*?

VOCAVULARY

(Словник)

A

absolutely [ˈæbsəlu:tli] абсолютно

accident [ˈæksɪdənt] нещасний
випадок

according (to) [əˈkɔ:diŋ] згідно (із),
відповідно (до)

achievement [əˈtʃi:vmənt] досягнення

acid [ˈæsid] кислота

across [əˈkrɒs] через

act [ækt] діяти, чинити

action [ˈækjən] дія

action film [ˈækjən fɪlm] бойовик

activity [ækˈtɪvəti] діяльність

add [æd] додавати

adjective [ˈædʒɪktɪv] прикметник

adventure [ədˈventʃə] пригода

adverb [ˈædvɜ:b] прислівник

advice [ədˈvaɪs] порада

give advice радити

afford [əˈfɔ:d] спромогтись

afterschool [ˌɑ:ftəˈsku:l] позакласний

against [əˈgeɪnst] проти

agree [əˈgri:] погоджуватись

aid [eɪd] допомога

allow [əˈlaʊ] дозволяти

alone [əˈləʊn] *pron.* сам, один;
adv. самотньо

already [ɔ:lˈredɪ] вже

also [ˈɔ:lsəʊ] також

although [ɔ:lˈðəʊ] хоча, незважаючи
на

ambulance [ˈæmbjələns] “швидка
допомога”

amount [əˈmaʊnt] кількість

ancient [ˈeɪnʃənt] древній

announce [əˈnaʊns] оголошувати

announcement [əˈnaʊnsmənt]
оголошення

Прийняті позначення:

n. = **noun** (іменник)

v. = **verb** (дієслово)

adj. = **adjective** (прикметник)

adv. = **adverb** (прислівник)

prep. = **preposition** (прийменник)

appear [əˈpɪə] з'являться

appetizer [ˈæpɪtaɪzə] закуска

appliance [əˈplaɪ(ɪ) əns] прилад,
пристрій

application [ˌæplɪˈkeɪʃn] заява,
звернення, прохання

apply [əˈplaɪ] звертатись; подавати
заяву

appointment [əˈpɔɪntmənt] домовлена
зустріч

make an appointment —

записуватись на прийом

archeological [ˌɑ:rkɪəˈlɒdʒɪkəl]
археологічний

architect [ˈɑ:kɪtekt] архітектор

area [ˈeəriə] площа, простір

arrange [əˈreɪndʒ] організовувати,
влаштовувати

arrive [əˈraɪv] прибути

Asia [ˈeɪʃə] Азія

Assembly Hall [əˈsembli ˌhɔ:l] актовий
зал

attacker [əˈtækə] нападник

attend [əˈtend] відвідувати

attraction [əˈtrækʃn] привабливість;
атракціон

audience [ˈɔ:diəns] публіка, глядачі,
аудиторія

authentic [ɔ:ˈθentɪk]

автентичний, оригінальний

avoid [əˈvɔɪd] уникати

awake [əˈweɪk] (**awoke; awoken**)
пробуджувати; прокидатись

Appendix

away [ə'weɪ] *adj.* віддалений;
adv. далеко, віддалік, здаля
awful ['ɔ:fəl] жахливий

В

backache ['bækɛɪk] біль у спині
bank [bæŋk] банк; берег (*річки*)
barrel ['bærəl] бочка
be on [bi: ɒn] йти (*про кінофільм, виставу*), демонструватись (*на екрані, сцені*)
become [bɪ'kʌm] ставати
believe [bɪ'li:v] вірити; вважати
belly ['belɪ] живіт
belong [bɪ'lɒŋ] належати
bet [bet] *n.* парі; *v.* битись об заклад
Biology [baɪ'ɒlədʒi] біологія
birthplace ['bɜ:θpleɪs] місце народження
blanket ['blæŋkɪt] покривало
bleed [bli:d] кровоточити
blood [blʌd] кров
blow [bləʊ] (*blew, blown*) дути
boarding school ['bɔ:ɔ:dɪŋ sku:l] школа-інтернат, пансіон
boil [bɔɪl] варити
boring ['bɔ:ɪŋ] нудний
bowl [bəʊl] глибока миска
brackets ['brækɪts] дужки
brainstorm ['breɪnstɔ:m] обмінюватись ідеями, проводити мозкову атаку
break [breɪk] перерва
breath [breθ] дихання
breathe [bri:ð] дихати
brilliant ['brɪljənt] чудовий, блискучий
bullying ['bulɪŋ] цькування
bungee jumping ['bʌŋdʒɪ, dʒʌŋpɪŋ] стрибки з висоти за допомогою еластичного тросу
burn [bɜ:n] (**burnt, burnt**) горіти, палати

С

calculate ['kælkjuleɪt] обчислювати, підраховувати
calf [kɑ:f] теля
call [kɔ:l] кликати, називати; телефонувати
canteen [kæn'ti:n] їдальня
captain ['kæptɪn] капітан
carbohydrate [ˌkɑ:bəʊ'hɑ:draɪt] вуглевод
care [keə] *n.* турбота, піклування, догляд; *v.* піклуватися, турбуватися; цікавитися
take care of [teɪk keə ɒv] доглядати (за)
carry ['kæɪɪ] нести
carve [kɑ:v] висікати, витісувати
carve out a living – будувати своє життя
case [keɪs] випадок
cast [kɑ:st] акторський склад
catch a cold — застудитись
catchy ['kætʃɪ] яскравий, привабливий; причепливий, той, що легко запам'ятовується
cell phone ['sel fəʊn] мобільний телефон
century ['sentʃəri] століття
ceremony ['serəməni] церемонія
chance [tʃɑ:ns] шанс, можливість
character ['kærəktə] герой, персонаж
charm [tʃɑ:m] шарм, чари
chat room [tʃæt ru:m] чат (*в інтернеті*), кімната для переговорів
check [tʃek] перевірка; перевіряти
cheer [tʃiə] *n.* схвальний вигук, оплески; *v.* аплодувати, підбадьорювати
chemical ['kemɪkl] хімічний

chemist [ˈkɛmɪst] аптека
Chemistry [ˈkɛmɪstri] хімія
chest [tʃɛst] грудна клітина
chimera [kaɪˈmɪərə] химера
champ [tʃæmp] чемпіон
choice [tʃɔɪs] вибір
choir [kwaɪə] хор
chop [tʃɒp] дрібно нарізати,
подрібнювати
chore [tʃɔː] хатня робота
do chores – виконувати хатню
роботу
circle [ˈsɜːkl] коло
close to [kləʊs tuː] близько до
clue [kluː] підказка
coach [kəʊtʃ] *n.* пасажирський вагон,
туристський автобус;
v. тренувати(ся), готувати(ся) до
змагань
coaching session [ˈkəʊtʃɪŋ ˈseʃn]
заняття з тренером
collapse [kəˈlæps] *n.* падіння, обвал;
v. обвалюватися
come true [kʌm truː] здійснюватись
comedy [ˈkɒmədɪ] комедія
commentary [ˈkɒmentərɪ] коментар
common [ˈkɒmən] спільний
in common — спільно
compare [kəmˈpeə] порівнювати
compete [kəmˈpiːt] змагатися
competition [ˌkɒmpəˈtɪʃn] змагання
concentrate [ˈkɒnsəntreɪt]
концентрувати(ся),
зосереджувати(ся)
condition [kənˈdɪʃn] стан, умови
confusing [kənˈfjuːzɪŋ] такий, що
бентежить або соромить
congratulation [kənˌgrætʃuˈleɪʃn]
привітання
connect [kəˈnekt] з'єднувати
consist (of) [kənˈsɪst] складатись (із)

contain [kənˈteɪn] містити, вміщати
conversation [ˌkɒnvəˈseɪʃn] розмова
convincing [kənˈvɪnsɪŋ] переконливий
cook [kuk] готувати їжу
cooling [ˈkuːlɪŋ] охолодження
corn [kɔːn] кукурудза
cost [kɒst] (**cost, cost**) коштувати
cough [kɒf] кашляти
course [kɔːs] курс; страва
main course — головна страва
cover [ˈkʌvə] покривати, накривати
cozy [ˈkəʊzi] затишний
creature [ˈkriːtʃə] творіння
culture [ˈkʌltʃə] культура
curious [ˈkjʊərɪəs] допитливий
cut [kʌt] (**cut, cut**) різати, нарізати,
розрізати

D

dangerous [ˈdeɪndʒərəs] небезпечний
daydream [ˈdeɪdriːm] *n.* мрії, фантазії;
v. мріяти, фантазувати
decide [dɪˈsaɪd] вирішувати
decision [dɪˈsɪʒən] рішення
deck [dek] палуба
defender [dɪˈfendə] захисник
definition [ˌdefəˈnɪʃn] визначення
degree [dɪˈɡriː] градус
delicious [dɪˈlɪʃəs] смачний
dentist [ˈdentɪst] зубний лікар
dental office — кабінет зубного
лікаря
department [dɪˈpɑːtmənt] відділ
depressing [dɪˈpresɪŋ] депресивний
deserve [dɪˈzɜːv] заслуговувати
dessert [dɪˈzɜːt] десерт
destroy [dɪˈstrɔɪ] руйнувати
diary [ˈdaɪəri] щоденник
dictionary [ˈdɪkʃənərɪ] словник
die [daɪ] вмирати
diet [ˈdaɪət] дієта

Appendix

differ [ˈdɪfə] відрізнятись
difficult [ˈdɪfɪklt] складний, важкий
dig [dɪg] копати
direction [daɪˈrekʃn] напрямок
dirty [ˈdɜːti] брудний
disagree [ˌdɪsəˈɡriː] не погоджуватись
discuss [dɪˈskʌs] обговорювати
disease [dɪˈziːz] хвороба
dish [dɪʃ] страва; тарілка
dishwasher [ˈdɪʃwɒʃə] машина для миття посуду
dizzy [ˈdɪzi] такий, що відчуває запаморочення
documentary [ˌdɒkjʊˈmentəri] документальний фільм
dome [dəʊm] купол
download [ˈdaʊnləʊd] завантажувати (комп.)
draw [drɔː] нічия (спорт.)
drip [drɪp] *n.* капання; *v.* капати
drum [drʌm] барабан
dry [draɪ] *adj.* сухий; *v.* висушувати
dull [dʌl] нудний
duty [ˈdjuːti] обов'язок

E

each [iːtʃ] кожний
each other [iːtʃ ˈʌðə] один одного
earache [ˈɪərəʃk] біль у вусі
education [ˌedʒuˈkeɪʃn] освіта
electrical [ɪˈlektɹɪkəl] електричний
elevator [ˈelɪveɪtə] ліфт
emblem [ˈembləm] емблема
enjoy [ɪnˈdʒɔɪ] насолоджуватись
enjoyable [ɪnˈdʒɔɪəbl] такий, що дає насолоду
enough [ɪˈnʌf] достатньо
enter [ˈentə] входити, вступати
entertain [ˌentəˈteɪn] розважати
entertainment [ˌentəˈteɪnmənt] розвага
entrance [ˈentrəns] вхід

entry [ˈentri] вхід, вступ; стаття (про словник)
Europe [ˌjʊərəˈpeɪ] Європа
event [ɪˈvent] подія; захід
every [ˈevri] кожний
everybody [ˈevrɪbɒdi] кожен, усі (про людей)
everything [ˈevrɪθɪŋ] все (про неістоти)
evil [ˈiːvl] *n.* зло; *adj.* злий
examine [ɪgˈzæmɪn] оглядати, вивчати
excellent [ˈeksələnt] відмінний
excited [ɪkˈsaɪtəd] захоплений, збуджений
exciting [ɪkˈsaɪtɪŋ] захоплюючий
exist [ɪgˈzɪst] існувати
expect [ɪkˈspekt] очікувати, сподіватись
expensive [ɪkˈspensɪv] дорогий, коштовний
experience [ɪkˈspɪəriəns] досвід
explain [ɪkˈspleɪn] пояснювати
explanation [ˌekspləˈneɪʃn] пояснення
expression [ɪkˈspreʃn] вираз

F

fabulous [ˈfæbjələs] чарівний, казковий
face-to-face [feɪstʊːfeɪs] віч-на-віч
facility [fəˈsɪləti] можливість, умови; обладнання, пристосування
fair [feə] *adj.* справедливий; *n.* ярмарок
fairy [ˈfeəri] казковий
fairy tale [ˈfeəri teɪl] казка
fall [fɔːl] водоспад
famous (for) [ˈfeɪməs] знаменитий, відомий (завдяки)
fan [fæn] уболівальник
fascinating [ˈfæsnɪeɪtɪŋ] чарівний, захоплюючий

fashionable [ˈfæʃənəbl] модний
fat [fæt] товстий
fault [fɔ:lt] провина
feed [fi:d] годувати
fencing [ˈfensɪŋ] фехтування
festive [ˈfestɪv] святковий
finger [ˈfɪŋɡə] палець
fireplace [ˈfaɪəpleɪs] камін
fit [fɪt] *adj.* пристосований; такий, що відповідає; *v.* підходити, відповідати (*чомусь*)
keep fit – підтримувати хорошу фізичну форму
fix [fɪks] ремонтувати
flame [fleɪm] полум'я
flour [ˈflaʊə] борошно
flow [fləʊ] литись; плавно переходити (*в*)
flowerpot [ˈflaʊəpɒt] вазон
flu [flu:] грип
fluency [ˈflu:ənsɪ] вільність, плавність, невимушеність (*про мову*)
folk [fəʊk] *n.* народ; *adj.* народний
follow [ˈfɒləʊ] йти за; слідувати
following [ˈfɒləʊɪŋ] наступний
foreign [ˈfɔ:ɡən] закордонний
fork [fɔ:k] виделка
forward [ˈfɔ:wəd] вперед
look forward очікувати
foul [faʊl] фол (заборонений прийом) (*спорт.*)
free time [fri:taɪm] вільний час
freestyle [ˈfri:stɑɪl] вільний стиль, фристайл (*спорт.*)
freezer [ˈfri:zə] морозильна камера
frustrated [frʌˈstreɪtɪd] розчарований, незадоволений
fry [fraɪ] смажити
frying pan [ˈfraɪɪŋpæn] сковорідка
full (of) [fʊl] наповнений, повний (*чогось*)

function [ˈfʌŋkʃən] функція
future [ˈfju:tʃə] *n.* майбутнє; *adj.* майбутній

G

garbage [ˈgɑ:bidʒ] сміття
gather [ˈgæðə] збирати
genre [ˈzɒnrə] жанр
gentle [ˈdʒentl] м'який, ніжний
get lost – загубитись
get to know – дізнатись про, познайомитись із
get together – зібратись разом
get away [ˈgetəweɪ] бігти, уникати
gherkin [ˈgɜ:kɪn] корнішон, дрібний огірок
giant [ˈdʒaɪənt] *n.* гігант; *adj.* величезний
giggle [ɡɪɡl] хихотіти; пирскати від сміху
go cycling – кататись на велосипеді
go sightseeing – оглядати визначні місця
goal [ɡəʊl] гол
goalkeeper [ˈɡəʊlki:pə] воротар
gold [ɡəʊld] *n.* золото; *adj.* золотий
good-looking [ˌɡʊdˈlʊkɪŋ] привабливий
government [ˈɡʌvnmənt] уряд
graph [ɡrɑ:f] графа
grill [ɡrɪl] гриль
gripping [ɡrɪpɪŋ] захоплюючий
grow [ɡrəʊ] (**grew, grown**) рости
guide [ɡaɪd] гід, екскурсивод
gym [dʒɪm] спортзал

H

hacker [ˈhækə] хакер
hairdryer [ˈheədraɪə] фен для волосся
handy [ˈhændɪ] ручний; під рукою
hang around [hæŋ əˈraʊnd] вештатись навколо

Appendix

happen [ˈhæpən] траплятись
harm [hɑ:m] шкода, збиток
hate [heit] ненавидіти
head [hed] голова
headache [ˈhedeɪk] головний біль
heading [ˈhedɪŋ] заголовок
headmaster [ˌhedˈmɑ:stə] директор
(школи)
heart [hɑ:t] серце
heating [ˈhi:tɪŋ] опалення
helmet [ˈhelmɪt] шолом
hiking [haɪkɪŋ] пішохідна екскурсія;
туризм
horror [ˈhɒrə] жахи
household [ˈhaʊshəʊld] домашнє
господарство
hovering [ˈhu:vəɪŋ] прибирання за
допомогою пилососа
however [haʊˈevə] проте
huge [hju:dʒ] величезний
human [ˈhju:mən] людський
hunger [ˈhʌŋgə] голод
hurt [hɜ:t] (**hurt, hurt**) завдавати болю

I

identify [aɪˈdentɪfaɪ] ідентифікувати
ignore [ɪgˈno:] ігнорувати
imagination [ɪˌmædʒɪˈneɪʃn] уява
imagine [ɪˈmædʒɪn] уявляти
immortal [ɪˈmɔ:tl] вічний
immunity [ɪˈmjʊ:nəti] імунітет
important [ɪmˈpɔ:tnt] важливий
impossible [ɪmˈpɒsəbl] неможливий
impression [ɪmˈpreʃn] враження
impressive [ɪmˈpresɪv] вражаючий
improve [ɪmˈpru:v] покращувати
improvement [ɪmˈpru:vmənt]
покращення
include [ɪnˈklu:d] включати
increase [ˈɪŋkri:s] збільшувати
infected [ɪnˈfektɪd] інфікований

information [ˌɪnfəˈmeɪʃn] інформація
ingredient [ɪnˈɡri:diənt] складник
injection [ɪnˈdʒekʃn] укол, ін'єкція
instead [ɪnˈsted] замість
intelligent [ɪnˈtelɪdʒənt] розумний
interlocking [ˌɪntəˈlɒkɪŋ] той, що
переплетений
international [ˌɪntəˈnæʃnəl] міжнародний
invite [ɪnˈvaɪt] запрошувати
iron [ˈa(ɪ)ən] *n.* праска; *v.* прасувати
irregular [ɪˈregjʊlə] неправильний
island [ˈaɪlənd] острів
isolate [ˈaɪsəleɪt] ізолювати
IT [aɪˈti] інформаційні технології

J

jewellery [ˈdʒu:əlɪ] коштовності
join [dʒɔɪn] приєднуватись,
вступати (до)
joke [dʒəʊk] жарт; жартувати
journalist [ˈdʒɜ:nəlɪst] журналіст
journey [ˈdʒɜ:nɪ] подорож
judo [ˈdʒu:dəʊ] дзю-до
junior [ˈdʒu:nɪə] молодший (за віком);
юніор (*спорт.*)
just [dʒʌst] щойно
justify [ˈdʒʌstɪfaɪ] виправдовувати

K

keen on [ki:nɒn] дуже зацікавлений
keep [ki:p] (**kept, kept**) тримати;
зберігати
keep busy [ki:pˈbɪzɪ] займати весь час
kettle [ˈkɛtl] чайник
knife [naɪf] ніж
knowledge [ˈnɒlɪdʒ] знання

L

lab [læb] лабораторія
last [lɑ:st] *adj.* останній; *v.* тривати

laugh [lɑ:f] *n.* сміх; *v.* сміятись
laundry [ˈlɔ:ndri] прання
do the laundry – прати
lay the table – накривати стіл
lazy [ˈleɪzɪ] лінивий
lazy bone – нероба
leaflet [ˈli:flet] буклет
leave [li:v] (**left, left**) залишати,
покидати; від'їжджати
leisure [ˈleɪzə] дозвілля
have leisure – відпочивати,
проводити дозвілля
library [ˈlaɪbrəri] бібліотека
lie down [laɪ daʊn] лягати
life [laɪf] життя
lifestyle [ˈlaɪfstɑɪl] спосіб життя
light [laɪt] (**lit, lit**) запалювати
literature [ˈlɪtərətʃə] література
local [ˈləʊkəl] місцевий
locker [ˈlɒkə] шафка, що закривається
на замок
look round [lʊk raʊnd] оглядати
look through [lʊk θru:] проглядати
look good [lʊk gud] гарно виглядати
lovely [ˈlʌvli] гарний
luckily [ˈlʌkɪli] на щастя
lungs [lʌŋz] легені

M

mad [mæd] божевільний
magnificent [mægˈnɪfɪsənt] чудовий,
неймовірний
main [meɪn] головний
make friends – подружитися
mall [mɔ:l] торговельний центр
manner [ˈmænə] манера
marry [ˈmæri] одружуватись
mascot [ˈmæskət] талісман
mash [mæʃ] розминати
match [mætʃ] *n.* відповідність;
v. підбирати відповідність

mate [meɪt] друг, партнер, колега
mean [mi:n] означати; мати на увазі
medicine [ˈmedsən] медицина; ліки
medieval [ˌmediˈi:vəl] середньовічний
member [ˈmembə] член
membership [ˈmembəʃɪp] членство
mention [ˈmenʃn] згадувати
mess [mes] безлад
method [ˈmeθəd] спосіб
middle [ˈmɪdl] *n.* середина;
adj. середній
millennium [mɪˈlenɪəm] тисячоліття
mind [maɪnd] *n.* розум, пам'ять;
v. мати на увазі, пам'ятати
miss [mɪs] пропускати; сумувати (за)
missing [ˈmɪsɪŋ] пропущений
mistake [mɪˈsteɪk] помилка
mix [mɪks] *n.* суміш; *v.* змішувати,
перемішувати
modern [ˈmɒdn] сучасний
mop [mɒp] швабра
movement [ˈmu:vmənt] рух
movie [ˈmu:vi] фільм
mysterious [mɪˈstɪəriəs] таємничий,
містичний

N

name after – називати на честь
napkin [ˈnæpkɪn] серветка
necessary [ˈnesəsəri] необхідний
need [ni:d] *n.* потреба;
v. потребувати
neighbour [ˈneɪbə] сусід
networking [ˈnetwɜ:kɪŋ] соціальні
зв'язки, знайомства
news [nju:z] новини
nickname [ˈnɪkneɪm] прізвисько
noun [naʊn] іменник
nowadays [ˈnaʊədəɪz] наші дні,
сьогодення
numerous [ˈnju:mərəs] чисельний

Appendix

nurse [nɜːs] медсестра; няня
nut [nʌt] горіх

O

observation [ˌɒbzəˈveɪʃn]
спостереження
observe [əbˈzɜːv] спостерігати
occasion [əˈkeɪʒn] випадок
Oceanian [ˌəʊʃiˈɑːniən] той, що належить до островів Океанії
odd [ɒd] зайвий
odd one out – прибирати зайве
oil [ɔɪl] олія
once [wʌns] одного разу
online [ˈɒnlaɪn] в режимі онлайн
only [ˈəʊnli] тільки
opinion [əˈpɪnjən] думка
orchestra [ˈɔːkɪstrə] оркестр
order [ˈɔːdə] *n.* порядок; *v.* складати по порядку; наказувати
organize [ˈɔːɡənaɪz] організовувати
oven [ˈʌvən] піч
own [əʊn] власний

P

package [ˈpækɪdʒ] упаковка
page [peɪdʒ] сторінка
pain [peɪn] біль
palace [ˈpæləs] палац
pan [pæn] каструля
pancake [ˈpæŋkeɪk] млинець
paragraph [ˈpærəɡrɑːf] абзац
parliament [ˈpɑːləmənt] парламент
part [pɑːt] частина
(the) past [pɑːst] минуле
pasta [ˈpɑːstə] вермішель, спагеті
path [pɑːθ] доріжка, шлях
patient [ˈpeɪʃnt] *n.* пацієнт;
adj. терплячий
patron [ˈpeɪtrən] покровитель
peel [piːl] чистити; знімати шкірку

penalty [ˈpenltɪ] пенальті (*спорт.*); покарання
perfect [ˈpɜːfɪkt] досконалий, чудовий
perform [pəˈfɔːm] виконувати; грати (*на сцені*)
performance [pəˈfɔːməns] вистава
Physics [ˈfɪzɪks] фізика
piece [piːs] шматок, клаптик
pile [paɪl] купа
pilgrim [ˈpɪlɡrɪm] пілігрим, подорожній
pill [pɪl] пігулка
pillow [ˈpɪləʊ] подушка
pimple [ˈpɪmpəl] прищ
pitch [pɪtʃ] поле (*спорт.*)
pleased [pliːz] задоволений
plot [plɒt] сюжет
poetry [ˈpəʊətri] поезія
point [pɔɪnt] пункт, питання; очко (*спорт.*)
poor [puə] бідний; слабкий (*про знання*)
popularity [ˌpɒpjʊˈlærəti] популярність
possible [ˈpɒsəbl] можливий
post [pəʊst] *n.* пошта; *v.* надсилати поштою
postcard [ˈpəʊstkɑːd] поштова листівка
pour [pɔː] лити, поливати, виливати
power [ˈpaʊə] сила
powerful [ˈpaʊəfʊl] сильний; могутній
practice [ˈpræktɪs] практика
practise [ˈpræktɪs] вправлятися
predictable [prɪˈdɪktəbl] передбачуваний
prefer [prɪˈfɜː] надавати перевагу
prescribe [prɪˈskraɪb] виписувати (*мед.*)
pretend [prɪˈtend] вдавати

previous [ˈpri:vɪəs] попередній
private [ˈpraɪvət] приватний, особистий
prize [praɪz] приз
produce [ˈprɒdʒu:s] виробляти
production [prəˈdʌkʃn] виробництво
pronoun [ˈprəʊnaʊn] займенник
pronunciation [prəˌnʌnsɪˈeɪʃn] вимова
protein [ˈprəʊti:n] протеїн, білок
pulse [pʊls] пульс
take pulse – міряти пульс
punish [ˈpʌnɪʃ] карати
puppet [ˈpʌpɪt] *n.* лялька-маріонетка; *adj.* ляльковий
puzzle [ˈpʌzl] загадка, головоломка

Q

quarrel [ˈkwɒrəl] сварка
questionnaire [ˌkwɛstəˈneə] анкета, перелік питань
quietly [ˈkwaɪətli] тихо

R

race [reɪs] перегони
rarely [ˈreəli] рідко
rash [ræʃ] висип
have a rash – мати висипку (*мед.*)
reach [ri:tʃ] досягати
ready [ˈredɪ] готовий
realise [ˈri:əlaɪz] усвідомлювати
receive [rɪˈsi:v] отримувати
recipé [ˈresəpi] рецепт
recommend [ˌrekəˈmend] рекомендувати
recover [rɪˈkʌvə] одужувати
refer [rɪˈfɜ:] стосуватись (*чогось*)
referee [ˌrefəˈri:] суддя (*спорт.*)
reflexive [rɪˈfleksɪv] зворотній
refrigerator [rɪˈfrɪdʒəreɪtə] холодильник

regular [ˈregjələ] регулярний, постійний; нормальний, правильний
regularly [ˈregjələli] постійно
relax [rɪˈlæks] розслабитися
relieved [rɪˈli:v] полегшений, заспокоєний
remain [rɪˈmeɪn] залишати(сь)
represent [ˌreprɪˈzent] представляти
review [rɪˈvju:] *n.* огляд, ревію; *v.* робити огляд
rich [rɪtʃ] багатий
ring [rɪŋ] кільце; дзвонити
road [rəʊd] дорога
roam [rəʊm] мандри; мандрувати, тинятися
rocky [ˈrɒki] скелястий
roller coaster [ˈrəʊləˌkəʊstə] гірки (*атракціон*)
ride a roller coaster – кататись на гірках
romance [rəʊˈmæns] романтика
roof [ru:f] дах
rope [rəʊp] мотузка
row [rəʊ] ряд
in a row – поспіль
rowing [ˈrəʊɪŋ] гребля
ruin [ˈru:ɪn] *n.* руїна; *v.* руйнувати

S

safe [seɪf] безпечний
safety [ˈseɪftɪ] безпека
sailing [ˈseɪlɪŋ] плавання, ходіння під парусом
satisfied [ˈsætɪsfaid] задоволений
saucer [ˈsɔ:sə] блюдечко
save [seɪv] берегти, рятувати
scenery [ˈsi:nəri] декорації для сцени
science fiction [ˌsaɪəns ˈfɪkʃn] наукова фантастика

Appendix

- score** [skɔː] *an.* рахунок (*спорт.*)
в. забити (*спорт.*)
- scream** [skri:m] скрикувати
- see a doctor** [siː ə ˈdɒktə] бути на прийомі в лікаря
- sell** [sel] (**sold, sold**) продавати
- sequel** [ˈsi:kwəl] продовження фільму, книги і т. п.
- seriously** [ˈsɪətɪəslɪ] серйозно
- serve** [sɜːv] слугувати, обслуговувати; подавати (*їжу*)
- set** [set] *n.* набір; в. накривати на стіл
- setting** [ˈsetɪŋ] установка
- several** [ˈsevrəl] декілька
- sewing machine** [ˈsəʊɪŋ məˌʃiːn] швейна машинка
- shabby** [ˈʃæbi] поношений, давній (про речі, місця)
- share** [ʃeə] ділитись
- shoot** [ʃuːt] стріляти
- shout** [ʃaʊt] кричати
- show around** [ʃə əˈraʊnd] показувати щось довкола
- sick** [sɪk] кволий; той, якого нудить
- side** [saɪd] сторона, бік
- sight** [saɪt] вид, місце
- sightseeing** [ˈsaɪtˌsiːɪŋ] огляд визначних місць
- sign** [saɪn] *n.* знак; в. зазначати
- silver** [ˈsɪlvə] *n.* срібло; *adj.* срібний
- similar** [ˈsɪmələ] схожий
- size** [saɪz] розмір
- skin** [skɪn] шкіра
- skyscraper** [ˈskaɪskreɪpə] хмарочос
- slice** [slaɪs] скибка
- slow** [sləʊ] повільний
- smell** [smel] *n.* запах; в. пахнути
- sneeze** [sniːz] чхати
- soap** [səʊp] мило
- social** [ˈsəʊʃl] соціальний, суспільний
- solve** [sɒlv] вирішувати, розв'язувати
- soon** [suːn] скоро
- as soon as** – як тільки
- sore throat** [sɔː θrəʊt] хворе горло
- soul** [səʊl] душа
- sound** [saʊnd] *n.* звук; в. звучати
- soundtrack** [ˈsaʊndtræk] звукова доріжка (*муз.*)
- sparrow** [ˈspærəʊ] горобець
- spacious** [ˈspeɪʃəs] просторий
- spectacular** [spekˈtækjʊlə] видовищний
- spectator** [spekˈteɪtə] глядач
- spend** [spend] (**spent, spent**) проводити; витратити
- spider** [ˈspaɪdə] павук
- spirit** [ˈspɪrɪt] дух, сутність
- spoon** [spuːn] ложка
- spot** [spɒt] пляма, цятка; місце, місцевість
- spread** [spred] поширювати(сь), простягати(сь)
- square** [skweə] площа; квадрат
- squash** [skwɒʃ] сквош (*спорт. гра*)
- stage** [steɪdʒ] сцена
- statement** [ˈsteɪtmənt] твердження
- statue** [ˈstætʃuː] статуя
- sticky** [ˈstɪki] липкий
- still** [stɪl] ще, досі
- stomach** [ˈstʌmək] шлунок
- stomach ache** [ˈstʌmək eɪk] біль у шлунку
- stormy** [ˈstɔːmɪ] штормовий, бурхливий
- strict** [strɪkt] строгий
- stuff** [stʌf] речі, майно
- successful** [səkˈsesfl] успішний, вдалий
- suffer** [ˈsʌfə] страждати
- suggest** [səˈdʒest] пропонувати
- suppose** [səˈpəʊz] припускати

sure [ʃuə] впевнений
surf the Net [sɜ:f də net] блукати по інтернету
surgeon [ˈsɜ:dʒən] хірург
surround [səˈraʊnd] оточувати
surrounding [səˈraʊndɪŋ] прилеглий
survival [səˈvaɪvl] виживання
sweep [swi:p] підмітати
switch on / off [swɪtʃ ɒn / ɒf] включати / виключати
symptom [ˈsɪmptəm] симптом (*мед.*)

T

tablecloth [ˈteɪblkloθ] скатертина
tag [tæg] кінчик хвоста; етикетка
take part [teɪk pɑ:t] брати участь
take photo [teɪk ˈfəʊtəʊ] фотографувати
take place [teɪk pleɪs] мати місце, відбуватись
take some medicine [teɪk sʌm ˈmedsən] вживати ліки
take turns [teɪk ˈtɜ:ns] робити по черзі
tape recorder [ˈteɪp rɪˌkɔ:də] магнітофон
team [ti:m] команда
teapot [ˈti:pɒt] чайник для чаю
technology [tekˈnɒlədʒi] технологія
teenager [ˈti:neɪdʒə] підліток
terrible [ˈterəbl] жахливий
theatre [ˈθiətə] театр
thirsty [ˈθɜ:sti] спраглий
thriller [ˈθrɪlə] трилер
throat [θrəʊt] горло
through [θru:] крізь
throw [θrəʊ] (**threw, thrown**) кидати
tidy up [ˈtaɪdɪ ʌp] прибирати
tip [tɪp] підказка, порада
tired [ˈtaɪəd] змучений
title [ˈtaɪtl] назва, заголовок

tongue [tʌŋ] язик
toothache [ˈtu:θeɪk] зубний біль
top [tɒp] верх, верхівка
tour [tuə] тур, подорож
tournament [ˈtuənəmənt] турнір
tower [ˈtaʊə] вежа
track-and-field [ˌtrækən ˌfi:ld] *n.* легка атлетика; *adj.* легкоатлетичний
traffic [ˈtræfɪk] дорожній рух
tragedy [ˈtrædʒədɪ] трагедія
train [treɪn] потяг
trait [treɪ] риса
tray [treɪ] піднос
treat [tri:t] лікувати; ставитись (до)
treatment [ˈtri:tmənt] лікування
trendy [ˈtrendɪ] модний
trick [trɪk] трюк
trip [trɪp] поїздка
trouble [ˈtrʌbl] проблема, турбота
try out [ˈtraɪ aʊt] *n.* репетиція, перевірка; змагання (*спорт.*); *v.* проводити репетицію; змагатись
tummy [ˈtʌmɪ] живіт
turn off [tɜ:n ɒf] вимикати
turn on [tɜ:n ɒn] вмикати
twice [twɑɪs] двічі
twilight [ˈtwɑɪlaɪt] сутінки
twist [twɪst] скручувати, вигинати, викривляти
type [taɪp] тип
typical [ˈtɪpɪkl] типовий

U

unfortunately [ʌnˈfɔ:tʃənət] на жаль
unusual [ʌnˈju:zʊəl] незвичайний
upset [ʌpˈset] *adj.* розчарований, засмучений; *v.* засмучувати
get upset — засмучуватись
useful [ˈju:sfʌl] корисний
utensils [juˈtensls] приладдя

Appendix

V

vacuum cleaner [ˈvækjuəmˌkli:nə]

пилосос

vampire [ˈvæmpaɪə] вампір

victory [ˈvɪktəri] перемога

view [vju:] вид, вигляд; огляд

viewpoint [ˈvju:ɔɪnt] точка зору,
погляд

vinegar [ˈvɪnɪgə] оцет

violence [ˈvaɪələns] насилля

violent [ˈvaɪələnt] насильницький

violin [ˌvaɪəˈlɪn] скрипка

voice [vɔɪs] голос

W

wander [ˈwɒndə] *n.* мандрівка;

v. блукати, мандрувати

wash up [ˌwɒʃ ˈʌp] вмиватись

washing machine [ˈwɒʃɪŋ məˌʃi:n]
пральна машинка

water slide [ˈwɔ:tə slaɪd] водна гірка

weak [wi:k] слабкий

weight [weɪt] вага

weigh [weɪ] важити

well-known [ˌwelˈnəʊn] добре
відомий

wheat [wi:t] пшениця

wheelchair [ˈwi:lʃeə] інвалідне
крісло

whisper [ˈwɪspə] *n.* шепіт;
v. шепотіти

whistle [ˈwɪsl] *n.* свист, свисток; *v.*
свистіти

whiteboard [waɪtbɔ:d] біла класна
дошка

whole [həʊl] весь, цілий

wildlife [ˈwaɪldlaɪf] жива природа

winner [ˈwɪnə] переможець

word [wɜ:d] слово

work hard [wɜ:k hɑ:d] наполегливо
працювати

world [ˈwɜ:ld] світ

worry [ˈwɒrɪ] хвилювати(сь)

worth [wɜ:θ] вартий, бути достойним
(чогось)

wrestling [ˈreslɪŋ] боротьба

wrong [rɒŋ] неправильний

X

X-ray [ˌeksˈreɪ] рентген

Y

youngish [ˈjʌŋɪʃ] молодий

Z

zinc [zɪŋk] цинк

zoom up [zu:m ʌp] збільшувати,
наближати

Навчальне видання

Карпюк Оксана Дмитрівна

Англійська мова

**Підручник для 7 класу закладів загальної середньої освіти.
(7-й рік навчання)**

2-ге видання, перероблене

Рекомендовано Міністерством освіти і науки України

Англійською та українською мовами

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IRREGULAR VERBS

(Неправильні дієслова)

I	II	III		I	II	III	
be [bi:]	was [wɒz] / were ['weə]	been [bi:n]	бути	lead [li:d]	led [led]	led [led]	вести, прямувати
begin [bi'gɪn]	began [bi'gæn]	begun [bi'gʌn]	починати	learn [lɜ:n]	learnt ['lɜ:nt]	learnt ['lɜ:nt]	вивчати
become [bi'kʌm]	became [bi'keɪm]	become [bi'kʌm]	ставати	leave [li:v]	left [left]	left [left]	залишати, виїжджати
blow [bləʊ]	blew [blɔ:]	blown [bləʊn]	дути	make [meɪk]	made [meɪd]	made [meɪd]	робити, виготовляти
break [breɪk]	broke [brɔ:k]	broken ['brɔ:kən]	розбивати, рвати	meet [mi:t]	met [met]	met [met]	зустрічати
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносити	put [pʊt]	put [pʊt]	put [pʊt]	класти
build [bɪld]	built [bɪlt]	built [bɪlt]	будувати	read [ri:d]	read [red]	read [red]	читати
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	купувати	rise [raɪz]	rose [rəʊz]	risen ['raɪzən]	піднімати(сь)
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	ловити	run [rʌn]	ran [rʌn]	run [rʌn]	бігати
come [kʌm]	came [keɪm]	come [kʌm]	приходити	see [si:]	saw [sɔ:]	seen [si:n]	бачити
cost [kɔst]	cost [kɔst]	cost [kɔst]	коштувати	sell [sel]	sold [sɔld]	sold [sɔld]	продавати
cut [kʌt]	cut [kʌt]	cut [kʌt]	різати	send [send]	sent [sent]	sent [sent]	надсилати
do [du:]	did [dɪd]	done [dʌn]	робити, виконувати	shake [ʃeɪk]	shook [ʃʊk]	shaken ['ʃeɪkən]	трясти, струшувати
dream [dri:m]	dreamt [dremt]	dreamt [dremt]	мріяти	shine [ʃaɪn]	shone [ʃɒn]	shone [ʃɒn]	світити, сяяти
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	пити	shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]	закривати
eat [i:t]	ate [eɪt]	eaten ['i:tən]	їсти	sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]	співати
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]	падати	sit [sɪt]	sat [sæt]	sat [sæt]	сидіти
feel [fi:l]	felt [felt]	felt [felt]	відчувати	sleep [sli:p]	slept [slept]	slept [slept]	спати
find [faɪnd]	found ['faʊnd]	found ['faʊnd]	знаходити	speak [spi:k]	spoke [spəʊk]	spoken ['spəʊkən]	розмовляти
fly [flaɪ]	flew [flu:]	flown [fləʊn]	літати	spend [spend]	spent [spent]	spent [spent]	витрачати
forget [fə'get]	forgot [fə'gɒt]	forgotten [fɔrgotten]	забувати	stand [stænd]	stood [stʊd]	stood [stʊd]	стояти
get [get]	got [gɒt]	got [gɒt]	отримувати	swim [swɪm]	swam [swæm]	swum [swʌm]	плавати
give [gɪv]	gave [geɪv]	given ['gɪvən]	давати	take [teɪk]	took [tʊk]	taken [teɪkən]	брати, взяти
go [gəʊ]	went [went]	gone [gʌn]	ходити	tell [tel]	told [təʊld]	told [təʊld]	розповідати
grow [grəʊ]	grew [grɔ:]	grown [grəʊn]	рости	think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	думати
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]	вішати, висіти	throw [θrəʊ]	threw [θru:]	thrown [θrəʊn]	кидати
have [hæv]	had [hæd]	had [hæd]	мати	understand [ˌʌndə'stænd]	understood [ˌʌndə'stʊd]	understood [ˌʌndə'stʊd]	розуміти
hear [hɪə]	heard [hɜ:d]	heard [hɜ:d]	чути	wake up [weɪk ʌp]	woke up [wəʊk ʌp]	woken up [wəʊkən ʌp]	прокидатись
hide [haɪd]	hid [hɪd]	hidden [hɪdn]	ховати	wear [weə]	wore [wɔə]	worn [wɔ:n]	одягати, носити
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	вдаряти, боліти	win [wɪn]	won [wʌn]	won [wʌn]	перемогати
keep [ki:p]	kept [kept]	kept [kept]	тримати, зберігати	write [raɪt]	wrote [rəʊt]	written ['rɪtən]	писати