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# АНГЛІЙСЬКА МОВА

(6-й рік навчання)

**Підручник для 6-го класу  
загальноосвітніх навчальних закладів**

*Рекомендовано Міністерством освіти і науки України*

Тернопіль  
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# STARTING UP



## LISTENING



- 1 Listen and say the rhyme.**
- 2 Look around the classroom and name at least ten things.**
- 3 a) Read aloud the words you know.**

- a blackboard
- a whiteboard
- a CD player
- a TV set
- a computer
- a printer
- a sponge
- a pinboard
- a globe
- school bags
- a dictionary
- a microscope
- a register
- books
- lamps
- chalk
- desks
- chairs
- a calendar
- a map
- a bookcase
- a waste-paper basket

*Summer is over,  
September comes.  
October and November  
Are also autumn months.*

*September is the month  
When school begins.  
"It's time to work,"  
The school bell rings.*

*Holidays are over,  
No more fun.  
Holidays are over,  
School has begun.*





**b) Listen and repeat after your teacher.**

**c) Close your book and name all the things you remember.**

**4 Study the picture of the classroom above and write out the words from task 3 that mean the things you can see in this classroom.**



**5 Listen and answer the questions.**

- 1 Where are Vicky, Tom and David?
- 2 Who likes the new classroom?
- 3 What is there in the classroom?
- 4 What isn't there in the classroom?
- 5 Is Tom joking?



**6 Listen again and complete the sentences with the words from the box.**

bed, everything, tests, machine, new, serious, perfect, robot

- 1 Class 6 B is in a ... classroom this year.
- 2 They have got ... in the classroom.
- 3 The classroom is simply ...!
- 4 In a perfect classroom there is a vending ..., a ... and a ... .
- 5 A robot can write everybody ... .
- 6 Tom is ... .

**REMEMBER!**

**There is** a chair... **BUT There are** chairs...

**There isn't** a book... **BUT There aren't any** books...

**Is there** a printer? **BUT Are there** two printers?

**7 Look at the picture of the classroom on page 5 again.**

**a) Choose the correct word.**

- 1 There *is* / *isn't* a piece of chalk in the new classroom.
- 2 There *is* / *isn't* a whiteboard in the new classroom.
- 3 There *are* / *aren't* three waste-paper baskets in the new classroom.
- 4 There *are* / *aren't* two sponges in the new classroom.

**b) Match the questions with the answers.**

- |   |                      |
|---|----------------------|
| 1 Are there two computers in the new classroom? | a) No, there isn't.  |
| 2 Is there a printer in the new classroom?      | b) No, there aren't. |
| 3 Are there two bookcases in the new classroom? | c) Yes, there is.    |
| 4 Is there a pinboard in the new classroom?     | d) Yes, there are.   |

**8 Write six sentences about your classroom.**



- Prepare your school bag the night before. Doing this saves a lot of time in the morning.
  - Make sure you have got an extra pen and pencil in your pencil box. Maybe you will need them or lend<sup>1</sup> them to a friend.
  - Prepare your clothes the night before. This will also save a lot of time in the morning.
  - Always study for tests ahead of time<sup>2</sup>, not the night before. If you study 2 or 3 days before the test, you will remember more and do the test better.
- Good Luck! Have a great school year!*



**3 Work in pairs. Answer the questions and share some useful ideas. Use phrases from the box.**

- What can help to be always on time for school?
- What helps to be healthy and feel good?
- What will help to study well at school?

save time, make sure, prepare before, get ready,  
do ahead of time, put something off, do well (better)

**4 Think what phrases you can often hear in your English class and who says them. Group up the sentences on page 9 into two columns:**

Pupil	Teacher

<sup>1</sup>to lend [lend] — позичати

<sup>2</sup>ahead [ə'hed] of time — заздалегідь

- May I go out?
- Who is absent?
- What have we got for homework?
- Open your books on page 8, please!
- Here you are.
- Who wants to read?
- How do you say “бджола” in English?
- Can you say that again, please?
- I’ve finished!
- Sorry, I’m late.
- Thank you.
- What does “dangerous” mean?
- Copy this into your notebooks!
- Be quiet, please!

**5** *Work in pairs. Role-play a short classroom situation when pupil A is a teacher and pupil B is a pupil. Use some of the phrases above.*

## WRITING



**1** *Complete the commentary on a summer holidays photo. Use the words from the box.*

*In this ... we are visiting Disneyland.  
As you can ..., I’m having a ... time  
on a roller coaster. My brother is  
screaming<sup>1</sup> because he is ...  
We are wearing only ...  
because it is very ...  
here.*

Disneyland

<sup>1</sup>to scream [skri:m] —  
верещати,  
скрикувати

photo, scared, see,  
T-shirts, hot, great

**2 Take a photo from your summer holidays and write what is happening in it.**

*In this photo...*



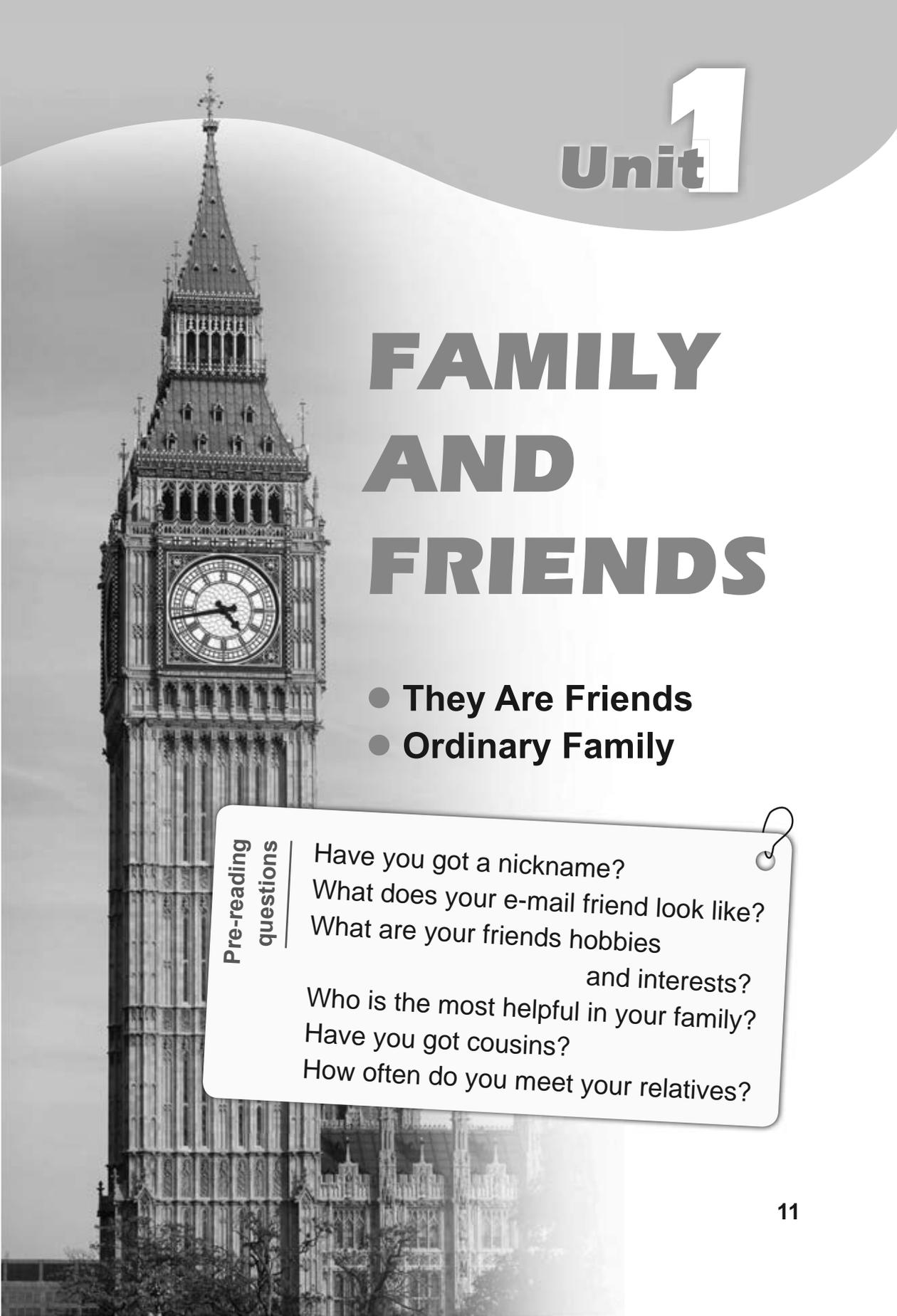
**3 Read the situation, copy and complete the letter.**

Your new English teacher wants to meet all her pupils before the beginning of the school year. She sends a letter to invite you to a meeting,

*Dear ... (your name),  
I would really like to ... you before school starts.  
Please come to room ... on ... at ...  
We will ... about ... form and get to know<sup>1</sup> each other.  
See you there!  
Best wishes,  
... (English teacher's name)*

---

<sup>1</sup>to get to know — познакомиться



# Unit 1

## FAMILY AND FRIENDS

- They Are Friends
- Ordinary Family

**Pre-reading  
questions**

- Have you got a nickname?
- What does your e-mail friend look like?
- What are your friends hobbies  
and interests?
- Who is the most helpful in your family?
- Have you got cousins?
- How often do you meet your relatives?

# THEY ARE FRIENDS

## READING & VOCABULARY



1 a) Listen and read, then name Cathy's and Mike's best friends.

### CATHY AND MIKE

These two children are Cathy and Mike. They are neighbours. They are also very good friends. Cathy and Mike are not in the same class, but every day they go to school together.



**Mike:** Hi! My name is Michael, or Mike for short. My parents call me Mickey, but I'm not a baby. I am 11 years old and I am in the sixth form this year. I think I am friendly and helpful.

**Cathy:** Hello! I am Cathy. My surname is Roberts. I'm 10, but my birthday is in November, so you may say I'm almost 11. My friends say I'm hard-working, but I'm a bit lazy sometimes.

**Mike:** Computer games are my hobby. Actually, I am in front of my computer about 3 hours a day. My parents are angry, I don't see why! Like every other kid, I have got a lot of friends. My best friend, Pete, is in my class. He has got a lot of computer games. We are very similar. We are both interested in sports, and we are not crazy about school.

**Cathy:** My best friend is Linda. She hasn't got a sister, so we are like sisters. We have got the same hobby — we collect stickers. I've got three full albums. But that's not all. I am a member of a karate club and I am good at dancing, too. Dancing is my favourite free-time activity.

# Lesson 1

## b) Read again and name who says ...

- |   |      |
|---|------|
| 1 I'm in the sixth form this year.            | Mike |
| 2 My surname is Roberts.                      | ...  |
| 3 My birthday is in November.                 | ...  |
| 4 I am not an only child.                     | ...  |
| 5 My brother is a real pain in the neck.      | ...  |
| 6 I have got a lot of cuddly animals.         | ...  |
| 7 We have got a pet.                          | ...  |
| 8 Computer games are my hobby.                | ...  |
| 9 Dancing is my favourite free-time activity. | ...  |
| 10 My best friend is in my class.             | ...  |

## 2 Ask and answer in pairs.

- A Who is 11 years old?  
Who is a bit lazy sometimes?  
Who has got a lot of relatives around the world?  
Who hasn't got a pet?  
Who isn't crazy about school?  
Who is a member of a karate club?
- B Who is 10 years old?  
Who is friendly and helpful?  
Who has got a big sister and a little brother?  
Who has got 3 albums full of stickers?  
Who is in front of the computer 3 hours a day?  
Who is good at dancing?

## 3 Match the words.

- |           |             |
|-----------|-------------|
| only      | in the neck |
| karate    | animals     |
| pain      | games       |
| free-time | club        |
| cuddly    | form        |
| computer  | child       |
| fifth     | activity    |

## VOCABULARY BOX

**activity** [æk'tɪvɪtɪ]

**relative** ['relətɪv]

**cuddly** ['kʌdli]

**similar** ['sɪmələ]

● **be a pain in the neck**

**4 Make true sentences.**

Mike isn't **crazy about** ...

Mike and his best friend Pete are **interested in** ...

Cathy is **good at** ...

Cathy's sister Amy isn't **bad at** ...

- dancing
- singing
- school
- sports

**5 Talk about your interests and abilities in a group.**

I am	crazy about...
	interested in...
	good at...
	bad at...

## LISTENING



**1 Listen and say who is talking about...**

	Linda	Pete
... detective stories	<input type="checkbox"/>	<input type="checkbox"/>
... piano classes	<input type="checkbox"/>	<input type="checkbox"/>
... a nickname	<input type="checkbox"/>	<input type="checkbox"/>
... a karate club	<input type="checkbox"/>	<input type="checkbox"/>
... a favourite colour	<input type="checkbox"/>	<input type="checkbox"/>
... skateboarding	<input type="checkbox"/>	<input type="checkbox"/>
... comics	<input type="checkbox"/>	<input type="checkbox"/>

**2 Read and choose the correct words.**

This is Linda.  
She is Cathy's  
best friend.



# Lesson 1

Hi! My name (*is/has got*) Peter, but all my friends call me Pete. I (*has got/have*) got a nickname, too. It (*is/are*) 007 because I (*am/is*) crazy about detective and spy stories. My favourite spy (*are/is*) James Bond. I also like reading comics. My favourite comic (*is/has got*) “Inspector J”.

Like a real detective, I (*got/have got*) a member of a karate club, too. I has (*got/have got*) a green belt already. But my favourite free-time activity (*are/is*) skateboarding.

I (*have got/am*) two cousins in America. They (*is/are*) twins. They (*hasn't got/haven't got*) any other brothers or sisters. They (*are/isn't*) from Los Angeles. Disneyland (*is/am*) near Los Angeles. It (*are/is*) an amusement park and I would like to go there.

Hi! I (*am/is*) Linda. I (*am/have got*) Cathy's best friend. We (*am/are*) in the same class, but we (*aren't/isn't*) neighbours.

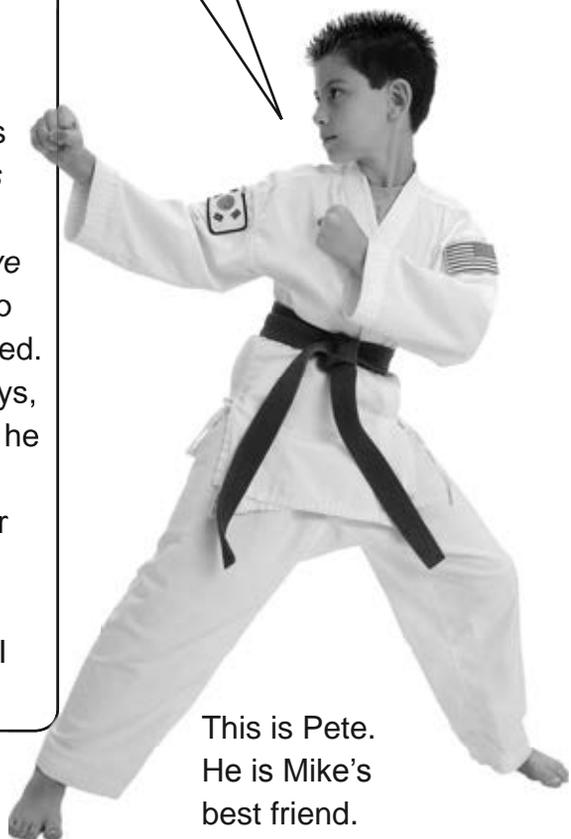
I play the piano and my piano classes (*are/have got*) three times a week. I (*has got/have got*) a big piano in my room. I share my room with my brother. We (*have got/are*) bunk beds<sup>1</sup>. I (*am/are*) on the top bed and he (*have/has got*) the bottom<sup>2</sup> bed. Jack (*is/has got*) older and he always says, “You girls (*is/are*) stupid!” But I think that he (*is/am*) in love with Lizzy — his ‘friend’!

I (*am/is*) a girl, but my favourite colour (*aren't/isn't*) pink. It (*is/am*) blue.

I (*are/am*) interested in dancing, but I (*hasn't got/haven't got*) much time for it. I (*are/am*) really bad at sport. So what!

<sup>1</sup>a bunk bed ['bʌŋkbed] — двоповерхове ліжко

<sup>2</sup>bottom ['bɒtəm] — (тум) нижній



This is Pete.  
He is Mike's  
best friend.

**3 Answer with full sentences.**

- A 1 What has Linda got in her room?  
2 Who is Linda's brother?  
3 Who has got the bottom bed?  
4 What is Linda's favourite colour?  
5 What is Linda bad at?

- B 1 What is Pete's full name?  
2 What is his nickname?  
3 What is Pete's favourite free-time activity?  
4 How many cousins in America has he got?  
5 Where is Disneyland?



**4 Listen to the song and complete it with the missing words. Use:**

is thinking, sits, plays, isn't having

**BEN**

When Ben comes home from school,  
He does the same thing every day.  
He ... at his computer  
And starts to play.  
He ... games, he surfs the Net.  
He isn't bored, you can bet.

But today there's  
something wrong  
And he doesn't know what to do.  
His computer isn't working  
And he ... what to do.  
He's trying to read,  
sing and run,  
But he sure ... much fun.



Every day's the same for Ben,  
But today there's something new.  
His computer isn't working  
And he doesn't know what to do.

# Lesson 1

## GRAMMAR



- 1 Read the information about Rick and do the tasks below.



### Rick Graham (12 years old)

Address:	14 Grove St., Camden
Favourite food:	his mum's roast beef
Doesn't like:	homework
Favourite sports:	basketball, skating
Hobbies:	metalwork in the school workshop
Friends:	two boys from his school
Girlfriend:	No one

- a) Complete the sentences about Rick. Use the Present Simple of the verbs from the box.

go, live, like, have, do

- 1 Where ... Rick's family ...? His family ... in Camden.
- 2 ... he ... to school in his town? No, he ... to a boarding school in another town.
- 3 Which sports ... he ...? He ... basketball and skating.
- 4 What ... he ... in the school workshop? Metalwork.
- 5 ... his friends ... to his school? Yes, they ... to his school.
- 6 What ... he ... to eat? His mum's roast beef.
- 7 What ... he ...? He ... homework.
- 8 ... he ... money? Yes, he does. His piggy bank is full.
- 9 ... he ... on dates? No, he hasn't got a girlfriend yet.

## REMEMBER!

Questions can start with **WHAT, WHICH, WHERE, WHEN, WHY, HOW, WHO**, etc.

### b) Complete with Present Simple of the verbs in brackets.

During the school year, Rick ... (*not, live*) at home. He ... (*go*) to a boarding school in another town. He ... (*like*) basketball and skating. He ... (*not, care*) for any other sport. In his free time he ... (*do*) metalwork in the school workshop. His two best friends ... (*go*) to the same school. When he ... (*come*) home for the holidays he ... (*love*) to eat his mum's roast beef. He ... (*not, like*) homework. He ... (*not, spend*) all his pocket money. He ... (*save*) some of it. Rick ... (*not, go*) on dates because he hasn't got a girlfriend.

## 2 Read and compare.

### Present Simple

- every day, every week, on Saturdays, once a year, twice a month, usually, always, often, sometimes, never

*Jill's dad usually repairs furniture in the house.*

*Jill sometimes helps him.*

*Jill's mum cleans the kitchen once a week.*

*They sometimes play chess in the evening.*

### Present Continuous

- now, at the moment, at present

*Jill's mum is talking on the phone (at the moment).*

*She is cooking soup (now).*

*We are going to the concert (these days).*

**Read § 1, page 206;  
§ 4, page 207.**

# Lesson 1

## REMEMBER!

- We usually use **Present Simple** and not Present Continuous for these verbs:  
**feel, see, hear, like, love, hate, want, think, believe, understand, remember, forget, need.**

### 3 Choose the correct tense form.

- 1 I (*am not believing / don't believe*) this. It's a lie<sup>1</sup>.
- 2 Jill (*wants / is wanting*) a new computer.
- 3 I (*am seeing / see*) a boat in the distance.
- 4 I (*am thinking / think*) this is true.
- 5 We (*love / are loving*) jazz dance.
- 6 No one (*remembers / is remembering*) that man.
- 7 No, we (*aren't hating / don't hate*) maths.
- 8 Jack (*doesn't need / isn't needing*) help with his homework.

### 4 Fill in the blanks with a), b) or c).

- 1 ... do you live? — In the city.  
a) *What* b) *When* c) *Where*
- 2 ... room is this? — It's Mary's.  
a) *Who* b) *What* c) *Whose*
- 3 ... you show us your new flat? — Sure, I can.  
a) *Can* b) *Do* c) *Are*
- 4 ... he like to live in the country? — I think, he does.  
a) *Do* b) *Is* c) *Does*
- 5 ... does it look like? — Oh, it's very big!  
a) *Who* b) *What* c) *How*

### 5 Choose the correct answer.

- A 1 Listen! Someone ... the piano in the house.  
a) *play* b) *plays* c) *is playing*
- 2 What ... you usually ... at weekends?  
a) *are...doing* b) *do...do* c) *is...doing*

<sup>1</sup>lie [laɪ] — брехня

- 3 Sorry, I can't go to the cinema with you. I ... my room right now.  
 a) *painting*    b) *paint*    c) *am painting*
- 4 Where ... he ...? In Paris.  
 a) *do...live*    b) *does...lives*    c) *does...live*
- 5 ... you ... , Jill? This is very important, you know.  
 a) *are...listening*    b) *do...listen*    c) *does...listen*
- B 1 No one ... . They are all asleep in their beds.  
 a) *works*    b) *is working*    c) *working*
- 2 We always ... Sunday lunch at 1 p.m.  
 a) *to eat*    b) *eat*    c) *are eating*
- 3 It's 7 p.m. and everyone ... a game show on TV.  
 a) *watches*    b) *watching*    c) *is watching*
- 4 Jack ... pizza.  
 a) *not like*    b) *doesn't like*    c) *don't like*
- 5 Jack's neighbours ... ready for a party. The party is tomorrow.  
 a) *are getting*    b) *get*    c) *getting*

**6 Complete the paragraph with Present Simple or Present Continuous.**

It's 8 p.m. Jack is at home. He ... (*watch*) a pop concert on TV. He usually ... (*do*) his homework at this time of day. His mum ... (*wash*) her hair in the bathroom. And his dad? He ... (*not, like*) spending the evening indoors because he ... (*work*) in an air-conditioned office all day. He ... (*jog*) in the nearby park. He usually ... (*wear*) only his track suit. This evening he ... (*wear*) a windbreaker because it ... (*be*) cold and the wind ... (*blow*).

**7 Write the sentences in Present Simple or Present Continuous.**

- A 1 Jill / always / leave the house / at 8.15 / in the morning  
 2 Jack and Jill / not go to school / by bus  
 3 Jill / eat ham and eggs / for breakfast / this morning

# Lesson 1

- 4 Jack's dad / work / in the basement / this evening
  - 5 Jack's grandpa / often / go for a walk / on Sundays
- B
- 1 I / not study / for the English test / at the moment
  - 2 We / usually / prepare / for tests
  - 3 Our teachers / give / tests / every week
  - 4 We / do / a test / tomorrow
  - 5 A new history teacher / come / next week

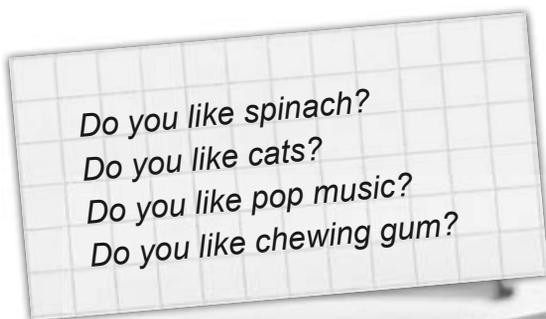
## SPEAKING



**1 Say 5 things about Mike, Cathy, Linda and Pete.**

**2 Do the mini-project.**

- 1 Think of DO YOU LIKE-questions for your teacher.
- 2 Write each one on a piece of paper.
- 3 Put the questions in a paper bag.
- 4 Let the teacher pull questions from the bag and answer them.



**3 Do the following in pairs.**

- 1 Think of ten WH-questions for your partner.
- 2 Write each one on a piece of paper.
- 3 Put the questions in a paper bag.
- 4 Let the partner pull questions from the bag and answer them.
- 5 Take turns.



- 4 **Do the questionnaire. Answer the questions with 'Yes, I do', 'No, I don't' or 'Sometimes'.**

**Quiz:**

**WHAT ARE YOU REALLY LIKE?**

	Yes	No	Some- times
1 Do you spend much time with friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Do you invite friends home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Do you share your chocolate bars or packets of chewing gum?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Do you try to be nice to other people?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Do you greet friends in the street?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Do you get more than three phone calls a day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Do you get postcards from friends in summer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Do you invite friends to your birthday parties?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



- If you have more than six YES-answers — you are popular with a lot of friends. But you can't always have friends around you. Do you know how to be alone?
- If most of your answers are SOMETIMES, you probably have a friend or two and that is enough for you. You don't care for<sup>1</sup> big crowds.
- If you have more than six NO-answers — you are probably feeling lonely. Try to share something with friends — chewing gum, hobbies, ideas, dreams.

5 **Talk about yourself.**

6 **Talk about your friend.**

<sup>1</sup>not to care [кээ] (for) — бути байдужим (щодо)

# Lesson 1

## WRITING



**1 Write out the sentences that are true for you.**



*I am eleven years old.  
I've got a brother.  
I'm not hard-working.  
I haven't got a pet.  
My best friend is in my class.  
My parents are funny.  
My new teachers aren't strict.  
My favourite colour is red.  
I'm good at skateboarding.*

*I'm ten years old.  
I've got a sister.  
I'm not lazy.  
I haven't got my own room.  
My hobby is playing computer games.  
My aunt and uncle are from America.  
My friends aren't boring.  
I am interested in sports.  
I am bad at singing.*



**2 Write at least 10 sentences about yourself, your family and friends.**



*I am...  
My sister... has got...  
I have got...  
My best friend... hasn't got...  
My sister is...  
My brother isn't...  
My new teachers are...  
My parent's aren't...*

# AN ORDINARY FAMILY

## READING



1 Find out the words that are not connected with the family.

granddaughter, niece, pilot, brother, monkey, aunt, frog, wife, prince, son, father, cousin, octopus, grandmother

2 Copy and complete the table. Use the family words from task 1.

He	She
	mother
grandfather	
	daughter
uncle	
	sister
husband	
	cousin
nephew	
	stepmother
grandson	



3 Look at the picture of Mike's family. Read and say who they are. Point to each person and say his/her name.

My mum is kind and helpful. She has got beautiful blue eyes and short, light-brown hair. She is quite tall.

My dad is plump. As you can see he is a bit bald. My parents' names are Melissa and George.

My little brother Ted is six and he is always around me with loads of questions, "Why are frogs green? Where's the Moon now? What

# Lesson 2

## VOCABULARY BOX

**beard** [biəd]

**earring** [ˈɪərɪŋ]

**ponytail** [ˈpɒnɪteɪl]

**plump** [plʌmp]

**selfish** [ˈselfɪʃ]

**serious** [ˈsɪəriəs]

**shy** [ʃaɪ]

is a website?”

But even I haven't got answers to every question. Ted is so curious and boring!

My sister has got long blond hair and she always wears a lot of make up<sup>1</sup> and big earrings. She is seventeen and I think she is selfish.

This man with a grey beard is my grandpa. We call him Pirate Ed because

he travelled around the world on a big ship.

But that is only his nickname. His real name is Edward. He is very interesting and he tells us a lot of amazing stories. He can speak 10 languages!

You can also see my uncle Harry. He is my father's brother. He has got a ponytail. He makes us laugh. His wife, Linda, is always serious. She is

slim because she is always on a diet.

The girl with braids is my cousin Amy. She is 11 and she is shy. Her brother Jim is very thin, so my granny Liz often says, “Jim, you must eat more if you want to be big and strong.” And the untidy boy is my other cousin Robert.

This is not my whole family. I have got many other relatives, but they are not in this picture.



<sup>1</sup>a make up — макияж

#### 4 Complete the sentences.

Melissa is Mike's ...  
George is Mike's ...  
Alice is Mike's ...  
Ted is Mike's ...  
Edward is Mike's ...

Harry is Mike's ...  
Linda is Mike's ...  
Jim is Mike's ...  
Liz is Mike's ...  
Robert is Mike's ...

#### 5 Correct the sentences.

- 1 Mike's mum is kind and worried.
- 2 Mike's dad is thin.
- 3 Alice has got long brown hair.
- 4 Ted is curious.
- 5 Mike's grandpa has got glasses.
- 6 Mike's uncle is boring.
- 7 Aunt Linda is clumsy.
- 8 Robert is selfish.

## LISTENING



1 Listen to Mike and Cathy, then do the task.



# Lesson 2

**Say if the statements are true or false.**

- Mike has got an aunt and an uncle in Australia.
- Mike is the only child.
- Cathy has got a lot of relatives around the world.
- Lilly is Mike's sister.
- Mike's parrot is a real pain in the neck.
- Cathy is not an only child.
- Amy is Cathy's cousin.
- There are a lot of cuddly animals in Cathy's flat.



**2 a) Listen to the song. Copy the text of the song in the correct order.**

## Nosy Ted

I've got a little brother,  
His hobby's asking questions,  
He makes me really mad.  
His name is Ted.

And snails are not?  
Why are the stars in the sky?  
Why is the Sun so hot?  
Why are lions so fast

How old is that tree?  
Why are the clouds white?  
Where is the Sun at night?  
What is the name of this street?

His name is Ted.  
His hobby's asking questions,  
I've got a little brother,  
He makes me really mad.

**b) Listen and sing along.**

Where?

How?

What?

Why?

**3 Complete each question with the correct question word.**

where, when, whose, who, what, how, why, how many

- 1 *Who* is your best friend? — Jack.
- 2 ... is your birthday? — In September.
- 3 ... are your cousins from? — They are from London.
- 4 ... umbrella is this? — It's mine.
- 5 ... is your address? — 22 High Street.
- 6 ... old is your grandpa? — 77.
- 7 ... pets have you got? — Only two. A dog and a cat.
- 8 ... is your brother crying? — Because he has lost his ball.

**REMEMBER!**

**POSSESSIVE (Whose is it?)**

Melissa is **Mike's** mother. (**His** mother)

My **parents'** names are Melissa and George. (**Their** names)

**BUT**

The **children's** toys are all over the house. (**Their** toys)

*Read § 3,  
page 195.*

**4 Think of some more silly questions**  
*Ted asks his brother.*

**VOCABULARY**  **& SPEAKING** 

**1 Look at the pictures on page 29 and answer the questions.**

**REMEMBER!**

- **What does she look like!**
- She is slim and beautiful.
- **What is she like?**
- She is kind and friendly.

# Lesson 2



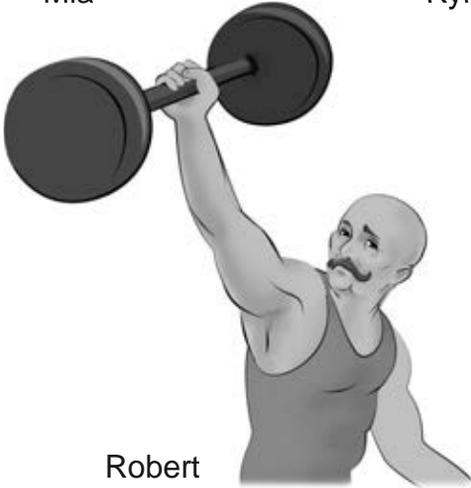
Mia



Kyle



Jessica



Robert



Sam

- Who's bald?
- Who's thin?
- Who's plump?
- Who's strong?
- Who's got a moustache?
- Who's got braids?
- Who's got long hair?
- Who's got a ponytail?
- Whose hair is curly?
- Whose eyes are brown?
- Whose nose is big?
- Whose hair is blond?

## VOCABULARY BOX

- braid** [breɪd]
- moustache** [mə'stɑːʃ]
- brave** [breɪv]
- hard-working** [hɑːd'wɜːkɪŋ]
- naughty** ['nɔːti]
- rude** [ruːd]
- skinny** ['skɪni]
- slim** [slɪm]
- weak** [wiːk]

## REMEMBER!

- Who's...? = Who is...?
- Who's got...? = Who has got...?
- Whose...?

**2 Work in pairs. Ask and answer more questions about the people in the pictures on page 29. One of you must close the book and answer your questions.**

**Start like this:** *Who's...? Who's got...? Whose...?*

**Use:** *tall, skinny, brown hair, short, weak, blue eyes...*

**3 Copy the table and sort out adjectives into three columns below. Explain your choice.**

worried, kind, selfish, boring, helpful, curious, patient, friendly, clumsy, shy, romantic, lazy, serious, hard-working, calm, brave, rude, polite, clever, stupid, naughty, interesting

Positive	Negative	Positive and negative
kind	rude	

**4 Complete these sentences. Use the words from task 3.**



# Lesson 2

5 **In groups speak on the questions.**

- What are you like?
- What are your classmates like?

6 **Bring a photo of your family to school. Work in pairs.**

**Pupil A, describe the people in the photo.**

**For example: This is my... He is...**

**Pupil B, ask questions to find out more about your partner's family.**

**For example:**

*How old is ...?*

*What is ...'s hobby?*

*Where is ... now?*

*What is ...'s favourite...? What is ... like?*

*Why is ... boring / interesting / rude?*

## GRAMMAR



### REMEMBER!

**ADVERB** (Прислівник)

<b>Adjective</b>		<b>Adverb</b>
happy	→	happily
slow	→	slowly
lucky	→	luckily
bad	→	badly

He walks very **slowly**.

Leo sang and jumped **happily**.

Meg usually rides her bike **quickly**.

**But: good — well**

He is a **good** student. → He studies **well**.

They are **good** swimmers. → They swim very **well**.

**Read § 1, page 200.**

**1 Make adverbs from the adjectives in the box to complete the sentences.**

loud, bright, slow, quick, sweet, happy, gay

- 1 I am speaking very ... because John is standing far from me.
- 2 The squirrels climbed the tree so ...
- 3 There were no clouds, and the moon shone...
- 4 The birds sang...
- 5 Sam and Angela danced ... round the room.
- 6 Some animals are very fast, but some move very ...
- 7 The children have a wonderful time at the party, and they are laughing ... .

**2 Use 'good' or 'well' to complete the sentences.**

- 1 She speaks ... English.
- 2 Ann did her work ... .
- 3 She looks ... today.
- 4 They speak very ... .
- 5 Has he done ... in his lessons?
- 6 He did not see ... .
- 7 It is ... to be with friends.
- 8 Tom did ... work.

**REMEMBER!**

**Degrees of Comparison**

● Short adverbs:

<b>Neutral</b> (Звичайний)	<b>Comparative</b> (Вищий)	<b>Superlative</b> (Найвищий)
fast	faster	the fastest
early	earlier	the earliest

● Long adverbs:

<b>Neutral</b>	<b>Comparative</b>	<b>Superlative</b>
easily	more easily	the most easily
carefully	more carefully	the most carefully

**Read § 2, page 201.**

# Lesson 2

## REMEMBER!

But:

<i>Neutral</i>	<i>Comparative</i>	<i>Superlative</i>
badly	worse	the worst
well	better	the best
far	further	the furthest
little	less	the least
much	more	the most

### 3 Copy the sentences using the comparatives.

**Example:** We can read well.

We can read **better**.

- |   |                          |   |                             |
|---|--------------------------|---|-----------------------------|
| A | 1 We can read well.      | B | 1 The teacher spoke loudly. |
|   | 2 We must all work hard. |   | 2 Dennis behaved            |
|   | 3 He has done this work  |   | aggressively.               |
|   | carefully.               |   | 3 The rocket moved easily.  |
|   | 4 Mother felt bad.       |   | 4 She looked at us angrily. |
|   | 5 Nick runs very fast.   |   | 5 Yesterday we got up       |
|   | 6 Bob and Mary came      |   | early.                      |
|   | home late.               |   | 6 He sang this song loudly. |

### 4 Make comparatives and superlatives of the following adverbs.

often, early, easily, well, little, near,  
far, late, slowly, fast, much, quickly

### 5 Group up the sentences into two columns: Adverbs and Adjectives.

- 1 The teacher spoke in a friendly way.
- 2 The teacher spoke friendly.
- 3 This car is too fast for me.
- 4 Don't speak so fast.
- 5 Why have you got such long hair?

- 6 Don't stay in too long.
- 7 Jack works hard all day.
- 8 John is a hard worker.
- 9 You are so little.
- 10 He studies very little.

**6 Choose an adjective or an adverb in brackets to complete each sentence correctly.**

- 1 She speaks Italian (*fluent, fluently*).
- 2 They behave (*honest, honestly*).
- 3 He was (*bad, badly*) hurt.
- 4 The children did the exercises (*easy, easily*).
- 5 Bob plays the violin (*good, well*).
- 6 The sun is shining (*bright, brightly*).

## WRITING



**1 Write about your family.**

My family is ... . There are ... people in my family.

My ... is ... . She has got ... hair and ... eyes.

She is ... years old.

She is very ... .

She can ... .

Her name is ... .

My ... .



# Lesson 2

## 2 Make a poster about your family.

### FILE FOR PROJECT

## Meet My Family

- 1 Write about your family and relatives:
  - find some photo of your family or relatives;
  - write some information about these people in the photo (their names, their relationships<sup>1</sup> to you, their jobs).
- 2 Draw a Family Tree and mark the people, whose photos are on your poster.
- 3 Display your poster in class.

### Example:

## Meet My Family

*This is my uncle George. He hasn't got a wife or children. He is young, strong and handsome.*



*This is my niece. Her name is Victoria or Vicky for short. She is three. Vicky is a pretty little girl with short curly hair and blue eyes.*



*This is my dear granny. She is very kind and wise. She lives in the village.*



<sup>1</sup>relationships [rɪ'leɪʃnʃɪps] — зв'язки, відносини

# LOOK BACK!

1 Copy the table and put the words in the correct column.

straight, green, tall, dark, brown, blue, black,  
long, wavy, young, ponytail, pretty, slim, skinny,  
old, curly, blond, beautiful, plump, short, fat

Eyes	Skin	Hair	Look

2 Choose the word from the box and fill in the text.

skin, slim, pretty, straight, wavy, alike

Ann is a new girl in our class. She looks ... . She is ... and not very tall. Her eyes are blue. She has got ... fair hair.

Yesterday I saw her mother. They are much ... . They've got light ... . But her mother's hair is different: it is long and ... .

3 Write a letter to your pen friend about:

- what you like;
- your family.

4 Match the questions with the answers.

- |                             |                                       |
|-----------------------------|---------------------------------------|
| 1 How old is she?           | a) It helps to have a lot of friends. |
| 2 Where are you from?       | b) I'm good at Maths.                 |
| 3 What is her job?          | c) It's on the 5th of April.          |
| 4 When is your birthday?    | d) I'm from England.                  |
| 5 What nationality are you? | e) She is an editor.                  |
| 6 What are you good at?     | f) She is nine.                       |
| 7 Why do you study English? | g) I'm Ukrainian.                     |

# Lessons 1-2

## 5 Put the dialogue in the correct order. Act out in pairs.

- She is my e-mail friend.
- Hello, what are you doing?
- Who are the other people in the photo?
- She is from Australia.
- I'm writing a letter to Tina.
- They are Tina's family.
- Oh, where is she from?
- Have you got a photo of her?
- Who's Tina?
- Yes, here you are.



## 6 Read the e-mail and use the scheme<sup>1</sup> to say who they are.

cousin, grandparents, uncle, aunt, parents, pet

Dear Steve,  
Here is the photo of my family.  
The man with blond hair is my mother's brother.  
The woman with black curly hair is his wife. Her name is Betty. Guess where I am. I've got a straight blond hair like my mother's. The other boy is Betty's son. My dad is with our dog. My mum is near them. My grandmother and grandfather are inside the house. We like gathering together at weekends. Write and tell me about your family.  
Bye, Dan.

He's Dan's ...  
...  
He's Dan.  
...  
They're Dan's ...  
...

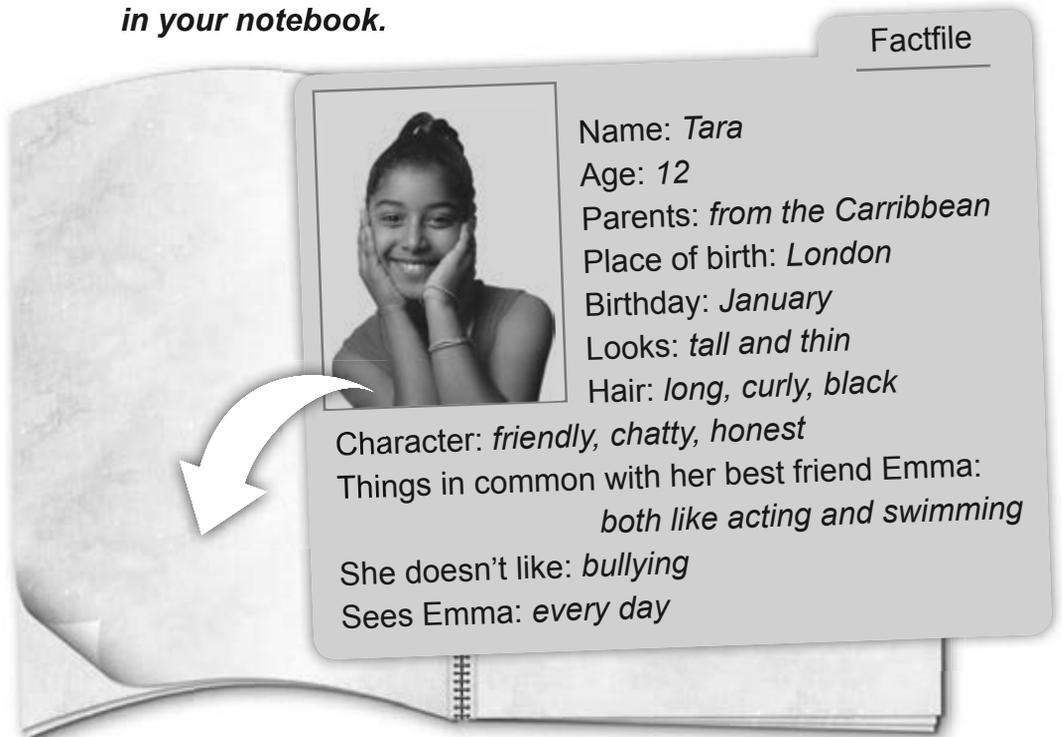
<sup>1</sup>a scheme [ski:m] — cxema

**7 Draw Robert's family tree. Use the clues<sup>1</sup> below.**

The names of Robert's relatives are Antonio, Steve, Danny, Barbara, Laura, Silvia, Debora and Lisa.

Robert hasn't got any brother. Antonio and Barbara have got four children. Robert's father's name is Steve. Danny is Steve's brother. Laura and Silvia are sisters. Danny has got two sisters. Debora's children's names are Lisa and Robert.

**8 Study the factfile. Then write 10 sentences about Tara in your notebook.**



Factfile



Name: *Tara*  
Age: *12*  
Parents: *from the Carribbean*  
Place of birth: *London*  
Birthday: *January*  
Looks: *tall and thin*  
Hair: *long, curly, black*  
Character: *friendly, chatty, honest*  
Things in common with her best friend Emma:  
*both like acting and swimming*  
She doesn't like: *bullying*  
Sees Emma: *every day*

**9 Read and write down the questions in your notebook.**

You're about to meet Nell. What would you like to know about her? Use the following beginnings to make your questions.

What's .....

How old is .....

Where does she .....

Does she .....

Has she got .....

Who's her .....

<sup>1</sup>a clue [klu:] — підказка

# Lessons 1-2

## 10 Read about Nell.

**Try to find the answers to your questions.**

Hi! I'm Nell. I'm twelve and I'm in the sixth form. I live in Cambridge, a famous university city. It's in the east of England. My family is quite big. I have got a brother and a sister. Our grandma lives with us too. We live in a house. It's a bit crowded, but believe me, never boring. I've got a lot of friends. My best friends are Alice and Jane. We are in the same class. Then there's Andy, my neighbour. He is in the seventh form. That doesn't matter. He is great. He's a real computer wizard. He is so interesting. Sometimes he has got some crazy ideas. We all like him very much.



- 11 a) Copy the grid in your notebook.  
Read the text again.  
Fill in the grid with the information about Nell.**

- b) Speak on what you know about Nell now. Use the factfile you've made.**



### Factfile

Name .....

Age .....

Form .....

Hometown .....

Family .....

Home .....

Friends .....

**12 Write about yourself.**  
**Use the plan and the scheme.**

**LEARNING TIP**

**WRITING**

- Plan your writing.
- Write in paragraphs.
- Watch your spelling.

**MY PLAN**

- Paragraph 1 Name, age and form.
- Paragraph 2 Family.
- Paragraph 3 Home and room.
- Paragraph 4 Hometown and school.
- Paragraph 5 The best friend.

*This Is Me*

Paragraph 1

*I'm ... years old and I'm in the ... the form.*

Paragraph 2

*My family is ...*

*I live with my ...*

*I've got ...*

*He/She is ...*

Paragraph 3

*I live in ... There is a ... in my town / village.*

*My room is ...*

Paragraph 4

*My hometown is in the north / south / east / west of ...*

*There are ... in my hometown.*

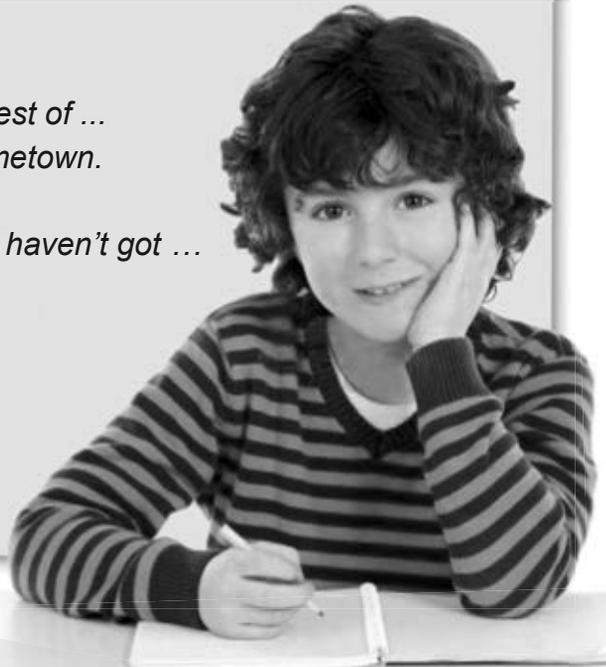
*My school is ...*

*We have got ... but we haven't got ...*

Paragraph 5

*My best friend is ...*

*He/She is ...*





1 Listen, read and choose the ending of the story on page 42 (A, B, C, or D).

## CINDERELLA

Cinderella is a beautiful girl. She has got a mean stepmother<sup>1</sup> and two ugly and evil sisters. Cinderella is in the kitchen from morning till evening. Her sisters are lazy but their dresses are new and lovely.



One day there is a big ball at the castle. And in that castle there is a handsome prince and his parents, the king and the queen. The ugly sisters go to the ball. But Cinderella can't go to the ball because she has got only one old dress. So she is in the kitchen as usual. She is crying.

Suddenly, there is her fairy godmother<sup>2</sup> in front of her. She is a nice old lady and she has got a magic wand. "Abracadabra short and tall, you too can now go to the ball!" And look! Cinderella is wearing a beautiful pink dress and glass slippers. She is excited because she can go to the ball, too. There is even a golden carriage<sup>3</sup> in front of the house. "But remember, you must come back home at midnight<sup>4</sup>!", the fairy says.



At the ball, Cinderella is the most beautiful girl. The prince is dancing only with her. Suddenly, she can hear a clock. Ding, dong, ding, dong... Oh no, it's midnight.

<sup>1</sup>a stepmother ['step,mʌðə] — мачуха

<sup>2</sup>a godmother ['gɒd,mʌðə] — хресна матір

<sup>3</sup>a carriage ['kærɪdʒ] — карета, екіпаж

<sup>4</sup>at midnight ['mɪdnɑɪt] —

опівночі



She must go home. And now she is running back home. But she loses her glass slipper.

The prince is holding the glass slipper. "I must find that girl," he is thinking. All his servants are looking for the beautiful girl from the ball.

So here he is at Cinderella's home. The ugly sisters are trying to put on the shoe, but they can't. Their feet are too big. Only Cinderella can put on the glass slipper. The ugly sisters are jealous and angry. And the prince.... the prince is happy. Cinderella is happy too.

- A They get married and live happily.
- B They turn the ugly sisters into rats.
- C They say goodbye and never see each other again.
- D The prince kisses Cinderella and tells her "I love you".

**2 Work in groups. How many questions can you answer in 6 minutes?**

- 1 Who is Cinderella?
- 2 What is Cinderella's stepmother like?
- 3 What are Cinderella's sisters like?
- 4 Who are the prince's parents?
- 5 Why can't Cinderella go to the ball?
- 6 Who is there suddenly in front of Cinderella?
- 7 What has the fairy godmother got?
- 8 What is Cinderella wearing for the ball?
- 9 Where is the golden carriage?
- 10 Who is Cinderella dancing with?
- 11 Where is Cinderella running?
- 12 Whose glass slipper is the prince holding?
- 13 Who can put on the shoe?

**VOCABULARY BOX**

**evil** ['i:vɪl]  
**jealous** ['dʒeləs]  
**mean** [mi:n]  
**ugly** ['ʌɡli]

**Check your answers with your class.**

3 Read the story again. Copy the table and tick the correct box.

	beautiful	hardworking	mean	ugly	evil	lazy	handsome	nice	old	jealous	angry	happy
Cinderella												
Stepmother												
Stepsisters												
Prince												
Fairy Godmother												

4 Go back to the story. Make pairs.

mean, ugly, king and, fairy, glass, golden, handsome

prince, carriage, sisters, godmother, stepmother, queen, slippers

5 Complete with

first, after that, finally, next, then

\_\_\_\_\_ Cinderella's sisters are going to the ball and she is crying in the kitchen. \_\_\_\_\_ there is a fairy in front of Cinderella. She is saying, "Abracadabra short and tall, you too can now go to the ball." And now, Cinderella is wearing a beautiful dress and glass slippers. She can go to the ball now. \_\_\_\_\_ she is dancing with the prince. \_\_\_\_\_ she is running back home because it is midnight. \_\_\_\_\_ the prince finds Cinderella and they are happy.

6 Tell the story to your friend. Task 5 can help you.

# My Learning Diary



This unit is called .....



I like lesson .....



I think this unit is:

easy

(tick what is true for you)

not very easy

difficult

- Five important words from this unit are:

---

---

- Two difficult words from this unit are:

---

---

- Two easy words from this unit are:

---

---

- Two words from this unit that I don't like are:

---

---

- My favourite word(s) from this unit is (are):

---

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# Lessons 1-2

## My Words from Unit 1

Lesson 1

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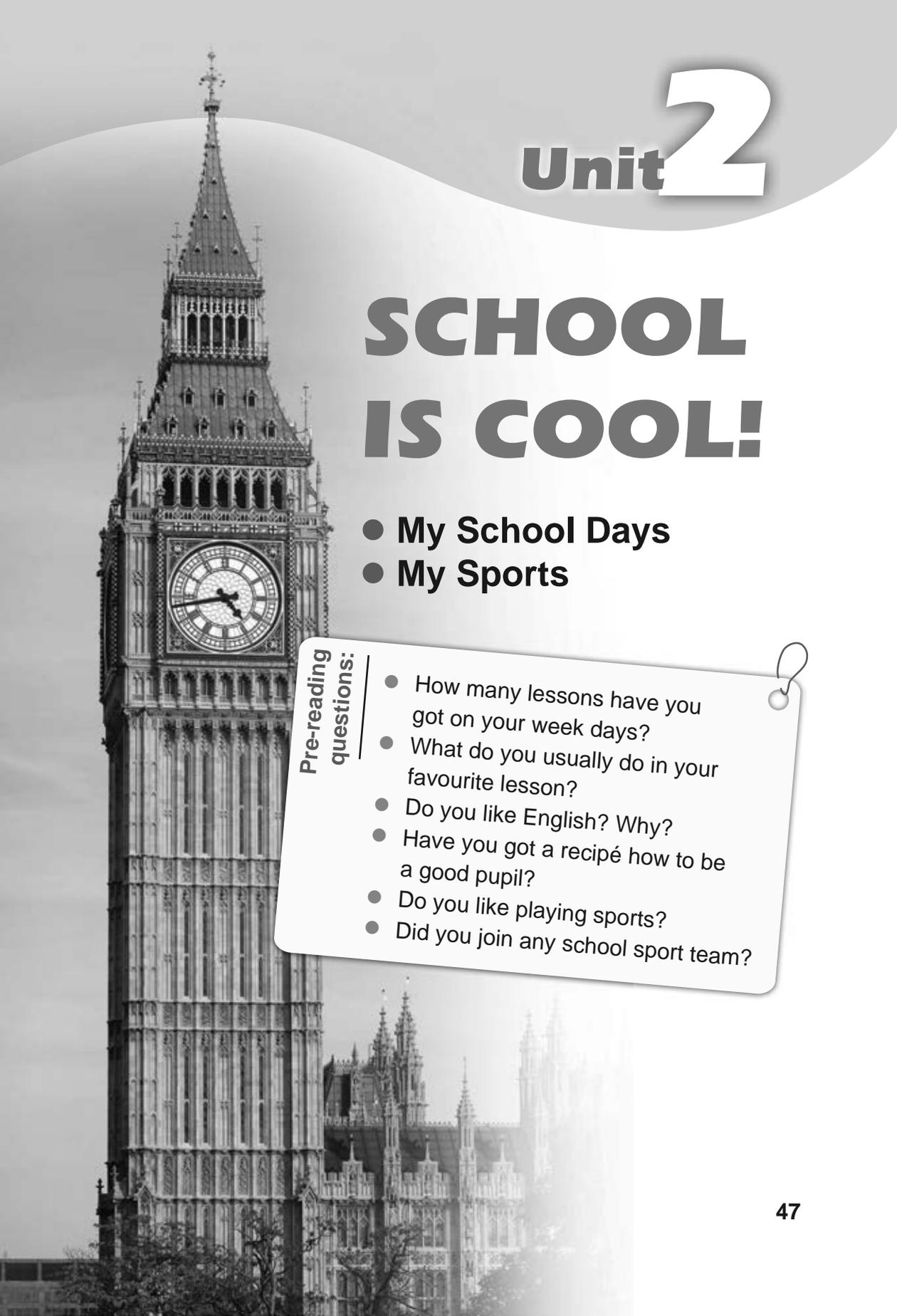
Lesson 2

# My Learning Diary



After the unit I can:  
(tick what is true for you)

NOW I CAN			
● name my relatives			
● describe appearance of a person			
● put wh-questions to learn something			
● understand the difference between the Present Simple and the Present Continuous			
● talk about friends and friendship			
● ask and answer about somebody's family			
● make a poster about my family			
● use the adverbs of manner			
● use the adverb's degrees of comparison			
● write a short personal presentation			
● read and understand fairy tales in English			
● speak about negative and positive characters			
<b>MY WORK</b>			



# Unit **2**

## **SCHOOL IS COOL!**

- **My School Days**
- **My Sports**

**Pre-reading  
questions:**

- How many lessons have you got on your week days?
- What do you usually do in your favourite lesson?
- Do you like English? Why?
- Have you got a recipe how to be a good pupil?
- Do you like playing sports?
- Did you join any school sport team?

# MY SCHOOL DAYS

## READING & VOCABULARY

### 1 *Read the names of the subjects and say which ones you have this year.*

Maths, German, Music, Geography, English, Religion, PE,  
French, IT, Art, Craft, History, Science

### 2 a) *Read and guess the missing words.*

In ... you learn about the things and people from the past. You can hear fascinating stories about what life was like before. You read about heroes and battles<sup>1</sup>. But you must learn some years, too.

In ... you learn about our planet, about other planets and stars. You also learn about rivers, lakes, mountains, continents, countries and cities from all over the world. Of course, you need a map and a globe.

In ... you learn about nature: all living creatures on our planet — plants, animals, people. You learn what they eat, where they live, how they grow. You can even do some experiments.

In ... you learn everything about computers and how to use them. It is fun because you sometimes play games. But you can also chat<sup>2</sup> with your friends or find many interesting things on the Internet.

In ... you work with numbers. You do all sorts of mathematical calculations. You add numbers (two plus two is four), subtract numbers (four minus three is one), multiply numbers (two times six is twelve) or divide numbers (ten divided by two is five). But that's not all. There are



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<sup>1</sup>a battle ['bætɪl] — битва

<sup>2</sup>to chat [tʃæt] — розмовляти в чаті

# Lesson 1

many more things you can do with numbers.

In ... you really have fun because you play different sports. During<sup>1</sup> the class you are not in the classroom but in the gym or in the school playground. You need sneakers<sup>2</sup> and special clothes.



## b) Listen and check.



### 3 Correct the wrong sentences.

- 1 In PE you learn about our planet, about other planets and the stars.
- 2 In Maths you learn everything about computers.
- 3 In Geography you learn about the things and people from the past.
- 4 In IT you learn about nature.
- 5 In History you work with numbers.
- 6 In Sciences you play different sports.

#### VOCABULARY BOX

**creature** ['kri:tʃə]

**culture** ['kʌltʃə]

**globe** [gləʊb]

**literature** ['lɪtərətʃə]

**fascinating** ['fæsɪneɪtɪŋ]

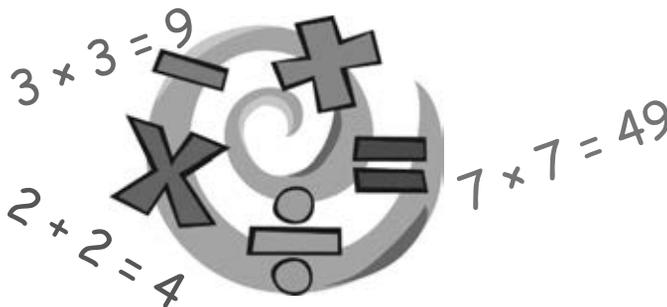
**divide** [dɪ'vaɪd]

**multiply** ['mʌltɪ plaɪ]

**subtract** [səb'trækt]

### 4 Match.

- |          |   |
|----------|---|
| add      | × |
| subtract | : |
| multiply | + |
| divide   | - |



<sup>1</sup>during ['dʒuəriŋ] — протягом

<sup>2</sup>sneakers ['sni:kəz] — кросівки, спортивне взуття

**5 Read and fill in the text with the words from the box. Use negative form where necessary.**

is, are, have got, has got

A Stella lives with the Williams family but she also goes to school. It's not an ordinary school. It ... a language school. There ... a lot of students from all over the world in this school. They have come to Liverpool to learn English. The school ... (*not*) very big, but it ... new. The classrooms ... nice and spacious<sup>1</sup>. There ... a lot of posters of the UK on the wall. There ... also some grammar rules on the pin board. There ... a CD player in each class, in some classes there ... an interactive board. There ... an IT room. There ... 10 computers there.

B Stella ... (*not*) as many subjects as Emma. In Stella's school they ... just 4 subjects. These ... : SPEAKING, WRITING, LISTENING, PRACTICE, CULTURE AND LITERATURE. Her favourite teacher is Mrs Davies. She teaches culture and literature. Her lessons ... very interesting. She can tell a lot of stories about Britain and its past. She ... a big DVD collection and some pictures of famous sights. Mr Holmes is also a good teacher. He helps students with SPEAKING PRACTICE. He ... long hair. He ... a dog called Prince who often sits next to him. Mr Holmes ... strict<sup>2</sup> but fair<sup>3</sup>.

Stella ... very happy in this school because she ... a lot of friends there.

<sup>1</sup>spacious [ˈspeɪʃəs] — просторный

<sup>3</sup>fair [feə] — справедливый

<sup>2</sup>strict [strikt] — суровый



# Lesson 1

## 6 Answer the questions about your own school. Work in pairs.

- 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 Are there any grammar rules on the pin board?
- 6 Is there a TV set in the classroom?



## GRAMMAR



### REMEMBER!

#### MODAL VERBS (Модальні дієслова)

- Don't use 'to' with modal verbs!

I **can** play volleyball. (вміння, здатність)

You **should** take a bus. (порада)

We **must** feed birds. (обов'язок)

**May** I sit here? (дозвіл)

**Could** you close the door? (ввічливе прохання)

We **may** not play tennis today. (припущення)

The weather **might** not be good. (ймовірність)

#### **But:**

**have to** — I **have to** do it.

They **have to** do their homework. (зобов'язання)

**Read § 7,  
page 209**

**1 Give advice to these people. Use 'should' or 'shouldn't'.**

**Example:**

- I've got a toothache.
- *You should go to the dentist.*  
*You shouldn't eat many sweets and cakes.*
- 1 I am cold.
- 2 I've got a headache.
- 3 I have to find some information.
- 4 I can't swim.
- 5 I'm too fat.
- 6 I'm tired.
- 7 I don't want to do my homework.
- 8 I would like to play on a computer.



**2 Fill in the sentences with 'may' / 'might' or 'may not' / 'might not'.**

**Example:**

The geography teacher was ill yesterday.

She (*not go*) might not go to school today.

- 1 It's my dad's birthday next week. We (*buy*) ... him a new suitcase.
- 2 My brother is going to Paris for a week. I (*give*) ... him my new camera.
- 3 There are some black clouds in the sky. It (*rain*) ... today.
- 4 Peter doesn't study very much. He (*not get*) ... a good mark tomorrow.
- 5 I'm very tired. I (*not go*) ... to the cinema.
- 6 She isn't feeling well. She (*not go*) ... to school tomorrow.

**3 Remember your school rules. Speak of what pupils must and mustn't do in school.**

# Lesson 1

## 4 Read the English proverbs and explain their meanings.

- 1 Friends may meet, but mountains never.
- 2 A fool may ask more questions than a clever man can answer.
- 3 If we can't as we would, we must do as we can<sup>1</sup>.
- 4 People who live in glass houses should not throw stones.
- 5 You may lead (привести) a horse to water but you can't make (змусити) it drink.
- 6 A man can die (вмерти) but once.
- 7 He who likes to eat fruit must climb the tree.



## 5 Choose the correct modal verb to complete the sentence.

- 1 "She ... be at home now!" mother said angrily.  
a) *should*      b) *must*
- 2 His English is not good, he ... study better.  
a) *should*      b) *may*
- 3 ... I have some cookies, please?  
a) *might*      b) *may*
- 4 You ... write on book pages!  
a) *can't*      b) *mustn't*
- 5 They ... wake up early to be at school on time.  
a) *have to*      b) *may*
- 6 I think she ... come to us tomorrow.  
a) *should*      b) *might*

---

<sup>1</sup>Прислів'я (дослів.): Якщо ми не можемо зробити так, як нам би хотілося, треба зробити так, як ми можемо.

## 6 Choose the correct verb form.

**Mary:** I (*might / should*) go to the disco tonight. Would you like to come?

**Kate:** Oh, I'd like to go, but I (*may not / have to*) do my homework.

**Jane:** We (*should / don't have to*) help that old lady with her shopping.

**Liz:** You're right. Her bags look heavy. She (*might / should*) drop them.

**Bob:** There's a good film on TV at ten. I don't (*have to / might*) watch it.

**Father:** You (*may / should*) be in bed at ten o'clock!

**Bob:** But I (*don't have to / shouldn't*) go to school tomorrow.

**Mike:** I (*have to / may*) be at school by nine.

**Mother:** Hurry up, boy! It's twenty to nine now. You (*should / don't have to*) get up earlier.

**Mike:** You're right, mum! I (*might not / shouldn't*) get to school on time today.



## 7 Listen to the song and fill in the missing words.

### THE 'HAVE TO' RAP

You ... do this you have to do that.

This is my ... 'Have to' rap.

The full ... you have to wear, you ... use bad language, shout and ... .

Your homework, of course, you ... forget, you ... be the best, get an 'A' in a test.

You mustn't do this, you ... do that.

... is my desperate 'Mustn't rap'.

In a ... class, you mustn't yawn.

About too ... homework, you mustn't moan.

I don't have to be ... that's what I say,

Can't my teachers see it, That I still ... to play?



<sup>1</sup>to yawn [jɔ:n] — позіхати

# Lesson 1

## LISTENING



### 1 a) Before listening talk about your school.

**Use the questions.**

- 1 What new subjects do you study in the sixth form?
- 2 Have you got new teachers? Who are they?
- 3 What subjects are your favourite?
- 4 What days do you have English lessons?



### b) Listen about one of the favourite school subjects and answer the questions below.

- 1 What way does the English teacher train her pupils?
- 2 What does she teach them at the English lessons?
- 3 What is the most difficult point in learning foreign languages?
- 4 What new steps have the pupils started this year?
- 5 What is the pupil interested in? Why?
- 6 What is she fond of?

#### VOCABULARY BOX

**allow** [ə'laʊ]

**composition** [ˌkɒmpə'zɪʃn]

**conversation** [ˌkɒnvə'seɪʃn]

### DO YOU KNOW?

More than 300 million people speak English as their first language. But English is also the 'second language' for 300 million more people in India, Pakistan and in some African countries. That means it is one of the most popular languages in the world. You can tell a person's nationality by his accent — Australian, Scottish, Canadian, American or British.



- How many people speak English as their first language?
- What English accents do you know?

**2 Look at Mike's new timetable. Answer the questions on page 55.**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1</b>	Maths	Maths	Maths	PE	Maths
<b>2</b>	History	German	English	English	Science
	<i>break</i>	<i>break</i>	<i>break</i>	<i>break</i>	<i>break</i>
<b>3</b>	English	PE	Science	Music	English
<b>4</b>	Geography	IT	Art	History	Religion
<b>5</b>	Music	IT	Art	German	Geography
	<i>lunch</i>	<i>lunch</i>	<i>lunch</i>	<i>lunch</i>	<i>lunch</i>

# Lesson 1

- 1 How many subjects has Mike got?
- 2 What is his first lesson on Monday?
- 3 What is his second lesson on Thursday?
- 4 What is his third lesson on Tuesday?
- 5 What is his fourth lesson on Wednesday?
- 6 What is his last lesson on Friday?



### 3 a) Listen and read the conversation.

It is the first week of school. Mike and Cathy are at school now. It's a break so they are in the school corridor. They are a bit excited. Everything is new for them. They have got a lot of new teachers and some new subjects. They are not in the same class, so Cathy is curious.

**Cathy:** Hi Mike. How's your first week at school?

**Mike:** Everything's fine. But my timetable is horrible.

**Cathy:** Why? What's wrong with it?

**Mike:** Our first lesson is Maths on Monday, Maths on Tuesday, Maths on Wednesday and Maths on Friday.

**Cathy:** And who is your Maths teacher?

**Mike:** Mr Finch. He is really strict and I'm not good at Maths. I'm really scared<sup>1</sup>.

**Cathy:** Oh no! Poor you. Maths on Monday, Tuesday, Wednesday and Friday. So, what's your first lesson on Thursday?

**Mike:** Let me see. The first lesson on Thursday is PE.

**Cathy:** Your favourite subject! Is Miss Jones your teacher?

**Mike:** Yes, she is. She is great. She is my form teacher, too.



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<sup>1</sup>be scared ['skɛəd] — бояться

**Cathy:** Lucky you. I think she's wonderful. Very pretty and young, too. And who is your History teacher?

**Mike:** Mrs Pitt. She is very nice. But her hair is a bit unusual, don't you think?

**Cathy:** Well... maybe the colour. What do you think about History?

**Mike:** I'm not sure, but I think it's pretty interesting.

**Cathy:** Are there any new pupils in your class?

**Mike:** Yes, there are two new pupils. The twins. They are from Australia and their father is a writer. He writes detective stories.

**Cathy:** Oh, the bell's ringing. I must go back to my classroom.

**Mike:** Me too. I don't want to be late.

**Cathy:** Good luck with Mr Finch!

**Mike:** I think I'll need it.

**Cathy:** Bye Mike. See you after school.

**Mike:** Bye, and keep your fingers crossed<sup>1</sup>!



---

<sup>1</sup>to keep your fingers crossed — (дослів.) тримати пальці перехрещеними;  
укр.: тримати кулаки (за когось)

# Lesson 1

b) Copy the table, then tick the correct box.

Mike's teacher	Form teacher	Maths	PE	History
<b>Mr Finch</b>				
<b>Miss Jones</b>				
<b>Mrs Pitt</b>				

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

- 1 Mike's first week at school is fine.
- 2 Mike's timetable is OK.
- 3 Mike is bad at Maths.
- 4 Mr Finch is strict.
- 5 Mike's favourite subject is History.
- 6 Miss Jones is old.
- 7 Mrs Pitt is a nice teacher.
- 8 There are three new pupils in Mike's class.

#### 5 Ask and answer in pairs.

- 1 How many subjects has Mike got?
- 2 Why isn't his timetable OK?
- 3 What isn't he good at?
- 4 Why is he afraid of Mr Finch?
- 5 What is Mike's favourite subject?
- 6 Who is his form teacher?
- 7 Who is his favourite teacher?
- 8 What is she like?
- 9 Who is his History teacher?
- 10 Why is she unusual?
- 11 How many new pupils are there in his class?
- 12 Who are they?

	Monday	Tuesday	Wednesday	Thursday	
1	History	Languages	Math	Biology	
2	Math	Art	Economics	Chemistry	
3	Biology	Chemistry	Art	P.E.	
4	LD	Chemistry	Biology	History	Technology
5	Economics	Technology	Languages	Ma	
6	P.E.	A			





**6 a) Listen to the song and fill in the missing words.**

slippers, teachers, pupils, marks, pencil box

**RECIPE FOR A GOOD PUPIL**

If you want to be good ..., too,  
Here is a recipe for all of you.  
Buy a big backpack, yellow or red,  
Don't bring a ball. Bring your ... instead.  
Fill your bags with books, pencils, scissors, too.  
Don't forget your notebooks, ... and some glue.



The sixth form isn't hard, you will see it soon.  
Just follow this recipe and you'll be over the Moon.

If you want to be good pupils, too.  
Here is a recipe for all of you.  
Mobile phones or iPods are truly fun and cool,  
But ... don't allow them when you are at school.  
Don't eat crisps and don't chew<sup>1</sup> gum,  
And never hide your ... from your mum.



The sixth form isn't hard, you will see it soon.  
Just follow this recipe and you'll be over the Moon.



**b) Write instructions from the song into two columns.**

You have to...    You don't have to...

**c) Sing along.**

<sup>1</sup>to chew [tʃu:] — жувати

# Lesson 1

## VOCABULARY & SPEAKING

### 1 Choose the word from the box and fill in the text.

listen to, understand, learn, have to, improve, study, know

I want to ... my English. That's why I ... to work hard at it. I have to ... how to read. I have to learn many words to ... English better. I have to do many exercises to ... English. And, of course, I have to ... spoken English to understand English better. I am sure, it can all help me to ... English.

#### VOCABULARY BOX

**connect** [kə'nekt]  
**correct** [kə'rekt]  
**international** [,ɪntə'næʃnəl]  
**improve** [ɪm'pru:v]  
**language** ['læŋgwɪdʒ]  
**prefer** [prɪ'fɜ:]  
**pronunciation** [prə,nʌnsɪ'eɪʃn]  
**skill** [skɪl]  
**opinion** [ə'pɪnjən]

### 2 Read the names of the jobs and say who has to know English and why.

**Example:** *I think a spaceman has to know English.*

*He can fly with an international space team.*

- spaceman
- scientist
- writer
- waitress
- doctor
- air hostess
- seller
- businessman
- artist
- computer programmer
- travel agent



### 3 Ask and answer in pairs.



- What do you have to do now?  
— I have to do some shopping.



- buy a birthday present
- learn the poem
- use the computer
- clean the room
- read an English book
- walk my pet



### 4 a) Read and match both columns.

- |   |   |
|---|---|
| <p>1 I have some difficulty<sup>1</sup> when I speak English. Sometimes I don't know the correct word to use.</p> <p>2 I speak very slowly because I don't think in English. I have to translate<sup>2</sup> every word.</p> <p>3 When I see a new word, I don't know how to pronounce it.</p> <p>4 I feel uncomfortable when I speak English with my classmates.</p> | <p>a You can find the pronunciation of new words in your dictionary. Use phonetic symbols.</p> <p>b Remember that your English lessons are often the only time you can practise your English. You have to practise it.</p> <p>c You don't have to translate thoughts. You have to use the English words you know.</p> <p>d You don't know a word in English? You don't have to stop speaking! Think of a word that means nearly the same (for example, 'a small dog' instead<sup>3</sup> of 'a puppy').</p> |
|---|---|

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<sup>1</sup>a difficulty ['dɪfɪkəlti] — трудність

<sup>2</sup>to translate [træns'leɪt] — перекладати

<sup>3</sup>instead [ɪn'sted] — замість

# Lesson 1

**b) Work in pairs. Tell each other about your problems with English and try to find the way out. Use task 4(a) as an example.**

**5 a) Read some different children's opinions about their school subjects and say which of them they like and don't like.**



**Alison**

The last lessons of the day are History and Maths. History is really boring, lots of reading and writing, of course. I don't like History, but Maths is really great!



**Ted**

I'd like to be a pilot and work for an air-taxi firm. I study very hard. I study Geography, History and Maths hard because of my future profession. I don't use only textbooks. I read a lot of magazines and history books, too.



**George**

Everything is boring at school. I think there's no use in it at all. I can get any information I need from the internet. Usually I spend my time at my father's lab. I can do lots of interesting experiments there. It's really interesting!



**Andrew**

Today, in the middle of the boring Mathematics lesson I started yawning<sup>1</sup>. Miss Walsh looked at me just at that moment. What did she do? She told me to learn one page from our Maths book by heart<sup>2</sup>! And I wasted three hours on that nonsense<sup>3</sup>!

<sup>1</sup>to yawn [jɔ:n] — позіхати

<sup>2</sup>to learn by heart [hɑ:t] — вчити напам'ять

<sup>3</sup>a nonsense ['nɒnsəns] — маячня, дурниця

**b) Read the children's opinions again and complete the sentences.**

... loves all of the subjects.

... likes only ...

... doesn't care about ...

... hates ...

... thinks that ... is great (dull, awful, boring, interesting, etc.)

**c) Complete the sentences to say why they prefer some subjects to other subjects.**

... is more interested in ...

... prefers ...

... likes most ...

... likes ... better than ...

because ...

**6 In groups, speak about what makes a school subject interesting or boring. Use the scheme below.**

It is ... if...

... it's useful for my future profession.

... the textbook is nice.

... the teacher is good.

... there are a lot of experiments.

... we read (learn) about ...

... it helps me in ...

... we work with computers.

... homework isn't large.

... there is a lot of reading and writing.

... there is a lot to learn by heart.

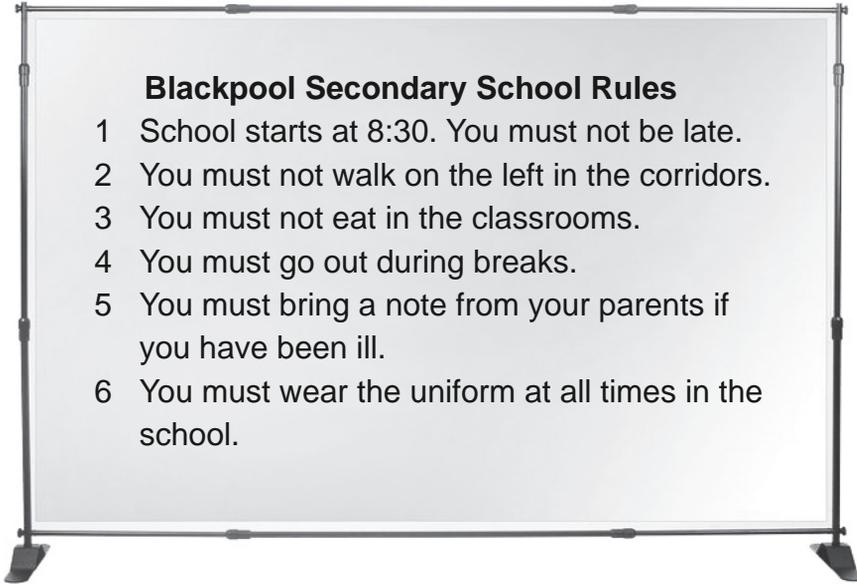


# Lesson 1

## WRITING



- 1 Read the school rules they have got at Blackpool secondary school. Write down the rules you have got in your school.



- 2 In a group make 'Rules for English Lessons'.

### FILE FOR PROJECT

- a) Share your ideas and write them down.
- b) Discuss and choose the best of them.
- c) Write down your ideas into the *List of Rules*. Design it.

#### **RULES FOR ENGLISH LESSONS**

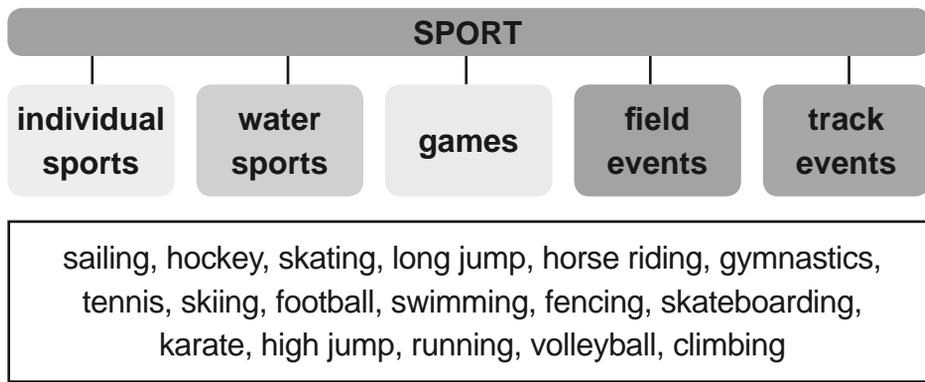
- speak English only
- always do your homework
- consult your teacher



# MY SPORTS

## VOCABULARY

- 1 Copy the network below and classify these sports from the box.



- 2 a) Make up nouns from the following verbs.

*Example:* play - *player*, run - *runner*.

swim, skate, ski, box, jump, train, win

- b) Give 'ing' endings to the following verbs to make up names of sports.

*Example:* run - *running*.

jump, ski, swim, skate, box

### REMEMBER!

Use the verbs:

**GO** — if you speak about sports ending in **-ing**;

*You go swimming.*

**PLAY** — if you speak about ball games and chess;

*You play football. We play chess.*

**DO** — if you speak about other sports:

*You do athletics.*

# Lesson 2

## 3 Complete the sentences.

Use the correct verb 'play', 'go' or 'do'.

- 1 My sister ... fencing every weekend.
- 2 My friends ... basketball on Thursdays.
- 3 I ... swimming with my friends on Sundays.
- 4 The boys ... volleyball in summer.
- 5 Mary ... aerobics twice a week.
- 6 John ... karate at the school club.



## READING



### 1 Read and say what you know about the games' rules.

#### JOIN THE TEAM!

The boys of our School Volleyball Team are happy today. They have just won their 8th match. "They're a great team," said their teacher. "Since last December they have lost only 3 games." They have played together for two years.

The School Football Team is not so lucky. Its players haven't won any competition for the last year. They need new players now.

#### *Volleyball*

This game can be played inside or outside. It is for two teams of six players. You need a ball and a high net. You hit the ball with your hand or arm. You can't catch or hold the ball. The winner is the first team to get 15 points.

#### *Football*

You know that football is an outdoor game for two teams of eleven players. But do you know that the goalkeeper is the only person who can touch the ball with his hands, hold it and throw it? The other players can only kick or roll the ball. The winner is the team with most goals at the end of the game.

Make your choice and join the team you like. Support your school!



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

- 1 Why are the boys of the volleyball team happy?
- 2 How many games have they lost?
- 3 How many matches have they won?
- 4 How many years have they played together?
- 5 Has the football team won any competition for the last year?

**2 Complete the sentences according to the texts above.**

- 1 Football is ... game.
- 2 There are ... .. in a football team.
- 3 The football player can only ...
- 4 The goalkeeper can ...
- 5 In football the winner is the ...
- 6 Volleyball can be played ...
- 7 There are ... .. in a volleyball team.
- 8 You should ... .. play volleyball.
- 9 In volleyball you can't ...
- 10 The volleyball winner is ...

**VOCABULARY BOX**

**athletics** [æθ'letiks]

**event** [i'vent]

**goal** [gəʊl]

**goalkeeper** ['gəʊl,ki:pə]

**match** [mætʃ]

**net** [net]

**race** [reɪs]

**to kick** [kɪk]

**to roll** [rəʊl]

• **to win a game**

• **to lose a match**

**3 Fill in the sentences with the words from the box.**

joined the team, lost a match, beat teams, competition, team



Four girls from West Hill School have won this year's table tennis ... . On Saturday they ... .. from five other schools in the town. The girls have played together for 9 months. Pat ... in July and since then the girls have not ... .. Their teacher, Miss Holly, said, "We've never had a better ... ."

# Lesson 2

4 Write a paragraph about your school sport team for your school newspaper.

## LISTENING



1 a) Say if the statements are true or false.

- 1 The British believe that sport is important for children.
- 2 Sports are very popular in Britain, especially basketball and skiing.
- 3 Foreigners<sup>1</sup> don't usually understand cricket.



b) Listen and check your answers.



**soccer** (football)  
['sɒkə]



**rugby**  
['rʌɡbɪ]



**cricket**  
['krɪkɪt]

c) Complete the sentences.

- 1 British schoolchildren have to do sports as a part of their ... .
- 2 Basketball and volleyball are ... .. in Britain.
- 3 They like playing ..., ... and ... .
- 4 Cricket is a ... ..



<sup>1</sup>a foreigner ['fɒrənə] — іноземець

## 2 Read and guess the sport.

- 1 net, racket, set ...
- 2 skis, slope, goggles ...
- 3 table, ball, bat ...
- 4 ball, goal, swimming pool ...
- 5 ice, stick, puck<sup>1</sup> ...
- 6 boat, lake, oars ...
- 7 bike, helmet, mountain ...
- 8 stop watch, track, sneakers ...



**rowing** ['rəʊɪŋ]



**cycling** ['saɪklɪŋ]



**bat** [bæt]



**oar** [ɔ:]



**helmet** ['helmit]

<sup>1</sup>а puck [pʌk] — ключка

# Lesson 2



3 Listen to the radio show where listeners are trying to guess the sport. Choose the correct box.



individual sport

indoor sport

water sport

fast sport

outdoor sport

winter sport

team sport

dangerous sport

4 Listen again and put the questions in the order you hear them.

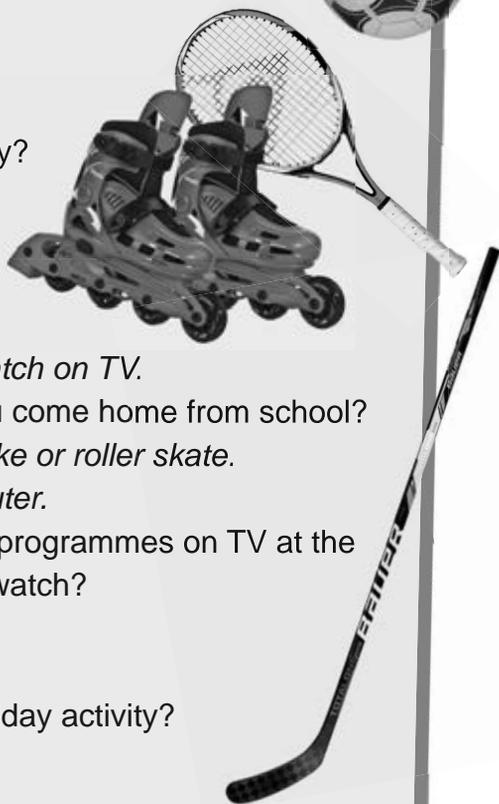
- Is it a dangerous sport?
- Does he need a racket?
- Does he need any other equipment<sup>1</sup>?
- Does your guest play an indoor sport?
- Does your guest play an individual sport?

<sup>1</sup>an equipment [i'kwɪpmənt] — оснащення

**5 Do the questionnaire<sup>1</sup> to check if sport plays an important part in your life.**

**ARE YOU A SPORTSMAN?**

- 1 Which games do you like?
  - a) Dodge<sup>2</sup> ball, hopscotch, tag, football.
  - b) Cards, monopoly, computer games.
- 2 Do you like PE at school?
  - a) Yes, I do.
  - b) No, I don't.
- 3 Do you work out every day?
  - a) No, I don't.
  - b) Yes, I do.
- 4 What do you prefer?
  - a) Playing football.
  - b) Watching a football match on TV.
- 5 What do you do when you come home from school?
  - a) I go out and ride my bike or roller skate.
  - b) I sit down at my computer.
- 6 There are two interesting programmes on TV at the same time. What do you watch?
  - a) The handball match.
  - b) The film.
- 7 What is your favourite holiday activity?
  - a) Eating ice cream.
  - b) Swimming and diving.
- 8 Your class is playing a dodge ball match against the other class. Do you give your best to win?
  - a) Yes, I do.
  - b) No, I don't.



<sup>1</sup>a questionnaire [ˌkwɛstəˈneɪ] — анкета

<sup>2</sup>to dodge [dɒdʒ] — ухилаться

# Lesson 2

Check your points<sup>1</sup>.

	1	2	3	4	5	6	7	8
A	1	1	0	1	1	1	0	1
B	0	0	1	0	0	0	1	0

Score<sup>2</sup>:

## 0-4 points

You are not very interested in sports. You prefer other activities. But remember, doing sport is very good for your health. So why don't you try some sport? Now is the right time to start.

## 5-8 points

Sport is very important for you. It is clear that you really enjoy doing and watching sport. Who knows, maybe one day you will win an Olympic medal!



## 6 Listen and sing along.

One and two and three and four,  
Bend your knees and touch the floor.  
Five and six and seven and eight,  
Stretch your arms and jump up straight.

One and two and three and four,  
Don't be lazy, work out more.  
Five and six and seven and eight,  
Working out is really great.

<sup>1</sup>a point [pɔɪnt] — бал, очко

<sup>2</sup>score [skɔ:] — рахунок



# GRAMMAR



## 1 *Finish the sentences. Use the words from the box.*

time, two or more, place, person, reason<sup>1</sup>, number, thing

You use:

WHO — when you ask about a ...

WHAT — when you ask about a ...

WHICH — when you can choose between the ...

WHERE — when you ask about a ...

WHEN — if you ask about the ...

WHY — when you ask for a ...

HOW MANY — when you ask for a ...

## 2 *Write the question word.*

1 ...? On Tuesday.

2 ...? Two, please.

3 ... one: blue or yellow? Blue, please.

4 ...? At our school.

5 ...? Because I'm tired.

6 ...? My English teacher.

7 ...? A birthday present.

## 3 *Fill in the sentences with the right question word from the box. Use each question word twice.*

where, who, why, what, how, when

1 ... is talking about her family and friends?

2 ... many people are there in Emma's family?

3 ... is Patrick now?

4 ... is he coming back?

5 ... are Emma's mum and dad?

<sup>1</sup>a reason [ri:zn] — причина

# Lesson 2

- 6 ... are Susan and Martin happy on the farm?
- 7 ... is Stella?
- 8 ... many brothers and sisters has Stella got?
- 9 ... is Eve's birthday?
- 10 ... instrument can Lee play?
- 11 ... has Lee got that many CDs?
- 12 ... would Emma like to be one day?

**4 Fill in the question words:** 'where', 'when', 'what', 'what time', 'how long', 'why' or 'who'.

**I:** ... sports do you do?

**Patrick:** I play basketball.

**I:** ... do you train?

**Patrick:** I usually train in the afternoon, after school.

**I:** ... does the training start?

**Patrick:** At 5 o'clock.

**I:** ... does the training last?

**Patrick:** It lasts for 90 minutes.

**I:** ... do you train?

**Patrick:** At a local sports club, but I also play for my school.

**I:** ... is your coach?

**Patrick:** His name is John Cook.

**I:** ... do you like basketball?

**P:** Because it's a team sport, it is fast and exciting. My friends in the team are also good fun.



**5 Read and match.**

We can link two parts of the sentences with

- |         |                     |
|---------|---------------------|
| AND     | to say why          |
| BUT     | to say the result   |
| BECAUSE | to add ideas        |
| SO      | to express contrast |

**Read  
page 206**

**6 Fill in the sentences with the linking words 'and', 'but' or 'because'.**

- 1 Tara likes horror films ... I don't.
- 2 I don't like horror films ... they are too scary.
- 3 I play basketball with my friends ... tennis with my dad.
- 4 I think doing sports is good for me ... I sit all day.
- 5 I like winning ... I sometimes lose, too.
- 6 She plays the piano ... she isn't very good at it.
- 7 I don't like watching football ... it is boring.

**7 Speak about yourself. Use 'and', 'but', 'so' and 'because'.**

## SPEAKING



**1 Ask and answer in pairs.**

- What sports do you like?
- What sports do you do?
- Which days do you do these sports?
- What games do you like?
- Which sports do you watch on TV?
- What sports are you good at?

### VOCABULARY BOX

**athlete** ['æθli:t]

**coach** [kəʊtʃ]

**field** [fi:ld]

**stadium** ['steɪdiəm]

**famous** ['feɪməs]

**2 a) Answer the questions quickly.**

## Blitz Interview

- 1 Are you a good swimmer?
- 2 Can you swim underwater?
- 3 Does walking make you tired?
- 4 Are you a sports fan?
- 5 What is your favourite team?
- 6 What is the task of the goalkeeper?
- 7 Can football players kick the ball with their heads?
- 8 Can football players touch the ball with their hands?



# Lesson 2

- 9 How many football players are there in a team?
- 10 Do you read sports columns in a newspaper?
- 11 What is the best football field in Ukraine?
- 12 Do you know the names of any famous football players?
- 13 What sports do you do in winter?
- 14 How long does a football game last?
- 15 How often do you go to a stadium or a sports ground?



**b) Interview your classmate.**

### 3 Play a guessing game.

Think of a sport, but don't tell anyone. Ask and answer questions with a partner. Your partner has to guess the sport.

- Do you need any special clothes?
- Do you play it in winter?
- Can you kick the ball?
- Do you play it inside?
- Do you play it with a ball?
- Is it volleyball?



### 4 Work in a group and prepare a presentation of any sport.

**Follow the steps.**

*Step 1.* Think of some questions.

- a) Is it a team or an individual sport?
- b) If it is a team sport, how many players take part in it?
- c) Which things do you need?
- d) Why do you like it? What's it like?

*Step 2.* Give the name of a team or an athlete you like.

*Step 3.* Find some interesting information about your sport.

*Step 4.* Make notes on sheets of paper.

Step 5. Make illustrations or magazine cut-outs.

Step 6. Present your sport in front of the class.



## WRITING



**1 Read the e-mail and write your own one about the sports activities or your favourite sport. Use the phrases below.**

Message Edit Search Utilities Spell Checker Privacy View Options	
From:	Mike Sitton
To:	English Bridge
Subject:	Favourite Sport

Hi!

I do water sports. Of all outdoor games I like volleyball the best. Of all indoor games I like chess. My sister goes to the school gym three times a week. She couldn't go to the gym yesterday as she had many lessons. My friend Nick has his training every day. He is good at fencing. But I don't like watching fencing competitions. I am crazy about watching football matches. I never miss a match played by my favourite team.

# Lesson 2

My favourite sport is ...  
I became interested in ...  
My favourite champion is ...  
I hope ... in future.  
I'd like to...  
I think ... .



**2 Make a brochure / a poster on 'Sports in Ukraine'.**



**FILE FOR PROJECT**



## **SPORTS IN UKRAINE**

- 1 Work in groups. Collect photos of popular sports activities in Ukraine.
- 2 Write about the sports from the photos. Find out the information about the best sportsmen who do these sports.
- 3 Use the photos and the writing to design a brochure.
- 4 Display your brochure in class.

# LOOK BACK!

- 1 **Fill in with the words from the box. Use the correct forms of the verbs.**

skills, international, foreign, improve, study, use,  
connect, understand, learn, listen

Learning ... languages is very important today. English is an ... language. It helps to ... people and countries. That's why we have to ... English.

My friend Taras ... English at the International Summer Language School. Now he can speak and ... real Englishmen very well. He says we need some special ... to learn the language. It is helpful to ... and watch English programs on radio, video and television. We have to ... English when we speak with our friends, read English books, sing English songs. All these things can help us ... our English.

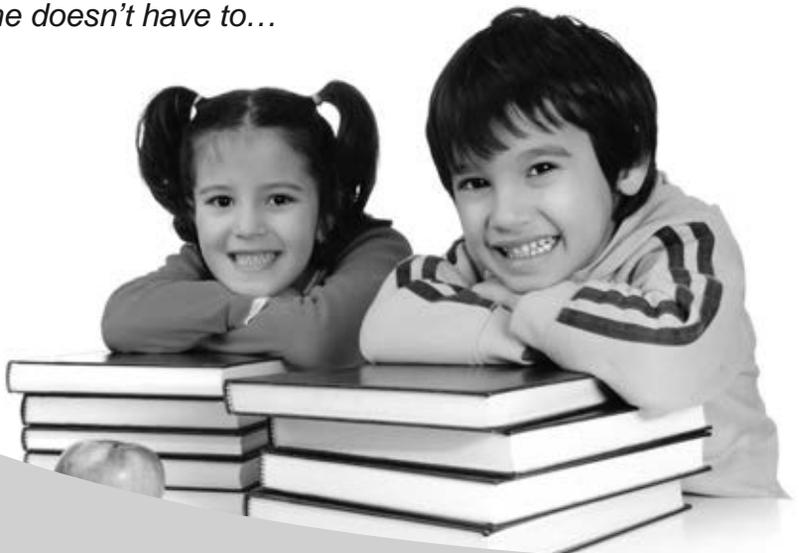
- 2 **Imagine, your friend wants to get a better mark in English. Write down some rules that he / she has to follow. There are some prompts in the box. Write in your notebook.**

**Start like this:**

*He / she has to...*

*He / she mustn't...*

*He / she doesn't have to...*



# Lessons 1-2

- ask the teacher to explain things the pupil doesn't understand
- forget homework
- disturb the class
- listen carefully in class
- do what the teacher says
- listen to the CD that comes with this book
- write neatly
- spend at least 10 minutes studying new vocabulary each day
- listen to English while you are watching films or listening to music
- ask someone for help
- learn everything by heart



### 3 **Role-play the situation in groups of 3-4.**

'*Improve Your English!*' radio program is on.

**Pupil A**, you are the host of the program. You have to answer the listeners' questions and advise them how to improve their English.

**Pupils B, C, D**, you are the listeners. You are telling about your problems in your language study and ask for help.

### 4 **Write a letter to your friend from another Ukrainian city. Try to convince<sup>1</sup> him/her that it is important to study English. Give him/her some advice on how to learn a foreign language.**



<sup>1</sup>to convince [kən'vɪns] — переконувати

## 5 *Make up the leaflet 'Improve Your English!'*

a) **Work in a group. Discuss these questions and write down the answers.**

**FILE FOR  
PROJECT**

Can you...?

Is it good to...?

Is it useful to...?

Should you...?

- listen and sing along with English songs?
- read books in English?
- find a pen friend and write to each other in English?
- watch films and enjoy shows in English?
- ask your teacher to help?
- speak English as much as you can?
- study hard and do your homework?
- look up every new word?
- stop speaking when you don't know the word?
- use every moment to practise English?
- translate your thoughts?
- make up shows and parties in English with your friends?
- act roleplays in English?
- start an English newspaper or a magazine with your friends?
- listen to English as much as you can?
- write new phrases or words in your vocabulary notebook?
- make up your own rules on how to learn the language?

b) **Design the leaflet.**

c) **Display it in class.**

**LEARNING  
IS  
FUN!**

# Lessons 1-2

## 6 List your favourite sport things.

My favourite sport programme on TV is ...
My favourite sport is ...
My favourite sports star is ...
My favourite team is ...



## 7 Listen, read and act out in pairs.



**Terry:** Here is Tom Bondarenko, our school sports expert. Tom, can you explain the difference between 'a game' and 'a sport'?

**Tom:** Football and tennis are games. We play games.

**Terry:** But running and jumping are not games. What are they?

**Tom:** They are sports or athletic events. When we use the word 'a game' we think of some kind of sports in which there are two sides or teams.

**Terry:** I see.

**Tom:** The high jumps and the long jumps are called field events. Running races are called track events.

**Terry:** What is a 'track'?

**Tom:** A 'track' is the ground that has been made for running on.

**Terry:** Thank you very much for the explanation.

**Tom:** Not at all.





# Lessons 1-2

## 10 Fill in the sentences with 'and', 'but', 'so' or 'because'.

- A
- 1 My friend is fond of football ... he is going to become a famous football player in future.
  - 2 Kate can't buy this dress ... it is too expensive.
  - 3 I can read English, ... I can't speak English.
  - 4 The first week we spent at the seaside ... then we went to the mountains.
  - 5 We haven't got any apples ... we can't make an apple pie for today.
  - 6 Julia is very happy ... her mother has bought her a fantastic dress for the New Year party.
- B
- 1 We can speak to her, ... we are not sure it will help.
  - 2 I haven't got any brother or sister, ... I have got a wonderful friend.
  - 3 The weather was terrible yesterday, ... they haven't cleaned the yard yet.
  - 4 He is a good pupil at school ... he is a good sportsman, too.
  - 5 The footballers are happy ... they have won the match today.
  - 6 Nobody knew about John's plan ... everybody was surprised to hear the news.
  - 7 Mark has finished his work ... can have a rest now.





## 1 Listen and read.

# THE TORTOISE<sup>1</sup> AND THE HARE

(an Aesop<sup>2</sup> fable)

In a forest near a river there lived a hare who was very proud<sup>3</sup> of himself. Most of all he liked to talk about the way he could run. Of course, the other hares did not like him and did not want to listen to him.

“I must not boast<sup>4</sup>,” he thought, “then my friends will talk to me again.”

But he forgot all about his decision when he saw a tortoise. He looked at her short legs and cried, “Oh, I am so glad that I am not a tortoise!” The tortoise called out to him, “If you can run so fast, let’s have a race.”

The hare began to laugh, “Have a race with you? I can get to the finish and back before you cross the starting line.”

The tortoise said, “Do you see that big tree over there? The finish will be at that tree.”

The tortoise was very clever, and she wanted to teach the hare a lesson.

The hare ran off as fast as he could, and the tortoise started slowly after him. The hare ran very fast and soon he was not far from the tree. He thought, “I shall wait for the tortoise here and when she comes near, I shall run to the finish and be the first.”

But the day was very hot, and he soon fell asleep. Some time later he woke. He looked around and saw that the tortoise was nearly at the finish. The other hares were watching her and laughing. The proud hare got up and ran as fast as he could, but the tortoise had already reached the tree. The other hares laughed and said to each other, “He boasted very much, but he couldn’t win a race against a tortoise, who is one of the slowest animals in the forest.”

---

<sup>1</sup>a tortoise [ˈtɔ:təs] — черепаха

<sup>2</sup>Aesop [ˈi:sɒp] — Езоп, стародавній грецький байкар

<sup>3</sup>to be proud [praʊd] — пишатися

<sup>4</sup>to boast [bəʊst] — вихвалитися

**2 Read and say if it is true or false according to the fable.**

- 1 The hare told he was a great runner.
- 2 All the other hares liked to listen to him.
- 3 "I must boast," the hare thought.
- 4 The hare was glad that he was not a tortoise.
- 5 The hare wanted to have a race with the tortoise.
- 6 The hare won the race.
- 7 The tortoise taught the hare a good lesson.

**3 Look at the pictures and tell the story.**

There lived ...



Once he saw a tortoise ...

The day was hot and ...



The hare ran as fast as he could but ...

**4 Read and answer.**

A fable is a kind of story. The characters of fables are animals or people. The animals often act like people. A fable shows a problem and teaches a lesson. When you read a fable, you learn the lesson, too. Most of the lessons in fables are about how people should or shouldn't act. "The Tortoise and the Hare" is one of the fables.

- What lesson does the fable above teach you?

# My Learning Diary

 This unit is called .....

 I like lesson .....

 I think this unit is:  easy  
(tick what is true for you)  not very easy  
 difficult

● Five important words from this unit are:

---

---

● Two difficult words from this unit are:

---

---

● Two easy words from this unit are:

---

---

● Two words from this unit that I don't like are:

---

---

● My favourite word(s) from this unit is (are):

---

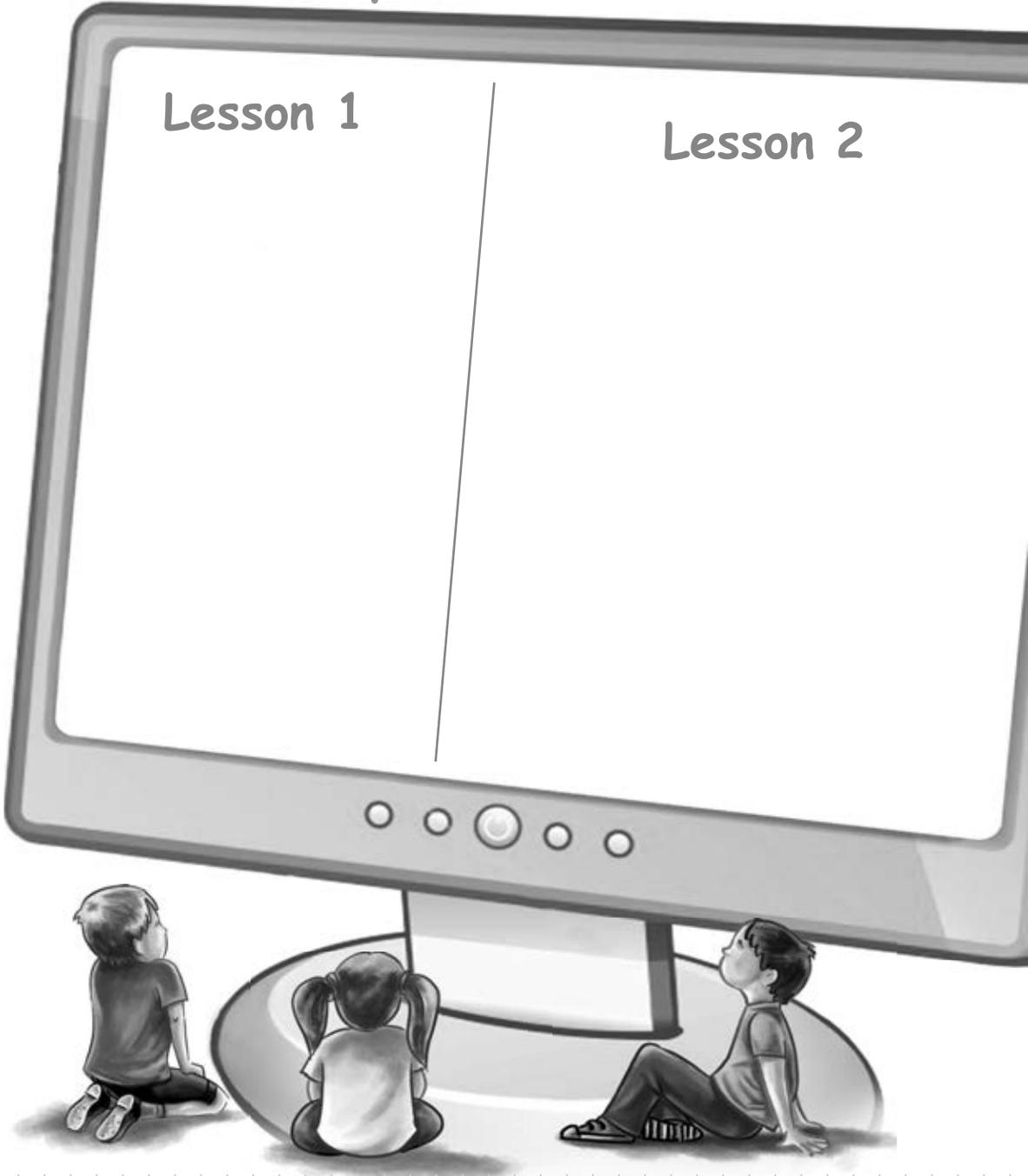
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# Lessons 1-2

## My Words from Unit 2

Lesson 1

Lesson 2



# My Learning Diary



After the unit I can:

(tick what is true for you)

NOW I CAN			
● name the school subjects I study			
● talk about the activities during the lessons			
● explain why this is my favourite lesson			
● talk about the timetable at school			
● understand and use modal verbs			
● ask and answer about school rules			
● ask and answer about my friends' favourite lessons			
● talk about my teachers			
● talk about my school days			
● say about the difficulties I have got with learning English			
● make my own rules for English lessons			
● name different sports			
● write a short information about a sport event at school			
● explain why sport is important for schoolchildren			
● do a questionnaire about sports			
● use the linking words 'and', 'but' or 'because' correctly			
● ask and answer about popular sports			
● write an email about my sports activities			
● make a poster on sports in Ukraine			
● read and understand a fable in English			
<b>MY WORK</b>			

# Unit 3

## CAFES AND SHOPS

- Yummy!
- Going Shopping

### Pre-reading questions:

- What food is good for your health?
- Have you ever been on a diet?
- What do you know about British food?
- Do you like going shopping?
- What kinds of shops do you know?
- How do you choose clothes in the shop?

# YUMMY!

## VOCABULARY



1 Look and match pictures with the words from the list.



A



B



C



D



E



F



G



H



I



J



K



L



M



N



O

- 1 pasta
- 2 pizza
- 3 sausage
- 4 omelette
- 5 ham and cheese sandwich
- 6 hot dog
- 7 soup
- 8 salad

- 9 milkshake
- 10 fruit juice
- 11 tea
- 12 chicken
- 13 apple pie
- 14 french fries
- 15 fried bacon

# Lesson 1

2 **Make two lists. Think of the food and drinks you like and don't like.**

Yummy, yummy! I love...	Yuk! I hate...

3 **Look at the items and fill in the gaps with the words from the box.**

bottle, tube, packet, can, box, carton, loaf, bar



1 a ... of  
chocolate



2 a ... of  
Cola



3 a ... of  
crisps



4 a ... of  
bread



5 a ... of  
macaroni



6 a ... of  
cereal



7 a ... of  
mineral  
water



8 a ... of  
toothpaste

#### 4 Solve the Vegetable Riddles using the words from the box.

spinach, potatoe, apple, carrot, cucumber,  
mushrooms, corn, onion, tomato

- 1 It's long and orange. Rabbits like it. Carrot
- 2 It's green and we usually eat it in salads. ...
- 3 It's brown and we can make chips out of it. ...
- 4 It's long and green. It has a lot of water and it grows in summer. ...
- 5 It's round and we cry when we cut it. ...
- 6 It can be red, yellow or green. It grows in summer. ...
- 7 It's red. We make ketchup out of it. ...
- 8 It's yellow and we make cornflakes out of it. ...
- 9 It looks like an umbrella and usually grows in a forest. ...

## READING



### 1 Match the words with their meanings.

- |             |  |
|-------------|--|
| 1 unhealthy | a) very pleasant to eat or smell                   |
| 2 important | b) not well, not strong or not showing good health |
| 3 delicious | c) to have great meaning or to be of great value   |

### 2 Read the article and match the headings to each paragraph.

#### FOOD FOR HEALTH

- Different food helps your body in different ways. Some kinds of food help your body grow. Other kinds of food give you energy.
- Eat fruit and vegetables four or more times every day. This food helps keep you healthy. It helps your eyes and skin. It is good for your teeth, too.
- Sometimes you are hungry between meals. You may ask for a snack. Food from the four food groups makes good snacks.

# Lesson 1

- There is more to the meat group than just meat. Fish and eggs are in this food group. Chicken and turkey are in it too. So are nuts and beans. All this food helps you grow and be strong. You need eating it twice a day.
- Food in the milk group helps your teeth and bones stay healthy. You need two to three cups of milk each day. You can drink milk or you can eat food made with milk. People call it 'dairy products'.
- There are four food groups. The fruit and vegetable group is one. The meat group is another. The milk group is the third. The bread and cereal group is the fourth. You need food from each group every day.
- Food in the bread and cereal group is made from plants called 'grains'. Grains help give you energy. You can choose grain food you like.
- Your diet is what you eat and drink. Good diet helps you stay healthy. Drink water. Eat healthful food at mealtime. Eat different food. Choose food from the four food groups.

- A YOUR DIET
- B THE MILK GROUP
- C GOOD SNACKS
- D THE FRUIT AND VEGETABLE GROUP
- E DIFFERENT FOOD
- F THE MEAT GROUP
- G THE BREAD AND CEREAL GROUP



**3 Ask and answer in pairs.**

- 1 What four food groups do you know?
- 2 Why should you eat different food?
- 3 Why fruits and vegetables are important for good health?
- 4 How does food in the meat group help your body?
- 5 How do they call food in the milk group?
- 6 What food comes from grains?
- 7 — Are apples and eggs in the same food group?

**VOCABULARY BOX**

**diet** ['daɪət]

**grains** [greɪnz]

**mealtime** ['mi:ltaɪm]

**snack** [snæk]

**vegetarian**

[ˌvedʒə'teəriən]

**dairy** ['daɪəri]

**important** [ɪm'pɔ:tənt]

● **keep (stay)**

**healthy**

**4 Read and say who eats potatoes (fish, eggs, chocolate, cheese). Say who never eats sweets (cakes, meat).**



**Linda**

I'm a vegetarian. I don't eat any meat or fish. I usually eat two or three apples every day, and I eat lots of green vegetables, and potatoes, too. I eat lots of cheese, and in a week I eat two or three eggs.



**Ted**

I play tennis and good food is important for a sportsmen. I don't eat before I play. But I eat two or three sandwiches every day and a bar of chocolate. I eat a lot of pasta and bread, and fresh vegetables. I don't eat cakes.



**Sandra**

I try not to eat unhealthy food. I have a glass of milk for breakfast. For lunch I eat an apple and some soup or a sandwich. In the evening I usually have some meat, or some fish and some vegetables. I never eat sweets or cakes, and I don't eat a lot of bread.

# Lesson 1

## 5 Read and make the sentences about Paula.

Paula eats a cooked breakfast every day. She eats a small lunch. In the afternoon she often has tea and biscuits. In the evening, when she is hungry, she eats a big dinner. In winter she has a hot drink at bedtime.



Paula

always  
never  
sometimes

eats  
drinks  
has

tea and biscuits  
a cup of cocoa  
an omelette  
a small lunch  
a chicken  
salad  
steak  
chips and peas  
a big dinner

on Sunday.  
in the morning.  
in the evening.  
in winter.  
in the afternoon.  
for dinner.  
at bedtime.  
for lunch.

## 6 Complete the sentences.

There are four food groups.

They are ..., ..., ... and ... .

You need food from ... .

Eat fruit and vegetables ... .. every day.

You need eating food from the meat group ... a day.

You need ... cups of milk each day.

Grains help give you ... .

Eat ... and ... food.

Choose food from ... .

When you are hungry between meals ask for a ... .

# LISTENING



## 1 a) Fill in. Use 'is' or 'are'.

- 1 There ... four carrots in the fridge.
- 2 There ... some milk on the table.
- 3 There ... some ham here for your sandwich.
- 4 There ... some tomatoes in the fridge.

## VOCABULARY BOX

**boiled** [bɔɪld]

**fried** [fraɪd]

**habit** ['hæbɪt]

**takeaway** ['teɪkə,weɪ]

**weight** [weɪt]

- do shopping
- to put on weight
- to lose weight
- to eat out



## b) Listen to Anna and Cindy's talk with Anna's older cousin Eva and say if the statements below are true or false.

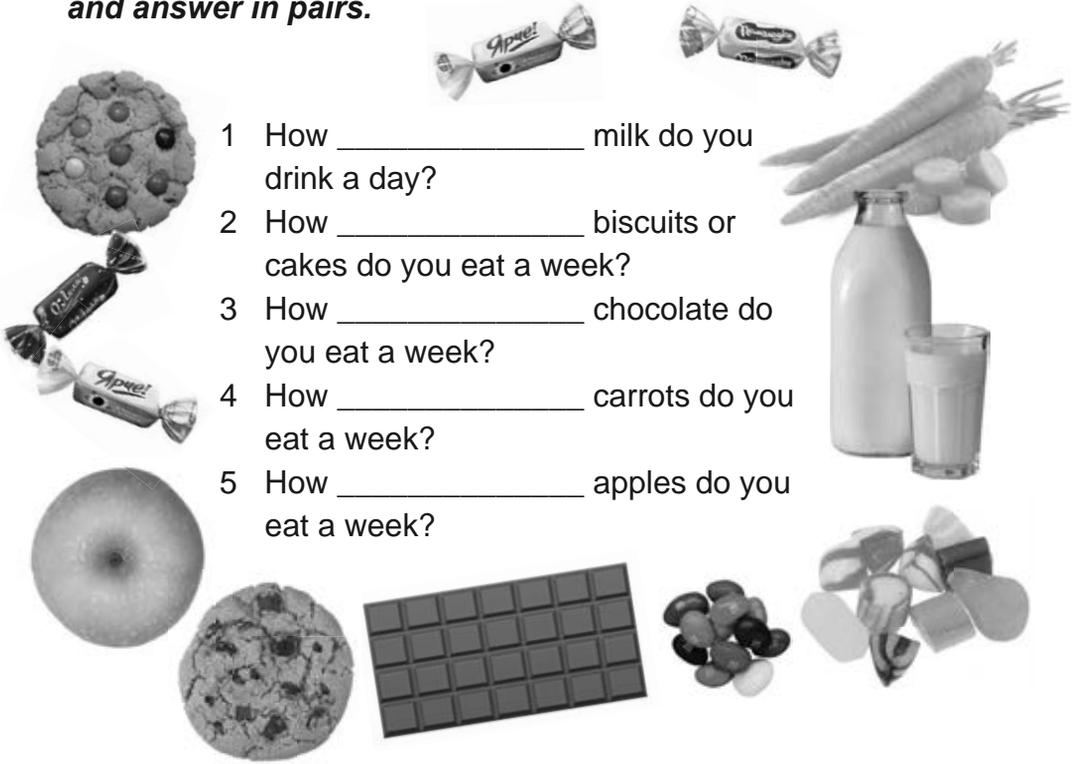
- a) It's good to drink eight glasses of water a day.
- b) You can eat two bars of chocolate a day.
- c) You can eat vegetables every day.
- d) Hot dog is a healthy food.



## c) Speak on your eating habits in pairs.

# Lesson 1

2 *Fill in these quiz questions. Use 'much' or 'many'. Then ask and answer in pairs.*



- 1 How \_\_\_\_\_ milk do you drink a day?
- 2 How \_\_\_\_\_ biscuits or cakes do you eat a week?
- 3 How \_\_\_\_\_ chocolate do you eat a week?
- 4 How \_\_\_\_\_ carrots do you eat a week?
- 5 How \_\_\_\_\_ apples do you eat a week?

3 *Work in pairs. Complete the dialogue and read it aloud.*

**A:** Do you eat any \_\_\_\_\_ for breakfast?

**B:** Yes, I eat some \_\_\_\_\_ and some \_\_\_\_\_ for breakfast

**A:** Do you eat any \_\_\_\_\_ for lunch?

**B:** No, I don't eat any \_\_\_\_\_ for lunch.

4 *a) Read the sentences and guess the meanings of the words in bold.*

- 1 I like this food — it's very good and **tasty**.
- 2 I don't like boiled eggs, I like **fried** eggs better.
- 3 **Cornflakes** are cereals which come from grains.
- 4 A **toast** with marmalade is my usual breakfast.

**b) Agree or disagree with the statements below.**

**Work in pairs.**

- 1 People in other countries believe that British food is very good and tasty.
- 2 The British eat a traditional English breakfast every morning.
- 3 The British have a big meal only for brunch.
- 4 There are many places to eat out in Britain.



**c) Listen about British food and check your answers.**

**Put the headings in the order as you are listening to them.**

- A Big Meal of a Day
- British Breakfasts
- British Food Beliefs
- Places to Eat Out



**5 Do the quiz in pairs or groups to find out how much you know about food. Match questions with answers.**

**ARE YOU FOODIE?**

- 1 Why do kids love fast food?
- 2 Why is breakfast important to you?
- 3 What's healthy for you?
- 4 What's not good for your health?
- 5 What happens if you skip meals?
- 6 Why do people go on diet?
- 7 Why is it not good to eat a lot of fast food?
- 8 What doesn't a vegetarian eat?
- 9 Which drink is good for your teeth and bones?
- 10 What's bad for your teeth?



# Lesson 1

- a Sweets.
- b It's not healthy and you can put on too much weight.
- c Because it's tasty and cheap.
- d To lose weight.
- e You eat too many snacks.
- f It gives you energy to start the day.
- g Milk.
- h Vitamins, proteins and fibers.
- i Too much fat.
- j Meat.



## GRAMMAR



### 1 a) Read and compare the sentences.

**How much** money do you have?

**How many** dollars do you have?

**How much** ice cream have you got?

**How many** packets of ice cream have you got?

**There is much** milk in the fridge.

**There are many** bottles of milk in the fridge.

### b) Work in pairs. Use the items from the box and 'buy' them.

a carton of macaroni, a loaf of bread, a packet of crisps,  
a bar of chocolate, a bottle of milk, a can of Coca-Cola

**A:** Can / Could I have (one, two, ...) ..., please?

**B:** Yes, certainly.

**A:** How much is it? (How much are they?)

**B:** It's ... (They are ... .)



**2 Listen and speak as in the examples.**

**a) A:** We need some crisps.

**B:** How many packets?

**A:** We need some lemonade.

**B:** How many bottles?

**Use:** *cola, tea, ham, sugar, bread, chocolate, to paste, butter*

**b) A:** We need some crisps.

**B:** How much are they?

**A:** We need some milk.

**B:** How much is it?

**Use:** *cheese, eggs, tomatoes, meat*

**REMEMBER!**

**WOULD / WOULDN'T LIKE**

*Would like* is used to express<sup>1</sup>:

a) a wish: *I **would like** a new bike.*

b) an offer: ***Would you like** some cake?*

c) a polite request: *We **would like** to take your car, because our car is old.*

● *I **would like** = I'd like*

● *We **would like** = We'd like*

**3 a) Read and compare.**

**like** = enjoy

I like cheese. (*I enjoy eating cheese.*)

I like vegetables. (*I enjoy eating vegetables.*)

**would like** = want

I would like some cheese, please. (*I want some cheese.*)

I would like a cup of tea. (*I want a cup of tea.*)

<sup>1</sup>to express [ɪk'spres] — виразити

# Lesson 1

b) Write offers using 'would like' and the words below.



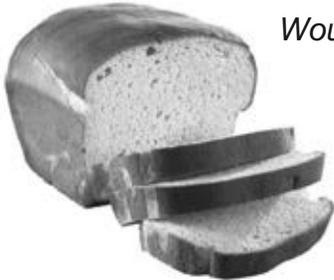
- 1 (banana) ...
- 2 (lemonade) ...
- 3 (grapes) ...
- 4 (bread) ...
- 5 (vegetables) ...
- 6 (soup) ...
- 7 (cheese) ...
- 8 (tea) ...

a  
an  
a slice of  
a cup of  
a piece of  
a plate of some  
a glass of



**Example:**

Would you like **a** banana?



**4 Complete with 'like(s)' or 'would like'.**

- 1 Milk is great. I \_\_\_\_\_ milk very much. My brother \_\_\_\_\_ it too. We \_\_\_\_\_ to drink it cold. I \_\_\_\_\_ a glass now, but there isn't any in the fridge.
- 2 We \_\_\_\_\_ to take a trip to the USA. We \_\_\_\_\_ to see New York, Los Angeles, San Francisco and many other cities. We \_\_\_\_\_ to learn to speak with an American accent. We \_\_\_\_\_ American accents.
- 3 My friends \_\_\_\_\_ the Harry Potter books. I \_\_\_\_\_ them too. I \_\_\_\_\_ to read the latest one, because they say it's super.
- 4 I \_\_\_\_\_ to get a new bike for Christmas. I \_\_\_\_\_ my old bike but it's too small for me. I \_\_\_\_\_ to give it to my little cousin. He \_\_\_\_\_ to have it very much. He told me so.

## 5 Read and compare.

shall / will	be going to
<ul style="list-style-type: none"><li>● to make suggestions about future:<ul style="list-style-type: none"><li>— <b>Will</b> you help me?</li><li>— <b>I'll</b> help you tomorrow.</li> <li>— <i>Would you like fish or vegetable soup?</i></li><li>— <b>I'll</b> have vegetable soup.</li></ul></li></ul>	<ul style="list-style-type: none"><li>● for things we have decided to do in future:<ul style="list-style-type: none"><li><i>He asked me for help. <b>I'm going</b> to help him tomorrow.</i></li> <li><i>She told me she wanted a dessert for supper. I <b>am going</b> to make an apple pie.</i></li></ul></li></ul>

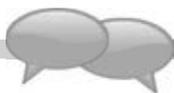
**Read § 3, page 207;  
§ 6, page 209.**

## 6 Choose the correct verb form.

- 1 My dad's got a new job in London.  
We ('ll / 're going to) move there in July.
- 2 We ('ll / are going to) visit France next month.  
Mum's already bought the tickets.
- 3 — It's cold in here!  
— I ('ll / am going to) close the window.
- 4 They booked their summer holiday last week.  
They ('ll / are going to) stay with their uncle.
- 5 — It's a secret.  
— OK. I (won't / am not going to) tell anyone.
- 6 — Would you like cola or orange juice?  
— I ('ll / am going to) have cola, please.

# Lesson 1

## SPEAKING



### 1 Ask and answer in pairs.

- Are you a vegetarian? Would you like to be one?
- Do you know anyone who is a vegetarian?
- What's good about that?
- What's bad about that?
- What's your favourite food?
- What's your favourite drink?
- What's a typical Ukrainian dish?  
How is it prepared?



### 2 Read the talk and complete the sentences.

*Oliver will make ... and will take ... .*

*Emily will take ... and she'll ask her mum ... .*

*Mia will bring ... .*

*They should take ... .*

*They're going to have ... .*

### FOOD AND DRINK

**Oliver:** I think we should take lots of food. I'm hungry.

**Mia:** You're always hungry, Oliver. Emily, have you got the list of food?

**Emily:** Yes, here it is.

*(They read the list.)*

**Oliver:** Ok, I'll make the sandwiches. What kind shall we have?

**Emily:** Let's have cheese and tomato sandwiches. They're my favourite.

**Oliver:** Ok. And who'll take care of the drinks?

**Emily:** I will. I'll take orange juice and strawberry juice.

**Mia:** Good. And I'll bring the fruit. Let's see, I think I'll take some apples, bananas and peaches.

**Oliver:** Right. What about something sweet for dessert?

**Emily:** I've got a huge bar of chocolate at home. I can bring that.

And I'll ask mum to make some apple pie. I think that should be enough.

**Oliver:** Shall we have some cookies, too?

**Mia:** We've already got plenty of sweet things for dessert, Oliver. Do we need knives and forks?

**Emily:** Not really. But we could take some paper plates and napkins.

**Oliver:** Ok, I'll take care of that. Do you think we should take vegetables too?

**Mia:** Yes, I think we should take some sliced carrots and a cucumber. We're going to have a delicious, healthy picnic.



**3 Make up a similar dialogue using the sentences.**

It	looks	great.
	smells	delicious.
	tastes	terrible.
	sounds	awful.
		wonderful.



# Lesson 1

## 4 a) Write out the desserts and drinks that there are on the menu.

**Harry:** Cheese cake sounds delicious. Oh, and there are chocolate cookies too.

**Mario:** You can also have a piece of apple pie or strawberry pancakes. Yummy!

**Harry:** Oh, and they've got vanilla doughnuts. They're my favourite. The choice here is great.

**Mario:** Look, there's coconut ice cream as well. It's so difficult to decide.

**Mario:** I know what I'll have ... A piece of apple pie. What about you? Have you decided yet?

**Harry:** Hmm, I think I'll have a piece of cheese cake. And with it I'll have a cup of cocoa with cream. Or maybe I should have a hot chocolate.

**Mario:** You can have a cold drink instead.

**Harry:** Let me see ... lemonade, mineral water or fresh orange juice. Oh, I need to decide quickly, the waiter is coming. What will you have?

**Mario:** I'll have a glass of lemonade and a cup of coffee.

**Harry:** OK, and I'll have a hot chocolate and a piece of cheese cake.

Desserts	Drinks
<u>cheese cake</u>	_____
_____	_____



doughnut  
['dəʊnʌt]

## b) Act out the dialogue in pairs.



**5 Complete the dialogue.**

**Waiter:** Good morning, Sir. May I take your order?

**Mr Smith:** Yes, I would like a (1) \_\_\_\_\_ of orange juice and a (2) \_\_\_\_\_ of coffee, please.

**Waiter:** Certainly. I'll bring it right away.



**Shop Assistant:** Good afternoon. Can I help you?

**John:** I would like a packet of rice, a (3) \_\_\_\_\_ of sardines and a (4) \_\_\_\_\_ of olive oil, please.

**Shop Assistant:** Right away.



**6 a) Some people don't like milk. Others don't eat meat.**

**What about you? Work in groups.**

- 1 Find out what people in your group eat and what they don't eat or drink.
- 2 What is the favourite food in your group?
- 3 What does your group hate most?

**b) Report the food likes and dislikes of your group in class.**



# Lesson 1

## WRITING



### 1 Complete the sentences about yourself.

For breakfast I usually have ...

For lunch / dinner I usually ...

For a snack I usually ...

For supper I usually ...

### 2 a) Work with your partner. Answer the questions and then check them with him/her. How well do you know your friend?

- 1 Does he/she eat meat?
- 2 Is he/she a vegan?
- 3 Does he/she like vegetables?
- 4 Does he/she drink a glass of milk before going to bed?
- 5 Does he/she skip meals?
- 6 Does he/she eat many snacks?
- 7 Is he/she on a diet?
- 8 Does he/she know how to prepare a hamburger?

### b) Write a report on the eating habits of your friend in your notebook.



#### REMEMBER!

We **don't** use 'a' with **uncountable** nouns:

*I've got some milk.*

**NOT** *I've got ~~a~~ milk.*

### 3 Make a menu for your café. Design it with the drawings and cut-outs.

Starters

Main courses

Drinks

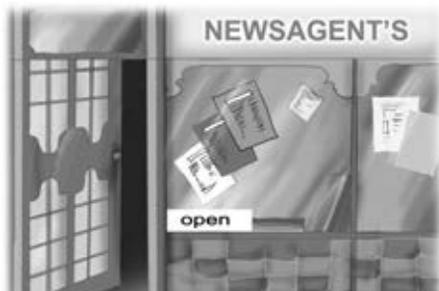
Desserts

# GOING SHOPPING

## VOCABULARY



### 1 Look, listen and repeat.



**At the newsagent's** they sell newspapers, magazines, copybooks, pens.

**At the baker's** you can buy bread, buns, rolls, cakes and pies.

**At the butcher's** they sell meat, chicken and sausages.

**At the chemist's** you can buy medicines, toothpaste, shampoo and bars of soap.

### 2 Ask and answer in pairs using the words.

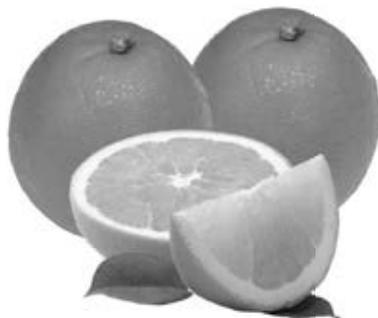
sweets; a toothpaste; buns; a parrot; a hat; a mug; a pair of shoes; a table; a pair of skis; oranges; books; a frog; medicines

**A:** Where can I buy... ?

**B:** You can buy it at...

**A:** Where do they sell...?

**B:** They sell ... at...



# Lesson 2

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

Yesterday Mrs Stone went shopping. At the supermarket she bought many things:

- ... of milk
- ... of chocolate
- ... of bread
- ... of flour
- ... of tea
- ... of coffee
- ... of tomato ketchup
- ... of meat
- ... of cheese
- ... of fish
- ... of cola



a bar, a bottle, a carton, a packet, a kilo,  
a loaf (loaves), a pound, a jar, a tin, a bag

### 4 Guess what they sell and say what you can buy at these shops.

The Sweet Shop

**SUPER  
SPORTS**

**Toys**

**Ted's Fruit &  
Vegetables**

Greengrocer's  
Shop

Italian  
Furniture

**Clothes for  
Ladies**

#### DO YOU KNOW?

BAKER'S, GREENGROCER'S, BUTCHER'S is short for baker's shop, greengrocer's shop, butcher's shop. Everybody knows it is a shop, so we can leave the word out.

**For example:** I'm going to the **greengrocer's** to get some oranges and some tomatoes.

## READING



### 1 Read and name some popular British shops.

#### Shopping in Britain

When you want to buy something you go to a shop or market. To buy food in Britain people usually go to the baker's, to the butcher's, to the sweet shop or to the greengrocer's. If you need either sugar or rice, you go to the grocer's. If you need fish, you go to the fishmonger's. At the dairy's you can buy dairy products like milk or cream.

But nowadays supermarkets become more and more popular. They use the self-service system. It means you walk round the shop and choose what you want. You can use trolleys. At the exit you pay for all your goods at the cashier.

Sainsbury's



TESCO



If you are a traveller in Britain, you should know some popular shops and supermarkets. Sainsbury's are very big supermarkets. They are for richer people who want to do shopping once a week or even once a month. Tesco supermarkets are leaders, too. But they sell goods at cheaper prices. British Home Stores (BHS) is a group of large shops selling mainly clothes and other products for the houses.

# Lesson 2

Buying clothes in Britain can be a problem for Europeans, because they have different size system. Ready-made clothes departments in London usually use both British and European sizes on the tags<sup>1</sup>.

There are some traditions about shopping in Britain. Mothers usually buy clothes for their small children, but British teenagers usually buy clothes by themselves. The British usually buy food in supermarkets once a week.

Don't forget that the British use 'please' and 'thank you' a lot.

## VOCABULARY BOX

**cash** [kæʃ]

**cashier** [kæ'ʃiə]

**cheap** [tʃi:p]

**goods** [gʊdz]

**price** [praɪs]

**sale** ['seɪl]

**self-service** [ˌself'sɜ:vɪs]

**size** [saɪz]

**trolley** ['trɒli]

**ready-made** [ˌredi'meɪd]

B&S



<sup>1</sup>a tag [tæg] — ярлик

## 2 Complete the sentences.

- A
- 1 They usually buy food at the .....
  - 2 Supermarkets .....
  - 3 In the supermarket you .....
  - 4 If you are a traveller in Britain .....
  - 5 Sales are .....
  - 6 Sainsbury's supermarkets are .....
- B
- 1 Tesco supermarkets sell .....
  - 2 British Home Stores is a group of .....
  - 3 Buying clothes can be a problem because .....
  - 4 Ready-made clothes in London .....
  - 5 Teenagers in Britain .....
  - 6 Mothers in Britain .....
  - 7 You can hear .....



## 3 Ask and answer in pairs.

- 1 What can you buy at the baker's?
- 2 What can you buy at the butcher's?
- 3 You buy sweets at the greengrocer's, don't you?
- 4 Where can you buy sour cream?
- 5 Where can you buy fish?

## 4 Speak about shopping. Work in groups.

- 1 Do you like shopping? Why / Why not?
- 2 What kinds of shops do you like? Why?
- 3 What kinds of shops don't you like? Why?



# Lesson 2



5 Listen to the song and name the shops that are in the street where John lives.

## IN MY STREET

I am John.

Let me tell you about my street.

It is not very long.

There are some shops in the street and a lot of trees.

There is a baker's shop with fresh bread and a greengrocer's with fresh fruit and vegetables.

I go to the supermarket every day. It is next to my house.

It is not a busy street so we ride our bikes there.

Some boys play ball in the street, but it is dangerous<sup>1</sup>.

There are no tall buildings there, just family houses and small blocks of flats.

There are a lot of cats in my street.

I have some nice neighbours.

I love my street very much.



<sup>1</sup>dangerous ['deɪndʒərəs] — небезпечний

# LISTENING



1 a) *Before listening look through the photos and say what you see in them.*



b) *Listen and name the best-known shops in Britain.*

If you go shopping in Britain it's important to know that most shops open at 9.00 am and stay open all day till 5.30 or 6.00 pm. Some are open 24 hours a day. The best-known shops you can find in any British town are *Tesco*, *Marks & Spencer*, a large clothes shop with a food section, and *Boots*, which sells mainly toiletries and medicines.

If you need to change money you can do it at *Barclays*, *Lloyds* *TSB* or some other British banks. Pounds and pence are the British money.

# Lesson 2

## c) Answer the questions.

- When are the most shops open in Britain?
- What time do British shops stay open?
- Where do they sell clothes?
- Where do they sell toiletries?
- Where can you go when you need to change money?
- What is British money called?



## 2 a) Listen and read.

### British Money ['mʌni]

- 1 penny, 2 pence [pens], 5 pence,  
10 pence, 20 pence, 50 pence.  
1 pound (£ 1) = 100 pence  
5 pounds (£5), 10 pounds (£10),  
20 pounds (£20), 50 pounds (£50),  
100 pounds (£100)



## b) Read and compare the sentences.

How much **is** it?

How much **are** they?

How much **is** this newspaper?

How much **are** these shoes?

How much **is** the dress?

How much **are** the jeans?

How much **is** that book?

How much **are** those two books?

## c) Read and pronounce.

It is £15 (fifteen pounds).

The dress is £50.25 pence (fifty pounds twenty-five pence).

They are £24 and 10 pence (twenty-four pounds ten pence).

The jeans are £35 (thirty-five pounds).

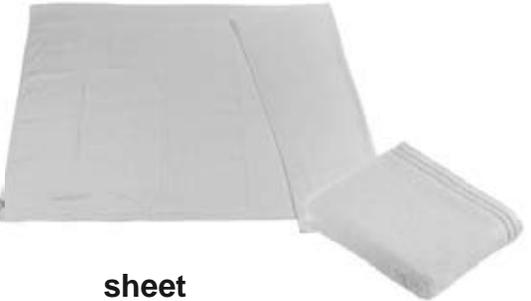
**3 a) Before listening name the things below.**



**blanket**  
['blæŋkɪt]



**pillow**  
['pɪləʊ]



**sheet**  
[ʃi:t]

**towel**  
[taʊəl]



**b) Listen to the story about Mrs McBright's shopping day and say what she bought for Betty.**

**VOCABULARY BOX**

**bargain** ['bɑ:ɡɪn]

**department store**

[di'pɑ:tmənt, stɔ:]

**expensive** [ɪk'spensɪv]

**shop assistant** [ə'sɪst(ə)nt]

**silk** [sɪlk]

**suit** [su:t]

**wool** [wʊl]



# Lesson 2

## c) Answer the questions.

- 1 What is *Selfridge's*?
- 2 Where is this store situated?
- 3 What does the *White Sale* mean?
- 4 What did Mrs McBright want to buy?
- 5 What was the price of the towels?
- 6 What kind of sheets did she buy?
- 7 When will Mrs McBright get all she has bought?
- 8 What did Mrs McBright buy for her husband.
- 9 What did she buy for herself?

## 4 Work in pairs. Name:

- the soft hair of the sheep
- something that is used to cover a bed
- things which are made of wool
- something that is used to put one's head on
- something that is used on beds to keep people warm
- something that is used to dry parts of one's body
- the word which is used to say that we need something



## 5 Listen and choose the correct words.

### In a Clothes Shop

**Shop Assistant:** May I *help* / *kiss* you?

**Customer:** Yes, I'm looking for a *book* / *sweater*.

**Shop Assistant:** What *colour*?

**Customer:** *Blue* / *Red*.

**Shop Assistant:** Here you are.

**Customer:** How much is it?

**Shop Assistant:** *EUR 10* / *EUR 20*. Do you like it?

**Customer:** Yes, it's *horrible*<sup>1</sup> / *perfect*.

**Shop Assistant:** You can pay at the *restaurant* / *cash register*.

**Customer:** Thanks.



<sup>1</sup>horrible ['hɒrəbl] — жадливый

# GRAMMAR

## 1 Ask and answer in pairs.

- Where were you...  
...five minutes ago? / yesterday at 3 pm? / yesterday at 9 pm?  
/ last weekend? / last July?
- Who were you with?

## 2 Match and read the pairs aloud.

- |          |                                     |        |
|----------|-------------------------------------|--------|
| 1 went   | <input type="checkbox"/>            | can    |
| 2 saw    | <input type="checkbox"/>            | see    |
| 3 could  | <input type="checkbox"/>            | get    |
| 4 said   | <input checked="" type="checkbox"/> | go     |
| 5 got    | <input type="checkbox"/>            | say    |
| 6 had    | <input type="checkbox"/>            | read   |
| 7 read   | <input type="checkbox"/>            | have   |
| 8 came   | <input type="checkbox"/>            | become |
| 9 became | <input type="checkbox"/>            | come   |



## 3 Listen to the rap and sing it along.

### Great Past Simple Tense Rap

Anna read legends,  
Anna read tales,  
When she read her stories,  
Children said, "Great!"

Charlie came from England,  
Charlie went to the USA,  
His films got the Oscar,  
And people said, "Great!"

When people saw Leo's paintings,  
They said, "Great!"



# Lesson 2

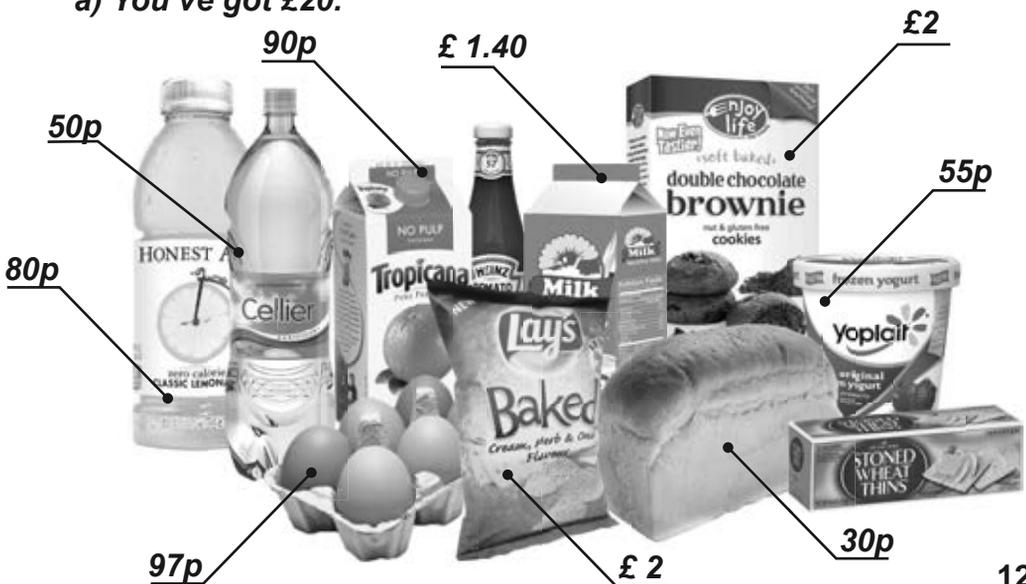
When Leo saw Lisa,  
He said, "Great!"

Mozart could write music,  
He could sing and play.  
When he became famous,  
People said, "Great!"

They all had good times,  
They all had bad times,  
They all became famous,  
And people said, "Great!"



- 4 **Speak about your last visit to a department store or a supermarket. Say what you saw there, what you bought there, what the prices were, how much money you spent there.**
- 5 **In pairs ask and answer about shops you will go to and what you will buy when you come to Paris.**
- 6 **Look and think what you'll buy for the party.**
  - a) **You've got £20.**



**b) Plan your party. Discuss it in pairs.**

**Example:**

**A:** Will we need any bread?

**B:** Yes.

**A:** How much is it?

**B:** It's 30p a loaf.

**A:** How many loaves will we need?

**B:** Four, I think.

**A:** No, three will be enough.

**B:** OK. Three. That will be 90p for bread.



**7 a) Write as in the example.**

*slow – slower – the slowest*

*wonderful – more wonderful – the most wonderful*

interesting, large, famous, fantastic, expensive, good, cheap,  
bad, delicious, economical, convenient, small, close

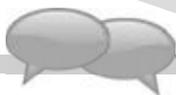
**b) Complete with the correct degree of comparison of each adjective in brackets.**

The market is (*close*) ... to the McBrights' house than supermarket. Mrs McBright thinks the market is (*good*) ... than the supermarket. Fruit and vegetables there are (*fresh*) ... than vegetables and fruit in the supermarket, and they are also (*cheap*) ... than the ones in the shops. Mrs McBright thinks the market is (*exciting*) ... place in London. It's (*colourful*) ... than the shops in the high street. She thinks the market is (*good*) ... place to shop in London.

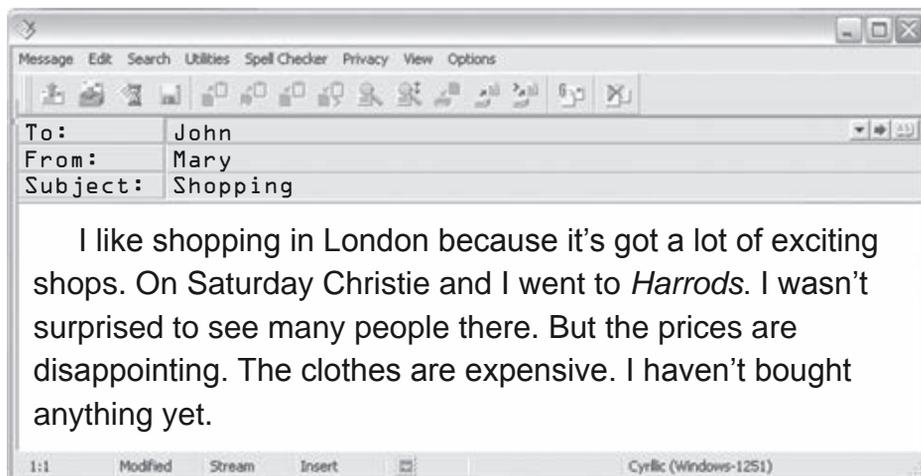
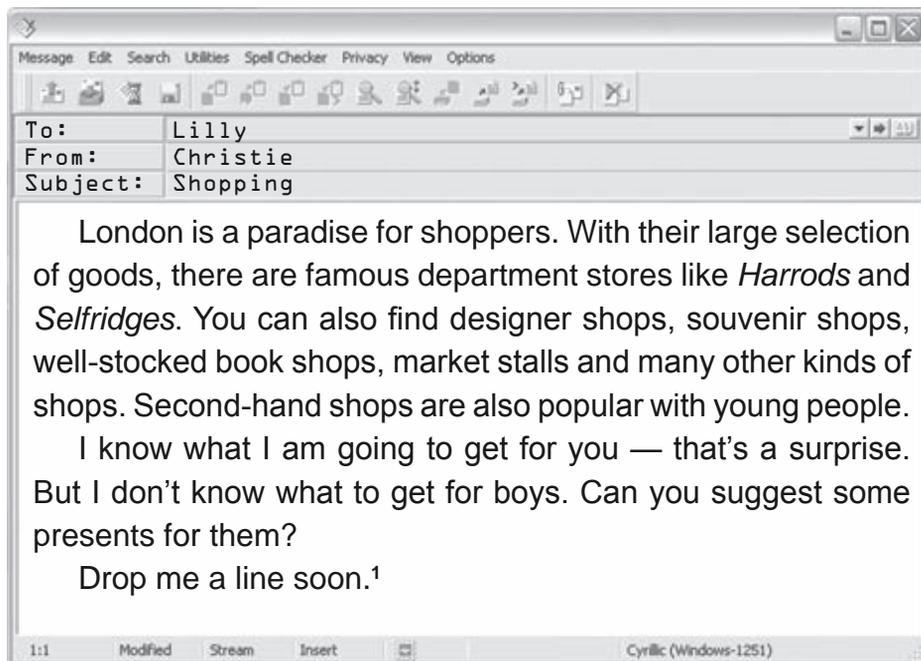


# Lesson 2

## SPEAKING



### 1 a) Read the e-mail letters and speak on the girls' impressions of shops in London.



<sup>1</sup>to drop a line — накинути рядок (написати коротко)

<sup>2</sup>disappointing [ˌdɪsəˈpɔɪntɪŋ] — такі, що розчаровують

**b) Answer the questions.**

- 1 What kind of shops can everyone find in London?
- 2 What kind of shops are popular with young people?
- 3 Has Christie bought any presents for her friends in Ukraine?
- 4 Where were the girls on Saturday?
- 5 What was the place like?
- 6 Has Mary bought any clothes?
- 7 Does Mary like shopping in London?
- 8 Why does Christie call London a paradise for shoppers?

**VOCABULARY BOX**  
**advertisement** [ed'vɜ:tismənt]  
**customer** ['kʌstəmə]  
**item** ['aɪtəm]  
**paradise** ['pærədəɪs]  
**selection** [sə'lekʃn]  
**stall** [stɔ:l]  
**well-stocked** [wel'stɒkt]



**2 In groups, discuss the prices in Britain of the goods below and compare with the prices in Ukraine.**



a daily newspaper

a litre of milk

a loaf of bread

a packet of cigarettes

a litre of petrol

a pair of jeans

a cup of coffee

a small family car

a cinema ticket



# Lesson 2

### 3 *Read and act out the dialogues in pairs.*

**A:** There is little flour left. Will you go to the grocer's and buy a bag of flour, please?

**B:** Shall I also buy a bag of sugar?

**A:** Yes, please. Buy two bags of sugar and a packet of tea.

**B:** What about salt?

**A:** There is a lot. But you can buy a jar of sour cream and two bottles of oil. Is that OK?

\*\*\*

**A:** Good morning. What can I do for you?

**B:** I want a pound of carrots and a large cabbage, please.

**A:** Yes, certainly. Anything else?

**B:** Some fruit, please, six oranges and two pounds of apples.

**A:** Any grapes?

**B:** No, nothing else, thank you.



### 4 a) *Put each dialogue in the right order and act it out.*

*Work in pairs.*

- Hello.
- Oh, I forget, I need a plastic bag, please.
- One kilo of English Cox apple, please.
- Thank you.
- Here you are.
- Hello.
- 90 p for a kilo.
- They are 20 p.
- Here's the money and thanks a lot. Goodbye.
- How much are they?



- b)  All right.  
 Yes, two cartons.  
 John, would you go and get some sugar?  
 Yogurt?  
 Shall I get anything else?  
 Yes. How much shall I get?  
 Oh, yes, get a bottle of milk or, perhaps two, and yes, some yogurt, too.  
 Get one packet.



**5 Look at the pictures and answer the questions below.**

They are the 8 best-selling items in Britain.



Casio Watch



Heinz Baked Beans



Dunlop Sports Shoes



Hula Hoops Potato Rings



Colgate Toothpaste



Honda Moped



Kellogg's Cornflakes



Levi's Jeans

- Why do Britons buy these things most?
- Would you like to buy any of these things? Why?

# Lesson 2

## 6 *Role-play in pairs. Imagine you are at Selfridge's.*

**Pupil A**, you are a shop assistant.

**Pupil B**, you are a customer.

**Use the phrases from the boxes below.**

### **Phrases for A**

Can I help you?

(A small one or a large one?)

Yes, anything else?

What size?

It costs ...

Certainly, sir / madam.

It suits you perfectly.

### **Phrases for B**

Can I have ... please?

(A large one, please.)

Yes, I'd like ...

I think ... will be OK.

Now I need ...

Can I try it / them on?

How much is it / are they?

Here is the money.

## 7 *Role-play some situations on doing shopping at ready-made clothes department. Work in a group of three.*

Collect some outdoor clothes like jackets and coats, and put them on a desk at the front of the class. One of you is a shop assistant.



## WRITING



- 1 Read the advertisement. Use it as an example to write your own advertisement for one or two best selling things in Ukraine. Make a drawing or design it with cutting-outs to present your advertisement in front of the class.

**SPORTS SHOES!**

**DUNLOP**

I would like to buy them!  
They are not like other shoes!  
I like the way they are designed.  
Besides they are strong, light and comfortable.  
They are expensive, but they are the best!



- 2 Make a poster about shops in your town.  
Work in a group of four.



# Lesson 2

## FILE FOR PROJECT

- 1 Brainstorm<sup>1</sup> your ideas.
  - Choose 3-4 shops.
  - What goods do they sell?
  - What can you say about the selection and prices? Are they well-stocked?
  - What is the staff<sup>2</sup> like? Is it helpful or too busy to answer your questions?
  - How can you get the information about the shops?
- 2 Write a short information about each of the shops.
- 3 Take a photo or make your drawings / cutting-outs to design your poster. Do captions.
- 4 Present your poster in class.



<sup>1</sup>Brainstorm ['breɪnstɔ:m] your ideas. — Висловлюй свої думки.

<sup>2</sup>staff [stɑ:f] — працівники

# LOOK BACK!

## 1 Answer the questions as in the examples.

### Example:

- Where did he buy this book?
- He bought it at Waterstones.
- Did he buy his sneakers at the sports shop?
- Yes, he did. / No, he didn't.

- A
- 1 Where did she find her dress?
  - 2 Where did you last see the snow?
  - 3 Did you find this exercise difficult?
  - 4 Did your mum buy cheese?
  - 5 Did you come here by tram?
  - 6 What languages did you study last year?
- B
- 1 What did you drink in the morning?
  - 2 When did you last eat cake?
  - 3 Did you go to the Crimea last summer?
  - 4 When did you get up yesterday?
  - 5 What did you have for breakfast?
  - 6 Did you think about going shopping yesterday?
  - 7 How did you like your friend's birthday?



## 2 Fill in the gaps with 'much', 'many', 'is' or 'are'.

- How ..... salt do you need?
- How ..... packets of salt are you going to buy?
- How ..... sugar do you need for you cake?
- How ..... bottles of water are there in the fridge?
- How ..... loaves of bread have you got?
- There ..... cans of tuna fish on the table.
- There ..... fish in the freezer.
- There ..... chocolate in this ice cream.
- There ..... bars of chocolate in my bag.

# Lesson 1-2

3 Look at the pictures and complete the information what Ben, Anna and Lewis had for breakfast today.



Ben



Lewis



Anna

For breakfast Ben had bacon and ..., a cup of ..., a ... of milk and a ... .

For breakfast Anna had a ... of cereals with ..., a glass of orange ... and a ... .

For breakfast Lewis had some toast with ... and ... and a ... of tea with ... and honey.

4 a) Read the dialogue and say where Vicky and Sam are and what time of the day it is.

**Sam:** What's for breakfast?

**Vicky:** Well, there is some cereal.

**Sam:** Cereal. Have we got any eggs?

**Vicky:** No, sorry. Do you want a slice of bread?

**Sam:** OK. Where's the jam?

**Vicky:** Erm, we haven't got any jam, but we've got some butter.

**Sam:** Great! Bread and butter for breakfast. Is the coffee ready?

**Vicky:** Yes, here you are.

**Sam:** Can you pass me the sugar, please?

**Vicky:** We haven't got any. Sorry, Sam.

**Sam:** Vicky, I'm going to the supermarket. Make a list of food we need!

b) Read again and make Vicky's shopping list for Sam.

**5 a) Complete the article with the words from the box.**

costs, pay (*twice*), cash desk, cashier (*3 times*), pounds

In most countries the sign at the ... in a shop says something like "... HERE". In Britain, though, it nearly always says "Please ... HERE". When you go shopping, you can often hear people say 'please'. Let's say you're buying a book which ... 10 pounds. You hand it to the ..., who will probably say, "Ten ..., please". This sounds like "May I have the money, please?", but it's really just a way of talking. Even if you've got the money in your hand, and are giving it to the ..., he or she will still say the same thing! Remember, the ... is always expected to be polite.

**b) Find out and say when the British say 'please'.**

**6 Look at the pictures of these two shops below. Describe and compare them. Use the words from the box.**



The shop in picture ... is a large group of popular shops, I suppose. It is huge with the good selection of ... and it is more ... than the shop in picture ... But ...

modern, well-stocked, wide selection, old fashioned, interesting, crowded, busy, friendly, helpful, noisy, popular, cosy, convenient, in the state, expensive, cheap, polite disappointing, exciting, well-designed, famous, surprising

# Lesson 1-2

**7 a) Read the dialogue and write down Mike's shopping list.**

**George:** Are you going shopping?

**Mike:** Yes, I need some new batteries for my radio.

**George:** Here's a ten pound note. Oh, and can you get me the *TV Times*?

**Mike:** Why can't you go shopping yourself?

**George:** Because I'm lazy!

**b) Make up the similar dialogue. Make a shopping list of four items. Act out in pairs.**

— Are you going to the shop?

— Yes, I am.

**8 Work in groups. Get ready for your class picnic.**

## FILE FOR PROJECT

**1 Decide in groups:**

- a good place for a picnic
- a good day to go
- the food to take
- the things to take (plates, cups, knives, spoons, forks, etc)

**2 Begin like this:**

Let's go to... . Good idea.

When can we go?

How about on...?

What do we need?

Let's take some... / How about some...?

OK. / No, we don't need any...

**3 Compare your ideas with other groups.**

**4 Can you make one plan for all the class discussions?**



**1 Read the name of the story, look at the pictures and say what you think the story is about.**



**2 Listen and read the story to find out what the 'dragon soup' is.**

## DRAGON SOUP

*(after Tom McGowen)*

There was a kingdom<sup>1</sup> and a king who was very fat because he was fond of food. He began his day with a big breakfast at 8 o'clock and had a snack at 10 and a large lunch at 12. Then he watched tennis or horses, then he had a small snack at 2 in the afternoon. At 4 he had sandwiches and at 7 in the evening he happily sat down to a royal dinner party.



The king had one problem: he wanted to make changes in every dish. That's why all his cooks left him because they didn't like changing all their recipes.

"We are going to have a contest and the one who tells me the most unusual recipe can be the royal cook!" the king said one day.

---

<sup>1</sup>a kingdom ['kɪŋdəm] — королівство

The next day all the people who thought they were good cooks came to the king's castle. One young man saw that long line of people and learnt about the king's contest. He learnt about the problem that the cooks had with the king. They didn't like the king, who told them what to do, put things in their pots and did cooking himself. So, the young man thought a little and got into a line.



In the afternoon he finally came inside the palace. “What’s your name and recipe?” the king asked. “I’m Klaus Dinkelspies, Your Majesty<sup>1</sup>. I’ve got a recipe of a dragon soup!” The king said, “That’s interesting. What’s in it?” “Oh, I can’t tell you!” answered Klaus. “It is a secret in my family.” “I understand,” said the king, “but if we can get a dragon, you must cook it for me. You are the new royal<sup>2</sup> cook now.”

Klaus felt good. When the king wanted any dish, Klaus

<sup>1</sup>Your Majesty ['mædʒəstɪ] — Ваша Величність

<sup>2</sup>royal ['rɔɪəl] — королівський

asked him, “Would Your Majesty tell me exactly<sup>1</sup> how you want this dish cooked?” The king was happy not only to give him instructions but to cook happily in the kitchen. Klaus only kept saying, “Oh, I usually use the same method.” When a dish was ready, he said, “I thank you for all your instructions, sir. Now I can invite you to the dinner party!”



Time passed. One morning the king shouted, “Surprise! Now you can cook your special dragon soup. I am not going to come into the kitchen. I remember it’s your secret!” The soldiers brought the cage<sup>2</sup> with the real dragon. Klaus looked at it and saw a tear<sup>3</sup> on the dragon’s cheek. “Are you going to kill me?” he asked. “Believe me, dragon,” said Klaus. “I don’t want to cook you. I just wanted to fool the king and show I was a cook. I can’t make any soup.” “Oh, it’s easy,” said dragon. “Can you cook?” asked Klaus. “Well, I’m a good cook,”

---

<sup>1</sup>exactly [ɪg'zæktli] — точно

<sup>2</sup>a cage [keɪdʒ] — клітка

<sup>3</sup>a tear [tiə] — сльоза

answered the dragon and Klaus began to smile...

At 7 in the morning the king came to taste Klaus's wonderful dragon soup. After four helpings<sup>1</sup> he said, "That is one of best soups I've ever eaten!" "You see, the thing that makes dragon soup so unusual is that it can only be when a dragon cooks it itself! Let me introduce<sup>2</sup> my assistant!" Klaus called and the dragon came in, wearing a tall white cook's hat and an apron<sup>3</sup>.

So, Klaus was happy to live in the beautiful palace without working hard. The dragon felt good to be an assistant of the royal cook. But the happiest of all was the kitchen helper. He didn't need to light<sup>4</sup> fire because the dragon lighted his own stove<sup>5</sup> by shooting fire out of his nose!

### 3 *Answer the questions.*

- 1 How do you know that the king was fond of eating?
- 2 What sort of cook did the king need?
- 3 What did Klaus do to become a royal cook?
- 4 Did the king like his new cook? Why?
- 5 Was Klaus a kind and clever man? How do you know?
- 6 Who was the happiest in the end? Why?

### 4 *Work in a group of four.*

- a) Divide the story into the passages<sup>6</sup> and give the headings to each of them.
- b) Use your list of headings as a plan to retell the story.

---

<sup>1</sup>a helping ['helpɪŋ] — порція

<sup>2</sup>to introduce [ˌɪntrə'dju:s] — представляти

<sup>3</sup>an apron ['eɪprən] — фартух

<sup>4</sup>to light [laɪt] — запалювати

<sup>5</sup>a stove [stəʊv] — піч

<sup>6</sup>a passage ['pæsɪdʒ] — уривок

# My Learning Diary



This unit is called .....



I like lesson .....



I think this unit is:

easy

(tick what is true for you)

not very easy

difficult

- Five important words from this unit are:

---

---

- Two difficult words from this unit are:

---

---

- Two easy words from this unit are:

---

---

- Two words from this unit that I don't like are:

---

---

- My favourite word(s) from this unit is (are):

---

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# Lessons 1-2

My Words from Unit 3

Lesson 1

Lesson 2

# My Learning Diary



**After the unit I can:**

*(tick what is true for you)*

NOW I CAN			
● name food items			
● speak about food groups			
● ask and answer about healthy food			
● tell about my usual meal			
● understand and use information about British food			
● ask and answer about smb's favourite food			
● talk with the shop assistant at a food shop			
● understand the difference between the Future Simple Tense and 'going to' structure			
● make an order in a cafe			
● understand and use countables and uncountables with or without articles			
● name different kinds of shops			
● name different packets for food			
● describe shopping in Britain			
● understand opening and closing hours of shops			
● understand British money			
● speak about my last visit to a department store / supermarket			
● express my impressions about shops			
● compare two shops			
● make an advertisement of a selling thing			
● make a poster of shops in my town			
<b>MY WORK</b>			

# Unit 4

## TRAVELLING

- On the Move
- So Many Places

### Pre-reading questions

- Why do people travel?
- What means of transport do you know?
- Is it important to plan a trip? Why?
- What places would you like  
to visit one day?
- What do you know about London?
- Can you present your town  
to a foreign guest?

# ON THE MOVE

## VOCABULARY



1 Match the pictures with the words.



- 8 bike
- car
- spaceship

- plane
- train
- bus

- ship
- underground
- helicopter

# Lesson 1

## 2 Think and say where you can go in summer and how you'll get there.

**Example:** I can go to the seaside, I'll travel there by plane.

### REMEMBER!

get	into	a car	take	a taxi
	out of	a taxi		a train
				a plane
get	on	a train	catch / miss	a train
	off	a bus		a plane
				a bus

## 3 Complete the sentences with the verbs from the 'Remember!' box.

- This is my stop. I have to ... .
- I have to get from London to Paris quickly, so I ... .
- I missed the bus in the morning, so I have to ... .
- I ... the bus, because I was late.
- The train arrived at the station and we ... .
- I think I can ... to take me to the railway station.



## 4 Make up as many sentences as you can.

The train	arrived didn't arrive	in at	the railway station	on time. late.
The plane			the airport	
The bus			the bus station	
The car			Kyiv London	

# READING



## 1 Read and explain why people travel on their holidays.



### WHAT IS TRAVELLING?

Are you fond of travelling? If yes, you can see and learn lots of things. The best way to study geography is to travel. The best way to get to know and understand people is to meet them at their own homes.

When people are on holidays or, as Americans say, on vacations, they like a change. They travel to see other countries and continents, cities and towns. It is always interesting to discover new things. If you are on holidays, you should arrange everything before you go on a trip.

There are travel agencies where you can get help with the means of transport and the planning of your vacations. You can travel by train, by plane, by ship or by car. When you use any kind of transport you are called a passenger.

It's for sure that all ways of travelling have their advantages and disadvantages. And people choose the way they like.

Don't forget a camera to take photos of sights of a city or views of mountains, lakes, forests or famous people, ancient buildings or even animals and birds. You will be pleased enough to watch the photos of the happy moments of your life.



# Lesson 1

## 2 Ask and answer in pairs.

- 1 Do you agree that the best way to study geography is to travel?
- 2 Why do people travel when they are on their holidays?
- 3 Who can help with the transport and the planning of your holidays?
- 4 What means of transport can you travel by?
- 5 What do people think about when they choose the way of travelling?
- 6 What should you do before you go on a trip?
- 7 What photos can you take while travelling?
- 8 Why do people take photos?

## 3 a) Look at the picture and read the story.

### LITTLE RED RIDING HOOD'S TRIP

At first little Red Riding Hood went on foot, then she took a bus to the Railway Station. She went by train to the Airport and flew by plane over the mountains. She took a taxi to the harbour and sailed by ship across the sea. Then she rode her bicycle to her Granny.

## b) Work in pairs. One of you is a Little Red Riding Hood. The other is an interviewer. Have a talk about the Hood's trip.

- How did you get to ... ?
- I went there by ... .



### VOCABULARY BOX

**advantage** [əd'vɑ:ntɪdʒ]

**airhostess** [eə'həʊstɪs]

**cart** [kɑ:t]

**check-in desk**

[tʃekɪn desk]

**disadvantage**

[dɪsəd'vɑ:ntɪdʒ]

**suitcase** ['su:t,keɪs]

**arrange** [ə'reɪndʒ]

**arrive** [ə'raɪv]

● **book a ticket**

● **get on a trip**

**4 Use the phrases below to make the sentences as in the example.**

**Example:** to study geography / to travel

*The best way to study geography is to travel.*

- to get to know and understand people / to meet them at their own homes
- to learn a language / to live in the country / it is spoken in
- to get to know the country / to learn its language

**5 Read the letter and say how the girl felt about her travelling by plane.**

*Hello, everyone!*

*Last week I travelled by plane for the first time in my life<sup>1</sup>. I travelled with my parents.*

*We went to the airport by taxi. When we arrived there, we put our suitcases on a cart and went into the airport.*

*The airport was very busy. There were too many people. Some of them were at the check-in desk. Others were at the information desk. When we got on the plane, an air hostess said hello to us and pointed to our seats. There were lots of people on the plane, too.*

*It was fantastic when the plane started going up into the air. I looked through the window. Everything below us was very small — the streets, the cars, the buildings and the people. And I felt very excited!*

*Julia.*

---

<sup>1</sup>for the first time in my life — уперше в житті



# Lesson 1

## 6 Choose the correct word to complete each sentence.

- 1 Julia went to the airport ...  
a) by bus    b) by taxi
- 2 They put their suitcases ...  
a) on a cart    b) on a trolley
- 3 The airport was very ...  
a) quiet    b) busy
- 4 Some of the people stood at the ...  
a) souvenir shop    b) check-in desk
- 5 When they got on the plane ... said hello to them.  
a) a pilot    b) an air hostess
- 6 It was fantastic when the plane started going ...  
a) down onto the ground    b) up into the air
- 7 Julia felt very ...  
a) excited    b) unhappy



## 7 Ask and answer in pairs.

- 1 Have you ever travelled?
- 2 When did you have your journey?
- 3 Where did you go?
- 4 Did you travel by train, by ship or by plane?
- 5 What did you see on your journey?
- 6 Why do people travel?



# LISTENING



- 1 a) *Before listening say what your favourite way of travelling is and explain why.*

## VOCABULARY BOX

**journey** ['dʒɜ:nɪ]  
**sailor** ['seɪlə]  
**dangerous** ['deɪndʒərəs]  
**enjoyable** [ɪn'dʒɔɪəbəl]  
**safe** [seɪf]  
**tiring** ['taɪərɪŋ]  
**troublesome** ['trʌbəlɪsəm]



- b) *Listen to the story and find out what way of travelling Mrs Smith has chosen.*

- c) *Say if the sentences are true or false.*

- 1 The Smiths have decided to visit their uncle.
- 2 Aunt Emily lives in Liverpool.
- 3 When we travel by train we'll get speed and comfort.
- 4 It is hot on a train in summer.
- 5 The quickest way of travelling is by plane.
- 6 Planes fly in any weather.
- 7 They'll go to Liverpool by train.

- 2 *Answer the questions.*

- 1 Where does aunt Emily live?
- 2 Does Alice like to travel by train?
- 3 What is the quickest way of travelling?
- 4 Do planes fly in bad weather?
- 5 Is it expensive to travel by plane?
- 6 Does Mrs. Smith like the idea of going to Liverpool by ship?
- 7 What kind of transport will the Smiths go to Liverpool by?
- 8 Say what way of travelling you like best of all. Why?

# Lesson 1

### 3 Agree or disagree. Work in groups.

- 1 Travelling is very popular nowadays.
- 2 The fastest way of travelling is by train.
- 3 Travelling by plane is slower than by train.
- 4 Travelling by car hasn't got any advantages.
- 5 Travelling means getting about town, too.
- 6 Trains are more comfortable than buses.
- 7 Train tickets are always more expensive than bus tickets.
- 8 Train journeys are more interesting than bus journeys.

#### DO YOU KNOW?

In the past people travelled round the world by sea. Since the Magellan's time people have travelled round the world on foot and by all forms of transport. Some have ridden bicycles, horses or motorcycles. Others have travelled by train, by car and by ship or by plane. In the 16th century



it took

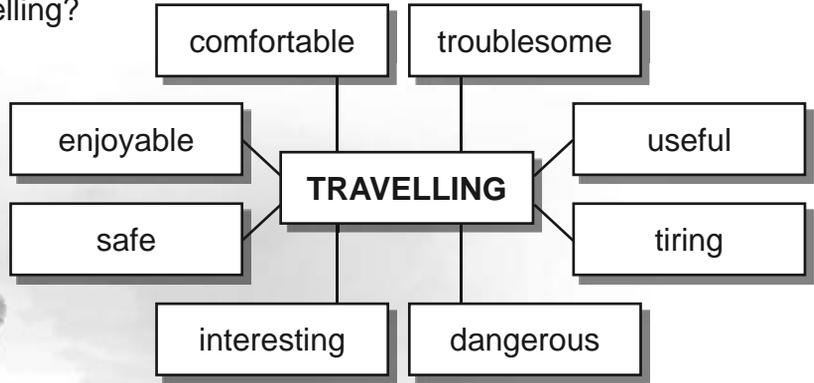
Magellan's men three years to travel round the world. In 1961 Yuriy Gagarin travelled around the Earth by spaceship in 89 minutes.

### 4 Prove that it wasn't easy to be on the move in the past and the travellers of that time were brave people. Use:

not	comfortable	enough	too	dangerous
	safe			tiring
	enjoyable			troublesome

**5 Use the word map below to explain why there are different thoughts about travelling.**

- What are advantages and disadvantages of each way of travelling?



*I like travelling ...*  
 .....  
 .....  
*But sometimes travelling is ...*  
 .....



**6 Listen and say the rhyme.**

Over the mountains,  
 Over the plains,  
 Over the rivers  
 Here come trains.

Carrying passengers,  
 Carrying mail,  
 Over the country  
 Here come trains.



Over the river,  
 Over the bays  
 Ferryboats travel  
 Every day.

Watching the seagulls,  
 Laughing with friends  
 I'm always sorry,  
 When the trip ends.

# Lesson 1

## GRAMMAR



### 1 Complete the sentences with the words from the box.

yet, already, never, ever, recently, lately

- 1 Have you had a holiday ...?
- 2 I haven't heard from my uncle ... .
- 3 Have they called you ...? No, they haven't called me ... .
- 4 He has ... been to the National Museum.
- 5 Have they ... eaten at the new café?

### 2 Match the beginnings of the sentences with their correct endings.

- |                                 |   |
|---------------------------------|---|
| 1 Tom is happy because          | a) he hasn't won the prize.                 |
| 2 Becky is proud because        | b) he has flown to Paris with his Dad.      |
| 3 Nelly is interested because   | c) he has fallen ill.                       |
| 4 Fred is busy because          | d) he has fallen over on the ground.        |
| 5 Mary's dress is clean because | e) she has been to many countries.          |
| 6 Paul's shirt is dirty because | f) she has washed it.                       |
| 7 Richard is sad because        | g) she hasn't read the story up to the end. |

### 3 Choose the right form of the verb.

- 1 I ... to the seaside 3 years ago.  
a) have gone b) went c) go
- 2 We decide ... at the hotel.  
a) stay b) stayed c) to stay
- 3 Where did you ... last weekend?  
a) go b) went c) have gone
- 4 They ... for Kyiv by plane yesterday.  
a) have left b) leave c) left



**4 Open the brackets and put the verbs into the correct forms.**

**Example:** 1 Liz ... (*to travel*) by plane very often.

*Liz travels by plane very often.*

- 2 His parents ... (*to enjoy*) travelling by sea last July.
- 3 John ... (*to travel*) light last winter holidays.
- 4 The passengers just ... (*to fasten*) the safety belts.
- 5 Susan usually ... (*to travel*) by bus or train.
- 6 Her friends ... (*to travel*) by bus round Europe last year.
- 7 Last summer Mary's journey ... (*to be*) through the South of Italy.

**5 Change each sentence into the negative and interrogative form.**

- 1 We shall catch a bus to the railway station.
- 2 Yesterday evening the doorman at the hotel took our suitcases and pointed the way to the desk-clerk.
- 3 Her friends will take a taxi to the airport in twenty minutes.
- 4 Mark often travelled on business last year.
- 5 They have just arrived.
- 6 We had a pleasant and enjoyable voyage on the Black Sea last summer.
- 7 She has been to Spain already.

**6 Ask questions using the words in brackets as in the example.**

**Example:** We'll have a longer stop in Poltava. (*Where*)

*Where shall we have a longer stop?*

- 1 David will go to Turkey by ship. (*How*)
- 2 Mary booked tickets to Berlin last Monday. (*Who*)
- 3 His train usually arrives in Kharkiv at 5.00. (*When*)
- 4 We shall have a longer stop in Zhmerynka in two hours. (*Where*)
- 5 This train from Lviv always runs on time. (*What train*)
- 6 She hasn't written the place and date of her birth in the personal registration card at the hotel. (*Why*)
- 7 Their train arrived to London 5 minutes ago. (*When*)
- 8 I haven't taken a bus to Zhytomyr yet. (*Where*)

# Lesson 1

## 7 Open the brackets and put the verbs in Present Perfect or Past Simple.

- A
- 1 I ... (*come*) to America in 1980.
  - 2 Do you know Australia? — No, I never ... (*be*) there.
  - 3 When I was a child I ... (*travel*) a lot.
  - 4 You ... (*read*) any English books?
  - 5 I never ... (*travel*) by train.
- B
- 1 It often ... (*snow*) last winter?
  - 2 When they ... (*get married*)?
  - 3 You ... (*see*) the film about animals last night?
  - 4 You ... (*have*) dinner today?
  - 5 I ... (*lose*) my glasses. I can't find them anywhere.
  - 6 Mary lives in York. She (*live*) there all her life.

## SPEAKING



### 1 Listen and read the interview with Alex and say what way of travelling is his favourite one.



**Terry:** You travel a lot, don't you?

**Alex:** Oh yes, I love travelling. I spend too much time visiting different parts of the world, sometimes on business and sometimes for pleasure.

**Terry:** Have you ever travelled by plane?

**Alex:** Yes, I have. I always go by plane on my business trips. When I travel for pleasure, I usually go by ship.



It's interesting to get to know other passengers, enjoy being at sea ...

**Terry:** What about going by train?

**Alex:** I have made some of my journeys by train. But they were not pleasant enough. Especially in a holiday season. There are too many people inside the carriage. There is too little fresh air on the train.

#### VOCABULARY BOX

**carriage** ['kæɪɪdʒ]

**flight** [flaɪt]

**passenger** ['pæsɪndʒə]

**platform** ['plætfɔ:m]

**return** [rɪ'tɜ:n]

**single** [sɪŋɡl]

● **travel** | **on business**  
| **for pleasure**

### 2 Say if the sentences are true or false.

- 1 Alex loves travelling.
- 2 He has never travelled by plane.
- 3 He has travelled only for his pleasure.
- 4 He is interested in getting to know the other passengers.
- 5 He is afraid of being at sea.
- 6 He has made some journeys by train.
- 7 Journeys by train are pleasant enough.
- 8 There are too many people inside in a holiday season.

### 3 Ask and answer in pairs.

- Have you ever travelled by ... ?
- Yes, I have. / No, I haven't.
- Was it a pleasant journey?
- Yes, it was. I enjoyed ... . / No, it wasn't.  
There were too many ... (not enough ...).

### 4 a) Read the dialogues and say where they take place.

**A**

**A:** When is the train to Manchester, please?

**B:** 3:15, Sir.

**A:** Which platform?

# Lesson 1

**B:** Platform six.

**A:** How much is the ticket?

**B:** Single or return?

**A:** Return, please.

**B:** That is 14 pounds.

**A:** Here you are.

**B:** Thank you, Sir.

**A:** Thank you.

## B

**A:** I would like a ticket to Kyiv, please.

**B:** When are you going to fly?

**A:** Today or tomorrow, I think.

**B:** Just a minute. I think flight 305 is good for you.

**A:** When is the flight?

**B:** 8:30.

**A:** Great. How much is the ticket?

**B:** Business or economical class?

**A:** Economical class, please.

Business class is too expensive.

**b) Choose the dialogue and act it out in pairs.**

- 5 Use the table below and Task 4 as an example to make your own dialogue. Work in pairs.**

City	Platform	Time	Price
Bristol	2	2.40	£7
Leeds	6	7.15	£10
Brighton	3	3.10	£8
London	8	11.20	£12

- 6 Share your experience of travelling. Use the letter in Task 5 (page 146) as an example.**

## WRITING



- 1 Write an e-mail letter to a friend who is going to visit you. Explain how to get to your house from the railway station.
- 2 Do a survey about the best way of travelling.

### FILE FOR PROJECT

- 1 Do a questionnaire to make it clear what means of transport is:
  - the fastest
  - the most comfortable
  - the most pleasant
  - the best way to learn more interesting things
  - the most boring way of travelling
  - the best way to enjoy natural scenes.
- 2 Interview your classmates (friends / relatives). Add the questions you like.
- 3 Analyze the results of the interview and give a report to the class.

*I interviewed ... people.  
Most (many, some, ...) people think that the ...  
... were not mentioned as ...*

# Lesson 2

## SO MANY PLACES

### VOCABULARY



1 a) Read the names of the countries and find them on the map.



Country	Nationality	Country	Nationality
Ukraine	Ukrainian	England	English
Canada	Canadian	Scotland	Scottish
Italy	Italian	Wales	Welsh
Germany	German	Ireland	Irish
The USA	American	Poland	Polish
Russia	Russian	Spain	Spanish
Egypt	Egyptian	China	Chinese
France	French	Japan	Japanese
		Portugal	Portuguese



b) Listen and repeat the nationalities.

- 2 Say which of the words are the names of the countries. Write out the names of the nationalities.**

Australian [ɔst'reiliən],  
 Great Britain, the U.S.A.,  
 Japanese ['dʒæpə'ni:z],  
 Canada ['kænədə],  
 British, Italian [i'tæliən],  
 Russian, Australia  
 [ɔs'treiliə], Germany  
 ['dʒə:məni], American,  
 Italy ['itəli], German,  
 France, French, Ukraine,  
 Canadian [kə'neidiən],  
 Ukrainian, Russia ['rʌʃə],  
 Japan [dʒə'pæn]



- 3 Name the countries where people speak these languages: French, English, Spanish, Japanese, German, Italian Write as in the example:**

People speak French in France.

- 4 Read and find out what languages the children study at school. Ask and answer about it in pairs.**

A: What foreign language does Ivan study at school?

B: He studies English.

Ivan studies a) ... at school.

Tom studies b) ... at school.

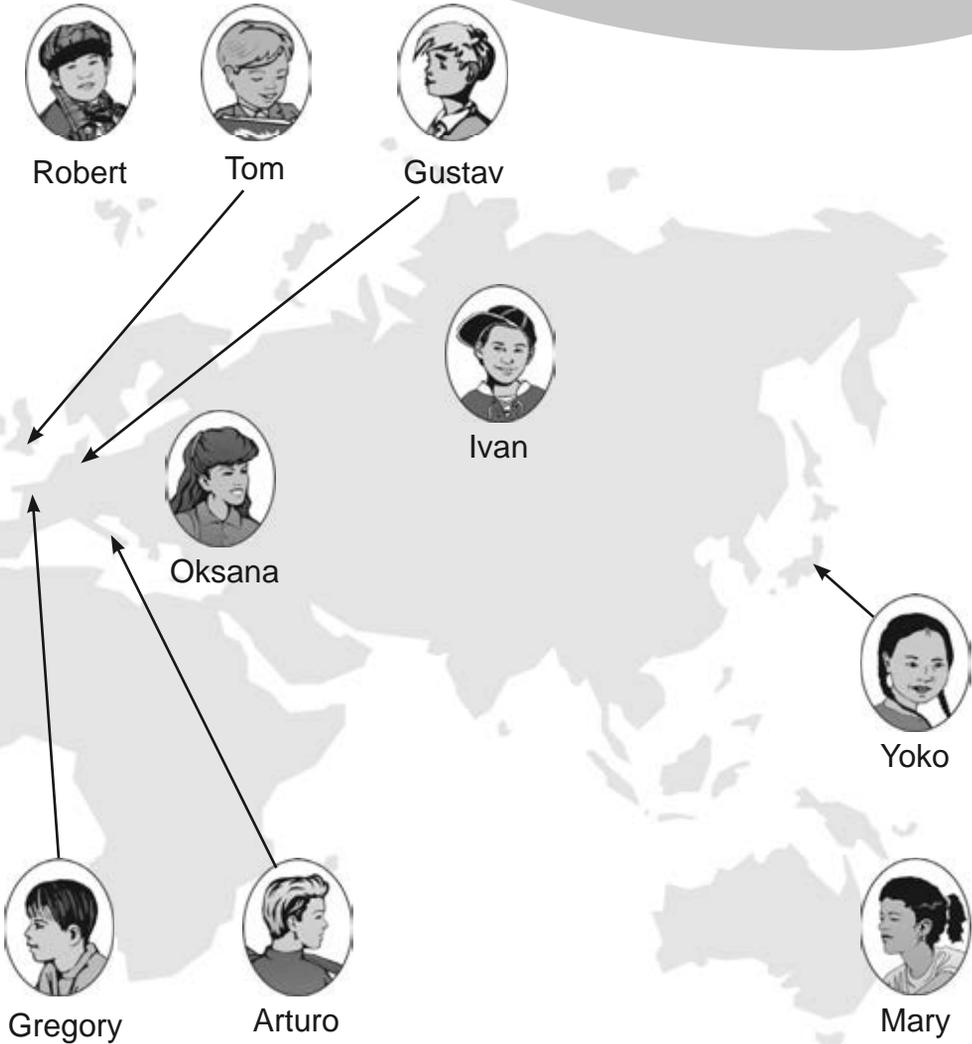
Oksana studies a) ... and b) ... at school.

Gustav studies c) ... and a) ... at school.

Bill studies k) ... .

Jack studies h) ... .

# Lesson 2



Robert studies i) ...  
Gregory studies a) ...  
Arturo studies b) ... and a) ...  
Mary studies c) ...  
Yoko studies j) ...

## Use the following:

- |               |              |
|---------------|--------------|
| (a) English   | (i) Japanese |
| (b) German    | (j) American |
| (c) French    | English      |
| (d) Spanish   | (k) Russian  |
| (h) Ukrainian |              |

# READING

**1 a) Look at the pictures and say which one you can call the symbol of:**

- France
- The USA
- Ukraine
- Great Britain
- Russia
- Australia



Sydney Opera House



Bohdan Khmelnytskyi Monument



Big Ben



Eiffel Tower



Statue of Liberty



St Basil Cathedral

**b) Name the cities where these buildings or monuments are.**

# Lesson 2

## 2 a) Before reading, answer

*the questions to find out how much you know about London.*

- 1 Where does the British Queen live in London?
- 2 What is the Queen's favourite summer home?
- 3 Which is the oldest royal residence — home of kings and queens?
- 4 Which is the most famous bridge?
- 5 What is the largest square?
- 6 What's the most popular park?
- 7 What's the biggest museum called?
- 8 What's the name of the most famous bell?
- 9 What's the largest church called?
- 10 What's the largest castle in the world still lived in?



## b) Listen and read the text. Find the answers.

London is the capital of the United Kingdom. It's in England. It's one of the most famous cities in the world. More than 7 million people live there and more than 20 million tourists visit it every year. It's famous for its beautiful historical monuments, museums, galleries, theatres, shops, etc.

The UK is a monarchy which means that it has a queen or king. Elizabeth II is the queen. The Queen lives in *Buckingham Palace*.

*The Houses of Parliament* are the centre of the British government. The famous *Clock Tower* with even more famous bell called *Big Ben* is part of them.

Buckingham Palace





The British Museum



Windsor Castle



St Paul's Cathedral



Trafalgar Square



Crown Jewels

*Trafalgar Square* is the main square of Central London. It's popular with tourists who come here to relax after visiting the *National Gallery*. There are two fountains in the Square. At the bottom of *Admiral Nelson's Column* stand four lions.

The most famous park in London is *Hyde Park* with its *Speaker's Corner* where at weekends anyone can speak about anything.

*The Tower of London* is probably the most famous tower in the world. It has a very interesting past. It was a royal palace and a prison. Today it's a museum. You can see the *Crown Jewels* there.

The Queen's favourite summer home is *Windsor Castle*. It's outside London. When the Queen is at home, the flag flies from *the Round Castle*.

*Tower Bridge* opens for the big ships to pass.

*St Paul's Cathedral* is the biggest church in London. But the most famous is probably *Westminster Abbey* where kings and queens are crowned, married and buried<sup>1</sup>. There are tombs<sup>2</sup> of many famous people in it.

*The British Museum* is famous for its collection of works of art from Egypt, Greece and ancient Rome. It also has many other masterpieces<sup>3</sup>.

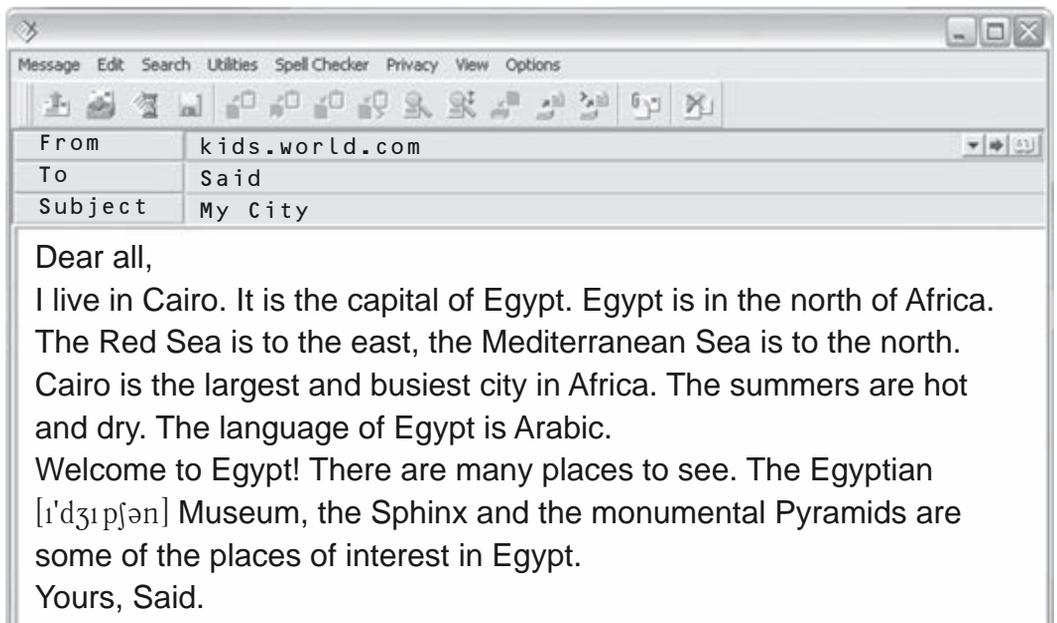
<sup>1</sup>to be buried ['berɪd] — бути похованим

<sup>2</sup>a tomb [tu:m] — труна

<sup>3</sup>a masterpiece ['mɑ:stəpi:s] — шедевр

# Lesson 2

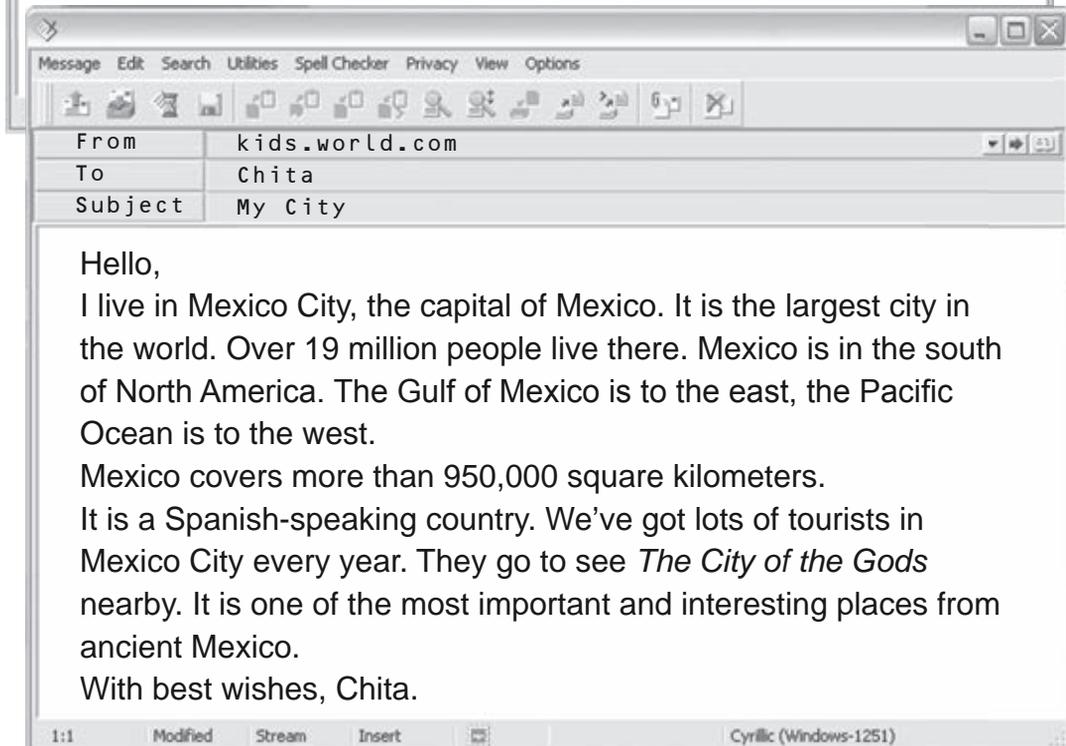
## 3 Read the letter and write out the names of sights you can see in each country.



Message Edit Search Utilities Spell Checker Privacy View Options

From kids.world.com  
To Said  
Subject My City

Dear all,  
I live in Cairo. It is the capital of Egypt. Egypt is in the north of Africa. The Red Sea is to the east, the Mediterranean Sea is to the north. Cairo is the largest and busiest city in Africa. The summers are hot and dry. The language of Egypt is Arabic.  
Welcome to Egypt! There are many places to see. The Egyptian [i'dʒɪpʃən] Museum, the Sphinx and the monumental Pyramids are some of the places of interest in Egypt.  
Yours, Said.



Message Edit Search Utilities Spell Checker Privacy View Options

From kids.world.com  
To Chita  
Subject My City

Hello,  
I live in Mexico City, the capital of Mexico. It is the largest city in the world. Over 19 million people live there. Mexico is in the south of North America. The Gulf of Mexico is to the east, the Pacific Ocean is to the west.  
Mexico covers more than 950,000 square kilometers.  
It is a Spanish-speaking country. We've got lots of tourists in Mexico City every year. They go to see *The City of the Gods* nearby. It is one of the most important and interesting places from ancient Mexico.  
With best wishes, Chita.

1:1 Modified Stream Insert Cyrillic (Windows-1251)

**4 Choose a), b) or c) to complete the sentences.**

- 1 Cairo is the capital of ... .  
a) *Spain* b) *Mexico* c) *Egypt*
- 2 The largest city in Africa is ... .  
a) *Alexandria* b) *Cairo* c) *Pretoria*
- 3 They speak ... in Egypt.  
a) *Arabic* b) *Spanish* c) *English*
- 4 There is ... .. to the east of Egypt.  
a) *the Mediterranean Sea* b) *the Red Sea* c) *the Black Sea*
- 5 The largest city of the world is ... .  
a) *Madrid* b) *Cairo* c) *Mexico City*
- 6 Mexico is ... ..  
a) *in the south of South America*  
b) *in the north of North America*  
c) *in the south of North America*
- 7 Tourist go to Mexico City to see ... .  
a) *the Sphinx*  
b) *The City of the Gods*  
c) *the Pyramids*

- 5 You are going to send some photos with sights of Kyiv to kids.world.com. Match these photos with their captions on page 166.**

**VOCABULARY BOX**

- century** ['sentʃəri]  
**castle** ['kɑ:sl]  
**capital** ['kæpɪtl]  
**cathedral** [kə'θi:drəl]  
**sight** [saɪt]  
**population** [ˌpɒpjʊ'leɪʃn]  
**tower** [taʊə]  
**historical** [hɪ'stɔ:rɪkl]  
● a place of interest



# Lesson 2



- 1 You can come upon *the Golden Gates*, that were built in the 11th century. The Golden Gates were the main entrance to the capital which was built on Yaroslav the Wise's order. *The monument to Prince Yaroslav the Wise* is nearby.
- 2 It's famous *St Sophia Cathedral* with its golden domes. They shine in the bright sun. The wonderful frescoes in the Cathedral will amaze you.
- 3 This monument is in *Mykhailivska Square*. It is a monument to Princess Olga. On the left and right of the princess there are figures of the apostle Andrew the Apostle and Saints Cyril and Methodius, founders of the Cyrillic script.
- 4 *Kyiv-Pechersk Lavra*, one of the best-known monasteries, was founded in 1051 by the Reverends<sup>1</sup> Anthony and Theodosius. It is an architectural complex with several churches and a bell tower. Many saints are lying in *the Caves*. Visiting the Caves is the main aim for pilgrims who come here.
- 5 One of the best-known work of art is *the Building with Chimeras*. Its architect, Vladislav Gorodetski had an assistant Elio Sala, the author of animal sculptures, real and fantastic. There are six stories you can see on the unusual building.
- 6 The centre of the old prince's town was situated near the present-day *National Museum of the History of Ukraine*. Its collection will be of interest to Kyiv's guests.
- 7 *Mariinsky Palace* was created by B.Rastrelli. It was built from 1744 to 1752. It took its name in honour of Empress Maria who cared for its restoration after the damage<sup>2</sup> by fire.
- 8 In *Maidan Nezalezhnosti* (Independence Square) you can see the glass amphitheatre of the underground constructions and the leisure centre 'Globe', *the Monument to Nezalezhna Ukraina* (Independent Ukraine) on the high column, as well as many other buildings. Maidan is one of the most favourite places of meetings in Kyiv.

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<sup>1</sup>the Reverends [ˈrevrəndz] — преподобні

<sup>2</sup>a damage [ˈdæmɪdʒ] — руйнування, пошкодження

# Lesson 2

**6 Work in pairs. Speak about the city you would like to visit one day. Take turns.**

- Where is the city?
- What is the population?
- Are there any historical monuments (castles, cathedrals, and towers) there?
- What are the main places of interest there?
- What is your favourite sight?

## LISTENING



**1 Ask and answer in pairs.**

- Who can give you some information about the places of interest?
- Have you ever been on a sightseeing tour?
- Have you ever looked at the leaflets with the information for tourists?
- What kind of information can you read in a leaflet?



**2 Listen to the dialogue and answer the questions below.**

- 1 Who is talking? Where are they?
- 2 What has the man already seen in London?
- 3 What did he look at?
- 4 What place of interest did he choose?
- 5 Has he ever travelled on a double-decker?
- 6 Are there any double-deckers in London's streets nowadays?
- 7 What will the man start with? Why?

### VOCABULARY BOX

**double-decker** [ˌdʌblˈdeɪkə]

**sightseeing** [ˈsaɪtˌsiːɪŋ]

**tour** [tʊə]

**tourist guide** [ˈtuərɪst gaɪd]

**travel agent** [ˈtrævəl ˈeɪdʒənt]

● **have a look (at)**

3 a) Match each text with its leaflet.



- The Tower of London** is on the River Thames next to the Tower Bridge. You can visit a place, see the Crown Jewels and a real Yeoman Warder! Open every day.
- London Zoo**, Regent's Park, London. Open every day. Opening Hours: Monday to Saturday 9 a.m. 6 p.m. Sunday 10 a.m. 6 p.m.
- Sightseeing Tours by London Taxi**: Tower Bridge, Trafalgar Square, Buckingham Palace, St. Paul's Cathedral, Big Ben, Houses of Parliament and others. See all the main sights with stops to take a photo. Black Taxi Tours telephone: 01712894371.
- Madame Tussaud's**. Marylebone Road, London NW1 5LR. Come and find out who's in and who's out. Life-size wax figures of famous people. Madam Tussaud's is open from 10 a.m. to 5.30 p.m. every day. 7 Durweston Street.

b) In pairs discuss what place to see.

# Lesson 2



## 4 a) Listen and say what cities the girl has visited.

### OUR WORLD

Nano is a computer hero.  
He knows everything about our world.  
He can show you all the continents, oceans,  
seas, mountains, lakes and rivers.



**Nano:** What's your wish, little girl?

**Pam:** Can you take me to three big cities today, Nano?

**Nano:** Your wish is my command. Just press this button.

*(Click! Zoom!)*

**Pam:** Wow, what's this?

**Nano:** This is London and that is Trafalgar Square. It is the most famous square in London. There are four black lions there, Nelson's column and two fountains.

**Pam:** I'd like to see Tower Bridge, the River Thames and the Houses of Parliament. *(Whoosh!)*

**Pam:** Fantastic! I love London. And now take me to New York, please.

**Nano:** This is New York. And that's the Empire State Building. It's got a hundred and two floors.

*(Click! Swish!)*

**Nano:** This is Sydney. And that big white sailing boat is the Opera House.

**Pam:** It's the most unusual building I have ever seen!

**Nano:** And now young lady, it's time to go home.

**Pam:** Thank you, Nano. You're a real friend.



**b) Answer the questions.**

- 1 What would Pam like to visit?
- 2 What is the most famous square in London?
- 3 What river can you see in London?
- 4 What building in New York has got a hundred and two floors?
- 5 Where is the most interesting opera house in the world?
- 6 Who is a real friend?

**REMEMBER!**

**Superlatives**

**Short adjectives**

the oldest...  
the tallest...

**Long adjectives**

the most beautiful...  
the most interesting ...

**Read § 1,  
page 199**

**5 Write down the names of some cities and the monuments (places of interest) that make them famous. Work with a partner.**



**6 Listen and learn the poem.**

**OTHER PLACES**

Now mix me a colour that  
nobody knows,  
And paint me a country  
where nobody goes,  
And put in it people  
a little like you,  
Watching a strange  
country is always new.

(from "The Paint Box"  
by E. V. Rieu)



# Lesson 2

## GRAMMAR



### REMEMBER!

#### Означений артикль THE

вживайте перед іменниками, що означають:

1 одини свого роду предмети та явища: **the sun, the earth, the sky**

2 певні географічні назви:

- моря (seas): **the Mediterranean Sea**
- річки (rivers): **the Amazon**
- гори (mountains): **the Alps**
- півострови (peninsulas): **the Crimea**
- острови та групи островів (islands): **the British Isles, the Philippines**
- пустелі (deserts): **the Sahara**
- визначні споруди або місця: **the Acropolis, the National Gallery**
- цілу національність, цілу сім'ю: **the Germans, the French, the Smiths, the Browns**

#### Артикль THE не вживається із:

1 іменами людей та назвами міст, вулиць.

George is from **Leeds**. Linda lives in **Green Street**.

2 назвами країн та континентів:

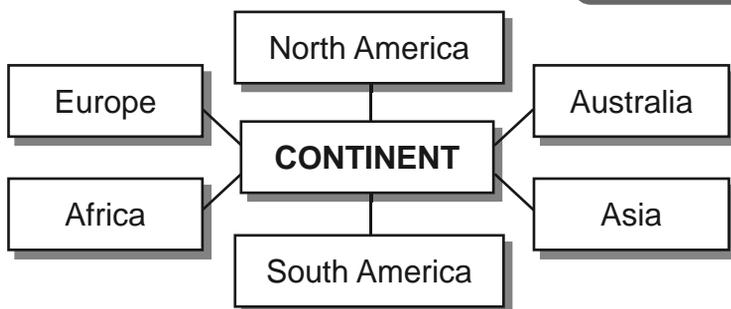
**Spain, England, Africa, America**

**Але: the USA**

**the United Kingdom**

**the Republic of Congo**

**Read § 3, 4,  
pages 197-198**



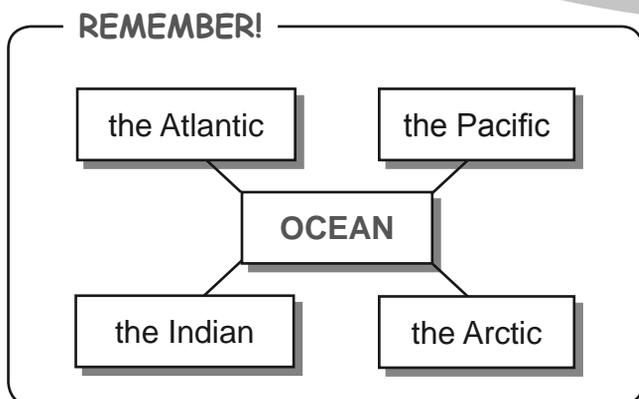
**1 Brush up the use of articles. Fill in the sentences with the article 'a' or 'the'. Explain your choice.**

- 1 I saw ... Moon last night.
- 2 I saw ... star last night.
- 3 ... British Isles are washed by ... English Channel on ... south-east.
- 4 ... Nile is ... river.
- 5 ... parrot is ... bird.
- 6 Which ocean is bigger — ... Pacific or ... Atlantic?
- 7 ... film we saw yesterday was ... comedy.
- 8 ... Robinsons live in ... small flat.

**2 Fill in the sentences with 'the' where necessary.**

- A
- 1 ... Sphinx is in ... Egypt.
  - 2 ... Chicago River flows south towards ... Gulf of ... Mexico.
  - 3 ... Regent Street is a street in the West End of ... London. It runs between ... Oxford Circus and ... Piccadilly Circus.
  - 4 ... National Gallery faces ... Trafalgar Square.
  - 5 ... Canary Islands are popular with British people for a holiday at ... seaside.
  - 6 ... Volga flows from ... Valdai Hills to ... Caspian Sea.
  - 7 Where are ... British Isles?
- B
- 1 ... Margaret lives in ... Vienna. It is in ... Austria.
  - 2 You can find beautiful collections in ... Tate Gallery.
  - 3 We get tea mostly from ... China and Ceylon.
  - 4 ... Danube rises in ... Germany and flows through ... Vienna in ... Austria, ... Budapest in ... Hungary, and through ... Romania and ... Moldova, and finally into ... Black Sea.
  - 5 They brought the potato to ... Europe from ... America.
  - 6 ... Mary speaks ... English very well.

# Lesson 2



### 3 Use the article 'the' where it's necessary.

- A
- 1 ... Statue of Liberty was a gift from ... France to ... United States.
  - 2 ... Donald and ... Sarah went to school yesterday.
  - 3 On our trip to ... USA we crossed ... Atlantic Ocean.
  - 4 ... Nickolas is the youngest son of ... Browns.
  - 5 He lived in ... South-East, then he moved to ... North.
  - 6 Some seas have names of colours: ... Black Sea, ... Red Sea, ... Yellow Sea.
  - 7 ... Fleet Street in London took its name from ... Fleet River, which till 1765 ran into ... Thames.
  - 8 His ship nearly sank in ... Pacific.
- B
- 1 The article tells about the events in ... Asia and in ... Africa.
  - 2 My uncle has been to ... Latin America.
  - 3 ... Asia is between ... Black Sea and ... Mediterranean Sea.
  - 4 ... Mount Blanc is the highest peak of ... Alps.
  - 5 ... Aladdin was a lazy boy.
  - 6 In one of the cities of ... China there lived ... Mustapha.
  - 7 This man is ... English.
  - 8 Thousands of people go to ... Crimea in summer.
  - 9 What is the capital of ... Canada?
  - 10 ... Pamirs, which are called ... "Roof of ... world", are in ... Asia.

# SPEAKING



## 1 Ask and answer in pairs.

- 1 Do you like imaginary travelling to some places?
- 2 What places would you like to travel?
- 3 Who do you travel with?
- 4 How do you travel? Do you take a map and a compass ['kʌmpəs] or do you just imagine things?
- 5 Is it more interesting to travel when you have a map and a compass?
- 6 What can you learn when you imagine that you are travelling?



## 2 Listen and act out a dialogue.

**Lilly:** Good afternoon, boys and girls! Welcome to our quiz  
“Who knows Geography the best?”

**John:** Can you say what the smallest country in the world is?

**Lilly:** The clues are: a) Luxembourg;  
b) The Vatican City; c) Andorra.

**Jack:** Luxembourg.

**Lilly:** Not correct.

**Sally:** The Vatican City.



**WHO KNOWS  
GEOGRAPHY  
THE BEST**

# Lesson 2

**John:** Yes, it is! It's Vatican City —  
the smallest country in the world!

**Lilly:** Question number two: what is the biggest city in the world?

**John:** The clues are: a) New York; b) Mexico City; c) Tokyo.

**Tom:** Is it New York?

**John:** No, it isn't.

**Sally:** Is it Mexico City?

**Lilly:** Yes, you are right! Mexico City is the largest city in the world.

**John:** And now ...

### 3 *Role-play the situation in a group of 4-5.*

You classmate has visited London. Interview him / her about his / her trip. Make questions.

What airport did you arrive?  
What means of transport did you use in the city?  
How long...?  
What...?  
Who...?  
Why...?  
When did you come back?  
How did you feel about it?

### 4 *Work in a group of four. Find the information about London. Role-play your quiz game.*

**Pupil A**, you are the London Quizmaster.

**Pupils B, C, D**, you are the members of the game.

**Use the questions like these:**

- How old is the Tower of London?
- How long is the River Thames?
- What's this? (*Show a photo of a London's sight.*)
- How high is Big Ben?



**5 Read the situation and act out the dialogue in pairs.**

Mrs Babbage comes from England. She'd like to know more about Kyiv the capital of Ukraine. She asks the travel agent to give her some information as to the tour around Kyiv.

**Mrs Babbage:** What historical places are we going to see in Kyiv?

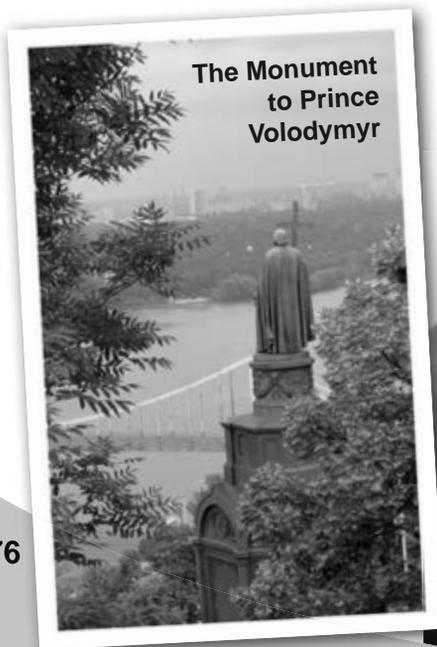
**Agent:** We can show you the most important places of interest.

They are *Kyiv-Pechersk Lavra*, *the Golden Gates*, *St. Sophia's Cathedral*, monuments to Prince Volodymyr, Bohdan Khmelnytsky and Taras Shevchenko.

**Mrs Babbage:** There are many museums in Great Britain. Due to them we can learn more about the history of our country. Are there any museums in Kyiv?

**Agent:** Yes, there are. The most popular museums to visit in Kyiv are: *the State Historical Museum*, *the Shevchenko State Museum*, *the Museum of Ukrainian Applied Arts*.

**Mrs Babbage:** Thank you. Oh, I nearly forgot — I am going to visit some of the theatres with my friends tomorrow evening. What would you recommend?



# Lesson 2

**Agent:** If you are a theatre-goer

you can visit *the Shevchenko Opera* ['oʊərə] and *Ballet* ['bæleɪ] *House*, *the Ivan Franko Drama Theatre* or *the Lesia Ukrainka Russian Drama Theatre*.

**Mrs Babbage:** You've been very kind.

**Agent:** My pleasure.

## 6 a) Read the leaflet and find out the most popular tours for foreigners in Ukraine. Think and discuss:

Where can they

visit an ancient castle?  
go boating along the river?  
take part in a festival?  
...

**Suggest some other activities.**

### RAINBOW TOUR

Get to know the decoration arts and folklore ['fəʊklɔ:] of Ukraine! Visitors can buy original souvenirs (embroidered towels or Ukrainian Easter eggs)

### VISIT POLTAVA!

It is famous for Ukrainian writers, folk crafts people, folk concerts.

### DNIPRO CRUISE

Visitors can experience an exciting 1000 km journey from Kyiv to Odesa on the Dnipro, the third longest river in Europe on a comfortable ship.



### GET TO KNOW THE CRIMEA

This wonderful journey can give you the idea about the beauty of this land. Excellent resorts, the exciting Neptun Festival and beautiful Crimean sights are just some points of the programme.



**b) Choose one of the tours above.**

**Convince<sup>1</sup> your partner to join you.**

<sup>1</sup>to convince [kən'vɪns] — переконувати



## WRITING



- 1 a) Copy the postcard choosing one of the variants and say how Billy's trip to Egypt was.

Dear Mum and Dad, / Hi,  
everyone!

I'm in Cairo now. It's a wonderful /  
terrible place and the people are  
very nice, too / not very nice. It's  
very hot / quite cold. And the  
pyramids? They are fantastic /  
awful.

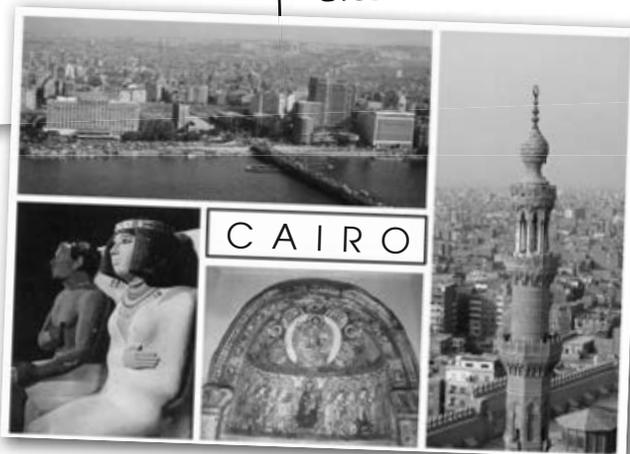
I love / hate it here.

See you soon.

Love,  
Billy



Mr and Mrs Affleck  
Flat D, 36 Keswick Avenue  
Bristol BR28NR  
England  
Great Britain



- b) Read the postcard again and answer the questions.

- How do we start a postcard?
- How do we finish it?
- What do we write about? Arrange<sup>1</sup> your ideas:
  - what it's like
  - where we are
  - how we like it there

<sup>1</sup>to arrange [ə'reɪndʒ] — організувати

# Lesson 2

2 *Make a poster with the pictures from your photo album.*

## FILE FOR PROJECT

- 1 Choose some photos from your photo album:
  - you and your friends / pets at home;
  - visiting some sights in your town on a trip.
- 2 Write a few sentences about each photo as in the example below.
- 3 Present your poster in class.

Writing for real

### THIS IS ME!

I live in Cambridge.

It is a beautiful town with lots of colleges and lots of students.

My brother has just finished college in Oxford.



This my room.

There is a bunk bed and some books on the shelves and a lot of posters.

This is me and my friends.

When I was eight my parents took me to America. We visited Disneyland.

It was great, like a dream.



This is me on a trip to London. Our teacher said, "Let's fly high on the London Eye." It was cool, but quite foggy.



I love animals. This is me when I was six. I had two white rabbits.

# LOOK BACK!

## 1 Put in 'a', 'an', 'the' or nothing (0).

- 1 ... Atlantic is ... ocean.
- 2 ... New York is ... city.
- 3 ... longest street in the town is called ... Kingsway.
- 4 ... Ilica is ... street in ... Zagreb.
- 5 ... Rome is ... biggest city in ... Italy.
- 6 ... Thames is ... river in ... Great Britain.
- 7 ... USA is one of ... richest countries in the world.
- 8 ... Republic of Croatia became ... independent country in 1992.
- 9 ... Volvos are ... Swedish cars.
- 10 ... Pippy Longstocking is ... name of ... famous book for children.

## 2 a) Complete the dialogue with the Present Perfect Tense of the verbs in brackets.

Bob is visiting London. Ann is asking him about the visit.

A: Have you been (be) to a football match since you arrived?

B: No, I .... . I never go to football matches. I hate football.

A: ... you ... (send) any postcards yet?

B: Yes, I ....

A: ... you ... (see) the British Museum yet?

B: No, I ... .

A: ... you ... (eat) in any good restaurants?

B: I' ... (eat) out twice.

A: ... you ... (visit) Madame Tussaud's?

B: No, I ... . I visited it last year when I was in London.

A: ... you ... (have) time to go to our beautiful parks?

B: Yes, I' ... (be) to three parks!

A: ... your mother ... (phone) you?

B: No, she ... .

A: ... ... (enjoy) your visit so far?

B: Yes. I' ... (do) so many interesting things!

# Lessons 1-2

**b) Use the information in (a) to write sentences using Present Perfect.**

1 Bob / never...

5 He / this time...

2 He / already...

6 He / already...

3 He / yet...

7 His mother / yet...

4 He / twice...

8 He / so far...

**3 a) Read and fill in the letter with missing words from the box.**

arrived, fantastic, voyage, took, journey, caught, travelling, pictures, comfortable, passengers

Hello, Ann!

I've been on a wonderful ...(1). I travelled to Odesa and then had a ...(2) by ship. I travelled with my mum and dad. It was a very nice journey. I had a ...(3) seat next to the window. We ...(4) to Odesa at midnight. We were tired and we missed the last bus. So we ...(5) a taxi and went to a hotel. In the morning we ...(6) a bus to the port. Our ship left at 10 a.m. Odesa is a big city and port. I think there is nothing better than ...(7) by ship. I liked the sea and the wind, I liked the friendly faces of the ...(8), and the food, and the music. The weather was ...(9). I took some ...(10) of different places. See you soon.

Best wishes,  
Mary.

**b) Imagine you are Mary. Tell the class about your journey to Odesa and your voyage by sea.**



#### 4 Complete the e-mails with the words from the box.

hot, sunny, center, population, places, capital,  
famous, business, tourists, important, world

I live in Madrid. It is the ... of Spain. It is in the ... of the country. It is a big city with a ... of 3 million people. Madrid is very ... and ... in summer but it is cold in winter. There are lots of things to do and ... to go.



From kids.world.com  
To James  
Subject My City

I live in New York. It is one of the most ... cities in the USA. It is also the ... city. ... come to see the skyscrapers<sup>1</sup>. People come to see one of the most ... statues in the ... : the Statue of Liberty.



<sup>1</sup>a skyscraper ['skaɪskreɪpə] — хмарочос

# Lessons 1-2

**5 Write out the names of the sights below into two columns**

**with the titles:** The UK **and** Ukraine.

Buckingham Palace

Maidan Nezalezhnosti

Trafalgar Square

St Paul's Cathedral

St Sophia Cathedral

The Golden Gates

Tower Bridge

Hyde Park

Kyiv-Pechersk Lavra

Windsor Castle

Building with Chimeras

Mykolaivska Square

National Gallery

The Museum of National History

Mariinsky Palace

The Tower of London

The UK	Ukraine
--------	---------

**6 Role-play in pairs. Choose a city.**

**Pupil A**, you are the Tour Information Officer.

**Pupil B**, you've just come to the city. You want some information about tours or places of interest.

**7 a) Give the answers to the questions.**

A: Have you ever been to a foreign country? What country have you been to?

B: ...

A: Where and with whom were you there?

B: ...

A: How did you get there? Was it difficult to buy tickets?

B: ...

A: How long did it take you to get there?

B: ...

A: Did you take a lot of suitcases and bags with you?

B: ...

A: Did you find a cheap or an expensive hotel?

B: ...

**b) Act out the dialogue in pairs.**

**8 Role-play on the following situations. Work in pairs.**

- a) Imagine your classmate has to get to London very quickly, but he/she is afraid of going by plane. He/she has never travelled by plane. Persuade him/her to fly by plane. Explain why you think it is the best means of transport.
- b) Your friend has just come from London. He has been there for the first time. Ask him about his journey.

**9 a) Make up the questions for a quiz.**

**b) Do the quiz in class.**

## **IT'S A SUPERLATIVE WORLD!**

- 1 Which / high / waterfall / world?  
a) *Angel Falls (Venezuela)*  
b) *Victoria Falls (Zimbabwe)*  
c) *Niagara Falls (USA/Canada)*

**Example:** Which is the highest waterfall in the world?

- 2 Which / large / continent / world?  
a) *America* b) *Africa* c) *Asia*
- 3 Which / far / planet / from the sun?  
a) *Neptune* b) *Pluto* c) *Uranus*
- 4 Which / deep / ocean / world?  
a) *Indian* b) *Atlantic* c) *Pacific*
- 5 Where / the Eiffel Tower?  
a) *in London* b) *in Paris* c) *in New York*
- 6 Where / the Statue of Liberty?  
a) *in Washington* b) *in New York* c) *in London*
- 7 How many / continents?  
a) *five* b) *four* c) *six*
- 8 What / the capital of Italy?  
a) *Madrid* b) *Cairo* c) *Rome*



# Lessons 1-2

## 10 Speak on the following items.

- 1 When do you usually travel?
- 2 Where do you go?
- 3 Do you collect information about the places you'd like to visit?
- 4 Do you think it's useful or not?
- 5 When do you start preparing for your trip?
- 6 Do you like to take photos of different places?
- 7 Do you think that travelling teaches you a lot of new things?
- 8 What is the point in travelling?
- 9 What places would you like to visit?
- 10 What do you like better: to travel alone or in a group? Why?
- 11 Do you know anything about the travellers of the past?

## 11 Write a paragraph about what travelling is.

Use the tables below.

People like to travel	alone. with friends. with parents. with a dog. with grandparents.
-----------------------	---

When they travel they like to be	alone. with friends. with parents. with a dog. with grandparents.
----------------------------------	---

Usually they travel	on business. for pleasure. to see the beauty of the world. for study.
---------------------	--

Travelling | gives us experience.  
teaches us to understand other people.  
helps to study geography, history and languages.

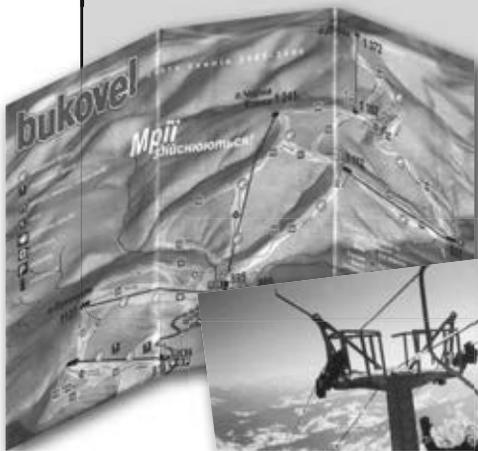
Sometimes it can be | tiring.  
expensive.  
dangerous.  
troublesome.

Because travelling is | exciting.  
useful.  
enjoyable.  
good for health.

**12 Work in a group. Make a poster about Ukraine.**

**FILE FOR PROJECT**

- 1 Find out some interesting information on our country.
- 2 Cut out some pictures from magazines.
- 3 Write what tourists can see in Ukraine.
- 4 Present your poster in class.



**1 Name the countries where people speak English as their first language.**

**2 a) Read and check.**

People speak English all around the world. It is the first language in many countries: the USA, the United Kingdom, Australia, New Zealand, in Canada....

Over 400 million people use English as their first language. But that's not all.

There are also more than 700 million people who speak English as a foreign language.

And, of course, you are among them.

**b) Answer the questions:**

- How many people in the world can speak English?
- Who can speak English in your family?

**3 Read the following websites about some English speaking countries.**

The United Kingdom is in Europe. It includes four countries: England, Scotland, Wales and Northern Ireland.

*Big cities:* Edinburgh, Manchester, Cardiff, Belfast, Liverpool. Capital: London.

The flag is called the Union Jack. *Popular sports:* soccer and cricket. Children wear uniforms at school. People in England drink a lot of tea. They drink tea with milk. The money is called the British pound (£).





The United States of America is on the continent called North America. There are 50 states in the USA: Alaska, Texas, California, Florida, Alabama, Ohio, etc. There are six time zones. For example, when it is 12 o'clock in Los Angeles, it is 3 o'clock in New York. In the USA you pay with American dollars (\$.).

*Large cities:* New York, Los Angeles, Chicago, Houston, Philadelphia, Phoenix, Las Vegas. Capital: Washington DC.

*Popular sports:* American football, baseball, basketball.



Australia is a country, but it is also a continent. People also call it *Down Under*. A person from Australia is called an Australian or an Aussie. The weather is warm. When it is winter in Europe, it is summer in Australia.

*Capital:* Canberra.

*Big cities:* Sydney, Melbourne.

*Animals that live only in Australia:* kangaroos, koalas, dingoes.

*Popular sports:* rugby, cricket.

**4 Say if the statements true or false.**

- 1 The capital of the USA is New York.
- 2 Koalas live in Australia.
- 3 A popular sport in the USA is rugby.
- 4 In the UK you pay with pounds.
- 5 Sydney is in the UK.
- 6 An Aussie is a person from the USA.
- 7 The UK includes 5 countries.
- 8 There are stars on the Australian flag.
- 9 Philadelphia is in the UK.
- 10 People also call Australia "Down Under".

**5 Read again and complete the sentences.**

- 1 When it is summer in Europe, it is winter in ... .
- 2 The ... is in Europe.
- 3 There are 50 ... in the USA.
- 4 The Union Jack is the British ... .
- 5 In the USA you pay with American ... .
- 6 Canberra is the ... of Australia.
- 7 In America there are ... time zones.
- 8 Australia is a country, but it is also a ... .
- 9 Cricket is a popular ... in the United Kingdom.
- 10 In the UK children wear ... at school.

**6 Choose one country and say at least 3 things you remember about it.**

# My Learning Diary



This unit is called .....



I like lesson .....



I think this unit is:

easy

(tick what is true for you)

not very easy

difficult

- Five important words from this unit are:

---

---

- Two difficult words from this unit are:

---

---

- Two easy words from this unit are:

---

---

- Two words from this unit that I don't like are:

---

---

- My favourite word(s) from this unit is (are):

---

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# Lessons 1-2

## My Words from Unit 1

Lesson 1

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Lesson 2

# My Learning Diary



After the unit I can:  
(tick what is true for you)

NOW I CAN			
● name means of transport			
● say about advantages and disadvantages of different ways of travelling			
● describe my last trip			
● ask and answer about planning a trip			
● understand the difference between Past Simple and Present Perfect			
● book a ticket for a train, bus or plane			
● understand the timetable at the station or airport			
● interview my classmates about their likes and dislikes while travelling			
● name countries and nationalities			
● ask and answer about famous places of interest			
● talk about London			
● write an email about my town			
● describe a place of interest			
● understand and use the definite article 'the' and 'zero – article' with geographical names			
● do a geography quiz in English			
● write a postcard describing a place of visit			
● understand and use information about English-speaking countries			
<b>MY WORK</b>			

## 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** (сережки), **vegetables** (овочі), **stairs** (східці), **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 заміщатися 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 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 мають світле волосся.

## § 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*. Знаряддя 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 <b>неозначеним артиклем</b> : <i>This is a table.</i> <i>What a nice kitten</i>	1. <b>Не вживаються</b> з неозначеним артиклем: <i>This is snow.</i> <i>What fine weather!</i>
2. <b>Утворюють множину</b> і вживаються з кількісними числівниками: <i>There are five books on the shelf.</i>	2. <b>Не утворюють множини</b> і не вживаються з кількісними числівниками.
3. Вживаються зі словом <b>many</b> , <i>There are many pencils in the box.</i>	3. Вживаються зі словом <b>much</b> , <i>There is much water in the pond.</i>
4. Запам'ятайте іменники, які в англійській мові є незлічуваними і тому вживаються в однині: <b>news</b> (новина/новини), <b>advice</b> (порада/поради), <b>furniture</b> (меблі), <b>money</b> (гроші), <b>fruit</b> (фрукти), <b>cream</b> (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 приголос.)	[i]	[ə]
an (перед голосним)	[æn]	[ən]
the	[ði:]	[ðə] (перед приголос.) [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 належність об'єкту до певного класу предметів чи осіб. В цьому випадку значення 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 — годину пізніше*
5. В кількісних словосполученнях 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 однині**, 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 of last year wasn't frosty.**
  - 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 однині: **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: *Do you like the rain? 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 (meamp)**
  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 іменниками.

1. Прізвища та імена людей, а також клички тварин і птахів вживаються без артикля: *Tom Brown, John Smith, Victor Pavlenko.*

*But Rag had the luck to escape next day. (Rag — кличка кролика)*

*Але Регу пощастило наступного дня втекти.*

*A minute or two later Silverspot would cry out, "A man with a gun". (Silverspot — кличка 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*

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 **
<b>1. Односкладові:</b>		
short	shorter	(the) shortest
hot	hotter	(the) hottest
fine	finer	(the) finest
<b>2. Двоскладові на -у з попередньою приголосною:</b>		
happy	happier	(the) happiest
<b>3. Двоскладові та багатоскладові:</b>		
famous	more famous	(the) most famous
interesting	more interesting	(the) most interesting
<b>4. Винятки:</b>		
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 і:

*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*

## 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 та сполученнях

Вік	I am fifteen (years old). — Мені 15 (років). She is four (years old). — їй 4 (роки).
Час	5.00 — five (o'clock) ( <b>a.m.</b> / in the morning; <b>p.m.</b> /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

## 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	<b>I</b>	<b>me</b>
	Множина	<b>we</b>	<b>us</b>
2	Множина	<b>you</b>	<b>you</b>
3	Однина	<b>he</b>	<b>him</b>
		<b>she</b>	<b>her</b>
		<b>it</b>	<b>it</b>
	Множина	<b>they</b>	<b>them</b>

1. Займенник **I** (я) завжди пишеться великою літерою
2. Займенник другої особи **you** вживається при звертанні до однієї особи (ти/ви) та до багатьох осіб (ви).
3. 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.*

- 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)
- 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)
- 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
<b>my</b>	<b>mine</b>	мій, моя, моє, мої
<b>his</b>	<b>his</b>	його (чоловічий рід)
<b>her</b>	<b>hers</b>	ї
<b>its</b>	—	його (середній рід), її
<b>our</b>	<b>ours</b>	наш, наша, наше, наші
<b>your</b>	<b>yours</b>	ваш, ваша, ваше, ваші
		ТВІЙ, ТВОЯ, ТВОЄ, ТВОЇ
<b>their</b>	<b>theirs</b>	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 моє діло.</i>
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## §4. Деякі неозначені займенники

1. Займенник **much** — багато, значна частина вживається з **незлічуваними** іменниками, а займенник **many** — багато із **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 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.*

## ПРИЙМЕННИК

### § 1. Деякі прийменники місця

Прийменник	Значення	Приклади
<b>at</b>	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) <b>at</b> the crossroads 2) <b>at</b> the post-office/ station 3) I live <b>at</b> 3, Baker St., London. 4) <b>at</b> the back/front/top/ bottom of... 5) The lift stopped <b>at</b> the 3rd floor. 6) <b>at</b> the performance / concert / meeting
<b>in</b>	1) в (всередині) 2) в/на (країна / місто / село / вулиця / місцевість) 3) на (півдні / півночі / заході / сході)	1) <b>in</b> a room / pocket / an armchair; to swim <b>in</b> the river 2) <b>in</b> Spain / Poitava / a village / High Street / the mountains 3) <b>in</b> the South (of)

# Appendix

<b>on</b>	1) на (поверхні/ площині) 2) на (лінії)	1) <b>on a table / chair / the Continent / the second floor</b> 2) <b>on the way home / from London to Oxford;</b> <i>Kyiv is <b>on</b> the river Dnieper.</i>
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## § 2. Деякі прийменники часу

Прийменник	Значення	Приклади
<b>in</b>	1) в (століття/ роки/ пори року/ місяці/тижні); 2) через/за (якийсь час); 3) за (якийсь період)	1) <b>in the 20th century / 1999 / winter / May / the following weeks</b> 2) <b>I'll be back <i>in</i> a week / 2 hours.</b> 3) <b>He swam 1 km <i>in</i> 15 minutes.</b>
<b>on</b>	в (дні та дати)	<b>on Monday/my birthday/the 5th of April</b>
<b>at</b>	1) в/о (момент часу) 2) на (свята)	1) <b>at half past three/ noon/that moment</b> 2) <b>at Easter/New Year</b>
<b>for</b>	протягом (як довго?)	<b>for 5 hours/three years; for hours; for the rest of his life</b>
<b>before</b>	перед	<b>before the performance/noon</b>
<b>after</b>	після	<b>after midnight/the lesson</b>
<b>by</b>	до (щось сталося / станеться не пізніше якогось моменту)	<b>He'll be back <i>by</i> next Monday.</b>

*Примітка.* 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**

Із 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)

## 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 but you weren't.*

*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

1. 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**
2. 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 III** pages 211-212).
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 **shan'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.*

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. 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 до Іспанії наступного тижня.)

## § 7. 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. інш., 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:

*We are to write a dictation tomorrow.* (Завтра ми повинні писати диктант.)

*You are not to do it.* (Ти не повинен цього робити.)

## 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.*

# Appendix

*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?*

*Випийте чашку чаю.*

***Won't** you sit down?*

*Сідайте, будь ласка.*

***Would** you **help** me?*

*Допоможіть мені, будь ласка.*

***Would** you **like** some coffee?*

*Вип'єте кави?*

Стосовно предметів **will** і **would** у заперечних реченнях вказують на те, що предмет не виконує дії, позначеної інфінітивом основного дієслова:

*The knife **won't cut**.*

*Ніж не ріже.*

*The window **wouldn't open**.*

*Вікно не відчинялося.*

— *You **ought to lock** your door.*

*Тобі слід би замкнути двері.*

— *I have tried. It **won't lock**.*

*Я пробувала. Вони не замикаються.*

# VOCABULARY

## (Словник)

### A

- action** ['ækjŋ] 1. дія; 2. вчинок  
**activity** [æk'tɪvɪtɪ] діяльність  
**adjective** ['ædʒɪktɪv] прикметник  
**advantage** [əd'vɑ:ntɪdʒ] перевага, вигода  
**adverb** ['ædvɜ:b] прислівник  
**advertisement** [ed'vɜ:tɪsmənt] рекламне оголошення  
**advice** [əd'vaɪs] порада  
**aerobics** [eə'reʊbɪks] аеробіка  
**afraid** [ə'freɪd] зляканий  
**be afraid of** боятися  
**after** ['ɑ:ftə] після  
**agency** ['eɪdʒ(ə)nsɪ] агенство, бюро  
**air-hostess** [,zə'hɒstɪs] стюардеса  
**alike** [ə'laɪk] схожий, подібний  
**alone** [ə'ləʊn] сам, один  
**allow** [ə'laʊ] дозволяти  
**always** ['ɔ:lw(e)ɪz] завжди  
**ancient** ['eɪnʃ(ə)nt] давній, древній  
**any** ['æni] будь-який, який-небудь  
**anyone** ['eniwʌn] хто-небудь  
**appear** [ə'pɪə] з'явитися, виникати  
**arrange** [ə'reɪndʒ] організувати, влаштувати  
**arrive** [ə'raɪv] прибувати, приїжджати  
**art** [ɑ:t] мистецтво  
**athlete** ['æθli:t] атлет  
**athletics** [æθ'letɪks] атлетика  
**attention** [ə'tenʃən] увага  
**awful** ['ɔ:fəl] жахливий

### Прийняті позначення:

- n.* = noun (іменник)  
*v.* = verb (дієслово)  
*adj.* = adjective (прикметник)  
*adv.* = adverb (прислівник)  
*prep.* = preposition (прийменник)

### B

- badge** ['bædʒ] значок  
**bake** [beɪk] пекти  
**bar** [bɑ:] плитка (шоколаду)  
**baker's** ['beɪkəz] хлібний магазин  
**bargain** ['bɑ:gɪn] вдала покупка  
**basket** ['bɑ:skət] кошик  
**be** [bi:] (was / were, been) бути  
**beans** [bi:nz] боби  
**beard** [biəd] борода  
**before** [bɪ'fɔ:] перед, до  
**believe** [bɪ'li:v] вірити, вважати  
**blanket** ['blæŋkɪt] одіяло  
**bloom** [blu:m] *n.* цвіт, цвітіння; *v.* квітнути, цвісти  
**blossom** ['blɒs(ə)m] цвітіння  
**blow** [bləʊ] (blew, blown) дуети  
**boil** [bɔɪl] варити, закіпати  
**bone** [bəʊn] кістка  
**boring** ['bɔ:ɪŋ] нудний, нецікавий  
**borrow** ['bɒrɒʊ] позичати (у когось)  
**bottle** ['bɒtl] пляшка  
**Boxing Day** ['bɒksɪŋ ,deɪ] День Подарунків  
**brave** [breɪv] сміливий

# Appendix

**break** [breɪk] *n.* перерва; *v.* (broke, broken) ломати, розбивати, розривати  
**brownies** ['braʊnɪz] традиційні тістечка коричневого кольору  
**build** [bɪld] (built, built) будувати  
**bully** ['bʊli] *n.* забіяка, хуліган;  
*v.* задирати  
**burglar** ['bɜːglə] грабіжник  
**butcher's** ['bʊtʃəz] м'ясний відділ / магазин  
**butter** ['bʌtə] вершкове масло  
**button** [bʌtn] кнопка. клавіша  
**buy** [baɪ] (bought, bought) купувати

## C

**calculation** [ˌkælkjʊ'leɪʃ(ə)n] розрахунок  
**calm** [kɑːm] тихий, спокійний  
**candy** ['kændɪ] цукерка  
**canoe** [kə'nuː] каное  
**care** [keə] 1. увага; 2. турбота, піклування  
*take care (of)* піклуватися (про когось)  
**careful** ['keəf(ə)l] обережний  
**carefully** ['keəfəli] обережно  
**carol** ['kær(ə)l] різдвяна пісня  
**carriage** ['kærɪdʒ] 1 вагон; 2 екіпаж  
**cart** [kɑːt] візок  
**carton** ['kɑːtn] картонна коробка  
**cash** [kæʃ] готівка  
**cashier** [kæ'ʃɪə] касир  
**castle** ['kɑːsl] замок  
**catch** [kætʃ] (caught, caught) зловити, впіймати  
**cathedral** [kə'θiːdrəl] собор

**celebrate** ['selɪbreɪt] святкувати  
**centigrade** ['sentɪɡreɪt] за Цельсієм  
**century** ['sentʃəri] століття  
**cereal** ['sɪəriəl] каша зі злаків  
**cheap** [tʃiːp] дешевий  
**cheat** [tʃiːt] обманювати  
**check-in-desk** реєстраційна стойка  
**cheese** [tʃiːz] твердий сир  
**chemist's** ['kemɪsts] аптека  
**cherry** ['tʃeri] вишня  
**childhood** ['tʃaɪldhʊd] дитинство  
**choice** [tʃɔɪs] вибір  
**choir** [kwaɪə] хор  
**Christ** [kraɪst] Христос  
**Christmas** ['krɪsməs] Різдво  
**clean up** [kliːn ʌp] прибирати  
**climate** ['klaɪmɪt] клімат  
**close** [kləʊz] закривати  
**clumsy** ['klʌmsɪ] незграбний  
**coach** [kəʊtʃ] 1 автобус; 2 тренер  
**cocoa** ['kəʊkəʊ] какао  
**coin** [kɔɪn] монета  
**collect** [kə'lekt] збирати, колекціонувати  
**come** [kʌm] (came, come) приходити  
**comfortable** ['kʌmfɪ(ə)təbl] комфортний, зручний  
**compare** [kəm'peə] порівнювати  
**compete** [kəm'piːt] змагатись  
**competition** [ˌkɒmpə'tɪʃn]  
**composer** [kəm'pəʊzə] композитор  
**composition** [ˌkɒmpə'zɪʃn] твір  
**computer programmer** [kəm'pjʊːtə 'prəʊɡræmə] програміст  
**connect** [kə'nekt] з'єднувати  
**consist (of)** [kən'sɪst(əv)] складатись (з)

**contact** ['kɒntækt] *n.* контакт;  
в. контактувати  
**conversation** [ˌkɒnvə'seɪʃn] розмова  
**cool** [ku:l] 1. прохолодний; 2. (неформ.)  
крутий  
**cornflake** ['kɔːnfleɪk] кукурудзяні  
пластівці  
**correct** [kə'rekt] правильний  
**cosy** ['kəʊzi] затишний  
**countable** ['kaʊntəb(ə)l] злічувальний  
**countryside** ['kʌntrɪsaɪd] сільська  
місцевість  
**Craft** [kra:ft] урок праці (рукоділья)  
**crazy** ['kreɪzi] божевільний  
be crazy about сходити з розуму (від  
чогось)  
**creation** [kri'eɪʃ(ə)n] творіння  
**creature** ['kri:tʃə] створіння  
**crisps** [krisps] хрустики, чіпси  
**crossroad** ['krɒsrəʊd] перехрестя  
**cuddly** ['kʌdli] схильний до обіймів; що  
любить пригорнутися  
**culture** ['kʌltʃə] культура  
**curious** ['kjʊrɪəs] цікавий  
**curly** [kɜ:lɪ] кучерявий  
**custom** ['kʌstəm] звичай  
**customer** ['kʌstəmə] 1. покупець;  
2. відвідувач  
**cut-out** [kʌt'aʊt] вирізка

## D

**dangerous** ['deɪndʒərəs] небезпечний  
**dark** [dɑ:k] темний  
**degree** [di'ɡri:] 1. градус; 2. рівень  
**delicious** [dɪ'lɪʃəs] смачний

**dentist** ['dentɪst] зубний лікар  
**department** [dɪ'pɑːtmənt] відділення  
**describe** [dɪs'kraɪb] описувати,  
зображувати  
**design** [dɪ'zaɪn] 1. розробляти;  
2. дизайнувати  
**diary** ['daɪəri] щоденник  
**dictionary** ['dɪkʃ(ə)n(ə)ri] словник  
**diet** ['daɪət] дієта  
**different** ['dɪfərənt] 1. інший, відмінний;  
2. різний, різноманітний  
**difference** ['dɪfrəns] різниця  
**difficult** ['dɪfɪk(ə)lɪt] складний, важкий  
**disadvantage** [ˌdɪsəd'vɑːntɪdʒ] недолік  
**discover** [dɪs'kʌvə] відкривати,  
дізнаватися  
**discovery** [dɪs'kʌv(ə)ri] відкриття  
**dish** [dɪʃ] 1. страва; 2. таріль  
**display** [dɪ'spleɪ] демонструвати,  
показувати  
**dive** [daɪv] пірнати  
**divide** [dɪ'vaɪd] ділити  
**double-decker** [ˌdʌbl'dekə] двоповерховий автобус  
**drama group** ['dræmə ,gru:p] драмгурток

## E

**each other** [i:tʃ 'ʌðə] один одного  
**earring** ['ɪərɪŋ] кульчик  
**east** [i:st] схід  
**Easter** ['iːstə] Великдень  
**eastern** ['iːstən] східний  
**easy** ['iːzi] легкий, простий  
**eat** [i:t] (ate, eaten) їсти  
**eat out** їсти в громадському закладі

# Appendix

**Egypt** [i'dʒɪpt] Єгипет  
**e-mail** [i:,meɪl] *n.* електронне повідомлення (лист); *v.* надсилати електронною поштою  
**enjoy** [ɪn'dʒɔɪ] насолоджуватись, полюбляти  
**enjoyable** [ɪn'dʒɔɪəbl] радісний  
**enough** [ɪ'nʌf] *adj.* достатній, *adv.* достатньо  
**Europe** ['juərəp] Європа  
**eve** [i:v] переддень, канун  
**event** [ɪ'vent] подія, випадок  
**every** ['evri] кожний  
**everybody** ['evrɪbɒdi] кожна людина  
**evil** ['i:vɪ] зловмисний, вередливий  
**exciting** [ɪk'saɪtɪŋ] хвилюючий  
**exist** [ɪg'zɪst] існувати  
**expect** [ɪk'spekt] очікувати  
**expensive** [ɪk'spensɪv] дорогий, коштовний  
**experience** [ɪk'spɪ(ə)rɪəns] досвід  
**explain** [ɪk'spleɪn] пояснювати  
**explore** [ɪk'splɔː] досліджувати, вивчати

## F

**fable** ['feɪbl] байка  
**fair** [feə] справедливий  
**fall** [fɔ:l] (*fell, fallen*) падати  
**famous** ['feɪməs] знаменитий  
**fascinating** ['fæsmɪnɪŋ] чарівний, захоплюючий  
**fashion** ['fæʃ(ə)n] мода  
**fencing** ['fensɪŋ] фехтування  
**field** [fi:ld] поле  
**finally** ['faɪnəli] нарешті

**find** [faɪnd] (*found, found*) знаходити  
**flight** [flaɪt] політ  
**flood** [flʌd] повінь  
**fond** [fʌnd], *be fond of* любити, подобатися  
**foreign** ['fɔːrɪn] зарубіжний  
**forget** [fə'get] (*forgot, forgotten*) забувати  
**freak** [fri:k] *n.* примха; *adj.* примхливий  
**free** [fri:] вільний  
**freezing** ['fri:zɪŋ] заморожувальний  
**fridge** [frɪdʒ] холодильник  
**fry** [fraɪ] смажити  
**fried** [fraɪd] смажений  
**furniture** ['fɜːnɪtʃə] меблі

## G

**ghost** ['gəʊst] привид  
**globe** [gləʊb] земна куля  
**glue** [glu:] *n.* клей; *v.* клеїти, приклеювати  
**go** [gəʊ] (*went, gone*) ходити, йти, (по)їхати  
**go back** [gəʊ bæk] повертатись  
**go out** виходити  
**go shopping** ходити за покупками  
**goal** [gəʊl] гол  
**goalkeeper** ['gəʊl,ki:pə] воротар  
**golden** ['gəʊlden] золотий  
**goods** [gʊdz] товари  
**grain** [greɪn] зерно, пшениця  
**greengrocer's** ['gri:n,grəʊsəs] овочевий відділ / магазин  
**greeting** ['gri:tɪŋ] привітання  
**grocer's** ['grəʊsəs] бакалійний відділ / магазин

**grow** [grəʊ] (grew, grown) 1. рости;  
2. вирощувати  
**grow up** [grəʊ ʌp] виростати  
**guess** [ges] 1. здогадуватись;  
2. вгадувати  
**guide** [gaɪd] екскурсовод  
**guy** [gaɪ] хлопець, парубок (*амер.*)  
**gym** [dʒɪm] спортивний зал  
**gymnastics** [dʒɪm'næstɪks] гімнастика

## Н

**habit** ['hæbɪt] звичка  
**hairstresser** ['heə,dresə] перукар  
**ham** [hæm] шинка  
**hard-working** [hɑ:d'wɜ:kɪŋ] працелюбний  
**hate** [heɪt] ненавидіти  
**health** [helθ] здоров'я  
**healthy** ['helθɪ] здоровий  
**hear** [hɪə] (heard, heard) чути  
**heaven** ['hev(ə)n] небеса, рай  
**helpful** ['helpfəl] корисний  
**her** [hɜ:] її  
**hide** [haɪd] (hid, hidden) ховати(сь)  
**him** [hɪm] його  
**historical** [hɪ'stɔ:rɪkl] історичний  
**History** ['hɪstəri] історія  
**holy** ['həʊli] святий  
**honey** ['hʌni] мед  
**horror** ['hɒrə] жах  
**housewife** ['haʊswaɪf] домогосподарка  
**human** ['hju:mən] *n.* людина; *adj.*  
людський  
**hurry** ['hʌrɪ] спішити  
**be in a hurry** поспішати

**hurt** [hɜ:t] (hurt, hurt) 1. ранили;  
2. боліти

## I

**imaginative** [ɪ'mædʒɪnətɪv] образний,  
уявний  
**imagine** [ɪ'mædʒɪn] уявляти  
**important** [ɪm'pɔ:tənt] важливий  
**improve** [ɪm'pru:v] покращувати  
**independence** [ɪndɪ'pendəns]  
незалежність  
**independent** [ɪndɪ'pendənt] незалежний  
**individual** [ɪndɪ'vɪdʒʊəl] індивідуальний  
**international** [ɪntə'næʃnəl] міжнародний  
**invitation** [ɪnvɪ'teɪʃn] запрошення  
**invite** [ɪn'vaɪt] запрошувати  
**Ireland** ['aɪələnd] Ірландія  
**IT** [aɪ 'ti:] інформаційні технології  
**item** ['aɪtəm] 1. пункт; 2. одиниця товару

## J

**jar** [dʒɑ:] глечик, скляна банка  
**jealous** ['dʒeləs] ревнивий, заздрисний  
**job** [dʒɒb] робота  
**join** [dʒɔɪn] приєднатися,  
приєднуватися  
**journey** ['dʒɜ:ni] подорож

## K

**keen** [ki:n] сильний  
**be keen on** бути зацікавленим (*в чомусь*)  
**keep** [ki:p] (kept, kept) тримати,  
зберігати  
**key** [ki:] ключ

# Appendix

**keyboard** ['ki:bɔ:d] клавіатура  
**kick** [kɪk] копати, бити ногою  
**kind** [kaɪnd] добрий  
**kindergarten** ['kɪnəɡɑ:tɪn] дитячий садок  
**kingdom** ['kɪŋdəm] королівство

## L

**language** ['læŋɡwɪdʒ] мова  
**lazy** ['leɪzi] лінивий  
**leaflet** ['li:flət] буклет  
**learn** [lɜ:n] (learnt, learnt) вивчати, пізнавати, довідуватись  
**leave (left, left)** [li:v] 1. залишати; 2. від'їжджати, виходити  
**leisure** ['leɪzə] відпочинок, дозвілля  
**library** ['laɪbr(ə)rɪ] бібліотека  
**lightning** ['laɪtnɪŋ] блискавка  
**literature** ['lɪtərətʃə] література  
**load** [ləʊd] завантажувати, вантажити  
**loaf** [ləʊf] буханка  
**lonely** ['lɒnli] самотній  
**look like** [lʊk laɪk] бути (виглядати) схожим (до)  
**loose (lost, lost)** [lu:z] 1. втрачати; 2. програвати  
**loose a match** програти матч  
**lot of** [lɒt əv] багато

## M

**mad** [mæd] шалений, скажений  
**magazine** [ˌmæɡə'zi:n] журнал  
**main** [meɪn] головний  
**main course** головна страва  
**make** [meɪk] (made, made) робити, виготовляти, створювати

**make a mess** робити безлад  
**make-up** ['meɪkʌp] макіяж  
**market** ['mɑ:kɪt] ринок  
**match** [mætʃ] *v.* відповідати, підходити; *n.* матч  
**matchbox** ['mætʃbɒks] сірникова коробка  
**me** [mi] мене  
**meal** [mi:l] 1. їжа; 2. прийом їжі  
**mealtime** ['mi:ltaɪm] час прийому їжі  
**mean** [mi:n] нечесний огидний  
**mechanic** [mɪ'kænɪk] механік  
**melt** [melt] танути  
**member** ['membə] член  
**mess** [mes] безлад  
**message** ['mesɪdʒ] повідомлення  
**mild** [maɪld] м'який  
**mind** [maɪnd] *n.* 1. розум; 2. думка; *v.* пам'ятати  
**miss** [mɪs] 1. пропускати; 2. сумувати  
**mix** [mɪks] *n.* мішанина; *v.* змішувати  
**modern** ['mɒdn] сучасний  
**moustache** [mə'sta:s] вуса  
**multiply** ['mʌltɪplaɪ] множити

## N

**narrator** [nə'reɪtə] оповідач  
**national** ['næʃ(ə)nəl] національний  
**naughty** ['nɔ:tɪ] неслухняний  
**net** [net] мережа  
**never** ['nevə] ніколи  
**Never mind!** Не звертайте уваги!  
**newsagent's** [ˌnju:s'eɪdʒənts] відділ (магазин) преси  
**newspaper** ['nju:s,peɪpə] газета

**nickname** ['nikneɪm] прізвисько  
**north** [nɔːθ] північ  
**northern** ['nɔːðən] північний  
**Norway** ['nɔːweɪ] Норвегія  
**nosy** ['nəʊzi] шумний  
**noun** [naʊn] іменник  
**nowadays** ['naʊədəɪz] наші дні,  
сьогодення  
**nurse** [nɜːs] 1. медсестра; 2. няня

## O

**Olympic** [ə'lɪmpɪk] олімпійський  
**once** [wʌns] одного разу  
**online** [ɒn'laɪn] он-лайн; он-лайновий  
**opinion** [ə'pɪnjən] думка, погляд  
**opposite** ['ɒpəzɪt] *adj.* протилежний;  
прер. навпроти  
**outdoors** ['aʊt'dɔːz] *n.* подвір'я, *adv.*  
зовні  
**outside** ['aʊtsaɪd] *adv.* назовні; *adj.*  
зовнішній; *prep.* поза  
**own** [əʊn] власний, свій

## P

**packet** ['pækɪt] пакет  
**pain** [peɪn] біль  
**paradise** ['pærədəɪs] рай  
**parents** ['pærənts] батьки  
**passenger** ['pæsɪndʒə] пасажир  
**pastime** ['pɑːstaɪm] 1. проведення часу;  
2. розвага  
**patient** [peɪʃnt] терплячий  
**P.E.** [ˌpiː 'iː] урок фізкультури  
**peace** [piːs] 1. мир; 2. спокій  
**piece** [piːs] шматок, кусень

**platform** ['plætfɔːm] платформа  
**plump** [plʌmp] товстуватий  
**point** [pɔɪnt] питання, пункт  
**polite** [pə'laɪt] ввічливий  
**ponytail** ['pɒnɪteɪl] хвостик (з волосся)  
**population** [ˌpɒpjʊ'eɪʃn] населення  
**postman** ['pəʊstmæn] листоноша,  
поштар  
**pound** [paʊnd] фунт (стерлінгів)  
**power** ['paʊə] сила  
**practice** ['præktɪs] практика  
**prefer** [prɪ'fɜː] надавати перевагу  
**prepare** [prɪ'preə] готувати(сь)  
**preposition** [ˌprepə'zɪʃən] прийменник  
**pretend** [prɪ'tend] прикидатися,  
прикинутися  
**pretty** ['prɪti] гарненький, привабливий  
**price** [praɪs] ціна  
**probably** ['prɒbəbəlɪ] можливо  
**promise** ['prɒmɪs] обіцяти  
**pronoun** ['prəʊnəʊn] займенник  
**pronunciation** [ˌprɒˌnʌnsɪ'eɪʃn] вимова  
**proud** ['praʊd] гордий  
**be proud of** пишатись (кимось /  
чимось)  
**proverb** ['prɒvɜːb] прислів'я  
**pudding** ['puːdɪŋ] пудинг  
**pumpkin** ['plʌmpkɪn] гарбуз

## Q

**quarrel** ['kwɒrəl] *n.* сварка; *v.* сваритися  
**questionnaire** [ˌkwɛstə'neə] анкета

## R

**race** [reɪs] гонка, змагання

# Appendix

**rarely** ['reəli] нечасто, рідко  
**ready-made** [,redi'meɪd] готовий  
**region** ['rɪdʒ(ə)n] регіон, область  
**relative** ['relətɪv] родич  
**Religion** [rɪ'lɪdʒən] релігія  
**remember** [rɪ'membə] 1. запам'ятати;  
2. пам'ятати, пригадувати  
**repair** [rɪ'peə] лагодити, відновлювати,  
ремонтувати  
**report** [rɪ'pɔ:t] *n.* репортаж, доповідь; *v.*  
повідомляти, звітувати  
**return** [rɪ'rɜ:n] повертати(сь)  
**rich** [rɪtʃ] багатий  
**be rich in** бути багатим (на щось)  
**roll** [rəʊl] котити, вертїти  
**rollerblading** [,rəʊlə'bleɪdɪŋ] катання на  
роликах  
**round** [raʊnd] *adj.* круглий; *adv.* навколо  
**round the world** навколо світу  
**rude** [ru:d] образливий, грубий,  
непрстойний  
**rule** [ru:l] *n.* 1. правило; 2. панування;  
*v.* керувати

## S

**sailor** ['seɪlə] моряк  
**safe** [seɪf] безпечний  
**sale** ['seɪl] продаж  
**for sale** для продажу  
**scared** ['skeəd] зляканий  
**Science** ['saɪəns] урок природничих наук  
**science** ['saɪəns] наука  
**scientist** ['saɪəntɪst] науковець  
**screen** [skri:n] екран  
**search** [sɜ:tʃ] *n.* пошук; *v.* шукати

**selection** [sə'lekʃn] відбір  
**seller** ['selə] продавець  
**sentence** ['sentəns] речення  
**separate** ['seprət] *v.* відділяти; *adj.*  
окремиий  
**serious** ['sɪərɪəs] серйозний  
**service** ['sɜ:vɪs] обслуговування  
**self-service** [,self'sɜ:vɪs]  
самообслуговування  
**selfish** ['selfɪʃ] egoїст  
**share** [ʃeə] ділитися  
**sheet** [ʃi:t] 1. аркуш паперу;  
2. простирадло  
**shine** [ʃaɪn] (shone, shone) світити(сь),  
сяяти  
**shop assistant** [ʃɒp ə'sɪstənt] продавець  
**shout** [saʊt] кричати  
**shy** [ʃaɪ] сором'язливий  
**sick** [sɪk] хворий  
**sight** [saɪt] вид, вигляд  
**sightseeing** ['saɪt,sɪ:ɪŋ] огляд визначних  
місць  
**silk** [sɪlk] шовк  
**silly** ['sɪli] нерозумний  
**similar** ['sɪmələ] схожий  
**single** ['sɪŋɡl] одномісний; в одну  
сторону (про квиток)  
**situate** ['sɪtʃəɪt] розташовувати  
be situated ['sɪtʃəɪtɪd] бути  
розташованим, розміщеним  
**size** [saɪz] розмір  
**skill** [skɪl] навичка, уміння  
**skillful** ['skɪlɪ(ə)l] кваліфікований,  
майстерний  
**skinny** ['skɪni] худорлявий

**slice** [slaɪs] *n.* скибка, *v.* різати тонкими скибками

**slim** [slɪm] тонкий

**slippery** ['slɪp(ə)rɪ] *adj.* слизький; *adv.* слизько

**smart** [smɑ:t] гарний, тямущий

**smell** [smel] нюхати, пахнути

**snack** [snæk] закуска

**some** [sʌm] декілька, трохи

**sometimes** ['sʌmtaɪmz] інколи, іноді

**sound** [saʊnd] звук

**south** ['saʊθ] південь

**southern** ['sʌðən] південний

**spacesman** ['speɪsmæn] космонавт

**spinach** ['spɪnɪdʒ] шпинат

**split** [splɪt] *n.* тріщина; *v.* розколювати

**square** [skweə] площа

**stall** [stɔ:l] прилавок, лоток

**stadium** ['steɪdɪəm] стадіон

**stock** [stɒk] склад

**well-stocked** добре поскладаний

**store** [stɔ:] 1. магазин; 2. поверх

**department store** універмаг

**straight** [streɪt] *adj.* прямий; *adv.* прямо

**strange** ['streɪndʒ] дивний

**stupid** ['stju:pɪd] безглуздий, дурний

**subtract** [səb'trækt] віднімати

**sugar** ['ʃu:gə] цукор

**suit** [su:t] *n.* комплект, *v.* підходити, пасувати

**suitcase** [su:tkeɪs] валіза

**sunbathe** ['sʌnbæθ] загаряти

**support** [sə'pɔ:t] *n.* підтримка, *v.* підтримувати,

**sure** [ʃʊə] впевнений

**surfing** ['sɜ:fɪŋ] серфінг

## T

**take** [teɪk] (took, taken) брати, взяти

**take pictures (photos)**

фотографувати

**taste** [teɪst] смак

**tasty** ['teɪstɪ] смачний

**tease** [ti:z] дражнити

**tender** ['tendə] лагідний, ласкавий

**terrible** ['terəbl] жахливий

**Thames** [temz] Темза

**them** [ðem] їх

**theme** [θi:m] *n.* тема; *adj.* тематичний

**think** [θɪŋk] (thought, thought) думати

**thunder** ['θʌndə] грім

**thunderstorm** ['θʌndəstɔ:m] буря, гроза, громовиця

**ticket** ['tɪkɪt] квиток

**to book a ticket**

**tidy** ['taɪdɪ] охайний

**tin** [tɪn] консерва

**title** ['taɪtl] назва

**toast** [təʊst] тост

**together** [tə'geðə] разом

**too** [tu:] також; надто

**toothache** ['tu:θeɪk]

**tour** [tuə] тур

**towel** [taʊəl] рушник

**track** [træk] трек, бігова доріжка

**traffic** ['træfɪk] дорожній рух

**traffic lights** світлофор

**trainers** ['treɪnəz] кросівки, спортивні туфлі

**travel** ['trævəl] подорожувати

**travel agent**

**trip** [trɪp] 1. дорога; 2. шлях, поїздка

# Appendix

**get on a trip**

**trolley** ['trɒli] візок

**trouble** ['trʌbl] клопіт, турбота

**troublesome** ['trʌblsəm] клопіткий,  
неспокійний

**trust** [trʌst] *n.* довіра; *v.* довіряти.  
покладатися

**try on** ['traɪ 'ɒn] приміряти

## U

**ugly** ['ʌɡli] потворний, бридкий

**uncountable** [ʌn'kaʊntəb(ə)l]  
незлічуваний

**underground** [ˈʌndəgraʊnd] метро

**understand** [ˌʌndə'stænd] (understood,  
understood) розуміти

**unit** ['ju:nɪt] 1. розділ; 2. одиниця

**unite** [ju:'naɪt] об'єднувати(ся)

**unusual** [ʌn'ju:ʒuəl] незвичайний

**us** [ʌs] нас

**useful** ['ju:sf(ə)l] корисний

**usually** ['ju:ʒuəlɪ] зазвичай

## V

**various** ['ve(ə)rɪəs] різний

**vegetable** ['vedʒ(ɪ)təb(ə)l] овоч

**vegetarian** [ˌvedʒə'teəriən]  
вегетаріанський

**verb** [vɜ:b] дієслово

**vet** [vet] ветеринар

**violin** [ˌvaɪə'li:n] скрипка

## W

**waiter** ['weɪtə] офіціант

**waitress** ['weɪtrəs] офіціантка

**wake up** [weɪk ʌp] (woke up, woken up)  
прокидатися

**Wales** ['weɪls] Уельс

**walk** [wɔ:k] *n.* прогулянка; *v.* йти, ходити  
пішки

**waste** [weɪst] *n.* відходи; *v.* витратити,  
витратити

**waste time** витратити час

**wavy** ['weɪvɪ] хвилястий

**weak** [wi:k] слабкий

**website** ['websaɪt] веб-сайт

**weight** [weɪt] *n.* вага; *v.* важити.

**put on weight** набирати вагу

**lose weight** втрачати вагу

**west** [west] захід

**western** ['westən] західний

**win (won, won)** [wɪn] вигравати

**win a game** виграти гру

**wiz, wizard** ['wɪzəd] чарівник

**wonderful** ['wʌndəf(ə)l] чудовий

**wool** [wʊl] вовна

**word** [wɜ:d] слово

**world** [wɜ:ld] світ

**writer** ['raɪtə] письменник

## Y

**yoga** ['jəʊɡə] йога

**yoghurt** ['jɒɡət] йогурт

# IRREGULAR VERBS

## (Неправильні дієслова)

I	II	III	
<b>be</b> [bi:]	<b>was</b> [wɒz] / <b>were</b> ['weə]	<b>been</b> [bi:n]	бути
<b>begin</b> [bi'gɪn]	<b>began</b> [bi'gæn]	<b>begun</b> [bi'gʌn]	починати
<b>become</b> [bi'kʌm]	<b>became</b> [bi'keɪm]	<b>become</b> [bi'kʌm]	ставати
<b>blow</b> [bləʊ]	<b>blew</b> [blɔ:]	<b>blown</b> [bləʊn]	дути
<b>break</b> [breɪk]	<b>broke</b> [brəʊk]	<b>broken</b> ['brəʊkən]	розбивати, рвати
<b>bring</b> [brɪŋ]	<b>brought</b> [brɔ:t]	<b>brought</b> [brɔ:t]	приносити
<b>build</b> [bɪld]	<b>built</b> [bɪlt]	<b>built</b> [bɪlt]	будувати
<b>buy</b> [baɪ]	<b>bought</b> [bɔ:t]	<b>bought</b> [bɔ:t]	купувати
<b>catch</b> [kæʃ]	<b>caught</b> [kɔ:t]	<b>caught</b> [kɔ:t]	ловити
<b>come</b> [kʌm]	<b>came</b> [keɪm]	<b>come</b> [kʌm]	приходити
<b>cost</b> [kɔst]	<b>cost</b> [kɔst]	<b>cost</b> [kɔst]	коштувати
<b>cut</b> [kʌt]	<b>cut</b> [kʌt]	<b>cut</b> [kʌt]	різати
<b>do</b> [du:]	<b>did</b> [dɪd]	<b>done</b> [dʌn]	робити, виконувати
<b>dream</b> [dri:m]	<b>dreamt</b> [dremt]	<b>dreamt</b> [dremt]	мріяти
<b>drink</b> [drɪŋk]	<b>drank</b> [dræŋk]	<b>drunk</b> [drʌŋk]	пити
<b>eat</b> [i:t]	<b>ate</b> [eɪt]	<b>eaten</b> ['i:tən]	їсти
<b>fall</b> [fɔ:l]	<b>fell</b> [fel]	<b>fallen</b> ['fɔ:lən]	падати
<b>feel</b> [fi:l]	<b>felt</b> [felt]	<b>felt</b> [felt]	відчувати
<b>find</b> [faɪnd]	<b>found</b> ['faʊnd]	<b>found</b> ['faʊnd]	знаходити
<b>fly</b> [flaɪ]	<b>flew</b> [flu:]	<b>flown</b> [fləʊn]	літати
<b>forget</b> [fə'get]	<b>forgot</b> [fə'gɒt]	<b>forgotten</b> [fɔrgotten]	забувати
<b>get</b> [get]	<b>got</b> [gɒt]	<b>got</b> [gɒt]	отримувати
<b>give</b> [gɪv]	<b>gave</b> [geɪv]	<b>given</b> ['gɪvən]	давати
<b>go</b> [gəʊ]	<b>went</b> [went]	<b>gone</b> [gʌn]	ходити
<b>grow</b> [grəʊ]	<b>grew</b> [grɔ:]	<b>grown</b> [grəʊn]	рости
<b>hang</b> [hæŋ]	<b>hung</b> [hʌŋ]	<b>hung</b> [hʌŋ]	вішати, висіти
<b>have</b> [hæv]	<b>had</b> [hæd]	<b>had</b> [hæd]	мати
<b>hear</b> [hɪə]	<b>heard</b> [hɛ:d]	<b>heard</b> [hɛ:d]	чути
<b>hide</b> [haɪd]	<b>hid</b> [hɪd]	<b>hidden</b> [hɪdn]	ховати

# Appendix

<b>hurt</b> [hɜ:t]	<b>hurt</b> [hɜ:t]	<b>hurt</b> [hɜ:t]	вдаряти, боліти
<b>keep</b> [ki:p]	<b>kept</b> [kept]	<b>kept</b> [kept]	тримати, зберігати
<b>lead</b> [li:d]	<b>led</b> [led]	<b>led</b> [led]	вести, прямувати
<b>learn</b> [lɛ:n]	<b>learnt</b> ['lɛ:nt]	<b>learnt</b> ['lɛ:nt]	вивчати
<b>leave</b> [li:v]	<b>left</b> [left]	<b>left</b> [left]	залишати, виїжджати
<b>make</b> [meɪk]	<b>made</b> [meɪd]	<b>made</b> [meɪd]	робити, ВИГОТОВИТИ
<b>meet</b> [mi:t]	<b>met</b> [met]	<b>met</b> [met]	зустрічати
<b>put</b> [pʊt]	<b>put</b> [pʊt]	<b>put</b> [pʊt]	класти
<b>read</b> [ri:d]	<b>read</b> [red]	<b>read</b> [red]	читати
<b>rise</b> [raɪz]	<b>rose</b> [rəʊz]	<b>risen</b> ['raɪzən]	піднімати(сь)
<b>run</b> [rʌn]	<b>ran</b> [rʌn]	<b>run</b> [rʌn]	бігати
<b>see</b> [si:]	<b>saw</b> [sɔ:]	<b>seen</b> [si:n]	бачити
<b>sell</b> [sel]	<b>sold</b> [səʊld]	<b>sold</b> [səʊld]	продавати
<b>send</b> [send]	<b>sent</b> [sent]	<b>sent</b> [sent]	надсилати
<b>shine</b> [ʃaɪn]	<b>shone</b> [ʃɒn]	<b>shone</b> [ʃɒn]	світити, сяяти
<b>shut</b> [ʃʌt]	<b>shut</b> [ʃʌt]	<b>shut</b> [ʃʌt]	закривати
<b>sing</b> [sɪŋ]	<b>sang</b> [sæŋ]	<b>sung</b> [sʌŋ]	співати
<b>sit</b> [sɪt]	<b>sat</b> [sæt]	<b>sat</b> [sæt]	сидіти
<b>sleep</b> [sli:p]	<b>slept</b> [slept]	<b>slept</b> [slept]	спати
<b>speak</b> [spi:k]	<b>spoke</b> [spəʊk]	<b>spoken</b> ['spəʊkən]	розмовляти
<b>spend</b> [spend]	<b>spent</b> [spent]	<b>spent</b> [spent]	витрачати
<b>stand</b> [stænd]	<b>stood</b> [stʊ:d]	<b>stood</b> [stʊ:d]	стояти
<b>swim</b> [swɪm]	<b>swam</b> [swæm]	<b>swum</b> [swʌm]	плавати
<b>take</b> [teɪk]	<b>took</b> [tʊk]	<b>taken</b> [teɪkən]	брати, взяти
<b>tell</b> [tel]	<b>told</b> [təʊld]	<b>told</b> [təʊld]	розповідати
<b>think</b> [θɪŋk]	<b>thought</b> [θɔ:t]	<b>thought</b> [θɔ:t]	думати
<b>throw</b> [θrəʊ]	<b>threw</b> [θru:]	<b>thrown</b> [θrəʊn]	кидати
<b>understand</b> [ˌʌndə'stænd]	<b>understood</b> [ˌʌndə'stʊ:d]	<b>understood</b> [ˌʌndə'stʊ:d]	розуміти
<b>wake up</b> [weɪk ʌp]	<b>woke up</b> [wəʊk ʌp]	<b>woken up</b> [wəʊkən ʌp]	прокидатись
<b>wear</b> [weə]	<b>wore</b> [wɔ:]	<b>worn</b> [wɔ:n]	одягати, носити
<b>win</b> [wɪn]	<b>won</b> [wʌn]	<b>won</b> [wʌn]	перемагати
<b>write</b> [raɪt]	<b>wrote</b> [rəʊt]	<b>written</b> ['rɪtən]	писати

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*Карп'юк Оксана Дмитрівна*

## **Англійська мова**

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