

Alla Nesvit

5

WE LEARN

English

a q j x
t m p v
c r s l
h i
n



Навчальне видання

НЕСВІТ Алла Миколаївна

**МИ ВИВЧАЄМО
АНГЛІЙСЬКУ МОВУ**

**Підручник для 5 класу
загальноосвітніх навчальних закладів**

*Рекомендовано Міністерством освіти
і науки України*

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

Завідуюча редакцією іноземних мов **Ганна Сидоренко**
Редактори **Тетяна Островерхова, Ірина Шкурко**
Художники **Надія Сосніна, Володимир Волков,**
Олена Андрущенко, Олена Кузнецова, Любов Максимчук,
Тетяна Лазарева, Тетяна Чуприніна,
Наталія Харламбієва, Юлія Ясінська
Художнє оформлення та редактування **Юлії Ясінської**
Комп'ютерний дизайн та верстка **Наталії Корсун**
Технічний редактор **Валентина Олійник**

Introduction

- a) Listen, find and point. Are the words the same in Ukrainian?
 b) Write the words into six columns.

Places

Sport

Transport

Food and Drinks

Technology

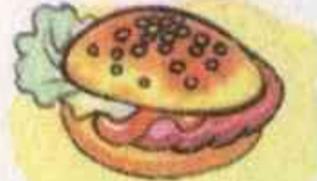
Clothing



a hotel



a taxi



a hamburger



a radio-set



the Internet



a computer



shorts



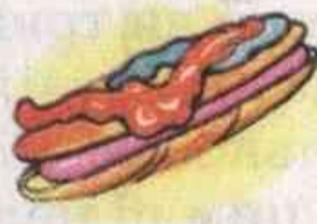
a bus



a cafe



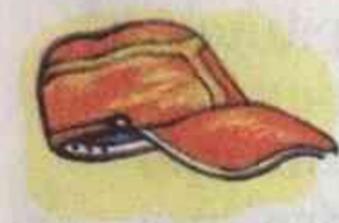
football



a hot dog



a supermarket



a cap



chips



tennis



a trolley-bus



a jacket



an automobile



jeans



basketball

c) Make sentences with your favourite words.

2. Work in pairs. Take turns to ask and answer about the things in the pictures (Ex. 1).

Examples:

1. – Is there a hotel in your street? 2. – Do you get to school by taxi?
 – Yes, there is. – No, I don't.

**Grammar Lab: The Indefinite Article a / an
Plural Noun Forms**

3. Complete the sentences. Use a or an.

1. I have got _____ idea.
2. I have got _____ good idea.
3. His father works in _____ office.
4. We are in a hurry. Let's take _____ taxi.
5. _____ hour has sixty minutes.
6. Her mother works at _____ university.
7. Is he _____ healthy person?

4. Complete the sentences. Add -s to countable nouns. Do not add -s to uncountable nouns.

1. I see fifteen _____ (desk) in this classroom.
2. We need some more _____ (chair).
3. I need some _____ (information).
4. I need some _____ (help) with my homework.
5. We are hungry. Let's buy some _____ (sandwich).
6. I'm hungry. I would like some _____ (food).
7. The _____ (book) are on the _____ (bookshelf).
8. We had hot _____ (weather) last summer.

5. Make the nouns plural where necessary.

1. Kyiv and Kharkiv are big _____ (city).
2. There are three _____ (shelf) in my _____ (bookcase).
3. My _____ (aunt) has two small _____ (child).
4. There are five _____ (woman) and four _____ (man) in this _____ (room).
5. Our _____ (teacher) doesn't give us a lot of _____ (homework).
6. Children like to play with _____ (toy).

1. Look at the pictures and act out the dialogues.



Learning Strategies: Listening Lab

1. Read the questions first.
2. Listen to the whole conversation to get the gist¹ of it. Keep the questions in mind.
3. Listen to the conversation again for more details.

**2. a) Read the questions.
b) Listen to the conversation and answer the questions².**

1. What is the name of the boy?
2. What is the name of the girl?
3. What nationality is the girl?
4. Where is she from?
5. Where does the boy go to school?



¹ the gist – основний зміст

² See "Tapescript", p. 194.

3. Work in groups. Talk with your friends.

1. Introduce yourself.
2. Say what your first name and last name (surname)¹ are.
3. Say what your age is.
4. Ask a person what his/her name is.
5. State your nationality.
6. Say how pleased you are to meet a new pupil in your class.
7. Tell your new friend where you live.
8. Tell your new friend which school you go to.

Learning Strategies: Conversation Lab

1. Read the tasks carefully.
2. Choose a role for yourself.
3. Write notes.
4. Act out the situation.

4. Act out the situations.

1. Work in pairs. You are in London. Get acquainted² with the following people:
 - a. your new English teacher
 - b. your new friend
2. It is your first school day in England. Introduce yourself to the class. Say as much about yourself as you can.
3. Work in groups. You are in London. You are at a birthday party. Your friend doesn't know English well. Help her/him get acquainted with a new friend. Use the sentences:
Hello! I'd like to meet you. What's your name?
My name is ... It's nice to meet you.
My surname is ... Where are you from?
I'm a pupil, too!
Yes, I am a Ukrainian.

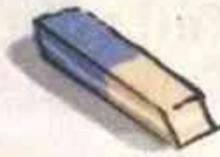
5. Order the sentences to make a dialogue. Write it down.

- ___ a. Hello, Jack! Nice to meet you, too.
- ___ b. I'm OK. And you?
- ___ c. Hi, Sue! Nice to meet you.
- ___ d. Hello, Bill!
- ___ e. Fine, thanks. Jack, this is Sue. Sue, this is Jack.
- ___ f. Hi, Jack! How are you?

¹ the last name, the surname – прізвище

² to get acquainted – познайомитися

1. a) Look at the pictures and name the things you see.



b) Work in pairs. Describe one of the things to your friend. Let him / her guess what thing it is. Use the prompts¹:

It's *big / small / long / thin / flat / round*.

It is made of *metal / glass / wood / plastic / leather / rubber*.

It is *red / yellow / green / white*.

We *cut paper / measure things / stick things together / write with it / read it / rub something off with it*.

Schoolchildren *keep their things / carry textbooks* in it.

2. a) Listen, read and say what thing the children are talking about.
b) Work in pairs. Talk about the things in the classroom as in the dialogue.

A n n: Is it big?

D a n: No, it isn't. It is small.

A n n: Is it made of plastic?

D a n: It is made of plastic and metal.

A n n: Oh, really? Can I write with it?

D a n: Yes, you can.

A n n: Ah, I know! It is a pen.

D a n: That's right.

3. Look, read and match the descriptions of the people (p. 9) with the pictures.



Bill



Sam



John

¹ a prompt – підказка

1. He is quite short and handsome. He has got very short, fair hair and brown eyes. He has got freckles¹.
2. He is short and slim. He has got straight, fair hair and green eyes. He hasn't got freckles.
3. He is tall and thin. He has got curly hair and blue eyes. He is wearing glasses.

4. a) Copy the form below. Then listen to the description and make notes.²

Example:

Name	<i>Bill</i>		
Height	<i>quite short</i>		
Hair	<i>very short, fair</i>		
Eyes	<i>brown</i>		
Other features	<i>freckles</i>		

b) Speak in class. Use your notes to speak about the children.
Start like this:

He is _____. He has got _____. He is wearing _____.

c) Play a class game. Make notes about one of your classmates. Describe him / her to your friends. They have to guess who this person is.

Example:

This person is quite tall and slim. She has got dark, wavy hair and grey eyes. She is wearing glasses.

5. Write about yourself. Start like this:

I'm quite (very) _____. I have got _____. I am wearing _____.

¹ freckles – ластовиння

² See "Tapescript", p. 194.

1. a) Listen and read the letter.



September 8th, 2005

Dear Ann,

We went back to school on the first of September. Our new school building looks nice. We have a new computer room this year. We will have our Computer Studies lessons there.

I am good at learning English¹, but I have difficulties with Maths. This year I am going to work hard at all school subjects. What do

you think of school?

This is a picture of me in my school uniform. Do you wear a uniform? What is it like?

Please write me soon and tell me about your school. I'm looking forward to hearing from you.

Love,
Sue.

b) Complete the sentences.

1. Sue went back to school _____.
2. They have a new _____.
3. The girl is good at _____.
4. She wears _____.

2. Listen, read and act out the conversation.

A n n: My favourite activities in class are speaking English and doing projects. What is your favourite activity, Kim?

K i m: Singing is. I'm very good at singing English songs.

D a n: My favourite activity is reading. I'm also quite good at writing letters and short stories. I like doing crosswords, too.

A l e x: I'm not very good at doing crosswords. I'm just learning.

S t e v e: I enjoy playing classroom games with our teacher. She is so nice!

D a n: Learning English is so interesting!

¹ to be good at doing smth – бути вправним у чомусь, бути здібним до чогось

3. Work in pairs. Talk with your friend about the class activities. Use the words below.

Examples:

1) – Which classroom activities are you good at?

- I'm quite good at _____ ing.
- I'm very good at _____ ing.
- I'm not very good at _____ ing.
- I can _____ well.
- I can't _____ .

2) – Are you good at _____ ing? – Yes, I am. / No, I am not.

- to read
- to learn quickly
- to write letters
- to learn new English words
- to recite a poem
- to sing an English song
- to speak English
- to start a conversation in English
- to do a crossword
- to listen to a story
- to do a project

4. Read and put the verbs in brackets in the correct tense form.

1. John _____ (be) very good at writing short stories.
2. They _____ (listen) to a story at the moment.
3. Miss Alison _____ (work) at school and _____ (teach) the children English.
4. Jane _____ (cut) pictures for the project now.
5. My sister _____ (be) very good at reciting poems.
6. I _____ (not, know) how to start a conversation in English.
7. _____ your brother _____ (learn) English quickly?
8. Tom can't _____ (do) this crossword because he _____ (not, know) the new words.

5. Write down your answers to the questions.

1. Do you enjoy studying at school?
2. What school subjects do you study this year?
3. What is your favourite subject?
4. What is your teacher like?
5. Which is your favourite activity in class?
6. How much time do you spend on your homework?

1. a) Look, read and say.



1. These are Mr and Mrs Ivanenko. They are from Ukraine. They are Ukrainians. They speak Ukrainian. They live in Kyiv.
2. These are Mr and Mrs Robinson. They are from Great Britain. They are English. They speak English. They live in London.
3. These are Mr and Mrs Tyan. They are from China. They are Chinese. They speak Chinese. They live in Peking.

b) Look at the table and make stories about these people.

Example: Mr Wilson is from the USA. He lives in Washington, DC. He is American. He speaks English.

People	Country	Capital	Nationality	Language
Mr Wilson	the USA	Washington, DC	American	English
Mrs Rowling	Australia	Canberra	Australian	English
Mr Petrov	Russia	Moscow	Russian	Russian
I	Ukraine	Kyiv	Ukrainian	Ukrainian

2. Listen, read and act out the dialogue.

Alex: You speak English very well, Dan.

Dan: Oh, no. I can understand English well. I can read and speak English a little, but I can't write many English words correctly.

Alex: You can really speak English well. Do your parents know English? What language do you speak at home?

Dan: My father knows English very well. He was in Great Britain last year. My mum doesn't speak English. So we speak

Ukrainian and Russian at home. Sometimes me and Ann speak English. And we watch English cartoons on TV!

Alex: That's nice. It can help you learn English better.

- 3.** a) Work in pairs. Take turns to ask and answer the questions.
b) Work in groups. Discuss the questions.

1. What languages do you know?
2. When did you start learning English?
3. Can you understand English well?
4. Can you read and write English?
5. Which are your favourite activities in class?
6. Why do you learn English?
7. Did you visit any English-speaking country?
8. Do you have a pen-friend from an English-speaking country?
9. What can help you learn English better?
10. How do you organize your work?

Conversation Lab

- 4.** Work in pairs. Act out the situations "We learn English".

1. Ask your friend if he / she knows English.
2. Ask about the word you don't know in English.
3. Ask where your friend learned English.
4. Say that you don't understand fast speech.
5. Say that you can speak English well because you were in Great Britain last summer.

- 5.** Put the verbs in brackets in the correct tense form.

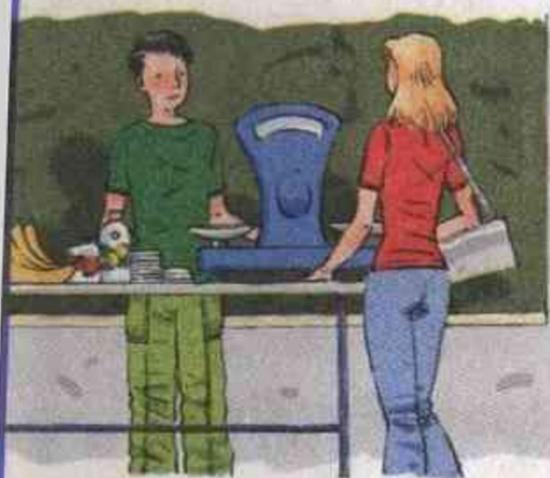
1. Ivan reads (read) English fast, but I read (read) English slowly.
2. Which languages do you understand (understand)? - I understand (understand) English and German a little.
3. Olha lives (live) in France, but she doesn't speak (not, speak) French well.
4. Does he live (live) in China? - Yes, he does. His native language is (be) Chinese.
5. Where did he go (go) last summer? Does (can) he understand the language people speak there?

Introduction

1. Read and choose the correct tense form – the Present Simple or the Present Continuous.

- Ann and her brother *go* / *are going* to the same school.
- What are they doing? – I think they *study* / *are studying*.
- Sandy *doesn't wear* / *isn't wearing* his school uniform at the moment.
- I never *go* / *am going* to school on Saturdays.
- They usually *have* / *are having* lunch at school.

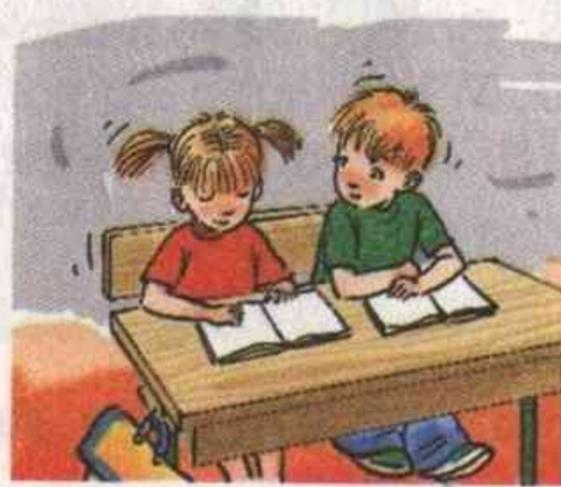
2. Look at the pictures and write what the children did at the English lesson yesterday. Use the verbs in the Past Simple.



to play games



to read and write



to work in pairs

3. Read and complete the text with the words from the box. Use the Present Simple or the Present Continuous.

to come, to do, to fall, to like, to make, to rain, to read,
to take, to get, to wear

Kim _____ to school by bus every day. The journey _____ about half an hour, and she usually _____ to school on time. She says, "I sometimes _____ in the bus, and that _____ the journey more interesting. I _____ a project at school about the weather, at the moment, so I'm very busy. Today it _____, so all the people in the bus _____ raincoats. Drops of water _____ on my book! However, I _____ travelling by bus."

4. Play a spelling game. Work in two groups. Act as in the model.

Model:

Teacher: *An umbrella.*

Group A (writes the plural form of the word on the blackboard):
Umbrellas.

Teacher: *Right. One point. A lorry.*

Group B (writes): *Lorrys.*

Teacher: *Wrong! Group B doesn't get a point. Lorries.*

5. Write these words into three columns. Make six sentences with some of them.

centre, busy, famous, uniform, wrong, journey, interesting,
favourite, buy, wear, mistake, forget, leave, decide

Nouns

Verbs

Adjectives

6. Fill in the articles *a* or *an* where necessary.

Jane is interested in _____ History. She says, "I think it's _____ very interesting subject. We are learning about _____ events in _____ different countries of the world. Last week we made _____ map of _____ Ukraine in the 14th century¹, and we watched _____ film about _____ Kyiv in those days."

¹ a century – століття

1. a) Listen and repeat the words.

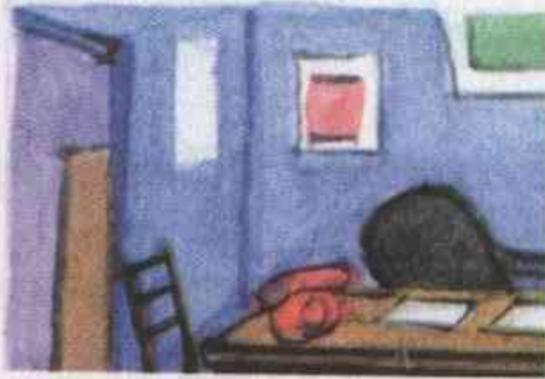
b) Look and say which of these places you have in your school and where they are.

Example:

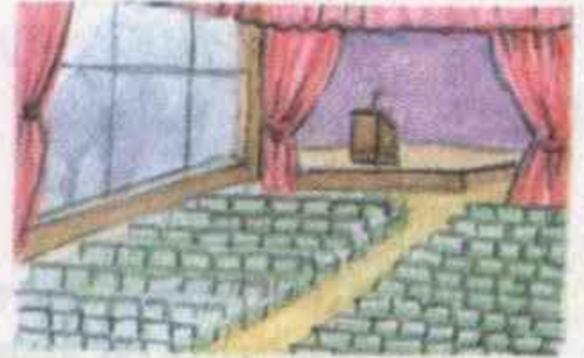
We have an Assembly Hall in our school. It is on the third floor.



Headmaster's Office



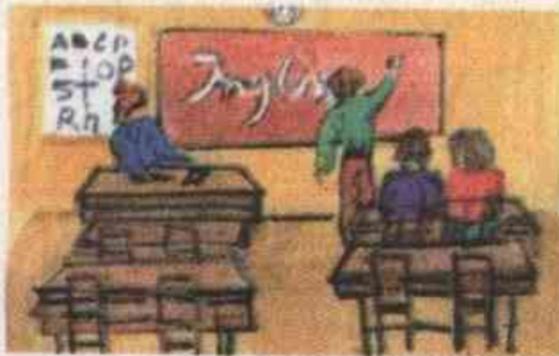
Staff Room



Assembly Hall



History Study



English Study



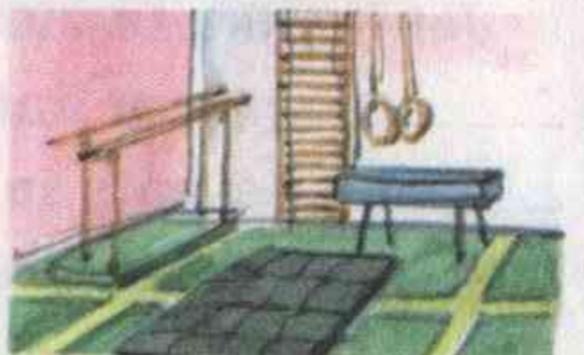
School Library



Arts and Crafts Room



Computer Study



Gymnasium



Nurse's Room



Cloakroom



School Canteen

2. Read and say which places in the school these people are looking for.

Example:

Oksana: Where can I find this book? – Oksana is looking for the school library.

1. P e t e r: Where can I get some exercises and play games?
2. A n n: This is a long break. I think we can have lunch.
3. S t e v e: When does the school party start?
4. M r s P a r k e r: Where can I talk to the headmaster?
5. D a n: Do you know where Miss Alison is?
6. K i m: I've got a terrible headache.

3. Work in pairs. Read and complete the dialogues. Use the words from Ex. 1.

1. – Excuse me, where is _____?
– It's on the _____ floor.
2. – May I help you?
– Yes, please. I can't find a _____ study.
– Do you know the teacher's name?
– _____.
– Then it's Room _____.
– Thank you.
3. – Excuse me, where can I find _____?
– Look at Room Ten. It's on the _____ floor.

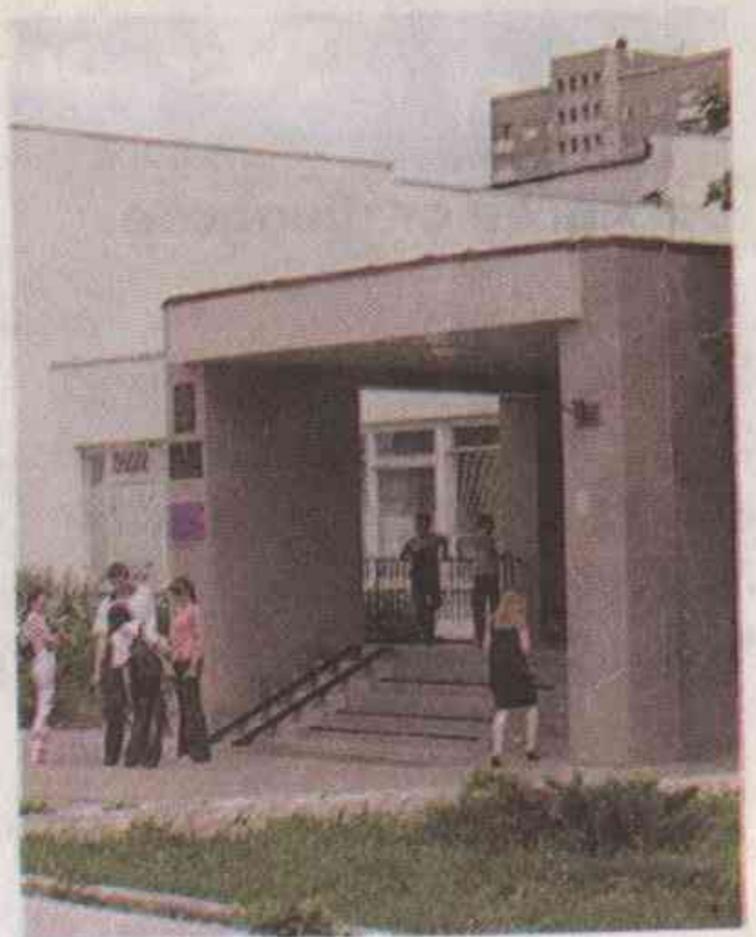
4. Listen and read the poem.

School

The school has doors that open wide,
And friendly teachers wait inside.
Hurry, hurry, let's go in
For soon the lessons will begin.

Books and pencils you will need,
When you start to write and read.
Lots to learn and lots to do.
You like to go to school, don't you?

The school bell rings, we run to class,
The teacher tells new things to us,
We get new knowledge every day.
"Oh, school, we thank you," pupils say.



5. Write a short story about your school. Start like this:

We have got a nice school in our town / city / village. It is _____.
There are many classrooms in it. We have got _____.
It is on _____.

- 1.** a) Listen and read a letter from Steve.
b) Work in pairs. Talk about the school you study at.

September 27th, 2005

Dear Oscar,

I would like to tell you about my school. It is very big. There is a small playground and a large yard in front of the school building. There is a school history museum on the first floor.

We have got many classrooms. There is also a big assembly hall, a nice gymnasium, and a good library in our school. Many pupils take the books they need there. We leave our coats in the cloakroom and have lunch in the school canteen. The Headmaster's Office and the Staff Room are on the second floor. The Nurse's Room is on the first floor.

We have got the Computer Study, the Arts and Crafts Room, the Music Room, some English Studies and specialized rooms where we learn different school subjects. The classrooms are comfortable and always clean.

School life is so interesting!

Write me soon.

Best wishes,

Steve.

2. Agree or disagree.

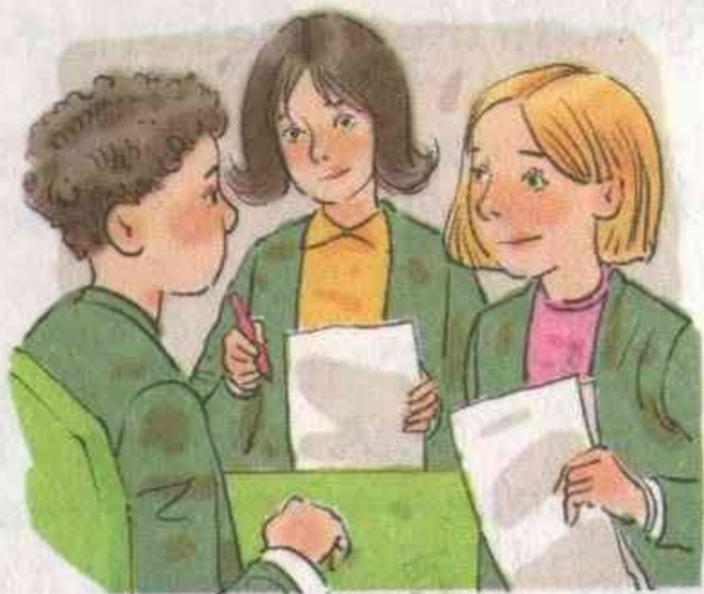
1. Steve's school is in the country.
2. There is a large playground in front of the school building.
3. There are some specialized classrooms in Steve's school.
4. There is a good library in Steve's school.
5. There are many English Studies in Steve's school.
6. The boy enjoys his school life.

Grammar Lab: Shall I ...? / Shall we ...?

3. Look, read and match the questions with the pictures (p. 19).

- ____. 1. Shall I read the text?
____. 2. Shall we pass out the tests?
____. 3. Shall I answer the questions in writing?
____. 4. Shall we work in groups?

A



B



C



D



Conversation Lab

4. Work in groups. Act out the situations "Around Your School".

1. A group of children from the USA is on a visit in your school. Take the guests around your school. Ask them about the places they want to see. Show all the rooms you have.
2. You are a new pupil. Ask your classmates about the places you have in your school. Ask them about the school rules.
3. The primary school pupil can't find her / his classroom. Ask her / him what form she / he is in. Ask her / his teacher's name. Help her / him solve the problem.

5. Write the words in the correct order to make sentences.

1. your / Where / Headmaster's / in / school / is / the / Office / ?
2. Do / often / you / to / the / room / go / nurse's / ?
3. is / There / large / computer / a / study / in / school / our / .
4. can / You / Miss / Staff / Alison / find / Room / in / the / .
5. you / Did / leave / coat / your / the / cloakroom / yesterday / in / ?
6. Sue / to / library / goes / week / every / school / the / .

Unit 1. School Life

1. a) Look, read and match the pictures with the names of school subjects.

___ 1. Maths

___ 2. History

___ 3. Nature Study

___ 4. Art

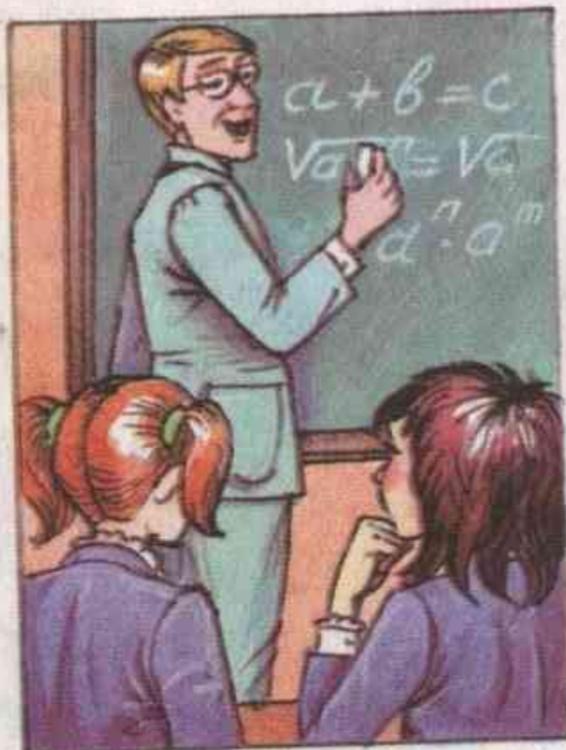
___ 5. Ukrainian

___ 6. English

A



B



C



D



E



F



2. Work in pairs. Talk with your friend about the subjects you have in your timetable.

Example:

- What subjects do you have on Wednesdays?
- On Wednesdays I have six lessons: English, Maths, Ukrainian Literature, PT, Nature Study and History.

3. a) Work in pairs. Read the telephone conversation and answer the questions.

1. Do the children have the Art lesson tomorrow?
2. When do they have the History lesson?
3. Which room is the History lesson in?

A n n: Hi, Jane! This is Ann speaking.

J a n e: Hello, Ann!

A n n: What are you doing?

J a n e: I'm writing the timetable for tomorrow.

A n n: Do we have the Art lesson tomorrow?

J a n e: No, we don't. The History lesson is on Wednesday.

A n n: What is the first lesson tomorrow?

J a n e: History is. It's in Room 17.

A n n: Where is it?

J a n e: It's on the first floor.

A n n: Thank you. See you tomorrow then. Bye!

J a n e: Bye!

b) Make and act out similar dialogues.

Grammar Lab: Ordinal Numerals

Remember:

- one – (the) first*
- two – (the) second*
- three – (the) third*
- five – (the) fifth*
- eight – (the) eighth*
- nine – (the) ninth*
- twelve – (the) twelfth*

4. Read and complete the sentences.

1. Today is Monday, _____ (12) of September.
2. My sister is a pupil. She is in _____ (2) form.
3. What is _____ (5) lesson today?
4. Room 25 is on _____ (4) floor.
5. Is your brother in _____ (9) form?

5. Write where these rooms are in your school.

Assembly Hall, canteen, Headmaster's Office, Staff Room
English Study, History Study

- a) Read a letter from Oscar.
- b) Say which subjects Oscar likes/ doesn't like and why.

October 5th, 2005

Dear Dan,

I'm in the fifth form now. At my school we have six lessons a day, three in the morning and three in the afternoon. This year we study thirteen subjects! Monday morning is terrible. We have Maths for two lessons and then the Nature Study lesson. Monday afternoon is nice: we have two lessons of English and then Music. Tuesday is my favourite day. We have History and English in the morning and then Computer Studies and Art. On Wednesday we have the PT lesson in the afternoon. It's my favourite subject. I like Wednesday afternoon! Thursday is difficult. I don't like German but it's useful. Friday is OK because it is the last day of the school week. Saturday and Sunday are great fun!

What about you? How many lessons do you have every day? Which subjects do you like?

I'm looking forward to hearing from you!

Best wishes,

Oscar.

2. Read and choose the correct item.

1. Oscar goes to school in _____ .
 a) England b) Ukraine c) the USA
2. Oscar has _____ lessons a day.
 a) five b) six c) seven
3. He studies _____ subjects this year.
 a) ten b) fourteen c) thirteen
4. His favourite day is _____ .
 a) Tuesday b) Wednesday c) Friday
5. Oscar's favourite subject is _____ .
 a) German b) PT c) Nature Study

3. a) Work in two groups. Talk about the school subjects. Make a graph. Use the words: easy, difficult, important, useful, fun, boring, interesting.

Example:

Is Maths easy? – No, it isn't. It is difficult.

Which subject is boring? – I think, Nature Study is.

English	Maths	History	Ukrainian	PT	Nature Study	Art
<i>easy</i>	<i>difficult</i>	<i>important</i>	<i>useful</i>	<i>fun</i>	<i>boring</i>	<i>interesting</i>

b) Read the other group's graph and say as in the example.

Example:

Group A thinks that Maths is easy but we think it is difficult.

4. Listen and sing the song.

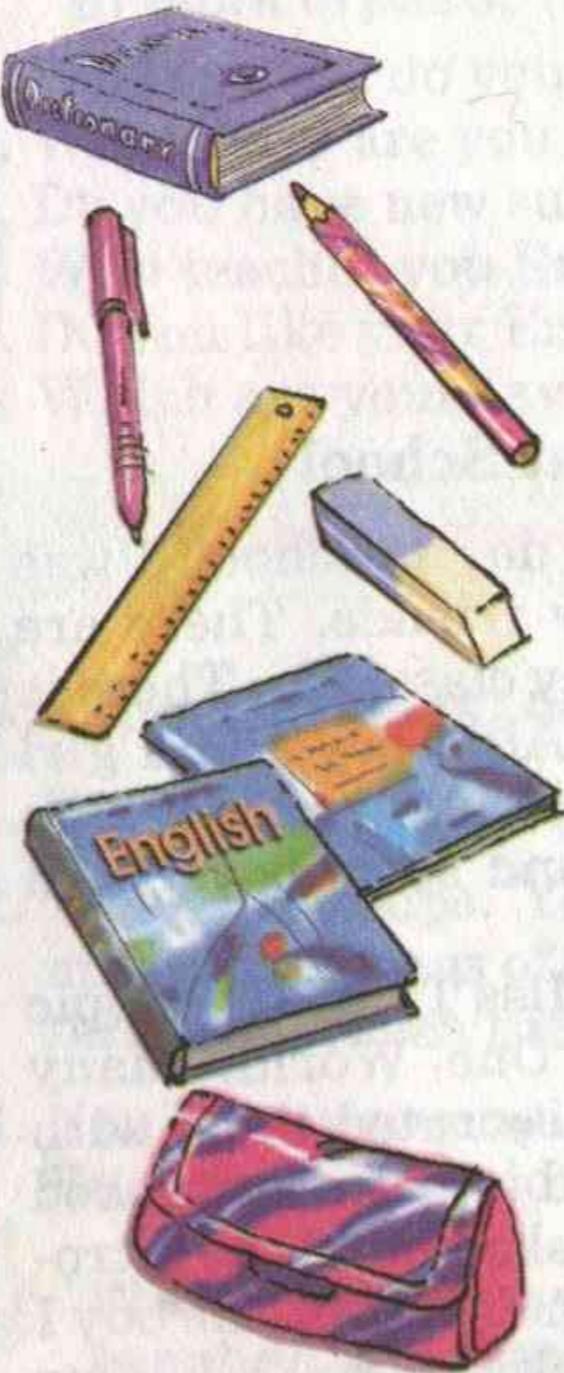
I Like School

I like school,
I like going every day to school,
I like school,
I like going every day to school.

Maths and English,
Crafts and Art –
All school subjects make you smart.
Growing up with every day –
Then your life will be OK.

I like school,
I like going every day to school,
I like school,
I like going every day to school.

Useful lessons, noisy breaks,
Happy faces, tasty cakes.
All school textbooks teach you new,
Teachers spend much time with you.
You learn something every day –
Oh, yes, life will be OK.



5. Write a letter to Oscar about your school week.



1. a) Listen, read and match the names of the teachers with the subjects they teach¹.

Steve Parker is English. His family is in Ukraine now. So he goes to school in Ukraine. He is in the fifth form now. He has new subjects and many new teachers. Here is a list of names of teachers in English. On the first day at school, Miss Alison introduces new teachers to children.

- | | |
|-----------------|-------------------------------|
| 1. English | a) Pavlenko Iryna Semenivna |
| 2. Maths | b) Karpova Svitlana Petrivna |
| 3. Ukrainian | c) Lytvyn Nataliya Petrivna |
| 4. History | d) Koval Hanna Markivna |
| 5. Music | e) Miss Alison |
| 6. Art | f) Simonova Oksana Victorivna |
| 7. Handicrafts | g) Shcherbak Ivan Mykytovych |
| 8. Nature Study | h) Ovcharuk Halyna Ivanivna |
| 9. PT | i) Petrenko Olena Vasylivna |

b) Look at your notes and say.

Example:

Miss Alison teaches English.

2. Listen and read.



My First Day at School

Yesterday was my first day at school! I was so happy to meet my new friends. There are several foreign pupils in my class, too. There is a girl from Japan, called Ai; a boy and a girl from Norway called Wolfgang and Joanna; Maria from Spain, Mike and some boys from the USA.

Our English teacher is Miss Tyler. The topic of the first lesson was "One World, Many Nations". Everybody made name badges and decorated them with the symbols of their countries. Then we worked in pairs and asked questions to each other. After that Miss Tyler asked pupils to introduce others. I was so lucky that I remembered the name of the boy I had to introduce – Mike. I got an excellent mark for the task. Our teacher is so kind! She knows a lot of games and stories. Learning English is going to be great fun this year!

¹ See "Tapescript", p. 194.

1. Read a letter from Oscar.

October 30th, 2005

Dear Dan,

Thanks a million for the photos of your school. I got the best mark in class for my project!

It is Sunday today and I have time to write you about the school I study at. Colchester Royal Grammar School is a school for boys. We have almost the same subjects as you have. But our Music lessons are different. We learn to play the musical instruments. And we have the Computer Studies lesson.

You can see in the photo that we have a school uniform. Most pupils wear white shirts, violet suits and ties, and black shoes.

We have a large canteen in our school. Many pupils have their lunch there. They like eating fish and chips and drinking diet pepsi.

Write again soon.

Best wishes,

Oscar.



2. Agree or disagree.

1. Oscar studies at Colchester Royal Grammar School.
2. Oscar was happy to get the photos of a Ukrainian school.
3. Oscar goes to school for boys and girls.
4. The children don't wear a school uniform in Oscar's school.
5. Most pupils wear black suits.
6. Many pupils have their lunch at school.

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

Example:

What form / you / be in? – What form are you in?

1. What subjects / you / study at school?
2. Boys and girls / go to your school?
3. You / wear / a school uniform?
4. Where / you / have lunch?
5. How many English lessons / you / have / every week?
6. What / be / your favourite subject at school?

4. Read "Lesson Times" and say when the lessons start in Colchester Royal Grammar School.

Example:

The first lesson starts at ten minutes past nine.

Lesson Times			
8.50	Registration ¹	12.35 – 1.30	Lunch
8.50 – 9.10	Tutorial ² (Assembly)	1.30–1.35	Registration
9.10 – 9.40	Lesson 1	1.35 – 2.05	Lesson 7
9.40 – 10.10	Lesson 2	2.05 – 2.35	Lesson 8
10.10 – 10.15	Break	2.35 – 2.40	Break
10.15 – 10.45	Lesson 3	2.40 – 3.10	Lesson 9
10.45 – 11.15	Lesson 4	3.10 – 3.40	Lesson 10
11.15 – 11.35	Morning Break (20 minutes)		
11.35 – 12.05	Lesson 5		
12.05 – 12.35	Lesson 6		

5. Write when the lessons start in your school.

¹ registration – реєстрація учнів перед уроками

² tutorial – загальношкільна лінійка перед уроками

1. Listen and read the interview. Complete the questions. Start them with the words: *What time ...?*, *Why ...?*, *How ...?*, *Which ...?*, *What ...?*, *Do ...?*

Oscar studies at Colchester Royal Grammar School. It is a school for boys.

Interviewer: _____ you get up?

Oscar: I usually get up at six o'clock every day.

I: _____ at six o'clock?

Oscar: I always have many things to do! I usually do my morning exercises and then I take my dog for a walk. Sometimes I lay the table for breakfast. I make tea and sandwiches for the whole family.

I: _____ get to school?

Oscar: My father usually drives me to school by his car. Before the lessons, I often help my teacher to get everything ready.

I: _____ like school?

Oscar: Yes, I do. Maths is difficult, but History is so interesting!

I: _____ favourite day?

Oscar: Tuesday is. We have History and English in the morning and then Computer Studies and Art.

I: _____ do at the weekends?

Oscar: I am usually very tired at the end of the week, so I sleep late on Saturdays and Sundays. Then I do my homework, take my dog for a walk and help my parents to clean the house. Sometimes I do the shopping. In the afternoon I spend my free time with my friends.

Grammar Lab: Frequency Adverbs

*always, often, usually, sometimes,
seldom, never*

- 1) Frequency adverbs come before the verb.
- 2) Frequency adverbs come after the verb **to be** and after auxiliary verbs.

I *always* get up at seven o'clock.

I am *usually* very tired at the end of the week.

I don't *always* walk to school. *Sometimes* I get there by bus.

2. a) Read and order the sentences according to the frequency adverbs.

- ___ I don't usually walk to school. I usually go by bike.
- ___ I never walk to school. I live very far from it. So I go by the underground.
- ___ I always walk to school. It is in the next street.
- ___ I sometimes walk to school, but sometimes I go by bus.
- ___ I usually walk to school. It's a nice way to start the day.
- ___ I often go to school by tram.

b) Say how you get to school. Use the frequency adverbs.

3. Read and complete the sentences with the frequency adverbs so that they were true about yourself.

1. I sleep with the window open.
2. I make my bed.
3. I have a big breakfast.
4. I sleep in the afternoon.
5. I read in bed.

4. a) Work in pairs. Ask your friend questions as in the interview (Ex. 1). Write down his / her answers.

b) Speak in class. Tell your teacher about your friend.

5. a) Look at the watches. Write what time they show. Use the words: ... o'clock, (a) quarter ..., half ..., ... to ..., ... past ...



b) Write what time you usually ...

- | | |
|------------------|-----------------|
| ... wake up | ... have lunch |
| ... get up | ... have dinner |
| ... start school | ... go to bed |

Unit 1. School Life

a) Listen and read.



In British schools, there are lessons in the morning and in the afternoon. Many children have their lunch at school. In the canteen of Colchester Royal Grammar School, there are two kinds of soup today. The vegetable soup costs forty pence¹. The chicken soup costs fifty pence. There are three main courses. They cost one pound² and twenty-five pence each. There are two desserts. They are fifty pence each. There is a large selection of drinks, thirty pence each.

The food on the menu is very healthy. There is salad and there are vegetables. And there isn't any ice-cream or chocolate!

b) Agree or disagree.

1. There are two kinds of soup on the menu.
2. The vegetable soup costs thirty pence.
3. There are no desserts on the menu.
4. A drink of diet pepsi costs fifty pence.
5. There is ice-cream on the menu.
6. The food on the menu is healthy.

2. Work in pairs. Look at the menu. Take turns to ask and answer about the prices (see examples on p. 31).

Tuesday, 15 October MENU AND PRICES FOR TODAY

<u>Soup</u>		<u>Desserts</u>	
Vegetable	40 p	Fresh fruit	50 p
Chicken	50 p	Apple pie	50 p
<u>Main Courses</u>		<u>Drinks</u>	
Meat pie	J 1.25	Milk	30 p
Vegetarian pie	J 1.25	Diet Pepsi	30 p
Salad	J 1.25	Mineral Water	30 p
<u>Vegetables</u>			
Carrots	30 p		
Peas	30 p		

HAVE A GOOD MEAL!

¹ a penny (pl pence) – пенс (грошова одиниця)

² a pound – фунт стерлінгів (грошова одиниця)

Examples:

1. Ann: *How much is _____?*
Dan: *It's _____.*

2. Alex: *How much does _____ cost?*
Kim: *It costs _____.*

3. Read, complete and act out the dialogues. Use the words below.

1. A: May I help you?
B: Yes. I'd like a _____ soup, please.
A: What kind of salad would you like?
B: I'll have the _____ salad.
A: Anything to drink?
B: Yes. I'll have _____.

chicken, peas, mushroom, cucumber, tomato, carrot, cabbage, diet
pepsi, apple juice

2. A: I'd like a _____ sandwich, please.
B: What do you want on it?
A: _____, please.

ham and cheese, tuna fish, egg salad, mayonnaise, lettuce,
ketchup

4. a) Project Work. Write a menu for your school canteen.

1. Write some questions for a survey.

Example:

Which kinds of sandwiches do you like?

2. Do a class survey. Ask other pupils your questions and make a graph.

Soup	Main Course	Vegetables and Fruits	Desserts	Drinks

3. Draw a poster. Write the names of the dishes and the prices.

b) Gallery Walk. Put your posters on the board. Discuss your menus.



5. Write a letter to your English pen-friend about your school meals.

Unit 1. School Life

a) Listen and read the words.

b) Say which extracurricular¹ activities schoolchildren participate in².



2. Listen, read and act out the dialogues.

1. A n n: Are you going home right after classes, Kim?

K i m: No, I'm not. I'm having a meeting at the Literature Club.
Will you join me?

A n n: With pleasure.

2. S t e v e: I think I will join the Nature Study Club this year. How about you?

D a n: I'd like to attend the school orchestra.

S t e v e: That's a good choice.

3. M i s s A l i s o n: Welcome to our school Drama Club!

J a n e: Thank you.

M i s s A l i s o n: How do you like this year programme?

J a n e: It's very nice, but we will have a lot of work to do.

M i s s A l i s o n: And we will also have lots of fun.

¹ extracurricular – позакласний

² to participate (in) – брати участь (у)

Grammar Lab: So and Such

So and *such* make the words after them stronger.

so + adjective (adverb)

such(+adjective) + noun

This book is | **so** | boring.
He draws | **so** | well.

This is | **such** | an interesting book.
It's | **such** | a boring story.

3. Read and complete the sentences with *so* or *such*.

1. You can join our school choir. You sing _____ well.
2. Look at this nice drawing. Helen is _____ a smart girl.
3. I think she can play the leading role in this play. She is _____ pretty.
4. He is a good writer. His stories are _____ interesting.
5. Miss Alison is _____ a busy person. She always has a lot of things to do.
6. Computer skills are _____ useful nowadays.

Conversation Lab

4. Work in groups. Discuss the situations. Use *so* or *such*.

1. You are planning a school party. Decide which play you are going to stage, who will play the leading roles.

Example:

I think Olena will play the leading role. She sings so well.

2. You want to organize a talent show in your school. Discuss when the party will be, what each of you can prepare for it and what costumes you will wear.

5. Write questions to these answers.

1. The Literature Club meets every Tuesday and Friday.
2. Our school choir is performing a new programme.
3. We wrote articles for our school newspaper last week.
4. My sister attended the piano classes last year.
5. There is the Literature Club in our school.
6. Many girls visit the Arts and Crafts Club in our school.

Work in pairs. Read the sentences and discuss them with your friend. Agree or disagree.

The Ukrainian schoolchildren start school at the age of five.

The first lesson usually starts at 8 o'clock in the morning.

The pupils usually have lunch at school.

There are no lessons in the afternoon.

The pupils go to school on Saturdays.

The Ukrainian schoolchildren wear school uniforms.

a) Listen and read.



Schools in Ukraine

My name is Maksym Kravchuk. I'm 11 and I go to a secondary school in Kharkiv. It is a large school with about 800 pupils. In Ukraine we start school at the age of six.

We go to school from Monday to Friday. Our lessons start at half past eight in the morning. We study English, Maths, French, Art and other subjects. There is a twenty-minute break at 12.00, after the fourth lesson, and we have lunch in the school canteen. Some of my friends bring packed lunch from home, but I don't. Afternoon lessons start at 12.20 and finish at 14.00. After school we can join the Drama Club or the Sport Club.

I like school but I don't like the school uniform we have to wear.

b) Look through the text and find the names of:

- 1) a type of school;
- 2) a place to eat at school;
- 3) school subjects.

Work in pairs. Take turns to ask and answer the questions about your school.

What type of school do you study at?

How many lessons a day do you have?

When do your lessons start?

When do you have the longest break?

Where do you have lunch?

Do you have a school uniform?

What things don't you like about your school?

4. Role play "Our New School" . Work in groups. Choose a role card for yourself and do the task.

Role Card 1: You are the headmaster of a school. Prepare a questionnaire to find out what changes pupils and teachers want to have in the school. You can use the questions:

1. Do you think we need a new library?
2. Where is a good place for it?
3. How can we change our classrooms?
4. What new school subjects do you want to study?

Role Card 2: You are a journalist. Ask questions and take notes. Prepare an article for the newspaper about the new school. You can use the questions:

- What do you think the ideal school is?
- What will the school be like? How many storeys will it have?
- What subjects will the pupils study?
- What extra classrooms will the school have?

Role Card 3: You are a designer¹. Listen to the people involved in the project and make a sketch² to illustrate their ideas.

 **5. Write a letter to your pen-friend about the school you would like to study at.**

¹ a designer – дизайнер

² a sketch – ескіз

1. a) Read and repeat the verbs.

The Past Simple

Regular Verbs

[d]
crawl – crawled
follow – followed
water – watered

[t]
drop – dropped
laugh – laughed
miss – missed
knock – knocked

[ɪd]
start – started
invite – invited

Irregular Verbs

be – was, were
get – got
take – took
run – ran

give – gave
read – read [red]
come – came
go – went

eat – ate
have – had
lose – lost
think – thought

b) Listen and read.

Today Was a Terrible Day!

(After Patricia Reilly Giff)

Today was a terrible day. It started when I dropped my pencil. I crawled slowly under my desk. All the children laughed at me. Oh, no!

After the third lesson I got hungry. I went to the cloakroom and took a sandwich quickly. I took the wrong bag and ate Jimmy's sandwich by mistake. Oh, no!

At the PT lesson we went outside to play ball. My eyes followed the ball very carefully. Only one ball came near me. I ran for it. I almost had it. Oh, no... I missed it easily. Our team lost the game.

After the lessons I watered the plants so willingly that I knocked the best flower pot off the window-sill. Oh, no!

When it was time to go home, Miss Tyler, my teacher, gave me a note.

“Ronald Morgan,” she said. “Take this note home and read it.”

On the way home, I read the note carefully:

Dear Ronald,

I know today was a sad day for you. Tomorrow will be a happy day for you. You and I will make it happy.

Love,

Miss Tyler.

2. Work in pairs. Read and put the sentences in the correct order.

1. Ronald watered the plants.
2. Ronald ate Jimmy's sandwich by mistake.
3. Miss Tyler gave Ronald Morgan a note.
4. Ronald Morgan dropped his pencil.
5. Ronald missed the ball.

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

1. What things made Ronald's day a terrible one?
2. What did Miss Tyler do to make Ronald feel better?
3. How did you feel when you read Miss Tyler's note to Ronald?
4. Will Ronald's next day be better?

Grammar Lab: the Past Simple

We use the Past Simple:

– to talk about a complete action in the past: *We went outside to play ball.*

– for a series of past actions: *I went to a cloakroom and took a sandwich quickly.*

– when there is a past time expression: **yesterday, last year, in 2000:** *It was a terrible day yesterday.*

I watered the plants yesterday.

Did you water the plants yesterday? – *Yes, I did./ No, I didn't.*

I didn't water the plants yesterday.

For regular verbs add **-ed**: *look – looked.*

We have to memorize irregular verbs (see p. 202–205).

Spelling rules: *drop–dropped, carry–carried*

4. Play a grammar game. Act as in the model. Use the verbs from Ex. 1a.

Model:

Teacher: *Say the verbs in the Past Simple. Think.*

Group A: *Thought.*

Teacher: *Correct. Group A gets a point.*

5. Write eight sentences about one of your school days. Use the Past Simple.

Unit 1. School Life

Read and complete the sentences. Use the plural form of the words: *exercise-book, plant, party, story, country, dictionary, teacher, window-sill.*

The pupils in my class came from many _____.

My textbooks and my _____ are in my bag.

I like to go to _____ because I like to meet people and to talk to them.

Grammar Lab: Pronouns

I	me	my	We	us	our
You	you	your	You	you	your
He	him	his	They	them	their
She	her	her			
It	it	its			

Work in pairs. Complete the dialogues with the correct pronouns and act them out.

A: Do you know Kate and Pete?

B: Yes, _____ do. I live near _____.

A: Is this your planner?

B: No, _____ isn't. _____ planner is in _____ bag.

A: Would Jack and you like to join our Drama Club?

B: Yes, Jack and _____ would enjoy playing on the stage.

A: Do your parents teach in our school?

B: No, _____ don't. _____ teach at the university.

A: Do you know how to spell the word "canteen"?

B: Sure. I can spell _____. _____ is so easy.

A: Is Steve Parker in your class?

B: Yes, _____ is. I sit next to _____.

A: Jane and I are going to the Literature Club meeting. Do you want to come with _____?

B: I don't think so, but thanks anyway. Kim and _____ are going to the library. _____ have to study for a test.

3. Read and choose the correct item.

- Pupils usually _____ hard at the lessons.
a) works b) work c) are working
- John _____ at his desk now. ✓
a) sit b) is sitting c) sits
- The Arts and Crafts Club _____ twice a week.
a) meets b) meet c) is meeting
- They always _____ in the school canteen.
a) has lunch b) are having lunch c) have lunch
- Kim and Jane _____ grammar rules at the moment.
a) is studying b) study c) are studying
- Steve _____ the Football Club four times a week.
a) attend b) is attending c) attends

4. a) Read and complete the story. Use the Past Simple of the verbs in brackets.

Pete _____ (start) walking to school. He always met (meet) his friend Dan in the next street. Dan hated (hate) to be late for anyone.

That day Pete didn't (not, see) Dan when he got (get) to the next street. He could not (not, can) see Dan anywhere.

Pete was (be) worried, " DID anything happen (happen) with my friend?"

Then he guessed (guess). Dan did not feel (not, feel) himself well yesterday.

5. Write down your questions and short answers to the sentences.

Example:

I went shopping last Sunday.

Did you go shopping last Sunday? – Yes, I did. / No, didn't.

- I took my pet to school yesterday.
- I put all my textbooks into my bag yesterday.
- We became good friends last summer.
- I played football in the park yesterday.
- I wanted to buy a can of coke yesterday.

1. Listen and read the poem.



That Is Me!

In the mirror
What do I see?
Someone special
That is me!

What I like
To eat and drink,
What I like
To say and think.

My eyes, my ears,
My lips, my nose.
No one looks
Like those!

How I laugh,
How I talk,
How I run,
How I walk.

All my favourite
Things to do
Are not all
The same to you.

In the mirror
What do I see?
Someone special
That is me!

2. a) Listen and read Betty's letter to a magazine. b) Speak in class. Do you agree with Betty or not?

Everyone Is Unique!

My name is Betty. I am 10 and I go to school. I am in the fifth form. Many girls can tell you the same but I think that we all are different. We have different tastes and hobbies. We read different books and like listening to different kinds of music. We are different in our appearance. I am different from everyone else in the class. I am tall and I've got long fair hair. I'm left-handed. I've got two brothers. My favourite film star is Brad Pitt and my favourite TV show is "The Simpsons." I am the only one in the class like this! I'm unique! But it doesn't mean that the others are not. I am kind-hearted and helpful. I'm sociable and friendly. Sometimes I get angry with my younger brothers when they are too noisy. But it's not for long, and we can always find something interesting to do together.

c) Read and complete the sentences.

1. People are different because _____.
2. Betty is unique because _____.

3. a) Work in pairs. Talk with your friend to know more about him / her.

- | | |
|--|----------------------------|
| 1. What's your name? | My name is _____. |
| 2. What's your surname? | My surname is _____. |
| 3. Are you ten? | Yes, I am. / No, I am not. |
| 4. How old are you? | I am _____. |
| 5. When were you born? | I was born in _____. |
| 6. Where are you from? | I am from _____. |
| 7. What form are you in? | I am in the fifth form. |
| 8. What is your address? | My address is _____. |
| 9. What's your phone number? | It's _____. |
| 10. What's your hobby? | It's _____. |
| 11. What's your favourite sport? | It's _____. |
| 12. What's your favourite subject at school? | It's _____. |

Listening Lab

b) Listen, read and fill in the form with the information about Oscar.

Name and surname:
Nationality:
Date of birth:
Address:
Phone number:
School:
Hobby:

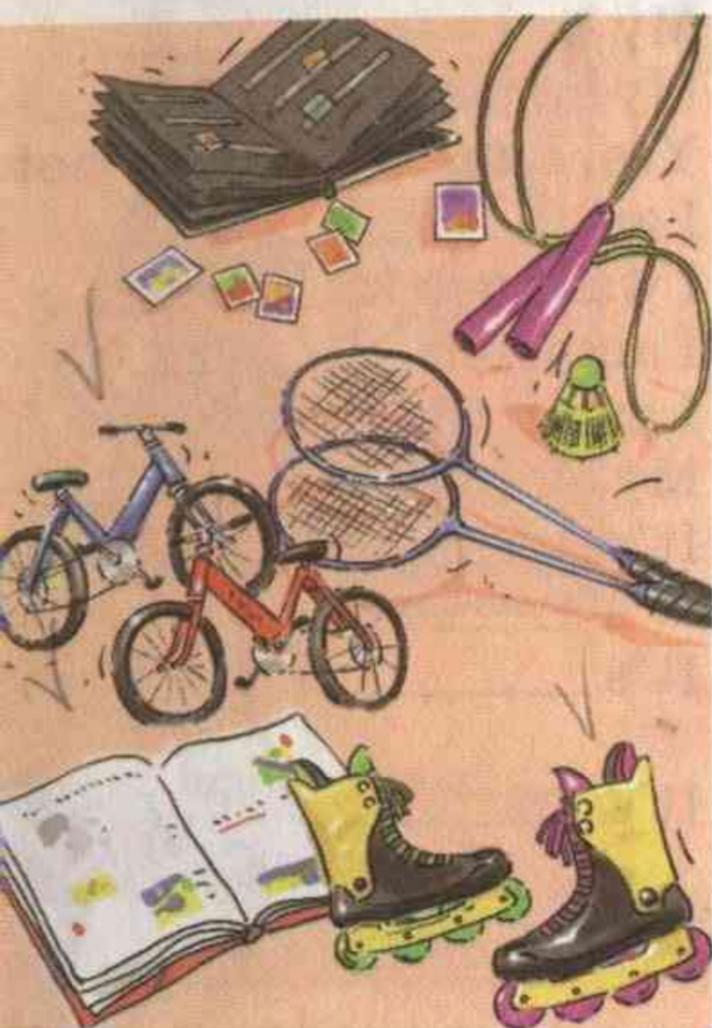
Oscar (on the phone): My name is Oscar Jordan. That's J-O-R-D-A-N, Jordan. I'm English, and I was born on the 15th of June, 1990. My address is 78 Flower Street – that's F-L-O-W-E-R, Flower Street, and that is in Colchester, C-O-L-C-H-E-S-T-E-R, England. My phone number is 0117 351841. I study at Colchester Royal Grammar School. My hobby is reading.

4. a) Work in pairs. Use the form to Ex. 3, b). Pupil A gives pupil B information to fill in the form. Pupil B writes the information into the form.

b) Use your notes to speak about your friend.

5. Write a story about yourself "I Am Unique!"

1. a) Work in pairs. Discuss with your friend what things are important for a good life. Add more things to the list.



- a lot of friends
- a friendly family
- an interesting hobby
- a lot of interesting books to read
- a lot of things to do inside the house
- a lot of things to do outside the house
- going in for sports
- exciting trips to other places and countries
- long school holidays
- more lessons after school
- time to watch television
- _____
- _____
- _____

b) Speak in class. Tell your friends what things are important for you.

Example:

I think that it is very important to have a lot of friends. It is fun to spend time together. We can play games and talk about our school life.

I don't think it is good to have more lessons after school. We have to do our homework and need time for a rest.

2. a) Listen and read.

b) Say what things are important for Kim.

Interviewer: How is your school life, Kim?

Kim: It's great! We learn something new every day, meet with our friends, and have school parties.

Interviewer: Would you like to have more lessons after school?

Kim: I don't think so. Life is not only lessons. I read a lot of interesting books, take swimming lessons and attend the Drama Club after classes. I like to spend my free time with my friends. We usually play games, talk about our hobbies and pets and listen to music.

Interviewer: Do you like school holidays?

Kim: Of course. I often have exciting trips to other places with my family. Sometimes we go camping at the weekend. It is wonderful!

3. Read and complete the sentences. Use the words: *to attend, to go camping, seaside, music, wonderful, to take swimming lessons, to meet, exciting.*

1. How was your trip last summer? – It was wonderful.
2. I think we will go camping in the mountains next year.
3. What do you do after classes? – I take swim and attend the school Literature Club.
4. What kind of music are you listening to?
5. It's nice to meet you!
6. We had a exciting time at the seaside in Spain last year.

Learning Strategies: Conversation Lab
An Interview

1. Choose a topic for the interview.
2. Write a list of questions to find out about the person as much as possible.
3. Think of other questions you want to ask.
4. Interview the person.

4. Work in groups. Act out the situation.

You have got an English-speaking visitor in your class. Interview him / her about his / her life, hobbies and family.

5. Look at the pictures and write what the children like to do in their free time.

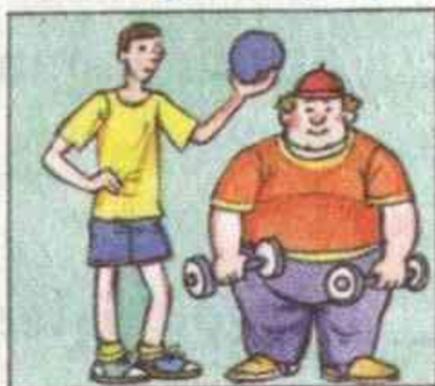


- 1.** a) Listen and read the words.
b) Make sentences with these words.

long / tall – short



heavy / fat –
thin / skinny



straight – curly



young – old



pretty / beautiful –
ugly / plain



handsome –
ugly / plain



- c) Work in pairs. Talk about your families. Use the new words.

Example:

A: Tell me about your sister, please.

B: She is short, but quite pretty. Her hair is fair and curly.

- 2.** a) Listen and act out the dialogue.

A n n: Jane, Molly will have a birthday party next week. Do you want to do a play for her?

J a n e: Sure, that's a good idea!

A n n: I think I will be an ugly witch who wants to steal Molly's presents. You can be a beautiful fairy princess who comes to save the presents. Steve will be your big tall monster. I must fight with him.

J a n e: Great! I think I look like a fairy princess as I have got long curly hair.

A n n: I will paint my face and put on a costume to look old and ugly.

J a n e: Steve is too thin and handsome to be a monster. He must put some pillows in his shirt and an ugly mask on his face. We will make his hair stand up in spikes¹.

¹ in spikes – сторчма

Ann: Do you think Molly will be scared? She is so young.
Jane: I think she will laugh at our funny costumes!

b) Read and complete the sentences.

1. _____ a birthday party next week.
2. Ann _____ who wants to steal Molly's presents.
3. _____ a big tall monster.
4. To look old and ugly, Ann _____ and _____.
5. The girls _____ Steve's hair _____ in spikes.
6. _____ at the funny costumes!

3. Work in pairs. Look at your partner carefully for a minute. Then close your eyes (or turn your back¹) and say what he / she looks like, and what he / she is wearing.

Example:

He's got dark brown hair. He's wearing a light green shirt and black trousers.

4. Put the verbs in brackets in the Past Simple.

It _____ (be) Molly's birthday party. The children _____ (not, forget) to put on their costumes. Steve _____ (dress up) as a monster. Jane _____ (come) as a princess with a golden crown. Suddenly someone _____ (switch) the lights off. It _____ (be) so dark that nobody _____ (can) see anything. Then the ugly witch _____ (appear). She _____ (take) Molly's presents. The monster _____ (have) to fight with the witch. Molly _____ (laugh) and _____ (say), "Do you think I _____ (be) scared? No, I _____ (not, be)! Let's play some more games!" The children _____ (have) a very good time.

 **5. Write some sentences to describe the people on the pictures to Ex. 1.**

¹ to turn the back – відвернутися

1. a) Work in pairs. Write a list of questions to find out how much your classmates know about their friends.

Example:

- Where was your friend born?
 What is your friend's hobby?
 What is his/her favourite colour?
 Has your friend got a sister or a brother?

- b) Do a class survey and make a graph.

Names			
Questions	Oles		

- c) Tell the class about the results.

2. Listen to Ann's story and complete the text. Use the words: *stories, helpful, smart, curly, pretty, smile, long, oval, teeth, easy-going, piano.*

My Best Friend

Susan is my best friend. She is ten. She looks like her mother and elder sister. She is long. She has got short curly fair hair. Her face is _____. Her eyes are grey. Susan has thick _____ eyelashes. Her eyebrows are dark. Her lips are full. Susan has white _____ and a very pleasant _____.

My friend is very kind and _____. She is very _____ and _____. She knows a lot of interesting _____. She can play the _____ and draw very well. She attends our school choir and participates in all the school parties. It's so important to have a good friend!

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

1. Have you got a friend?
2. What is his / her name?
3. How old is he / she?

4. What school does your friend go to?
5. What is his / her hobby?
6. How do you spend your time together?
7. Is your friend kind, clever and helpful?
8. What does your friend look like?
9. What colour is his / her hair?
10. What colour are your friend's eyes?
11. What does he / she like to wear?

4. a) Read and act out the dialogue.

J a n e: Will you help me, dear?

A n n: With pleasure.

J a n e: My friend Helen is coming today by bus, but I can't meet her at the bus station. Will you do me a favour and meet her?

A n n: But I don't know her. What does she look like?

J a n e: She is tall. Her hair is fair and plaited¹. She has got a high forehead, dark eyebrows and a straight nose.

A n n: I'm afraid it's not enough. There'll be a dozen of girls like that at the bus station.

J a n e: I know that she will have a red dress on. And you can ask her name.

A n n: That'll help me for sure. I'll meet your friend.

b) Work in pairs. Describe one of your classmates. Your friend must guess who you are talking about.

Conversation Lab

5. Act out the situations.

1. You meet a former classmate who studies in another school at the moment. Ask each other questions about your families.
2. You are going to play a role in a school play. Describe your costume and appearance to your friend. Let him/her guess what character you are going to be.
3. There was an interesting film on TV yesterday. Your friend didn't watch it. Tell him/her about the film and describe the main character.

6. Write a story about your friend.

¹ plaited hair – волосья, заплетене в косу

1. Work in pairs. Look and talk about the picture.



Model:

- Is this a room or a classroom?
- I think it's a classroom.
- Are the children having a lesson?
- Yes, they are.
- Why is that girl standing at the door?

2. Read and talk about Helen.

A New Friend

(After Polly Putnam)

It was January. Wind snow blew hard on the windows. The door opened, and the girl walked in and stood near the door. She wore a furry blue coat.

Miss Alison, the teacher, spoke to her. Then she said, "Class, this is our new girl. Her name is Helen Taylor." Miss Alison pointed to the desk in front of Jane. "Sit there, Helen."

Jane smiled when Helen sat down and Helen didn't smile back. She even didn't turn around all morning. At noon Jane took Helen for lunch.

"Will you eat with us?" Jane asked. Helen only shook her head and went to a table by herself.

Jane and her friends sat at a table together. They talked about a new girl.

"Why doesn't she want to make friends?" asked Jane.

"Maybe, she is shy," said Dan.

"If we are nice to her, she'll soon be our friend," said Ann.

Jane, Dan, and Ann helped Helen. Jane gave Helen a pencil and a ruler. Dan helped her to take out a book in the school library. Ann took Helen to the school gym. They played happily together.

Helen said, "Thank you," and smiled at her new friends.

She was not going to be lonely in this new school!

3. Agree or disagree.

1. Helen came to a new school in autumn.
2. The new pupil sat down at the desk behind Jane.
3. Helen was very shy at first.
4. Dan was not good with Helen.
5. All children wanted to make friends with Helen.
6. Helen was lonely in her new school.

4. Play a game.

a) Make questions to the text and give short answers. Act as in the model. Use the words below.

Model:

Teacher: *To blow hard.*

Pupil A: *Did the wind blow hard that day?*

Pupil B: *Yes, it did.*

Pupil A: *Where did the wind blow hard that day?*

Pupil C: *It blew hard on the windows.*

-
- | | |
|--------------------------|-------------------|
| • to blow hard | • to smile |
| • to stand near the door | • to make friends |
| • a furry blue coat | • to talk about |
| • Miss Alison | • nice |
| • to point to the desk | • lonely |

b) Change the sentences into the Past Simple.

Example:

Pupil A: *Does your mum give you lunch to school?*

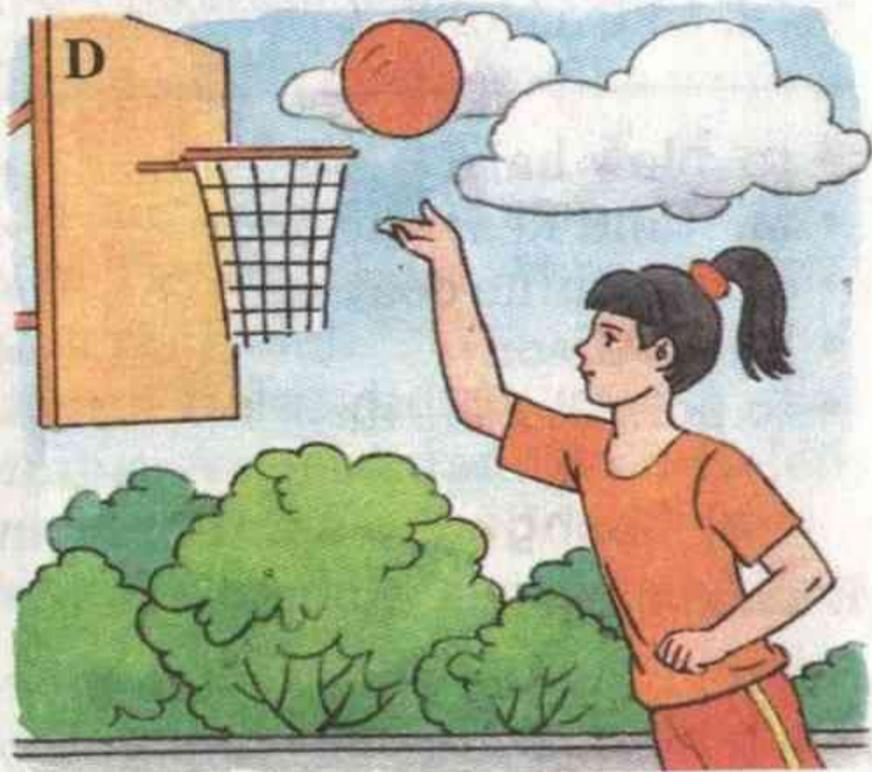
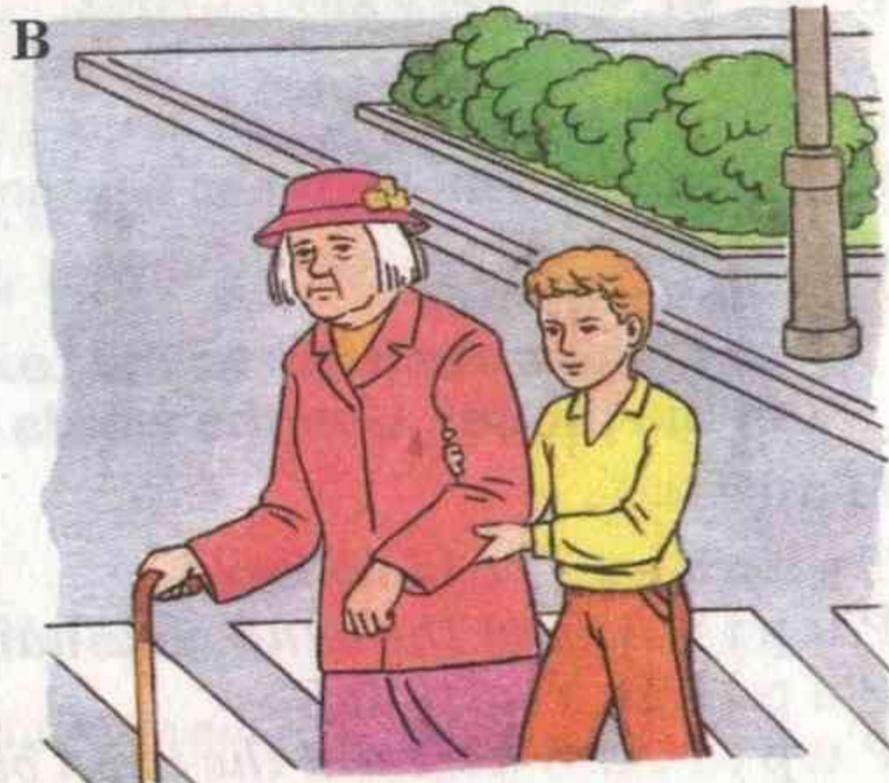
Pupil B: *Did your mum give you lunch to school yesterday?*

1. Does your mum give you lunch to school?
2. He says that he is busy.
3. Where does Helen sit in the classroom?
4. The wind usually blows hard in winter.
5. I eat breakfast every morning.
6. Robert wears school uniform when he goes to school.
7. We never speak at the lesson.
8. My father usually takes my younger sister to school.

5. Write sentences about Helen and her new friends. Use the words: *helpful, kind, nice, shy, happy, lonely.*

Unit 2. My Family and Friends

Read and match the text (1-4) with the pictures (A-D).
Say which of these boys and girls you would like to have as friend. Explain your choice. *выбор*



1. Peter is lively and cheerful. He likes to play different games. He is good at sports, especially winter sports. He is very proud of himself. He often talks about his victories. *похвастаться*
2. Sam is clever and industrious. He is always attentive at the lessons. He doesn't like to play noisy games. He doesn't go in for any kind of sport. Sometimes he speaks rudely to his parents and classmates. He has no friends.
3. Alex is always ready to help. He is very honest, quiet and kind. He never boasts. *[skwajet]*
4. Kate is smart and full of ideas. She is always attentive to people, honest and hard-working. She likes a good joke. She also plays basketball well. *сообразительная*

- 2.** a) Work in groups. Discuss the questions.
b) Speak in class. Talk about your friends.

1. Can people live without friends?
2. What are the best traits¹ of character a person can have?
3. Which traits of character are negative? Why?
4. Is it difficult to find a good friend?
5. How do you choose a friend? *выбираем*
6. Is it difficult to be a good friend to the others?
7. Do you need to change your character sometimes if you want to be a good friend?

- 3.** Say what people you would like to go camping with, to travel with, to be in the same team with, to work or to study with. Explain your answers.

Example:

I think I would like to go camping with a cheerful and lively people. They are never dull. They usually know a lot of stories which they can tell their friends near the fire in the evening. It's fun to listen to them. They know how to play a lot of games, too. If there are friendly and attentive people around you, you will have a wonderful time together.

- 4.** Listen and sing a song.

Caring Friends

What is fun for friends to do?
Sharing! Caring!
Who am I and who are you?
Sharing, caring friends!
I like you, and you like me,
Sharing! Caring!
It's the nicest thing to be,
Sharing, caring friends!
Be a good friend at all times,
Be a good friend all days and nights.
Whether times are happy or sad,
Friends will make them right!



- 5.** Write a short story "The Way to Have a Friend Is to Be One".

¹ a trait – риза

1. a) Work in pairs. Talk about the members of your families. Use the questions to help you.

1. How many members are there in your family?
2. Who is the oldest?
3. Who is the youngest?
4. Who is the nicest?
5. Who is the most helpful?
6. How often do you spend time together?
7. What are the traditions in your family?

b) Speak in class. Tell your classmates about your friend's family.

2. Listen and read.

My Pen-Friend's Family

My pen-friend's name is Jim Taylor. He is from the USA. He lives in Washington, DC. There are six people in the family: mum, dad, three sons, Peter, Tony and Jim, and a daughter called Beth. Peter and Tony are elder than Jim. Peter is the eldest, but Tony is taller than Peter. Tony is two years younger than Peter, though. Beth is as tall as Jim. Beth is lively and cheerful. Mrs Taylor says that her daughter is the most helpful child in the family. Mr Taylor says that she is the noisiest. Jim and Tony go in for sports. They are hard-working and train a lot. They participate in many sport competitions but never boast about their results. Peter is very smart. He is more intelligent than his brothers. He is full of ideas. Mr and Mrs Taylor are very proud of him.

The Taylors think that they are the happiest family in the world. They have got many relatives and friends in other states of the USA. They are very attentive to each other, spend much time together and keep their family traditions.

3. Read and complete the sentences.

1. _____ are elder than Jim.
2. _____ as tall as Jim.
3. _____ the most helpful child in the family.
4. _____ never boast about their results.
5. _____ more intelligent than his brothers.
6. _____ the happiest family in the world.

Listening Lab

4. Listen to the text and complete the table with the correct information¹.

You are in the TV studio watching a game show. Two families participate in it. They introduce themselves. Take notes.

The Browns	The Petrenkos
Head of the family First and last name: Age: Job: Hobby:	Head of the family First and last name: Age: Job: Hobby:
His brother First and last name: Age: Job: Hobby:	His wife First and last name: Age: Job: Hobby:
His sister First and last name: Age: Job: Hobby:	His son First and last name: Age: Job: Hobby:

5. Find and correct the mistakes. Then write the sentences.

Example:

Mrs Brown is old than Mrs Black. – Mrs Brown is older than Mrs Black.

1. Robert is more young^{er} than Sue.
2. My cousin is tall^{er} as my brother.
3. A kitten is less small^{er} as a cat.
4. My father is two years old^{er} than my uncle.
5. Dogs are more better than cats.

¹ See "Tapescript", p. 195.

Unit 2. My Family and Friends

1. Listen and read.



D a n: My father works in the bank. He works five days a week, from Monday to Friday. He is an important person there.

My father also works at home. He cooks dinners on weekends. Cooking is his hobby. He has got different cooking books and many recipes. He makes spaghetti on Saturdays and he cooks Ukrainian borsch on Sundays. Sometimes he fries chicken or makes pizza. My mother watches and helps him. She cuts the vegetables: cucumbers, tomatoes and onions. I wash the dishes.

My mother works in an office from Monday to Friday. She is a bookkeeper. She is a very busy person. She also takes care about the family. Cooking and shopping is nearly half a day's work for her. We always help her to clean the house and lay the table. On weekends she often bakes apple pies or cakes. How tasty they are!

2. Read and choose the correct item.

1. Where does Dan's father work?
a) In the hospital. b) At school. c) In the bank.
2. What is Dan's mother occupation?
a) She is a teacher. b) She is a bookkeeper. c) She is a doctor.
3. Who cooks dinners on weekends?
a) Dan's mother. b) Dan's father. c) The whole family.
4. How often does Dan help his parents?
a) Always. b) Sometimes. c) Never.

- 3.** a) Work in pairs. Look at the pictures and ask as many questions as you can.
 b) Play a game. Work in two groups. Close your books. Take turns to ask and answer the questions about the pictures.



Example:

*How many people are there in the family?
 What is each member of the family doing?
 How does father and mother look like?*

Conversation Lab

- 4.** Work in groups of three. Act out the situation "A Host Family"¹. You talk with a host family in England. Tell them about your family at home, and show them your family photos. Answer their questions about your family:

1. How do your parents look like?
2. What is their occupation?
3. What are your parents' hobbies?
4. Do you spend your weekends together?
5. Who usually cooks dinners on Saturdays and Sundays?
6. What are your favourite dishes?
7. How do you help your parents about the house?



- 5.** Write a letter to your pen-friend about your family. Use the adjectives: *serious, cheerful, helpful, easy-going, smart, hard-working, etc.*

¹ a host family – сім'я, яка приймає гостей

Work in pairs. Discuss the questions.

Do you think it is better to be a big sister or a little sister?
 What do you like to do with your sister or brother together?
 How much time do you spend together?

Reading Lab

Listen, read and say if Lily liked to be a little sister.

Little Sister

(After Barbara Botner)

"I can't wait until next week," said Mary.
 "I can," said Lily. "What an occasion! Your birthday is coming
 that's make mum and dad busy all the time! I am having a
 birthday next week, too. You are six and I'll be eight! Nobody even
 asks of me because I'm a big sister! It's no fun being the big sis-
 If I fall, I mustn't cry. If you fall, you can cry. If I want to sit
 daddy's lap, he tells me that I'm too big. If you want to sit on
 daddy's lap, you can climb up and go to sleep. It's not fair.¹ I want
 to be the little sister!"

"Okay," said Mary. "I'll be your big sister, then."
 First they did the dinosaur puzzle. Lily dropped the pieces all over.
 "You have to pick them up. You are the big sister," Lily said.
 Then Lily jumped the rope the way her little sister usually did
 it. She fell down and started to cry. Mary came up to her and
 helped her sister stand up.

"Don't cry, Lily. Look! Here is your favourite toy." Lily stopped
 crying and hugged her little sister.

"You are a pretty good big sister after all," she said.

"You are a pretty good big sister, too," said Mary.

"Thank you for giving me the best birthday present," said
 Lily. "Next week I'll be eight. I can go to bed later than you. I will
 be very grown up. After all, I'm the big sister."



¹ It's not fair. – Це несправедливо.

3. a) Agree or disagree.

1. Lily is a big sister. +
2. Mary is a big sister. —
3. The girls will have a birthday next week. +
4. Mary knows what big sisters usually do.
5. Lily likes to be a little sister. +

b) Work in pairs. Discuss the questions.

1. Why did Lily want to be a little sister?
2. How did Mary try to act like a big sister?
3. Was Lily tired of playing the little sister? Why?

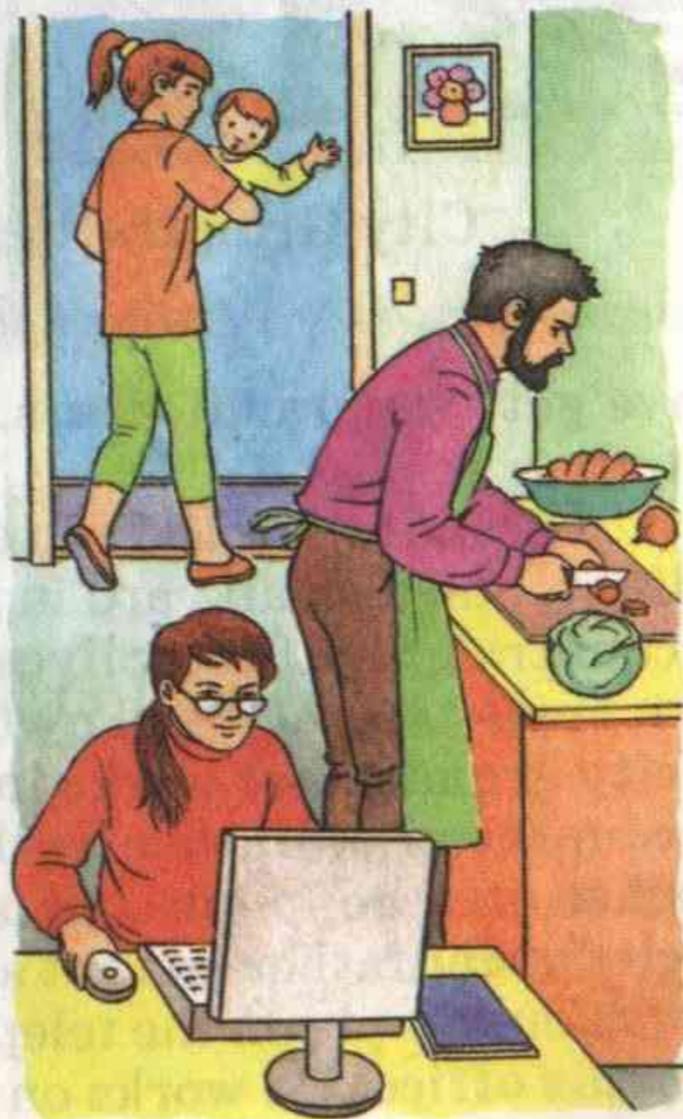
c) Speak in class. Tell your friends about your brother or sister. Is it good to be a little / big child in the family?

4. Listen and read the poem.

Brother

(By Mary Ann Hoberman)

I had a little brother
And I brought him to my mother
And I said I want another
Little brother for a change.
But she said, "Don't be a bother¹."
So I took him to my father
And I said this little bother
Of a brother's very strange.
But he said, "One little brother
Is exactly like another
And every little brother
Misbehaves² a bit," he said.
So I took the little bother
From my mother and my father
And I put the little bother
Of a brother back to bed.



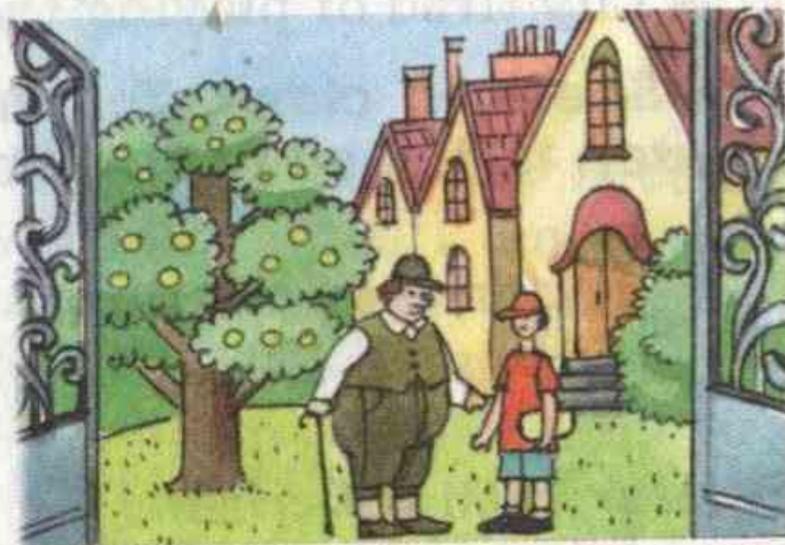
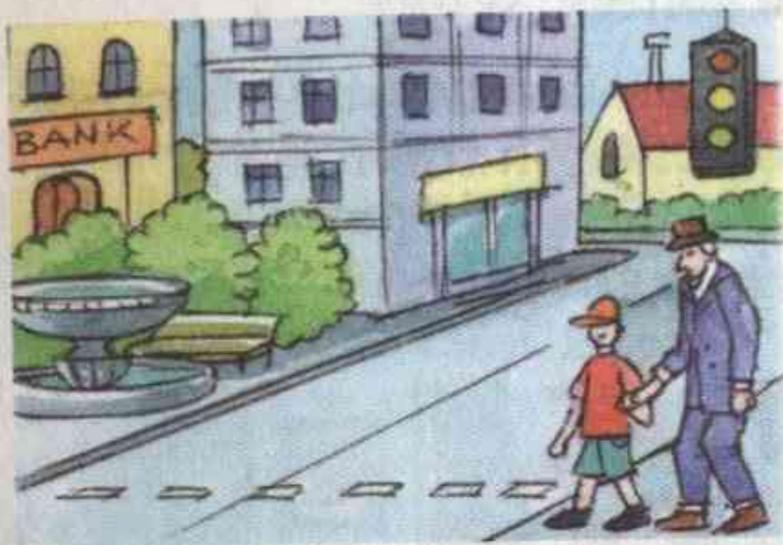
5. Read Ex.4 again. Find the verbs in the Past Simple and write them down in the Present Simple. Make three sentences with them.

¹ a bother – *тут*: той, хто завдає клопоту; набридлива людина
² to misbehave – погано поводити себе

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

1. Have you got grandparents?
2. Do your grandparents live in the city or in the country?
3. Where do your grandparents work?
4. How often do you visit them?
5. What do you usually do when you are together?
6. What do you like to be when you are a grown-up?

2. a) Look, read and say where these people live and what they do there.



City Grandfather, Country Grandfather

(After Robert Hasselblad)

I have got two grandfathers. One lives in the city. One lives in the country.

My city grandfather lives in a wide street. There is a sidewalk, a streetlight, and a small yard in front of his house.

My country grandfather lives in a narrow street. There is a large gate, an apple tree, and a big yard in front of his house.

My city grandfather works in an office. He is a businessman.

My country grandfather works in the field and on the farm. He is a farmer.

My city grandfather has got a big desk with a telephone on it. He talks to many people on the telephone every day. He also has a computer in his office. He works on it.

My country grandfather has got many cows. He milks them every day. He has machines that help him do this.

When I visit my city grandfather at his office, he lets me work on the computer. I stick stamps on his business letters. He tells me that I am learning about business.

When I visit my country grandfather, he lets me pet the cows to keep them happy. He lets me ride with him on the tractor. He tells me that I am learning about farming.

When I visit my city grandfather, we ride our bikes together all around the city. We buy popcorn to feed the birds in the park.

When I visit my country grandfather, we build a fire¹. Then we sing songs.

At the end of every visit, both my city grandfather and my country grandfather give me big hugs and say, "See you real soon!"² Maybe when I grow up, I'll be a farmer and live in the country. Maybe I'll be a businessman and live in the city. I know about both.

b) Read and complete the sentences.

1. Dan's city grandfather is a _____.
2. Dan's country grandfather is a _____.
3. When Dan visits his city grandfather he _____.
4. When Dan visits his country grandfather he _____.
5. Dan likes to stay in _____ because his grandfather _____.
6. At the end of every visit, both Dan's city grandfather and country grandfather _____ and _____.
7. Dan knows about life in _____.

3. Play a mime game.

You are Dan. Mime the actions. The class try to guess what you are doing.

Example:

Pupil A shows that he rides a bike.

Pupil B: *You are riding a bike.*

4. Speak in class. Talk about Dan's grandparents.

5. Write about your grandparents. Use the questions of Ex. 1 to help you.

¹ to build a fire – розпалювати вогнище

² See you real soon! – Скоро побачимо, ким ти станеш!

Unit 2. My Family and Friends

1. Read and complete the sentences with the verbs from the box in the Present Simple or the Present Continuous.

to have got to read to know to help to wear to be

1. Sue and her family know most of the people in their town.
2. The Wilson family have the biggest sheep farm in Australia.
3. Most of Mr and Mrs Wilson's friends be engineers.
4. Sue read a book at the moment.
5. Mark help his parents do the shopping on Sundays.
6. The children wear hats because it's very cold now.

2. Use the Present Simple, the Present Continuous or the Past Simple of the verbs in brackets.

1. Where _____ you usually _____ (go) for your summer holidays?
2. _____ he _____ (arrive) here yesterday?
3. Andrew and Polly often _____ (visit) us on Sundays.
4. _____ they _____ (write) their homework now?
5. What _____ he _____ (do) last night?
6. Mike _____ (work) in the library now.
7. _____ she _____ (listen) to the radio yesterday?
8. Where _____ she _____ (live)?

Writing Lab

3. a) Write ten questions to interview your friends for an article in the school newspaper. Then interview your friends.

Example:

How many members are there in your family?

How old is your sister (brother)?

What does your father do? Etc.

b) Write a short story about your friend. Say what you like and what you don't like about his / her life.

4. Read and complete the dialogue. Then act it out.

A n n: Hi! What is happening in your school this week?

Y o u: _____.

A n n: I like listening to the news. What is the most interesting story you know?

Y o u: _____.

A n n: Oh! Last month I heard that there was life on the planet Mars. What do you think about that?

Y o u: _____.

A n n: I like the stories about discoveries. What kind of stories do you like best?

Y o u: _____.

A n n: Oh, do you? I'd like to know about famous people! Do you like those stories?

Y o u: _____.

A n n: I think I'd like to be a news reporter. What kind of job do you want to do?

Y o u: _____.

A n n: Oh! I have to go now. It was nice talking to you. Bye!

Y o u: _____.

 **5. Write the words in the correct order to make sentences.**

- usually / home / Sundays / at / stay / on / I / .
- hates / room / tidying / My / sister / her / .
- next / kitchen / living-room / the / Is / to / the / ?
- table tennis / I / playing / at / like / weekend / the / .
- father / often / in / the / works / on / Sundays / My / garden / .
- personal / next / desk / to / the / computer / is / The / .
- curtains / desk / The / are / above / the / .
- early / gets up / Mr Brown / always / .



1. Listen and read the letter.

Dear Dan,

I am writing to tell you the latest news. We are moving to a new flat in the centre of the town. So everybody is busy. My mum has written a list of things we must do. My father has found some boxes to pack the things. He has already cleaned the kitchen and packed all the kitchenware¹. I have cleaned my bedroom and have organized my books and CDs. My younger sister has packed her toys, but she hasn't packed her clothes yet.

How are the things getting on?

Hope to hearing from you soon.

Best wishes,
Steve.

2. Listen, read and act out the dialogue.



Molly: Do you know the latest news? We are moving to a new flat!

Ann: Really? What will your flat look like?

Molly: I think it will be much bigger than this one. We will have a large living-room, three bedrooms, a dining-room and a bathroom.

¹kitchenware – кухонный посуд

Steve will have a study. And I will have my own room, too. I don't want to share a room with him. He always listens to loud music and I can't play with my toys.

Steve: You won't have a tape-recorder in your bedroom. But I don't think your room will be quiet. You always sing so loudly and like to play noisy games with your friends. It's good that we are not going to share a room any more. There will be no toys everywhere. I will decorate my room the way I like it. I will have shelves for my books, CDs and cassettes. I will also have posters of my favourite film stars on the walls.

Molly: And I will have a TV set in my room. It's an old TV set, but it's OK. I will tidy up my room and you will tidy up yours.

3. Read and complete the sentences.

1. The Parkers are moving to a new flat in _____.
2. Father has found _____ to pack the things.
3. Steve has cleaned his bedroom and _____.
4. Molly has packed _____.
5. The new flat will be _____.
6. Steve will have _____.
7. Steve doesn't think Molly's room _____.
8. Molly will have _____ in her room.

4. Ask some questions to your friend about his/her flat (house).

1. Do you live in a house or in a flat?
2. What rooms are there in your flat (house)?
3. How many bedrooms are there?
4. Is there a dishwasher in your kitchen?
5. Where do you eat your meals?
6. Do you have a TV set?

5. Work in pairs. Take turns to ask and answer the questions about your flat (house).

Examples:

1. – *Is there a living-room in your flat?*
– *Yes, there is. / No, there isn't.*
2. – *Do you have a video in your room?*
– *Yes, I have. / No, I haven't.*

6. Write 6 sentences to describe the flat you would like to live in.



1. Listen and read the letter.

Dear Ann,

How are you? We moved to a new house last week. It's in a quiet street. It has got a beautiful garden with flowers in front of it.

We have got two floors. On the ground floor there is a large living-room, a dining-room, a modern kitchen and a bathroom. On the first floor there are three bedrooms and a small bathroom.

My bedroom is very nice. I like it. I have got almost new furniture here. There is a beautiful pink carpet, a nice bed, a small desk for my homework and a wardrobe next to the window. There are lots of posters on the walls, too. But I would like to have more furniture in my room. I need an extra table for my computer, an arm-chair, a radio set, and my mother needs a new microwave oven for the kitchen.

Our house is really very nice.

Yours, Steve.

2. Read and complete the sentences.

1. There is _____ in front of Steve's house.
2. On the ground floor there is _____.
3. On the first floor there is _____.
4. There is _____ in Steve's bedroom.
5. There are _____ on the walls.
6. Steve needs _____.
7. Steve's mother needs _____.

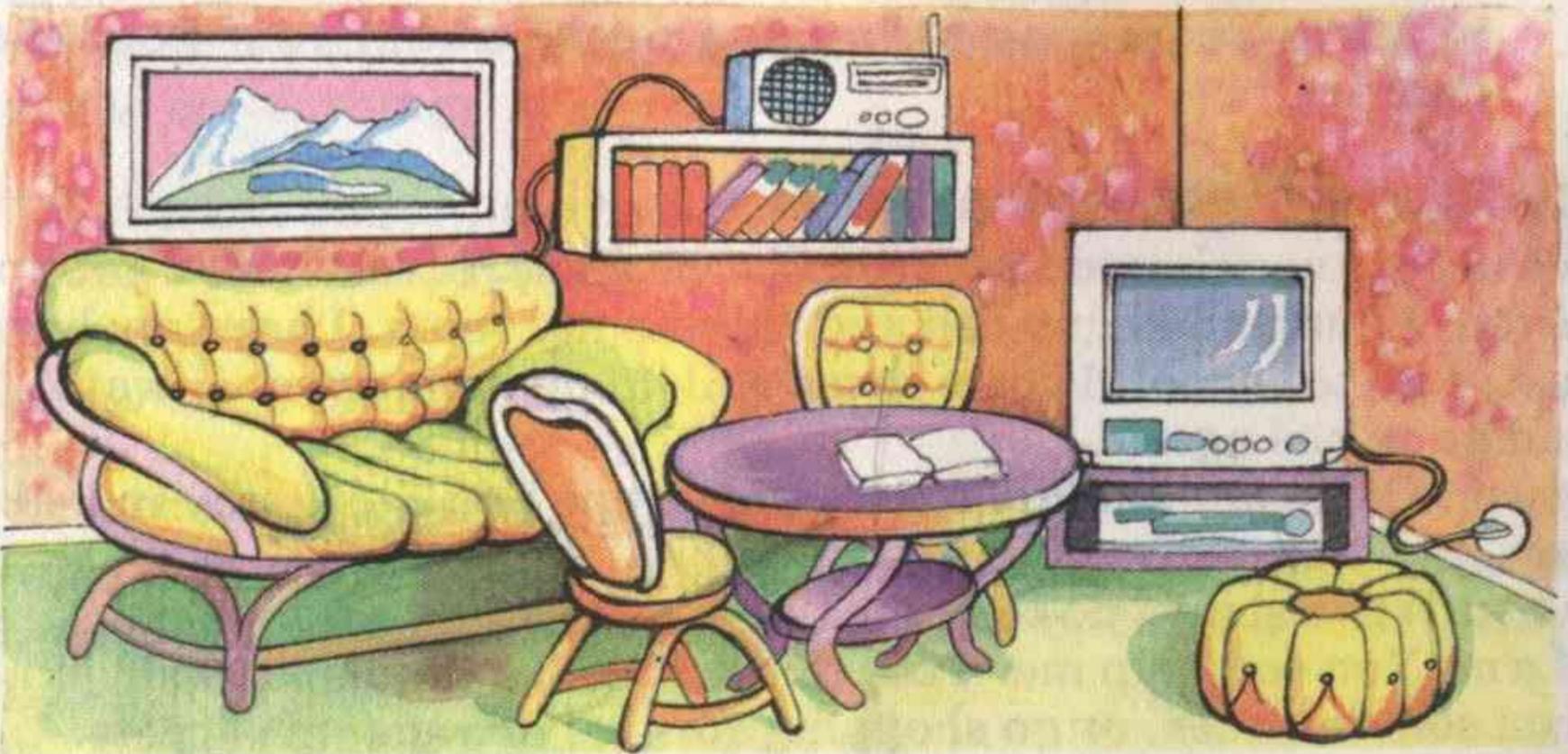
3. Work in pairs. Take turns to ask and answer about the furniture you need for your and your friend's new flats (houses). Use the words below.

Examples:

1. – What furniture do you need for your room?
– I need a video and an arm-chair.
2. – Do you need a bookshelf?
– Yes, I do. / No, I don't.

a bed, a carpet, a cupboard, a cooker, a microwave oven, a sofa, a table, a video, a TV set, a radio set, a mirror, chairs, a cupboard, curtains, an arm-chair, a refrigerator, a telephone, a washing machine, a dishwasher, a wardrobe

4. Look at the pictures and complete the sentences.



Example:

There is a clock in the bedroom, on the table by the bed.

There is a phone in the shelf at right of the wardrobe

There is a picture on the wall over the sofa

There is a radio set on the book-shelf

There is a mirror at left of the bed

There is a TV set in the corner of the room

There are chairs around the table

5. Describe your room. Tell about furniture you have got and you need to buy.

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

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



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

2. Read and act out the dialogue.

Ann: I am very bored. Everyday is the same. I feel tired. I get up at seven. I must make my bed and tidy up my room. I have my breakfast, I go to school, I come home and do my homework, I watch TV and go to bed again.

Mum: Come on, Ann! It's time to get up. You can't stay in bed all day.

Ann: What shall I do today?

Mum: You can help me. You can tidy up the rooms, or wash up, or iron some clothes, or go shopping for me, or vacuum carpets.

Ann: Oh, Mum. I don't like to do the household chores.

Mum: Look at Terry. He gets up early. He plays football on Saturday's mornings. He washes the car in the afternoon. He helps me with washing up. He cooks meals and even sews buttons when I ask him to.

Ann: OK, Mum. I will help you. What do I have to do?

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

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

4. Speak in class.

a) Say what you do to keep your room clean and tidy. Use the expressions:

- to dust the furniture every day
- to put things in the right place
- to clean the room every day
- to vacuum carpets and mats
- to keep books on the bookshelves in the right way
- to water the flowers, etc.

b) Say what you do to keep your things clean and tidy. Use the expressions:

- to wash clothes
- to put clothes in the right way
- to hang up clothes in the wardrobe
- to sew buttons on blouses, shirts, dresses and coats
- not to tear clothes, books, exercise-books
- not to break things

5. a) Work in pairs. Take turns to ask and answer about your and your friend's room (flat). Use the words below.

Example:

– *Is your room comfortable?*

– *Yes, it is. / No, it isn't.*

comfortable, cosy, clean, dirty, neat, new, old, light, dark, beautiful, modern, old-fashioned, big, small, uncomfortable, tidy, untidy

 6. Write about the household chores you do. Use the expressions: *to make my bed, to wash up, to clean my room, to set the table, to take out the rubbish, to vacuum the carpet, to feed the pets, to do the shopping, to sweep the floor, to water flowers; every day, once a week, three times a week, never, twice a week.*

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

1. Listen and read.



Ann and Dan are helping in the kitchen. Ann is putting the plates and the glasses in the dishwasher. She is putting the knives, forks and spoons in the dishwasher, too. The saucepans and the frying pans are by the sink. Ann usually washes them up under the running hot water by hands.

Dad is filling the kettle with water from the tap. He is making some tea. Ann likes Russian tea. It is tea with a slice of lemon in the cup. Dan likes English tea more. It is tea with milk.

“Ann, will you wash up this mug, please?” dad asks. He likes his tea in a mug. Mum likes her tea in a cup. Dan is taking some cups, saucers and a teapot from the cupboard. There are some placemats on the table. The milk is in the jug. Dan puts the saucers and cups on the placemats. He is singing a song:

Polly, put the kettle on.
 Polly, put the kettle on.
 We'll all have tea.
 We'll all have tea.

Then he looks at the clock. It's nearly teatime!

“Is the cake ready, Mum?” he asks.

Mum is taking the cake from the oven. It smells delicious!

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

1. Where is the family?
2. What is mother doing?
3. What is father doing?
4. Who is washing up?
5. How does Dan help to set the table?

3. a) Read the words and use the dictionary to learn their meaning.

a cup, a saucer, a mug, a jug, a saucepan, a kettle, a teapot, a plate
a spoon, a frying pan, a teaspoon, a fork, a knife

b) Make sentences with these words.

4. Read and talk about the table manners. Do you always follow the rules?

Table Manners

1. You must sit up straight at the table.
2. You must eat with a knife and a fork.
3. You mustn't eat with your fingers.
4. You mustn't lick¹ your fingers.
5. You must put your dirty knife, spoon and fork on your plate after finishing to eat.
6. You mustn't put your elbows on the table. It is not polite.
7. You mustn't talk with your mouth full.
8. You should say "Thank you" after the meal.

5. Read and complete the recipe for tea. Then write it down. Use the words: *boil, fill, warm, enjoy, put, pour, drink.*

How to Make Delicate Tea

_____ the kettle with water. _____ the water
_____ the teapot. _____ one teaspoon of tea per cup in
the teapot. _____ hot water. Brew² from 3 to 5 minutes.
_____ black or with a little milk, or with a slice of lemon.
_____ refreshing³ tea at any time, whether mid-morning
after dinner.

¹ to lick – облизувати

² to brew – заварювати

³ refreshing – освіжаючий

HELLO

1. Listen and repeat.



2. Work in pairs. Talk with your friend as in the example. Use the words below.

Example:

A: *What shall I do with onions?*

B: *Peel them first and then chop them.*

onion – peel / chop
 potato – peel / boil / mash
 pepper – wash / chop

meat – slice / grill
 beetroot – wash / bake
 mushrooms – slice / fry

3. Listen and read.

Mother's birthday was coming. Steve and Molly wanted it to be a big surprise for her. They made special birthday cards for her. Steve tried to get good marks at school to please his mother. Molly cleaned the house and kept all her toys and clothes in order. Father planned a birthday breakfast. They all agreed on this menu: French toasts with wild raspberries and honey, and coffee with milk. They didn't forget about the bunch of beautiful flowers.

On birthday morning each had a job to do. Steve beat the eggs and made the toasts. Father fried them. Molly sprinkled the hot toasts with powdered sugar and set the table. She decorated the toasts with berries and cream. They didn't forget about the kitchen. It was clean and tidy.

When mother came into the kitchen, they said together, "Happy birthday, dear Mama!"

At first mother was so surprised that she could hardly speak. Finally she said, "This is so beautiful. Thank you very much." And the family had a special holiday breakfast together.

4. Say what the children did for their mother's birthday.

5. Complete the dialogue and write it down. Use the words: *some, any, much, many.*

Ann: I'm hungry. Let's make some egg sandwiches.

Dan: OK. I think we've got _____ eggs. How _____ eggs do you need?

Ann: Two. Have we got _____ cheese or tomatoes?

Dan: Yes, we have got _____ cheese and tomatoes. But how _____ cheese and how _____ tomatoes do we need?

Ann: 100 grams of cheese and two tomatoes.

Dan: Is there _____ ketchup?

Ann: There is _____ ketchup, but not _____.

Dan: Oh, no! I love ketchup.

Ann: It's OK, Dan. I'll go and buy _____.

1. Listen and read the recipe of a traditional dish.

Borshch is a favourite Ukrainian dish. All you need is a head of cabbage, some pieces of meat, some beetroots, carrots, potatoes, tomatoes, an onion, greens, spices and some sour cream.

Cook the meat, peel vegetables, slice potatoes, beetroots and carrots, chop the onion and greens. Then put all the vegetables into the saucepan. Add tomatoes, spices and don't forget to salt. When borshch is ready, add some sour cream into your plate. You may eat it either hot or cool.

Enjoy your meal!

2. Work in pairs. Take turns to ask and answer about drinks which you like to have. Use the words: water, milk, tea, coffee, fruit juice, lemonade, Coca-Cola.

Example:

- Do you like to drink milk?

- I don't drink milk. My favourite drink is Coca-Cola.

3. How often do you eat or drink the things in the list? Write four short paragraphs.

1) (Every day) _____

2) (Quite often) _____

3) (Not very often) _____

4) (Never) _____

- fruit
- vegetables
- meat
- fish
- sweets
- cakes
- coffee
- tea
- juice
- Coca-Cola
- milk
- mineral water

Example:

I drink tea every day. I eat vegetables every day.

1. Listen, read and act out the dialogue.

Dan: Bye, Mum. I'm going over to Steve's house.

Mum: Wait a minute. Did you clean up your room?

Dan: I'll do it later.

Mum: No. Please do it now, before you leave.

Dan: What do I have to do?

Mum: Hang up your clothes in the wardrobe. Make your bed. Put your books back on the shelf. Is it OK?

Dan: OK.

Grammar Lab: *have to/has to/had to*

We usually use **have to** when the obligation comes from other people. You often use it when you talk about rules.

The Present Simple

I **have to** study for my English test.

Do you **have to** study for your English test?

Yes, I **do**. / No, I **don't**.

I **don't have to** study for my English test today.

Ann **has to** study for her English test.

Does Ann **have to** study for her English test?

Yes, she **does**. / No, she **doesn't**.

Ann **doesn't have to** study for her English test today.

The Past Simple

Dan **had to** study for his English test yesterday.

Did Dan **have to** study for his English test yesterday?

Yes, he **did**. / No, he **didn't**.

Dan **didn't have to** study for his English test yesterday.

2. Work in groups of three. Make dialogues as in the example. Act them out.

Example:

go to the dairy / buy some milk and cheese

A: *I have to go to the dairy because I have to buy some milk and cheese.*

B: *Why does Olena have to go to the dairy?*

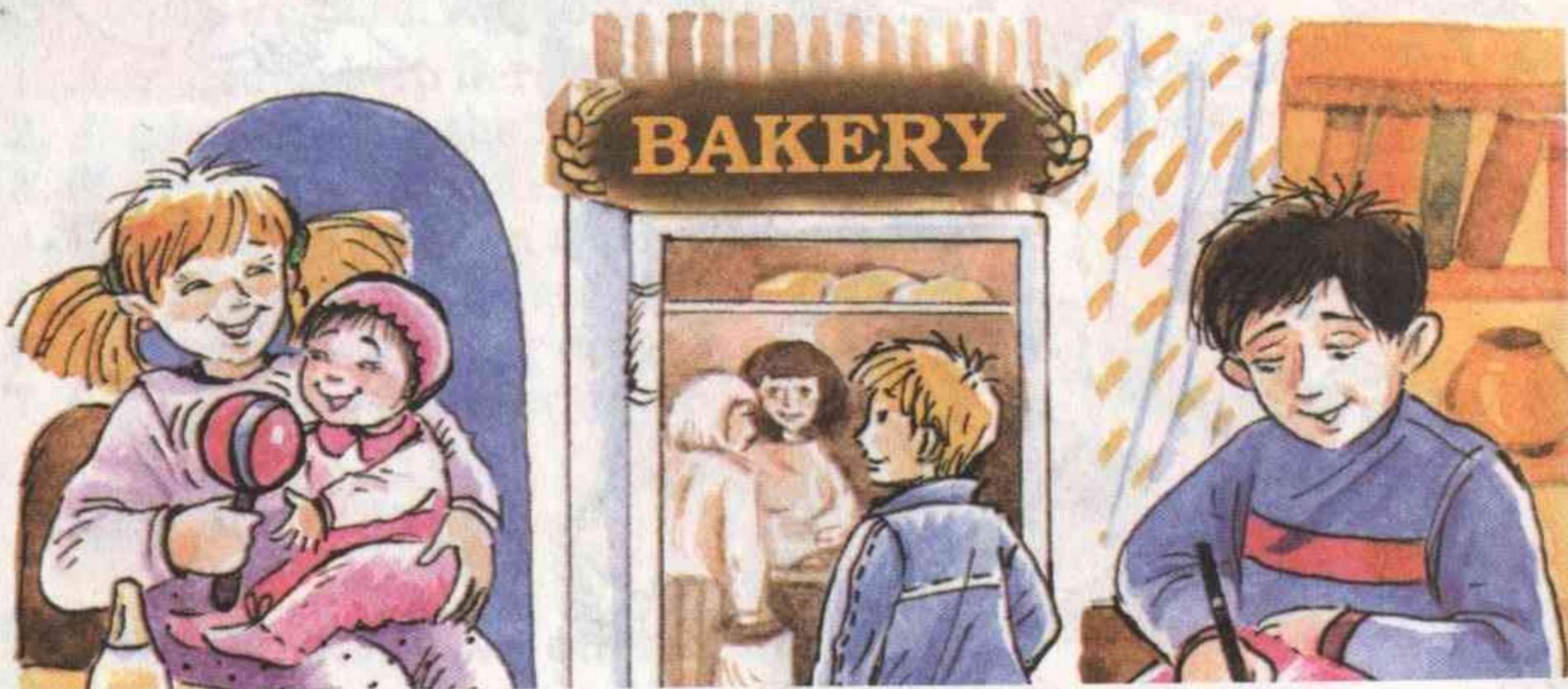
C: *Olena has to go to the dairy because she has to buy some milk and cheese.*

1. get up early / cook breakfast for the family
2. stay at home (yesterday) / look after my younger sister
3. go shopping / buy food for the party
4. wear an apron / wash up after dinner
5. go to the library (yesterday) / find the book I need for the History lesson
6. buy some holiday postcards / write holiday greetings to my relatives

3. Look and say what they have to do/had to do.

Example:

I have to stay at home because I have to look after my younger sister.



4. Work in pairs. Complete the dialogues. Act them out.

1. A: Why _____ (you, buy) so much food?
B: I'm having a birthday party on Saturday.
2. A: Jane didn't come to the cinema with us last night.
B: Why?
A: _____ (She, study) for a test.
3. A: Why _____ (you, go) to the library today?
B: _____ (I, find) some information for my report.
4. A: _____ (you, work) at your English more?
B: Yes, I do. I need to speak English fluently.

5. Write what you had to do during this week.

1. a) Read the text and order the pictures according to it.

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



It was Saturday. The alarm clock rang. Ann jumped out of bed. She had a lot of things to do. First she had to help her mum in the kitchen. So she washed up the dishes. Then she had to dust the furniture in her room and vacuum the carpet. Then it was time to do the washing. Ann put her dresses, blouses and T-shirts in the washing machine. She almost forgot to put her socks in the machine. All of a sudden, she heard a noise in the next room. Rosie, her cat, knocked a vase off the table. Ann had to clean it up. What a naughty cat! After that Ann still had her Maths homework to do. She sat down at her desk and did the sums. It took her an hour and a half to do it.

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

The telephone rang. It was Jane. She invited Ann for a walk. In twenty minutes Ann put her jacket on and left home.

b) Look at the pictures again and retell the story to your classmates.

2. Write what Ann has to do or doesn't have to do at the weekend.

Example: *Ann has to help her mother in the kitchen.*

- to get up early
- to go to school
- to visit her grandparents
- to go homework
- to help mother wash up
- to go to the library
- to clean the rooms
- to dust the furniture

3. Work in pairs. Agree or disagree.

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

Conversation Lab

4. Work in pairs. Act out the situation.

Your friend phones you. He/She invites you to a cinema. Ask him/her about the film you are going to watch and about the time the film starts. Tell him/her about the chores you have to do. Agree upon time and the day.

5. Write a story "A Busy Sunday in the Country". Use the words and expressions:

- Granny / to bake a cake
- Mum / to wash up, to iron
- Dad / to mend the fence
- Granddad / to water the flowers and trees
- Dan / to sweep the path, to wash the car
- Ann / to tidy up the room, to wash the cat, to feed the birds

1. a) Listen, read and say what happened to Ann a few days ago.

Ann broke her leg last week. Now she has to stay in bed. She has to take care of her leg. Dan has to take care of his cousin. He has to help her do different things about the house.

Ann: Please, shut the window, Dan. It's a little chilly in here.

Dan: OK. Is there anything else I can do for you before I leave?

Ann: Could you turn off the light in the kitchen?

Dan: No problem. Anything else?

Ann: Could you hand me the remote control for the TV set? It's over there.

Dan: Sure. Here you are.

Ann: Thanks.

Dan: I'll come back at 7 p.m. Take care of yourself. Take good care of your broken leg.

Ann: Don't worry. I will. Thanks again. Enjoy your visit to the museum.



2. Think about what you need to do when you are ill. Write 5 rules you have to do or do not have to do.

Example:

I do not have to carry heavy things. I have to drink hot milk with honey.

Do not carry heavy things.

Drink hot milk with honey.

Do not run much.

Take lots of vitamin C.

Do not drink cold water.

Take a medicine.

3. Read and complete the sentences with *had to*, *didn't have to*.

Ann _____ stay in bed. She _____ take care of her leg.
Dan _____ help her do different things about the house. He _____
shut the window. He _____ turn on the light in the kitchen.
He _____ hand her the remote control for the TV set.

Conversation Lab

4. Work in pairs. Act out the situations.

1. You are at home. Your mum is very busy at her work. She phones you and asks you to help her do the shopping. You agree and ask her about the things to buy.
2. Your friend got a letter from his/her grandparents yesterday. Unfortunately he/she broke his right arm. So he/she can't write. You agree to help him/her do this and ask what you should write about.

5. Write down 5 sentences to each situation of Ex. 4.

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

1. Dan started to eat dinner at 7.00. At 7.05 Ann came. Dan was eating his dinner when Ann came home at 7.05.

2. Alex was at home yesterday evening. His favourite TV programme was on. It started at 6.00 and ended at 7.30. At 7.00 his friend Steve phoned him. When Steve phoned at 7.00, Alex was watching TV.

3. Kim was at the English lesson. The lesson started at 9.00 and finished at 9.45. The door opened and the headmaster came. Kim was answering the lesson when the headmaster came.

4. Jane was in the garden in the morning. Suddenly her mother called her. Jane was watering the flowers when her mother called her.



Grammar Lab:

When and while with the Past Continuous

We use the Past Continuous Tense to talk about an action that was in progress at a certain time in the past:

I was watching TV when my mother came.

I arrived while they were having lunch.

2. Write sentences with *when* or *while*. Say what happened next.

Example:

Ann / watch TV / her flat / doorbell / ring

Ann was watching TV in her flat yesterday evening when the doorbell rang. So she opened the door.

1. Peter / clean / teeth / bathroom / lights / go out
2. Sam / open / front door / key / break

3. Work in pairs. Take turns to ask and answer the questions about your working day.

What were you doing at _____ a.m.?

What were you doing when _____?

Were you _____ at _____ p.m.?

What did you do while _____?

4. Tell how you were helping your mother yesterday in the morning.

Example:

Yesterday in the morning I was cleaning the rooms and washing up.

5. Combine the sentences. Use *while*.

Example:

I was studying last night. My friend called. – My friend called while I was studying last night.

1. The pupils were writing a test. Tom came into the classroom.
2. Mum was cooking dinner in the kitchen. Somebody knocked at the door.
3. Ann was washing up. Kim came to her place.
4. Dan was doing the shopping. He lost his wallet.
5. Alex was watching TV. The electricity went off.

6. Complete and write as in the example. Use the Present Continuous and the Past Continuous.

Example:

I _____ (to watch) TV at home.

I am watching TV at home now.

I was watching TV at home yesterday.

1. Kim _____ (to clean) her room.
2. Steve _____ (to write) a birthday card.
3. We _____ (to swim) in the swimming-pool.
4. Ann _____ (to put) the plates in the cupboard.
5. Steve and Molly _____ (to help) in the kitchen.

1. Work in pairs. Imagine you are going to share a room with your younger sister. Write notes for your agreement with her. Start like this:

I have to _____.

I don't have to _____.

My sister has to _____.

She doesn't have to _____.

2. Write about a day when you felt angry and depressed or pleased and happy. Use the questions to help you.

1. How old were you? When did it happen?
2. Where were you?
3. Were you there alone or with someone else?
4. What were you doing and what happened?
5. How did you feel?
6. What did you do then?

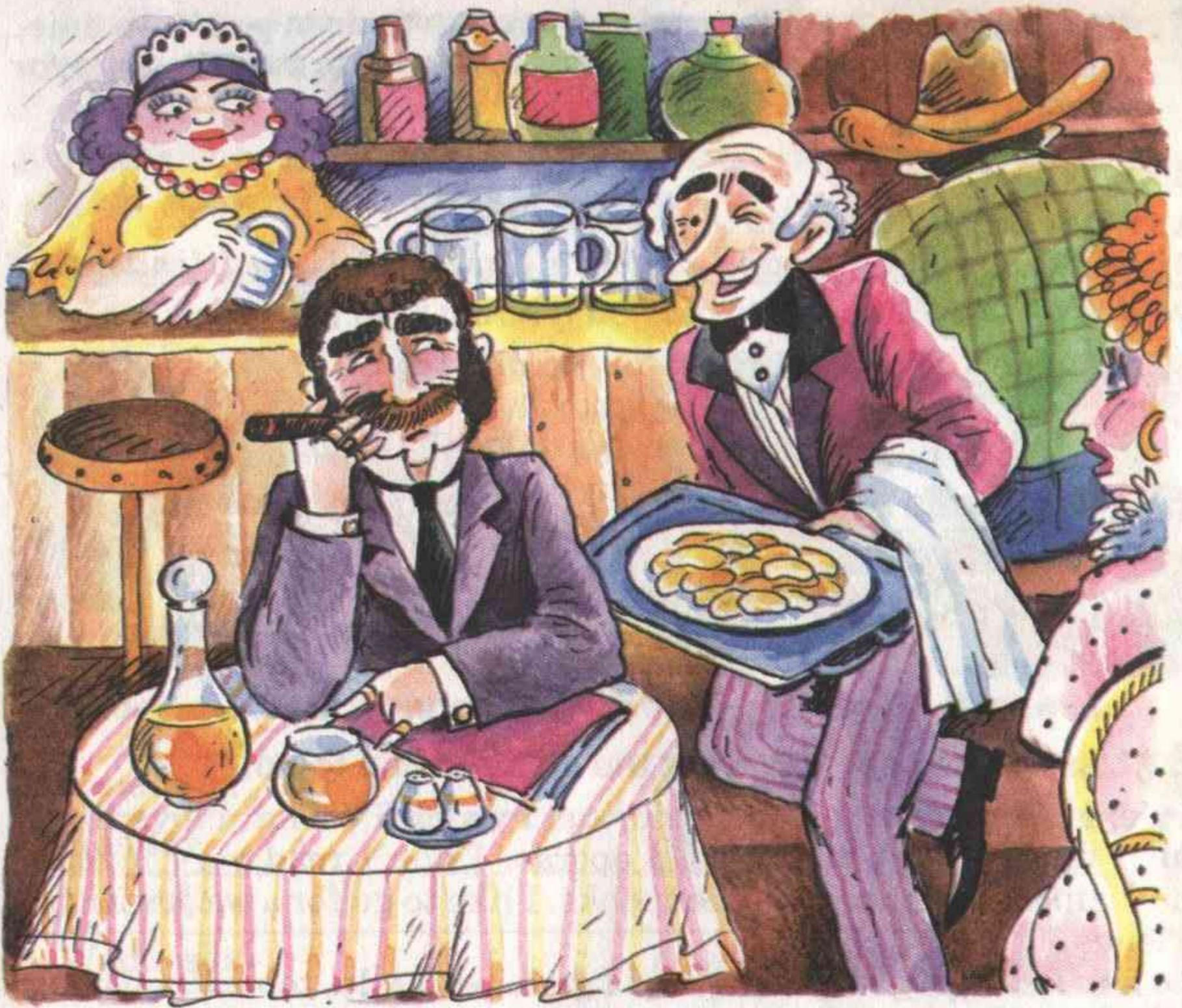
3. Join the two parts of the sentences. Use *with* or *when*.

1. I was sitting in front of the fire ...
 2. I was getting the tea ready ...
 3. She was dusting the carpet ...
 4. We were finishing our tea ...
 5. They were going down the garden path ...
- a) ... my mother came home from work.
 - b) ... she stopped and waved.
 - c) ... they called out to me.
 - d) ... there was a knock at the door.
 - e) ... her cat knocked a vase off the table.

4. Read and complete the text with the past forms of the verbs in brackets.

The First Potato Crisps

One day, a customer came (come) to an expensive New York restaurant. He ordered (order) chips for himself. A few minutes later he told (tell) the waiter that he didn't (not, like) his chips, because they was (be) too thick. The waiter was (be) very angry. He went (go) into the kitchen, took (take) a potato, cut (cut) it into very thin slices, and



put (put) the slices into a pan of very hot oil. Then he came (come) back to the customer. To his surprise, the customer s (say) that they _____ (be) very tasty. They _____ (become) the world's first potato crisps.

5. Work in pairs. Take turns to ask and answer what you were doing at this time yesterday.

Example:

- *What were you doing at a quarter past seven yesterday morning?*
- *I was getting up.*

- 1) 7.15 a.m. 2) 8.35 a.m. 3) 10.30 a.m. 4) 1 p.m. 5) 4.15 p.m.
6) 7.45 p.m.

6. Write down what your friend was doing yesterday.

- 1. Work in pairs. Talk about things you like to do in your free time. Use the words: to listen to, to read, to watch, to visit, to go for a walk.**

Example:

A: *What do you like to do in your free time?*

B: *I like to read books and to go for a walk with my friends. And what about you?*



- 2. Listen, read and say what the children like to do.**

Sue: I often listen to pop music, and I watch TV a lot. I love films, but I don't like to watch soap operas. I don't read very much – magazines sometimes, but not books. I like to go for a walk with my friends.

John: I always get up early and I go to bed early, too – I'm usually in bed by 10 p.m. I don't watch TV. My friends often come to my home, and we spend time together.

Richard: I really like to stay at home. Sometimes I read books or listen to music – classical music only. I don't watch TV very much, but I usually watch the news, or sometimes films. I often study in the evening.

Mary: I spend much time outdoors. I also like to visit my friends or go to parties. I don't like to stay at home. It's boring. When you are at home you always have to study.

- 3. a) Work in pairs. Interview your friends about the things they do outside school. The questions will help you.**

Do you get up early or late?

Do you watch TV a lot?

Do you like to watch films or cartoons?

Where do you learn to play the piano?

Which kind of sport do you go in for?

How often do you train?

b) Write a few sentences about your friend. Let the others guess who he/she is.

Example:

She likes to listen to music. She can play the piano. She is the best pupil in class. – I think this is Olesya.

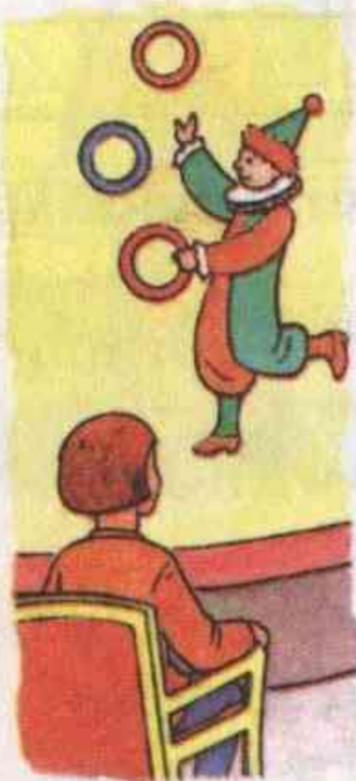
4. Speak in class. Write a list of activities you usually do in your free time. Say how much time you spend on them.

- Indoor activities: to train in the gym, ...
- Outdoor activities: to play football, ...
- Activities to do alone: to draw, ...
- Group activities: to do a project, ...
- Activities you also do at school: to read books, ...

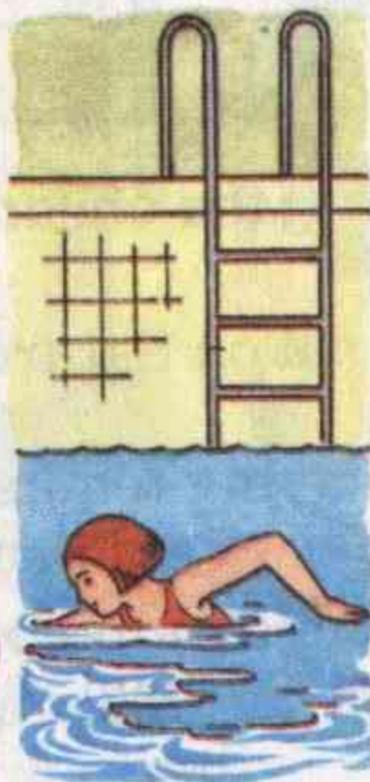
Example: *I train in the gym three days a week: on Mondays, Thursdays and Saturdays.*

5. Look at Kim's planner. Say what she has to do this week.

Sunday	meeting granny
Monday	cleaning the room
Tuesday	going to the cinema
Wednesday	playing tennis with Jane



Monday



Tuesday



Wednesday



Thursday



Friday

6. a) Project Work. Draw pictures and write a page from your planner.

b) Prepare to have a talk with your friend about the things you have to do this week.

1. Listen, read and act out the dialogue.

Steve: This game is fun. Let's organize a chess club.

Tom: That's a great idea! We can meet at my house. Is Monday OK?

Steve: No. I have to take care of my little sister every Monday afternoon. I'm helping her to mend a doll's house.

Tom: Is Tuesday OK?

Steve: No. I have to help my mum do the shopping on Tuesday.

Tom: How about Wednesday?

Steve: I have to visit my granny on Wednesday.

Tom: How about Thursday?

Steve: Thursday seems to be fine.

Tom: Oh, I can't come on Thursday. I'm going to take my music lesson this Thursday. I'm going to have lessons twice a week.

Steve: Then let's meet on Friday.

Tom: Great! Bring your chess set with you.

2. Read the dialogue again and complete Steve's planner.

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

3. Listen and read the dialogue. Say what the children would like to do in their free time.

Alex: Would you like to go to the cinema on Saturday morning, Kim?

Kim: I'm sorry, Alex, but I can't. I'm playing tennis with Jane.

Alex: Are you doing anything on Tuesday afternoon?

Kim: No, nothing special.

Alex: Would you like to go on Tuesday afternoon then?

Kim: Yes, I'd love to.

Conversation Lab

Accepting an invitation

Yes, OK.

Yes, I'd love to.

Refusing an invitation

I'm afraid I can't.

I'm sorry, but I can't.

- 4.** Work in pairs. Invite your classmates to do the things in the pictures at different time this week. Use the words: *to go to the cinema, to go dancing, to go shopping, to go for a walk, to play tennis, to play computer games, etc.*

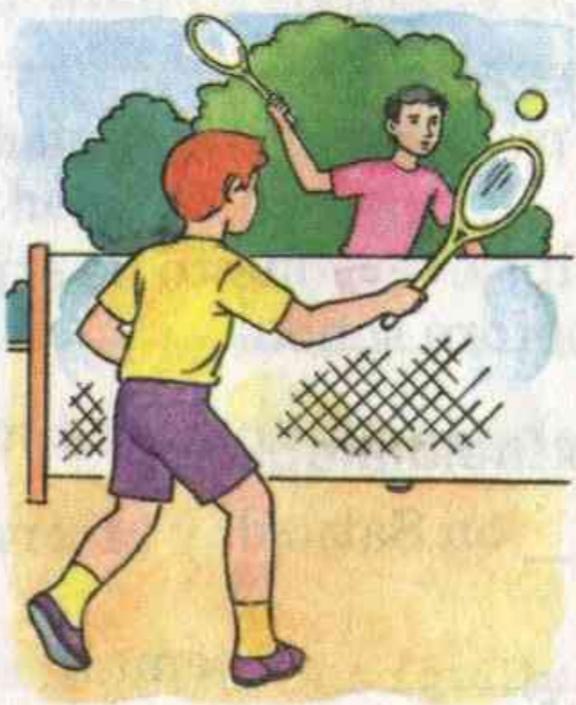
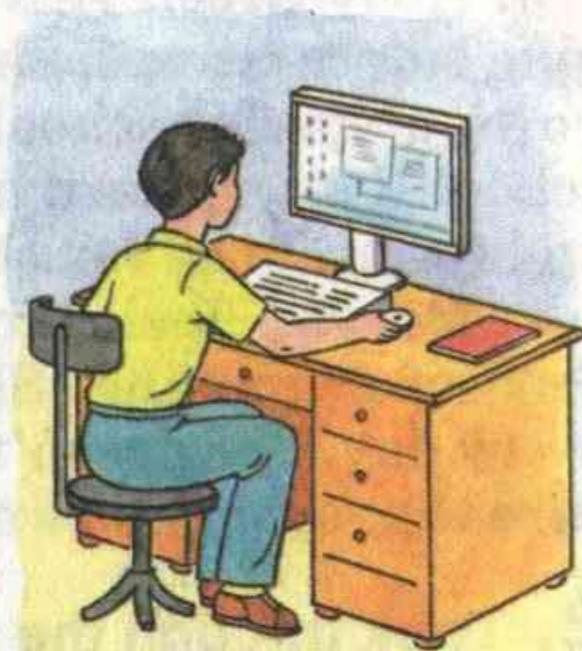
Example:

A: *Would you like to go to the cinema on Friday?*

B: *Yes, I'd love to.*

A: *Would you like to play tennis tomorrow?*

B: *I'm afraid I can't. I have to stay in and study.*



- 5.** a) Read the notes below.

b) Write an invitation. Then write your reply for the invitation you have received.

• *Dear Kim, Are you doing anything special on Friday evening? I'm going to the cinema. Would you like to come, too? Love, Jane.*

• *Dear Jane, Thanks for your invitation. I'd love to come. I'll meet you outside the cinema at 7.00. Kim.*

1. Listen and read the interview notes.

1. Hobby is the thing people like to do in their free time. Different people have different hobbies. They are fond of collecting things, going in for sport, gardening, travelling and playing computer games.

2. Mike Tame is 12 and he lives in Colchester. He goes to school. He is very good at learning Computer Studies. He says, "I get up at 7.10 and do my homework before school. I work on my computer for three hours every evening. My hobby is playing computer games. Sometimes I go to parties and dance with my friends."

3. Abby Green gets up at 5.45 every morning and trains in the gym before classes. She wants to be an Olympic winner. She doesn't go to a special school. She says, "I'm quite good at studying at school. I study hard and I train in the gym, too. I really enjoy it, and I want to be famous."

4. Maryna Teslenko lives in Odesa. She goes to school. She is fond of swimming. She spends much time in the swimming-pool every day. She doesn't want to be a professional sportsman. She is sure that sport helps everyone to be strong and healthy.

2. Look through the texts of Ex. 1 and find out which person:

- 2 • plays computer games
- 3 • trains in the gym every day
- 4 • doesn't want to be a professional sportsman
- 3 • wants to be famous
- 4 • is sure that sport helps everyone to be strong and healthy
- 2 • does his homework before school

3. Read and complete the dialogues.

1. A: What are _____ on Saturday afternoon?

B: I'm free. Why?

A: How about _____ cinema?

B: OK. I'll meet you there at 3.00.

2. A: When _____ going back to London?

B: I'm _____ back in the morning.

A: Let's _____.

3. A: Why _____ to the park this afternoon?

B: I can't. I'm _____ with my parents this afternoon.

A: How _____ tomorrow?

B: Good idea!

4. A: What _____ after school?

B: I _____ swimming. Do you want to come?

A: I can't come today. I _____ basketball.

5. A: Are _____ to my party on Friday?

B: Yes, I am.

A: Why don't _____ cassettes and CDs?

B: OK. I'll bring some.

4. Do a class survey. Ask your classmates questions about their favourite activities and make a graph.

Questions	Names	Olena	Taras
Have you got a hobby? What is it? How much time do you spend on it?			
Do you go in for sport? How often do you train? Where do you train? Are you good at this kind of sport?			
Have you got any collections? How long have you had them? What can they tell you about?			

5. Write a story about the hobbies people have. Describe:

- usual hobbies
- unusual hobbies
- hobbies in your class or in your family
- the most interesting hobby you have heard of
- reasons why people have hobbies

1. a) Look at the picture and answer the questions.

1. Where were Ann and Kim standing?
2. What was Jane doing?
3. What were Dan and Alex doing?
4. What was Tom wearing?
5. What was Alex wearing?



b) Read and say what the children were doing when it started to rain.

Ann, Dan, Jane, Alex, Tom, Steve and Kim went hiking with their friends and Miss Alison last autumn. In the morning the weather was nice. The sun was shining brightly in the blue sky. There was no strong wind. The children were walking for about an hour when they came to a wonderful place.

“Let’s put up our tents here,” someone said. Everybody agreed and started to work.

In the afternoon the dark clouds appeared in the sky and soon it started to rain.

The children were busy at that moment. Dan and Alex were putting up one more tent when it started to rain. Tom and Steve were making a fire. Jane was taking some water from the stream. Some girls were cooking dinner. And some boys were playing with a ball.

Miss Alison asked the children to hide in their tents from the rain. While it was raining, the children were listening to her interesting stories.

2. Play a memory game.

- Look at the picture to Ex. 1 again and write five questions to ask your classmates.
- Work in pairs. Close your books and ask and answer about the children in the picture.

3. Read, complete and act out the dialogue. Use the words: *do, don't, does, doesn't*.

Alex: You are very fit. _____ you exercise every day?

Dan: Yes, I _____.

Alex: What _____ you do?

Dan: I go swimming.

Alex: What time _____ your trainings start?

Dan: At four o'clock. I finish at six o'clock and go home.

Alex: _____ you swim in the swimming-pool?

Dan: Yes, I _____. I train there from October till May. In summer I go to the seaside or have a rest on the bank of a river.

Alex: _____ Steve go with you?

Dan: No, he _____. He is fond of football. And he is quite good at it.

Conversation Lab

4. Act out the situations. Tell your parents what has happened to you. Use the Past Continuous.

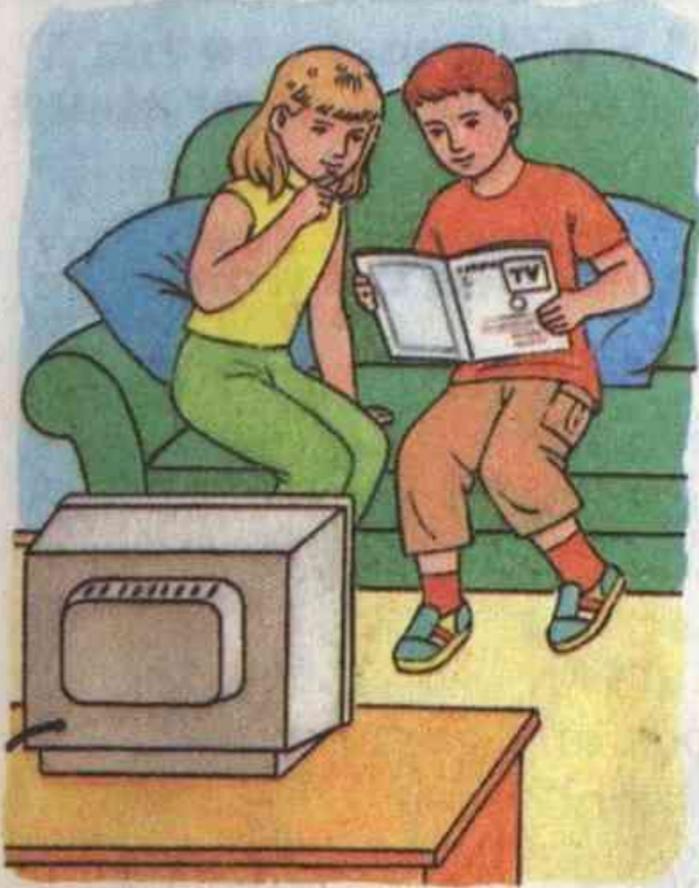
- You were walking in the park when you saw a small girl. She was crying. You talked to her. Soon the girl's mum came. You helped the girl find the lost toy.
- You were walking home from the gym. Suddenly it started to rain. You came back home very tired and very wet. Your next door neighbour met you at the doorstep, and you had a talk with her.

5. Write the verbs in brackets in the correct tense form.

- Tom _____ (use) his computer every day.
- Tina _____ (train) in the gym yesterday.
- Sue _____ (do) her homework now.
- They _____ (want) to become Olympic champions.
- _____ you _____ (enjoy) learning new English words?
- Where _____ (be) you last summer?

1. a) Listen and read.

b) Say which TV programme Ann and Dan decided to watch.



Ann: Why don't you like to watch this game show?

Dan: It's a very interesting programme. But my favourite programme about animals is in ten minutes. Can't you watch the game show at another time?

Ann: But I don't think I will have time to watch it. I'm having a training in the Sport Centre.

Dan: Ann, you know I'm working at my report for the Nature Study lesson. It is about blue whales. If I watch this programme I will learn some new exciting facts. Besides programmes

with this reporter are always so interesting. Would you like to watch it with me?

Ann: You've got a point here.¹ But I'm so tired of learning.

Dan: What about writing a quiz by yourself? Watch a programme and prepare your questions for me.

Ann: OK, then. Let's see who is a more attentive viewer.

2. Agree or disagree.

1. Ann likes to watch game shows. -
2. Dan's favourite programme starts in half an hour. -
3. Dan's favourite programme is about animals. +
4. Ann likes to watch educational programmes. -
5. Ann agrees with Dan. +
6. The children are going to play a game. -

3. Work in pairs. Read the TV programme on page 93. Act out some dialogues. Use the questions:

- What is on Channel 1 today?
- When does this film start?
- What channel is this programme on?
- Is there any interesting film today?
- Would you like to watch this film?

¹ You've got a point here. - Ти маєш рацію.

TV Programme

<p>CHANNEL 1</p> <p>11.00 News Summary 11.30 Film: Flipper 13.15 Game show: The Smartest Child 14.30 Music: Eurovision – 2005</p>	<p>ANIMAL PLANET</p> <p>11.40 The Fastest Animals on the Earth 12.10 Animals in the Zoos 13.25 Wildlife: Blue Whales 14.35 Pet Rescue Service</p>
<p>EUROSPORT</p> <p>9.00 Football: The best matches in the European Final Cup 11.20 Sports News 11.40 Swimming 12.30 Sport Interview: Yana Klochkova 14.00 Extreme Sports</p>	<p>FOX KIDS</p> <p>7.30 Bolto 8.20 Beauty and the Beast 9.10 The Little Mermaid 10.15 Tom and Jerry</p>

Conversation Lab

4. Speak in class. Act out the situations.

1. Your favourite TV programme will start in a few minutes, but your brother/sister wants to watch a film on another channel. Talk with him/her and decide which programme to watch.
2. Your mother wants you to do your homework but you would like to watch your favourite TV programme about animals. Explain your mother why you think this programme is interesting. Tell her when you will do the homework.

5. Write the questions to these sentences.

1. The news is on Channel 3 at nine o'clock every evening.
2. There was a documentary about traffic problems in cities on TV yesterday.
3. I watch a good documentary about birds in the Antarctic.
4. I can get the sports news on Channel 1 at 4 o'clock every day.
5. My mum watches soap operas every evening.
6. He is watching football at the moment.

1. Work in pairs. Talk with your friend.

1. Do you watch TV for more than two hours a day?
2. What programmes do you like to watch?
3. Is your mother sometimes angry when you watch TV?
4. Do you always watch TV when you are with your friends?
5. Can you imagine your life without TV?
6. Do you often stay at home to watch TV instead of playing games outdoors with your friends?

2. Listen and read.

Is Life Possible without TV?

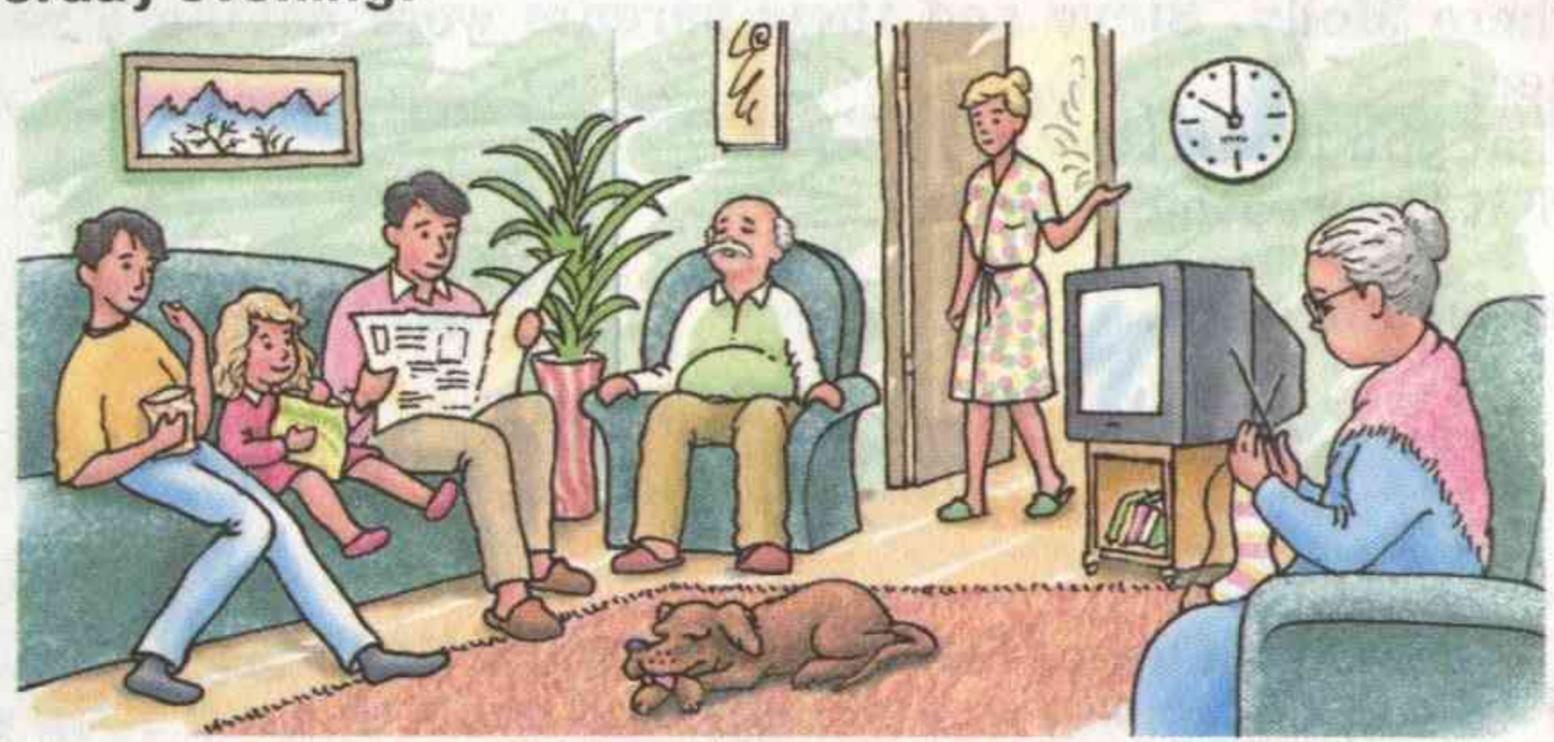
The Parkers loved to watch TV so much. Mr Parker always spent his evenings in front of TV set. He was sitting comfortably in the arm-chair listening to the news and watching documentaries. He even stopped reading newspapers and seldom visited his friends on weekends. While Steve was doing his homework, he was always watching football matches. TV helped Mrs Parker to look after her daughter Molly. While Mrs Parker was cooking something in the kitchen, Molly was watching peacefully her favourite cartoon. Molly was always singing or dancing in front of the TV screen. She thought she was a famous TV star!

A lucky chance came when something went wrong with the TV set one day. At first the Parkers spent all their free time watching TV at their friends' houses, but later they began to listen to more music, to read and to have picnics with their friends on Sundays. They had much fun together! Oh, yes, life is possible without TV!

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

1. Which programmes did Mr Parker watch every evening?
2. Why didn't he read newspapers and visit his friends?
3. Why did Mrs Parker like TV?
4. What was Molly doing while Mrs Parker was cooking?
5. What happened with their TV set one day?
6. Where did the Parkers watch their favourite TV programmes?
7. Is life possible without TV?

4. Look and say what the Parkers were doing at 10 o'clock yesterday evening.



5. Read and complete the sentences. Fill in who, what, which. Комп.

1. Who likes to watch soap operas in your family?
2. Which TV channels does your brother watch most?
3. What kind of programme do you like best of all?
4. What is your favourite TV reporter?
5. Which famous English actors do you know?
6. Which channel is this film on?

6. Write how many hours you spent on these activities yesterday.

write the letter



Example:
I was reading a book for half an hour yesterday.

Unit 4. Let's Have a Rest!

• **Work in pairs. Look at the pictures to Ex. 2. Talk about:**

- where Molly, Steve and their parents were having a rest in summer;
- what you think they did there;
- what the weather was like.

• **Listen and read.**

The Little Sea Gull

(After Sally Lucas)

 stood in a daze. She was watching a little  sea gull

on  the sand. The little  sea gull stood by  a woman

who was catching  a fish.  The woman put  the

fish into  a bucket. She did not share her  fish with the

little  sea gull.

The little  sea gull flew to  a man who was buying

 a hot dog.  The man began to eat  the hot dog. He

did not share his  hot dog with the little  sea gull. *see gull.*

"I'll share," called  Steve. He reached into his  basket

and took out a piece of  bread. Scree! Scree! Many big 

sea gulls crowded around the children. The little  sea gull

could not get close to  Steve and Molly.



Steve tossed the piece of  bread as high as he could

into the air. Swish! The little  sea gull flew up and caught



the bread in mid-air.

“Good catch,” cried  Molly and Steve happily.

3. Agree or disagree.

1. Molly was watching sea gulls on the sand.
2. The little sea gull stood by a woman who was catching a fish.
3. The woman shared her fish with the little sea gull.
4. The man shared his hot dog with the little sea gull.
5. Steve fed big sea gulls.
6. The little sea gull caught the bread in mid-air.

4. Work in pairs.

a) Put the words in the correct order to make questions.

1. Molly / What / the / doing / at / was / seaside / ?
2. stand / did / Where / the / sea gull / little / ?
3. Did / his / with / man / share / hot dog / the / sea gull / little / the / ?
4. share / to / wanted / a / Who / bread / of / piece / sea gull / with / little / the / ?
5. sea gull / the / little / get / children / to / Could / close / ?
6. What / Steve / do / did / ?

b) Take turns to ask and answer these questions.

5. a) Read the text. Say why our planet is a wonderful place to live on.

I don't usually get up early, but it was all different today. I woke up to the sounds of music. These were birds singing like a big orchestra. I got out of bed and opened the curtains to look out of the window. I stood in a daze. The birds flew from tree to tree and from branch to branch. It was a beautiful morning. The sun was shining through the trees and on the grass. It was making them look like gold. The sky had a shade of blue that you can see only in summer though it was spring. What a lovely thing it is to wake up early in the morning!

b) Write your story about the moment when you stood in a daze. Use the Past Simple and the Past Continuous.

- a) Look, read and say what Dan is going to do on Saturday.
- b) Use the pictures to make a story "Dan's Ideal Saturday".

Example:
 Dan is going to get up at 10 o'clock.



Read and complete the sentences. Use the words: music, seats, see, went, could, enjoyed, programmes, fantastic.

Last Sunday I went to the theatre with my mother. When we arrived to the theatre we could see many people in the hall. Some of them had programmes. We bought one for us. Then we took our seats. We could music a beautiful palace on the stage and hear beautiful enjoy. The scenery was fantastic. We see the performance greatly.

Complete the sentences with the Past Simple of the verbs in brackets.

My grandfather _____ (collect) stamps when he was a boy. He _____ (begin) to learn many interesting facts about history. And he _____ (know) many interesting stories about famous people, too. He _____ (keep) his collection in special album. Later when he _____ (travel) he always _____ (bring) many stamps for his collection.

Read and choose the correct item.

The children _____ their stamp collection at 6 o'clock yesterday.
 a) are looking through b) were looking through c) looked through

2. Last summer my relatives _____ a rest at the seaside.
 a) were having b) had c) have had
3. Mrs Brown _____ TV when somebody knocked at the door.
 a) watched b) were watching c) was watching
4. Dan was writing a composition when his mother _____ into the room.
 a) was coming b) came c) were coming

5. Work in pairs. Choose a role card for yourself and act out the dialogue.

Role Card A: Invite your friend to do something from the list below. Find the time when your friend can do it.

Role Card B: At first say you can't do it, and then find the time.

- Would you like to ...
- ... go to the cinema on Monday?
 - ... play football on _____?
 - ... go for a walk with me on _____?
 - ... go to _____?



6. a) Read and say why the boy felt embarrassed yesterday.

I missed the bus and was late for school. I came into the classroom when all the children were writing a test. The teacher was angry with me. I was standing at the door when the school headmaster came in. Oh, no!

The lesson was over. My classmates were leaving the room when my schoolbag fell on the floor. I was still looking for my things around the classroom when the bell rang for the next lesson. Oh, no! I was late again!

b) Write about a day when you felt angry, scared or embarrassed. Use the questions to help you.

1. How old were you? When did it happen?
2. Where were you?
3. Were you there alone or with someone else?
4. What were you doing and what happened?
5. How did you feel?
6. What did you do then?



1. a) Listen and read.

b) Say what you think about Addy and Andy.



Addy

Andy

Addy and Andy

Addy is healthy,
And Andy is not.
Addy can run fast,
And Andy cannot.

From this good example
It soon becomes clear
That being unhealthy
Is often quite drear¹.

What makes Addy strong?
Good exercises.
What makes Andy sick?
He eats many pies.

So drink up fresh milk
And say no to pie,
Get enough sleep
And you'll be just fine.

2. Listen, read and say what you should do to keep yourself healthy.

“Health is above wealth,” the proverb says. When we are healthy we are strong, active and full of energy. We have to take care of our health and do the things that are useful for us.

You should have nine hours sleep every night. Children who do not have enough sleep are always tired and sleepy.

The human body also needs exercises. Walking, running, swimming and playing games are all exercises. Exercises keep the body strong. They help the blood to move around² inside the body. This is very important, as our blood brings food to all parts of the body.

We also must eat healthy food. Fresh fruit and vegetables are good because they have many vitamins in them.

¹ drear – сумно

² to move around – рухатися, циркулювати

3. Read and choose the correct item.

1. We should go to bed _____.
 - a) late and get up late
 - b) early and get up early
 - c) late and get up early
2. Children of your age need _____ sleep every night.
 - a) ten hours
 - b) nine hours
 - c) eleven hours
3. Wealthy and wise means _____.
 - a) rich and happy
 - b) rich and clever
 - c) healthy and clever
4. Exercises _____.
 - a) make more blood
 - b) help the blood to move around inside our body
 - c) make food for the blood
5. Fresh fruit and vegetables _____.
 - a) are not tasty
 - b) have many vitamins in them
 - c) are unhealthy food

4. Listen and repeat the saying.

Early to bed and early to rise,
Makes a man healthy, wealthy and wise.

5. Complete the sentences and write them down. Use the words: *strong, active and full of energy, good, tired and sleepy, very important, unhealthy and pale.*

1. Healthy people are good.
2. Children who don't have enough sleep are active and full of energy.
3. Exercises keep the body strong.
4. Exercises are very important for all people.
5. Fresh fruit and vegetables are _____.
6. People who don't go in for sport are 6.

2. активный и энергичный
1. здоровый, крепкий
3. полезный
4. витаминизированный
5. очень важно
6. нездоровый и бледный

1. a) Look and say what you should do to stay healthy.

Example:

We should wash our hands before every meal.



to wash hands



to breathe in fresh air



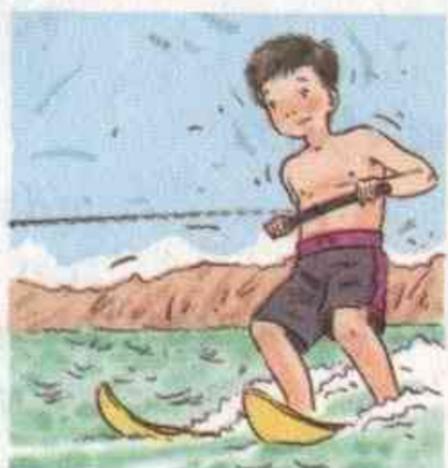
to clean your teeth



to keep your body clean



to eat healthy food (fruit and vegetables)



to go in for sport



to visit your doctor regularly



to keep your home clean

b) Read and say what the best wealth for people is.

When we are ill, we feel unhappy and sometimes have a high temperature. Very often the cause of illness and disease is dirt. Dirt is full of germs. They are very, very small but they are alive. They can get in through our nose or mouth and make us ill. They can get into our body through our skin, too. We must keep our body clean. We must wash our hands before meals. We must keep our fingernails¹ clean.

We must also think of our teeth and clean them twice a day. Germs can make teeth bad. A toothache is very painful. That's why we must visit our dentist regularly to be sure that everything is OK with our teeth.

Our body also needs fresh air to breathe. We must have plenty of clean air to stay healthy. We must go in for sport regularly. And we also must keep our home clean.

¹ a fingernail – ніготь

2. Read and choose the correct item.

1. When we are ill we sometimes have a high _____.
a) germs b) temperature c) dirt
2. Very often the cause of illness is _____.
a) pain b) dirt c) headache
3. We must _____ our teeth twice a day.
a) wash b) sweep c) clean
4. We must _____ keep our home clean.
a) always b) sometimes c) never

3. Read and act out the dialogue.

M u m: Time for dinner! Wash your hands, Alex.

A l e x: But they are already clean.

M u m: They look clean. You were playing outside with the dog in the afternoon.

A l e x: But look! No dirt!

M u m: Honey, there are still germs. Germs are so small that you can't see them, but they are everywhere. If you eat with dirty hands, the germs get on your food and go into your body.

A l e x: And then I get sick. Good, I don't want to go to school tomorrow anyways.

M u m: When you get sick you get a high temperature and feel very unhappy. And you can't play outside. Go and wash your hands.

A l e x: Fine, but after dinner I'm going out to play again.

M u m: That's all right, dear.

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

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

5. Write the words and make sentences with them.

1. a, t, h, e, y, l, h _____
2. a, t, w, h, e, l _____
3. a, i, n, p _____
4. r, d, i, t _____
5. e, g, m, r, s _____
6. e, m, e, p, t, a, u, e, r, r, t _____

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



I feel fine.



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



He feels cold.



She feels hot.



He looks tired.



She looks happy.

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

A: How do you feel?

B: I feel _____.

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

2. Work in pairs. Make sentences as in the example.

Example:

- Does Ann feel cold?

- Yes, she does. She feels cold.

- Does Peter look sleepy?

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

1. Dan / feel hot
2. Kim / feel thirsty
3. Tom / feel fine

4. The worker / look tired
5. The farmer / look angry
6. The little boy / look cheerful

3. Look at the picture. Read, complete and act out the dialogue.



D e n i s : Hello!

O l e n a : Hi, Denis! This is Olena. How _____?

D e n i s : Not very well. I have got a _____. I must stay in bed. My _____ was very high yesterday.

O l e n a : Oh, no! Sorry to hear that. Did the doctor visit you yesterday?

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

O l e n a : You must follow the doctor's advice, then you will feel better soon. Hope to see you at school next week. Bye!

D e n i s : Thank you for your call. Remember me to our classmates. Bye!

4. Read and complete the sentences. Use the words: *sleep, clean, air, healthy, into, germs.*

Children should have ten hours _____ every night. This will help us to be _____. Exercises help us to be healthy, too. Our body also needs clean _____ to breathe.

Very often the cause of illness is dirt. Dirt is full of _____. They are too small but they are alive. Germs can get _____ our body and make us ill. We must keep our body _____.

5. Write the words in the correct order to make sentences.

1. can / into / Germs / body / our / get / our / through / skin / .
2. to / need / fresh / We / breathe / air / .
3. is / toothache / A / painful / very / .
4. we / we / , / When / ill / are / unhappy / feel / .
5. for / regularly / sport / You / go / should / in / .
6. clean / your / Do / keep / you / home / ?

1. a) Listen and repeat.



a toothache



an earache



a backache



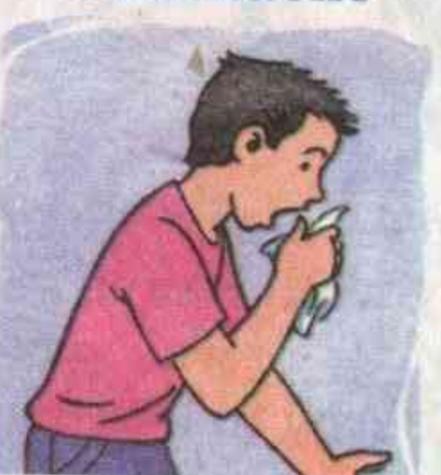
a stomachache



a headache



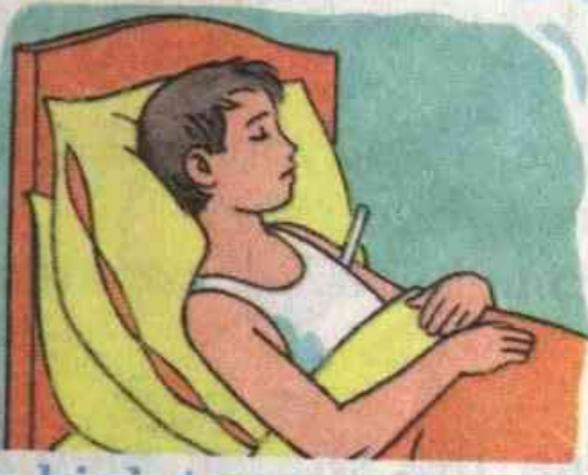
a bad cold



a cough



a sore throat



a high temperature



a pain in the knee



a pain in the elbow

b) Listen, read and act out the dialogue.

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

B: I don't feel very well.

A: Oh, dear! What's wrong?

B: I've got an earache. *a pain in the knee*

A: I'm sorry to hear that.

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

A: I hope you will.

B: Thank you.

2. a) Look, read and say which picture this dialogue goes with (see p. 107).

A: What's the matter?

B: My left foot hurts.

A: Oh, dear. How did it happen?

B: Well, yesterday I played football.



A



B



C

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

3. Read and say what happened to Jane yesterday.

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

Now Jane and her mother see a doctor.

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

Jane: I've hurt my arm.

Doctor: Let me examine it. Yes ... You've got some cuts and bruises¹, Jane, but your arm isn't broken. I'll put a bandage on it.

Jane: Thank you, doctor.

4. Listen, read and act out the dialogue.

A girl: How long have you been here?

A woman: Me? I've been here for about an hour.

A girl: How about you?

A man: I've been here since 9 o'clock. I was one of the first people here.



5. Read Ex. 4 again, complete the sentences and write them down.

1. The man arrived at _____.
2. He has been here for _____.
3. The woman arrived at _____.
4. She has been here since _____.

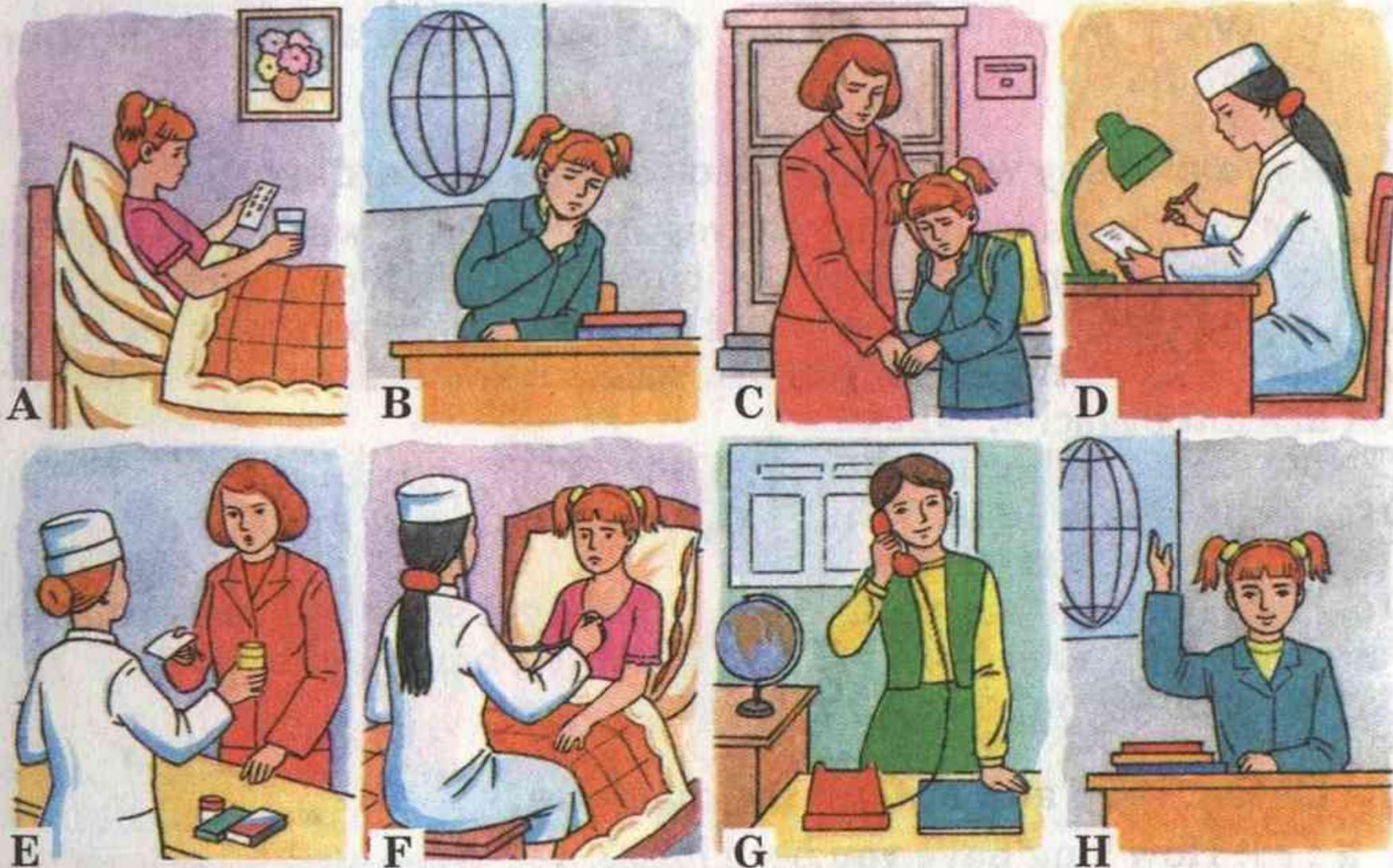
¹ cuts and bruises – подряпини і синці

1. Listen and repeat.

1. to feel ill
2. to phone the mother
3. to take smb home
4. to examine the patient
5. to write a prescription
6. to go to the chemist's
7. to take the medicine (pills)
8. to feel better

2. a) Look at the pictures and match them with the words of Ex. 1.

___ A. ___ B. ___ C. ___ D. ___ E. ___ F. ___ G. ___ H.



b) Listen and read the story. Order the pictures (A-H) according to the text.

1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___ 7. ___ 8. ___

c) Speak in class. Use the pictures and the words of Ex. 1 to retell the story.

The Doctor Visited Me

About a month ago I was at a lesson working with my textbook. Suddenly I felt really ill. I felt very cold and I had a headache and my eyes hurt. My teacher phoned my mother. She came soon, took me home and called a doctor.

In the afternoon the doctor visited me. She examined my throat, listened to my heart and lungs, looked at my eyes and ears. In the end she said, "Well, it's a bad cold. You have to stay in bed for a

week." She wrote me a prescription for some medicines. She told me to take pills three times a day. She also asked my mum to give me hot milk with butter and honey or hot tea with raspberries.

My mum went to the chemist's and bought the medicines for me. I followed the doctor's advice and soon I felt much better. My friends were glad to see me at school again.

3. Read and complete the sentences.

1. Suddenly I felt _____. I had _____.
2. My teacher _____.
3. My mother _____.
4. The doctor visited me _____.
5. She examined _____.
6. She told me _____.
7. I _____ and soon _____.

Conversation Lab

4. a) Work in pairs. Act out the dialogue "The Doctor's Advice."

Role Card A: You are a patient. Tell the doctor how you feel. Use the prompts:

1. You don't feel well. You often have a headache. It is difficult for you to breathe.

2. You don't feel well. Yesterday you spent much time outdoors. It was rainy and cold. You have a sore throat now.

Role Card B: You are a doctor. Tell the patient what he/she should do.

Use the prompts:

1. You advise your patient to spend more time outdoors. The patient mustn't watch TV till late at night. You prescribe him/her some medicines for his/her headache.

2. You ask the patient to let you examine his/her throat. Then you listen to his/her heart and lungs and prescribe him/her some medicines. You advise the patient to stay at home for at least three days and to drink hot milk with butter and honey.

5. Write about your last visit to a doctor. Use Ex. 2 for help.

1. Look and say what you should or shouldn't do to keep fit.



to go in for sport



to smoke



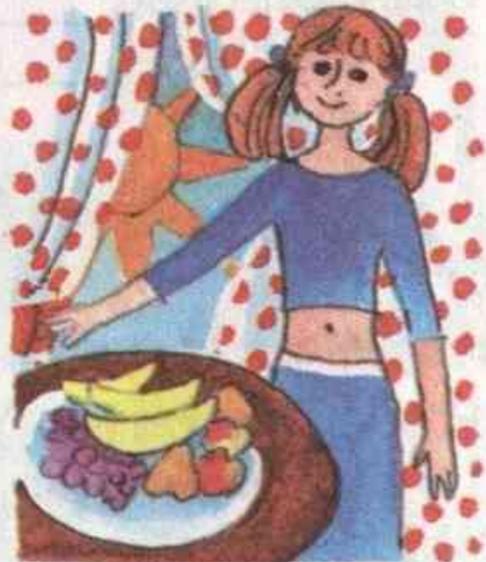
to go to bed late



to eat too much



to eat many sweets



to eat fruit
and vegetables

2. Listen and read the poem. Say what the doctor usually does when he visits his patient.



When I am ill I go to bed,
And on the pillow lay my head.
The doctor comes and says, "Dear me!
Whatever can the matter be?"

She feels my pulse and sees my tongue,
She tests my heart and then each lung;
She asks how old I am, and then
She takes her paper and her pen.

She gives me medicines that taste
So bitter, that I'm sure it's waste¹
To take them. But she says, "Each noon
Take this, and you'll be better soon."

¹ it's waste – марна річ, даремно

3. a) Read and match the parts of the phrases.

b) Play a chain game. Make sentences with the phrases you have made.

- | | |
|-----------------|--------------------------|
| 1. to feel | a) smb's heart and lungs |
| 2. to see | b) notes |
| 3. to listen to | c) medicines |
| 4. to examine | d) the doctor's advice |
| 5. to buy | e) smb's pulse |
| 6. to make | f) smb's tongue |
| 7. to follow | g) the patient |

4. Listen, read and act out the dialogue.

At the Doctor's

A: Good morning!

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

A: I've got a terrible headache.

B: How long have you had it?

A: For about two hours.

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

A: Thank you, doctor.

B: Have a good day!

5. Write the text. Put the verbs in brackets in the correct tense form.

Peter is six. He _____ (have) a very bad toothache last week. He couldn't _____ (eat), he couldn't _____ (play), he couldn't _____ (sleep) at night. Peter's father _____ (take) him to the dentist. The dentist _____ (pull out) Peter's teeth.

Peter _____ (cry) and _____ (say), "Oh, how shall I eat now?" But the doctor _____ (say), "Don't cry, little boy! Your tooth will grow again."

1. Work in pairs. Write these words into three columns.

dentist, a tooth, an earache, a girl, a back, a backache, a bad cold, pain, a man, an elbow, a nose, a mouth, a woman, a boy, a doctor, patient, a head, a pain, a headache, an arm

People	Parts of the Body	Problems
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. a) Read the jokes in groups. Take notes.

b) Retell the jokes to your classmates.

A Brave Man?

A man and his wife came to see the dentist about a bad tooth. The man said, "I don't want any expensive extras¹, please, doctor. The pain doesn't matter. Just pull the tooth out."

The dentist said, "You are a brave man. My other patients are not as brave as you are. Now, which tooth is it? Show me."

The man said, "It's at the back on the left," and he pointed at his wife's mouth.

Three Pills

One afternoon, a man went to a doctor and said, "I don't feel well. I often have a headache and I feel tired."

The doctor examined the man and then left the room. He came back with three different bottles of pills.

The doctor said, "Take one green pill with a big glass of water every morning when you wake up. Take one blue pill with a big glass of water after lunch. Then take one red pill with another big glass of water before bed time."

"Three different pills?" the man said in a surprised voice. "What's my problem, Doctor?"

The doctor replied, "You are not drinking enough water."

3. Read the jokes of Ex. 2 and choose the correct item.

1. The dentist thought, "The man is a patient."

- a) man b) woman

2. The second patient needed _____.

- a) three pills b) more water



¹ extras - тут: додаткові послуги

3. The man in the dentist's office didn't want _____.
- a) to help his wife b) to pay much money c) to have any pain
4. The man wants the dentist to pull out _____ tooth.
- a) his b) his wife's c) a good
5. In the second joke, the doctor gave the patient _____ pills.
- a) three bottles of b) a lot of c) one bottle of
6. The doctor taught the patient to take the pills _____.
- a) four times a day b) with food c) with a lot of water

4. Write down your answers to the questions.

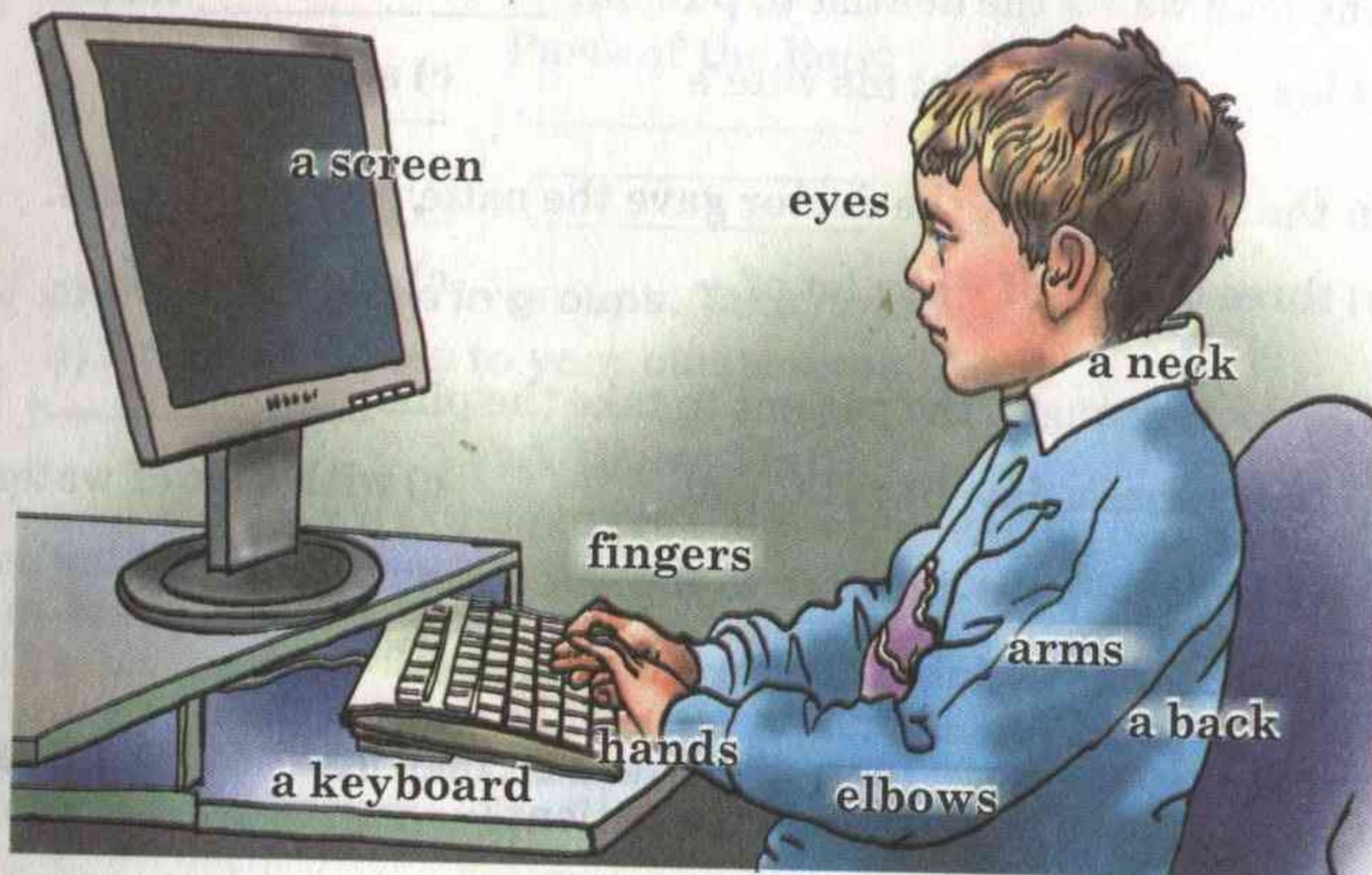
- Which of the two jokes do you like best?
- What do you think about the man at the dentist's?
- What colours were the pills in the second joke? Why did the doctor give so many pills to the patient?

5. Put the verbs in brackets in the correct form.

- The doctor _____ (examine) the patient now.
- Does the doctor _____ (prescribe) you some medicines?
- John _____ (visit) his dentist regularly.
- When the doctor came, he _____ (listen) to Bob's lungs.
- Jella was (to be) ill last week. She had (have) a bad cold.
- Do you always take (take) pills when you are ill?
- I think my brother will be (be better) soon.

1. Read and discuss.

1. Do you often use a computer?
2. What about your brothers, sisters and parents?
3. Which parts of your body can computers be bad for?



2. Listen and read.

How to Use a Computer Safely

Modern life is impossible without computers. So you must learn how to use them safely.

Your eyes

Never sit too close to a computer screen. Remember to look away from the screen sometimes. This gives your eyes a rest.

When you use a computer, the window should be on your left or your right, not directly behind the screen.

Your hands

Hand injuries can happen because you move your hands in the same way hundreds of times. So follow these three rules:

- 1) Rest your hands on something.
- 2) Keep your elbows at the same height as the keyboard.
- 3) Stop sometimes and exercise your hands in a different way.

Your back

You should sit with your back straight. The top part of the screen should be in front of your eyes. Get up every 30 minutes and exercise your arms, legs and neck.

Enjoy your computer, but use it safely.

3. Read and choose the correct item.

1. A computer screen may injure your eyes if _____.
 - a) you give your eyes a rest
 - b) you sit too close to a computer screen
 - c) you look away from the screen

2. When you use a computer, the window should be _____.
 - a) on your right or behind the screen
 - b) on your left
 - c) behind you

3. Your eyes and your hands will be safe if you _____.
 - a) work near a window
 - b) often take rest from working
 - c) use a keyboard for a long time

4. The top part of the screen should be _____.
 - a) above your eyes
 - b) below your eyes
 - c) in front of your eyes

4. Read and complete the sentences.

It is _____ to use a computer if you follow the rules. You shouldn't sit too _____ to the screen. You should rest your _____ on something, keep your elbows at the same _____ as the keyboard and stop often to _____. You should _____ with your back straight. You should _____ your arms, legs and neck.

5. Make words from these letters and write them down.

- | | |
|---------------------------------|---------------------------------------|
| 1. f, a, l, e, y, s _____ | 5. g, h, i, t, h, e _____ |
| 2. p, o, t, e, r, c, u, m _____ | 6. m, o, s, i, l, b, i, e, s, p _____ |
| 3. r, e, u, n, j, i, s, i _____ | 7. r, e, s, i, c, e, x, e _____ |
| 4. c, r, e, e, n, s _____ | 8. w, o, b, l, e, s _____ |

1. Look and say how children exercise to be strong and healthy.



to play baseball



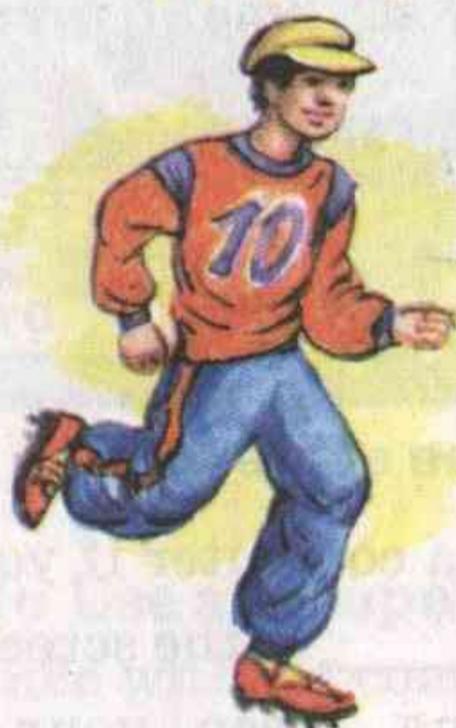
to play tag



to play hopscotch



to go cycling



to go jogging



to do gymnastics

2. Read and say why it is important to exercise regularly.

Exercising Is Fun!

What exercises do you do? Do you know that when you walk fast, run, swim or ride a bike, you are really exercising? Do you know that when you jump a skipping rope, play hopscotch or tag, you are also exercising?

Exercises are fun to do and good for you, too. All children play active games, like tag or hopscotch, go cycling, or go jogging. Boys and girls attend sport clubs where they do gymnastics. Choose a kind of sport for yourself, keep training every day, and you will run faster, jump higher and throw a ball better. Start with simple exercises to help you warm up. After the training you should give your body a chance to cool down slowly by doing some more exercises. Exercises will help you feel good, look good and be stronger.

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

1. Why are exercises good for you?
2. What are some exercises you can do every day?
3. What exercises do you do?
4. What is the right way to exercise?
5. How often and where do you exercise to make your body strong?
6. Why do boys and girls attend sport clubs?

4. Read and act out the dialogue.

T i m: Hi, Jim! I haven't seen you for ages! Where have you been? What have you been busy with?

J i m: Oh, no! Don't ask me about this! I have been ill all this time. I broke my leg a month ago and couldn't attend my sport trainings. I had to stay in bed all the time.

T i m: Is your leg better at the moment?

J i m: The doctor says it is. I feel much better now. I can walk but I don't think I can play football or play tag.

T i m: Are you going to forget about sport and games?

J i m: No, I'm not. I think I'll do some exercises first. I'll train regularly to keep fit and to be healthy. Will you join me in the gym?

T i m: That's a good idea. I'll keep you company.

J i m: Meet tomorrow at five then. Bye!

T i m: Bye!

5. Complete the sentences. Use the verbs: to play, to do, to go in the correct tense form.

1. Dan always _____ cycling in summer.
2. Tim _____ never _____ baseball in his life.
3. Would you like to _____ tag with us?
4. Susan _____ gymnastics now.
5. The girls _____ hopscotch on the playground an hour ago.
6. My father _____ jogging every morning.

a) Look and say how people can travel from one place to another.

Example:

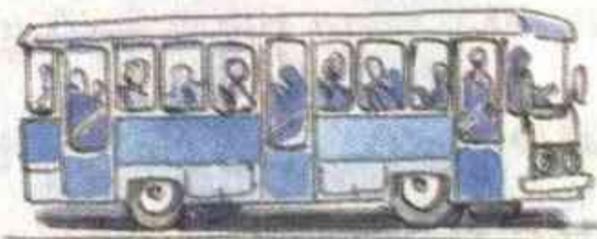
People can travel by plane.



by plane



by train



by bus



by car



by ship



by taxi



by boat



by double-decker



on foot

b) Work in groups. Talk about different means of travelling. Use the words: *fast, slow, comfortable, cheap, expensive, easy, dangerous.*

Example:

Travelling by train is *slower* than by plane.

Travelling by plane is the *fastest* way of travelling.

2. Listen and read.

People are fond of travelling. They travel for pleasure or on business. People can travel by plane or train, by boat or ship, by car or bus, by underground or tram, on horseback or on foot.

Large ships, modern airplanes and comfortable trains carry passengers to different parts of their native country and abroad. Railway stations and airports are always busy places in summer and on holidays. People have packed their luggage into their suitcases, bags or rucksacks. They are hurrying to visit their relatives or friends.

Travelling is very pleasant, interesting and useful. We go sight-seeing in different cities and visit well-known cathedrals, museums, theatres and cinemas. We see places full of wonders. We enjoy nature and learn more about people's traditions. Travelling broadens our mind!

3. Read and complete the sentences.

1. People are fond of _____.
2. They travel for _____ or on _____.
3. People have packed their _____ into their _____.
4. Travelling _____ our mind!

4. a) Read and match.

b) Make sentences with the word combinations.

- | | |
|----------------|------------------------------|
| 1. modern | a) trains |
| 2. to go | b) one's luggage |
| 3. comfortable | c) airplanes |
| 4. to enjoy | d) well-known museums |
| 5. to pack | e) sightseeing |
| 6. to learn | f) nature |
| 7. to visit | g) our mind |
| 8. places | h) about people's traditions |
| 9. to travel | i) full of wonders |
| 10. to broaden | j) on horseback |

5. Play a game. Look at the pictures to Ex. 1, p. 118. Choose one means of transport. Don't name it. Tell your classmates a sentence about it. Let them guess what it is.

Example:

It is a very comfortable way of travelling. The service is usually very good. You don't have to carry your luggage with you. You can save much of your free time.

6. Write about your favourite means of travelling. Use the questions to help you.

1. Do you like to travel?
2. What means of travelling do you like best of all?
3. When did you travel last time? *last time*
4. Did you enjoy your travelling? Why?

1. Listen and read.



Since ancient times people have dreamed of flying in the sky. At first people flew in a balloon, and it was a great victory. In the 20th century airplanes appeared. The first airplanes were small and couldn't fly very far. Nowadays the engineers make very big planes. They can fly a long way and carry passengers from one city to another and from one country to another. And it doesn't take them much time. Travelling to England, for example, lasts for three hours and a half and you can reach the USA in ten hours.

People who travel by plane arrive at the airport. They have to show their tickets and passports to the custom's officer. They usually tell him about the purpose of their journey. Then they check in at the check-in desk. A clerk weighs the luggage and gives the passenger a boarding pass. A traveller has to come two hours earlier to the airport if he doesn't want to miss the plane, and to get everything ready on time.

2. Read and complete the sentences.

1. Since ancient times people have dreamed of _____.
2. In the 20th century _____.
3. Modern airplanes carry passengers from _____ to _____ and from _____ to _____.
4. People who travel by plane arrive at _____.
5. They have to show their tickets and passports to the _____.
6. Then they _____.
7. A clerk weighs _____ and gives _____.
8. A traveller has to come _____ to the airport.

3. Work in pairs. Read and act out the dialogue.

At the Airport

P a s s e n g e r: Can I check in for the flight to London here?
 C l e r k: Yes, sir. May I have your ticket and a passport, please?
 P: Certainly. Here you are.
 C: What's the purpose of your visit to London, sir?
 P: International Study Programme.
 C: How long will you stay there?
 P: For two weeks.
 C: Will you put your luggage on the scales? It's all right. You may take your ticket and passport and here is your boarding pass. Flight 118. Go to Gate 5.
 P: Thank you.

4. Work in two groups. Have a class discussion. Talk about pros and cons¹ of travelling by plane. Use the table:

Example:

Group A: *Travelling by plane is the fastest means of travelling.*
 Group B: *Sometimes travelling by plane is very dangerous.*

Group A: For	Group B: Against
1. The speed is very high.	1. Sometimes travelling by plane is dangerous.
2. The flight is very short.	2. It depends on the weather. If it is cloudy you can spend many hours at the airport.
3. We can see beautiful clouds in the sky.	3. It takes much time to get to the airport.
4. _____	4. _____

5. Complete the story and write it down. Use the words: seat, flight, comfortable, drinks, could, went, spent.

Last summer Nick _____ his holidays in the Crimea. He _____ there by plane. His plane was _____ and modern. Nick's _____ was near the window but he _____ see only clouds in the sky. The stewardess offered the passengers soft _____. The _____ was very pleasant.

¹ pros and cons – «за» і «проти»

1. Work in pairs. Talk with your friend.

1. Have you ever travelled by train?
2. Where did you go?
3. Who did you go with?
4. Did you like your trip?
5. What did you see through the train window?

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

M o l l y: How are we going to travel, Mum?

M r s P a r k e r: We are going to travel by train.

M o l l y: And where do the trains stop?

M r s P a r k e r: They stop at the railway stations. Hurry up, Molly!

M o l l y: I'm tired. And my legs hurt.

M r s P a r k e r: Don't be a bother! We must come in time before the train starts. It will not wait for us, and we will be late. Then we can miss the train.

M o l l y: Can't the engine-driver wait for us?

M r s P a r k e r: No, he can't. All the passengers must take their seats in time. Then the engine gives the whistle and the train starts.

M o l l y: Can I have a seat by the window?

M r s P a r k e r: Sure. Then you will see the country you are travelling through and enjoy the countryside.

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

1. Where do the trains stop?
2. Why do the passengers usually hurry up?
3. What happens to a person who is late for the train?
4. When must the passengers take their seats?
5. How do people know that the train starts?
6. Is travelling by train comfortable or not?
7. Who drives the train?

3. Work in two groups. Have a class discussion. Talk about pros and cons of travelling by train. Use the table on p. 123.

Example:

Group A: *Travelling by train is the most comfortable means of travelling.*

Group B: *Travelling by train is very slow.*

Group A: For	Group B: Against
1. We can go by train in any weather.	1. The trip is very long.
2. We can travel comfortably in a sleeping-car.	2. The speed is not high.
3. It is easy to get to the railway station.	3. Sometimes the roads are bad.
4. _____	4. _____

4. a) Listen and read the poem.

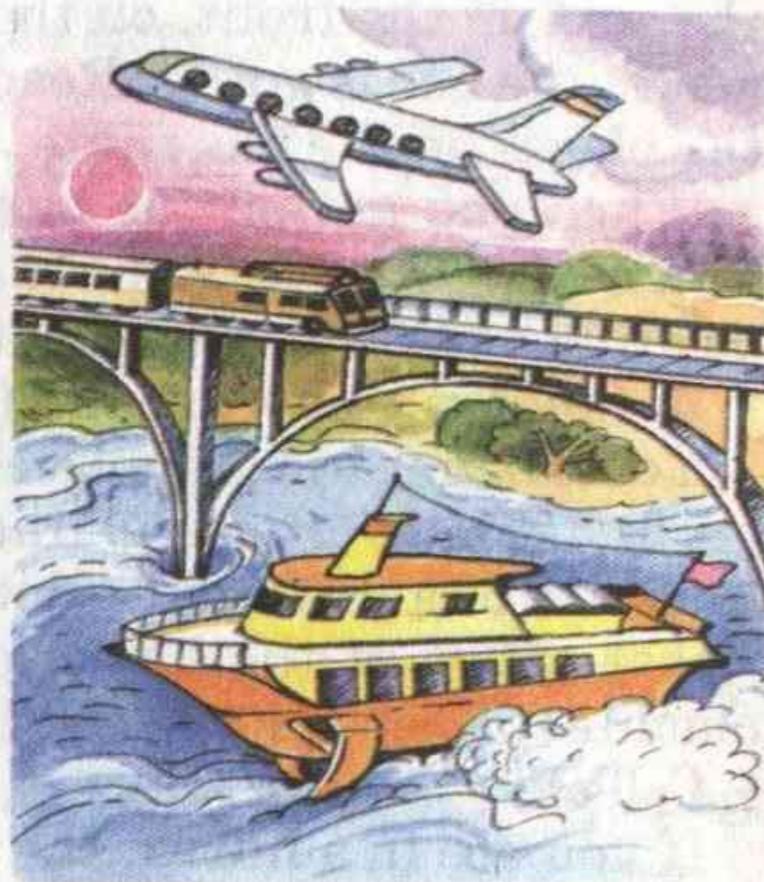
b) Say which means of transport you like to travel by and why.

Travelling

I like to ride in a railway train
Through tunnels dark and wide.
Over the bridges crossing the river,
I feel so safe inside.

When water looks very smooth,
I like to sail by ship or boat.
A sea voyage is very good,
When you feel a sea breeze blow.

But an airplane is the best of all,
It flies so very high
That people look like tiny dots,
And clouds go sailing by.



5. a) Read and complete the sentences. Use the words: *travel, slower, could, read, dining-car, fields, summer.*

Travelling by train is _____ than by plane. But Mary likes to _____ by train. She went to her grandmother by train last _____. Her train was comfortable with a _____. She _____ see beautiful _____ and forests through the window and _____ books.

b) Write about your travelling by train. Use the words: *to go for a trip, a fast train, a slow train, to make new friends, a sleeping-car, a dining-car, to look through the window, to read books.*

- 1. a) Work in three groups. Read one of the texts from a guide-book (A–C) and share the information you have learnt with your friends.**



A. London Buses

If you are on holiday in London, travel by bus. London buses are called double-deckers. They have a driver and a conductor. Look at the sign on the front, on the side or on the back of the bus to know where the bus is going. Read a notice board at the bus-stop to know the places on the bus route.

When you get on the bus, the conductor says, "Fares, please." You say where you want to go, he tells you how much to pay, you pay him and he gives you a ticket. Keep it till the end of your trip!

B. London Underground (Tube)

You can get to most places in London very quickly by the underground. There are many lines on the London Underground. All the lines are of a different colour on the map. Buy the ticket from the ticket-office at the Underground station, or from the automatic machine. Keep the ticket till the end of your journey.

C. Taxi

If you are in a hurry, the fastest way of travelling is by taxi. Do you know what a London taxi looks like? Their special shape and black colour are famous all over the world. The black cabs as they are called, have become the symbol of London. Now the taxi drivers have their cabs in different colours – red, green, even silver. And soon the shape is going to change, too. London drivers have green badges on their jackets. They have to know all the routes around the capital perfectly.

- 2. Work in pairs. Take turns to ask and answer the questions.**

1. How will you travel around London by bus, tube or taxi? Why?
2. What is unusual about travelling by London's buses?
3. What is the underground? What do you know about travelling by this means of transport?
4. How does a London taxi look like?

3. Read and choose the correct item.

- Look at the sign on the front, the side or the back of the bus to know _____.
a) when to get off b) where the bus is going
c) how much the ticket is
- When you _____ the bus, the conductor says, "Fares, please."
a) gets on b) get off c) get on
- You can get to most places in London very quickly _____.
a) by the underground b) on foot c) by bus
- _____ of the underground are of a different colour on the map.
a) Some of the lines b) Two of the lines c) All the lines
- Now the taxi drivers have their cabs in _____.
a) black b) different colours c) yellow
- They have to know _____ around the capital perfectly.
a) all the routes b) the most popular routes
c) the shortest routes

Conversation Lab: A Monologue

4. Speak in class. Develop one of the situations.

- You are in London for the first time. You want to see the city. What means of travel will you choose and why?
- You are in a hurry to get to the airport. What means of transport will you choose and why?
- You were at the summer language school in London. Tell your classmates how you travelled in the morning and went back home in the afternoon.

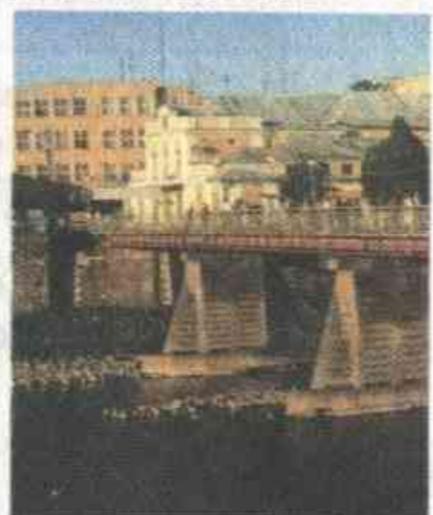
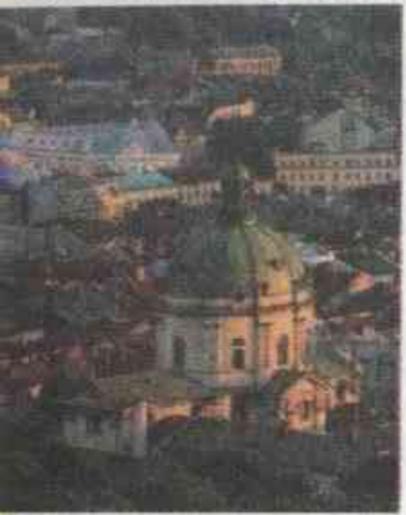
5. Complete the sentences with *too*, *to* or *two*. Then write them down in your exercise-books.

- Our class goes to the railway station.
- When we come back to school, we will draw pictures of air-planes.
- John likes travelling by bike and on horseback, too.
- The train starts at two o'clock.
- We want _____ show these photos _____ our friends.
- It takes _____ little time _____ get there by taxi.
- You can get _____ most places in London by the underground, _____.

1. a) Look at the pictures and talk about the places children visited last summer / are going to visit next summer.
b) Speak in class. Talk about your last/next holidays.

Examples:

- 1) The children visited Lviv last summer. They went on the excursions there. They saw _____.
2) The children are going to visit Lviv next summer. They are going to travel by train. They are going to visit some museums there.



2. Listen, read and act out the dialogues.

J a n e: What are your plans for the coming holidays, Ann?

A n n: We are going to visit our grandparents in the country at first. We will travel by car. I think it is very comfortable. Then I'll have a rest at home. Maybe, we'll go on an excursion to one of the museums or visit another city.

J a n e: I have got good news for you and Dan! My grandparents invite you to stay with them during these school holidays. What about travelling to England, then?

A n n: Oh, great! Let's go and tell Dan. He will be happy to hear that!

D a n: Hello, Steve! How was the trip? When did you get back?

S t e v e: At about nine o'clock in the morning.

D a n: Did you have a good time?

S t e v e: Yes, I did.

D a n: How did you get there?

S t e v e: By plane, of course. I like travelling by plane. It's very comfortable.

3. Read the dialogues (Ex. 2) and say who:

... has got good news for Ann and Dan.

... asks about the plans for the coming holidays.

... asks about the means of transport a person travelled by.

- ... tells his friend about his last trip.
- ... tells about the plans for the coming holidays.
- ... likes travelling by plane.

Learning Strategies: Conversation Lab

1. Read the task.
2. Decide who will play the roles.
3. Think of some ideas.
4. Write notes.
5. Act out the dialogue.

4. Work in three groups. Act out the dialogues.

Travelling to England

The Tames invited you to stay with them in Brighton in summer.

Role Card A: Make a list of ten things to pack. Discuss your choice with your parents.

Role Card B: Talk with your friends and discuss how you are going to travel and why.

Role Card C: Introduce yourself to the Tames. Find out about them, and tell them about yourself.

Writing Lab

5. Write a letter to Mr and Mrs Tame. Thank them for the invitation. Ask them to write you about the weather. Tell them when you arrive in England. Ask if they can meet you at the airport.

March 10th, 2006

Dear Mr and Mrs Tame,

I am writing to thank you for the invitation I got

Best wishes,

1. Listen, read and act out the dialogue.

At the Museum

The children are in London. They are talking about their visit to a museum.

Jane: Are you ready for tomorrow, Alex?

Alex: What are you talking about?

Jane: Don't you remember? We are going to Madame Tussaud's Museum. It has wax models of famous people from all over the world. The models look like real people. The museum is very popular with the tourists.

Alex: What time do we have to meet at?

Jane: We have to meet at eight o'clock.

Alex: Oh, no! Eight o'clock? I don't like to get up early on Saturdays. Why do we have to meet so early?

Jane: We have to get there early. There is always a queue there on weekends.

Alex: Are we going to stand in a queue, too?

Jane: No, we are not. My parents will get there at half past seven and buy the tickets.

Alex: Brilliant, Jane! Shall I take my new camera with me?

Jane: Of course! You will have a photo of you with the English Queen!

Alex: That sounds great!

2. Work in pairs. Talk with your friend about a place to visit.

Discuss the questions:

- the day and the time;
- the tickets;
- clothes to wear;
- the place to meet;
- what things to take with you, etc.

3. Read and complete the dialogue. Use the phrases: *Why don't we...*, *Shall we ...*, *How about ...*, *Let's ...*

Ann and Kim are in England. They are going to spend this weekend together. They are trying to decide what to do.

Ann: So, what _____ do this weekend? Have you got any ideas?

Kim: Let's go camping.



A n n: Camping? That's a good idea!

K i m: Where _____ go?

A n n: _____ going to Brighton? There are some good camp-sites there.

K i m: Yes, all right. Brighton is fine with me. How _____ get there?

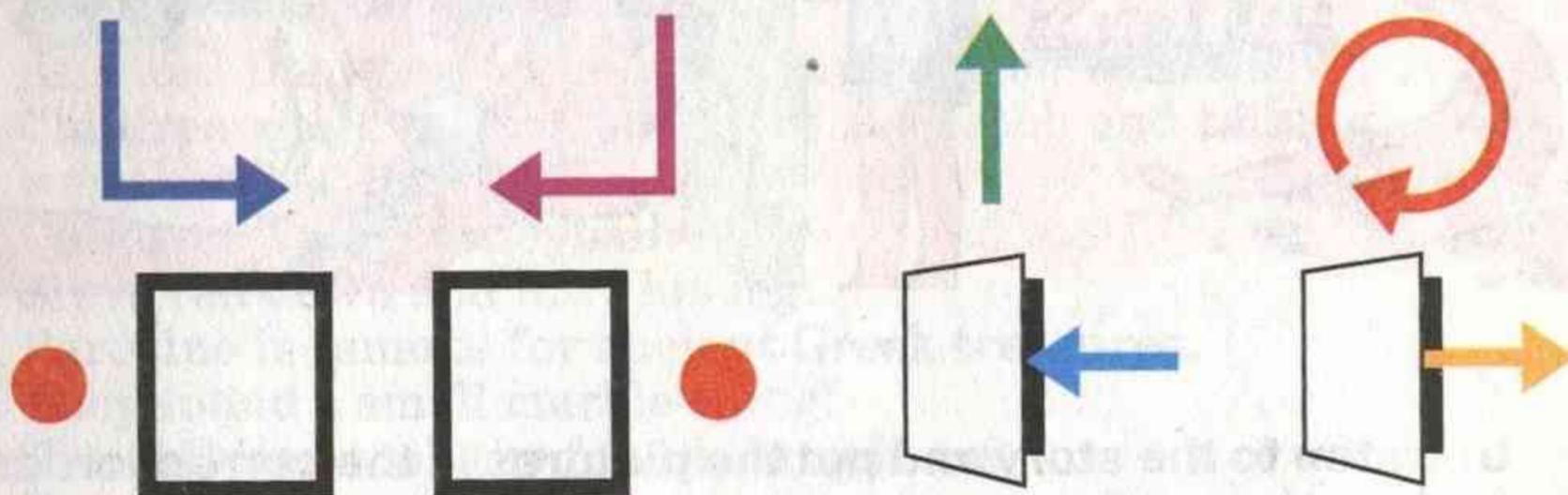
A n n: _____ go by train?

K i m: It's quite comfortable to travel by car but it's cheaper to go by bus.

A n n: _____ go by bus, then.

K i m: OK.

4. a) Read and match the words with the symbols: *turn right, turn left, go along, go into, go round, go out of, on the left, on the right.*



- b) Work in pairs. Draw a plan of a street. Talk with your friend as in the example.

Example:

K i m: *Excuse me, sir. How can I get to the post office from here?*

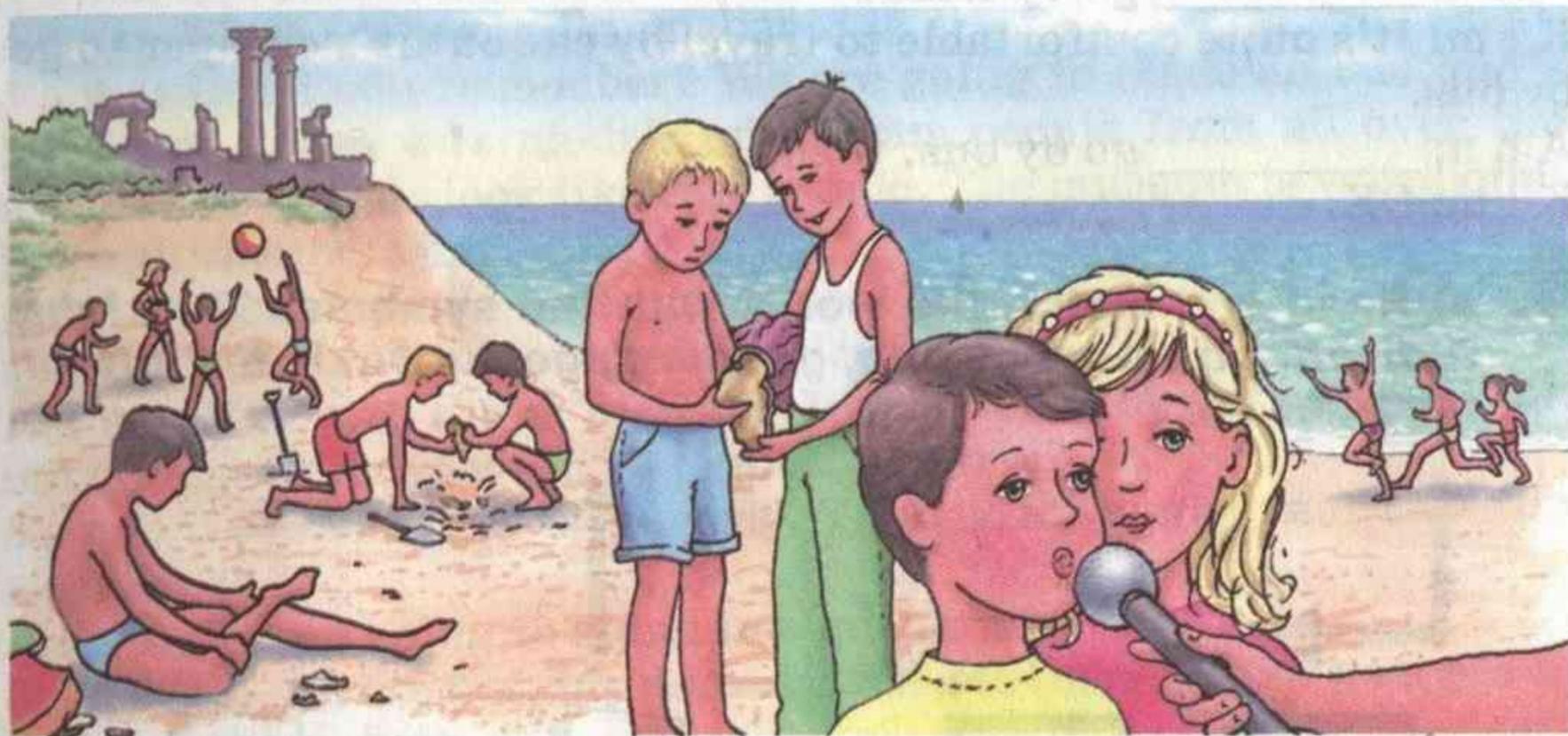
A s t r a n g e r: *Walk two blocks of flats to Market Square. Then turn right in Forest Street. Go two more blocks to Apple Street and turn left. The post office is half-way down the street on the right-hand side.*

5. Read, complete and write the text. Use the words: *family, hour, train, had, car, London, railway.*

Last Friday Tony and his family had a trip to Brighton. Brighton is a nice place near London. It is easy to get there by car or by train. Tony's family hasn't got a car. They got to the railway station by bus and travelled to Brighton by train. It took them about an hour to get there. The family had a wonderful time in Brighton.

1. a) Work in pairs. Look at the pictures and answer the questions.

1. Who are the main characters in the pictures?
2. Where does the story take place?
3. What season of the year is it?
4. What do you think is happening?



b) Listen to the story and put the pictures in the correct order.

2. a) Read the story and check your answers. Find the sentences which match with the pictures to Ex. 1.

The Best Holidays in Parutino

Ann and Dan were on holidays in Parutino with their friends. It was the sunniest day, so they decided to go and play on the beach. They were very excited, so they ran all the way there.

At the beach, they unpacked their things. "Let's play volleyball!" Dan said.

They got out a ball and started to play. Alex hit the ball so high that it seemed to go behind the clouds. The children could hardly notice what was under their feet. As Steve was playing, he suddenly jumped on something sharp and hurt his right foot. He had to sit down on the hot sand and to examine his foot.

"What has happened with you?" Ann asked and came closer to the boy.

The children stopped playing.

Lesson 7. The Best Holidays

"Why have I hurt my leg?" Steve wondered. "I see nothing here."

"This place is famous for ancient Greek treasures," Dan explained. "People often find old things here. Let's dig the sand and look carefully."

Children started to dig, and in a few minutes they couldn't believe their eyes. They found a small marble thing!

"Let's take it to the local museum," Ann said.

The man at the museum was very pleased. "This is the most amazing thing we have found this season! It is more than two thousand years old."

The next day, the local newspaper interviewed the children about their wonderful find. They felt very proud and Steve even forgot about his foot. "These are the best holidays we have ever had," they said.

b) Agree or disagree.

1. Ann and Dan were on holidays in Parutino with their parents.
2. Children were walking slowly to the beach and talking on their way there.
3. Children played volleyball.
4. Steve fell down and hurt his leg.
5. Parutino is famous for ancient Greek treasures.
6. They found a small marble thing!
7. The children took the found thing home.
8. The next day, the local newspaper interviewed the children about their wonderful find.

3. Work in pairs. Talk with your friend. Your pen-friend is coming to Kyiv. Plan a week's sightseeing tour. Start as in the example.

Example:

I will meet my friend at the airport. On Monday I will show him/her _____. At first we will go _____. After that we will go _____.

4. Speak in class. You are a newcomer to a city / town. Report about your sightseeing tour around it to the class. Use the Past Simple.

Example:

My friend Oles met me at the airport. We went _____. On Monday we visited _____.

5. Write your summer story.

1. Complete the sentences 1–6. Use the correct tense form of the verbs: *to read, to do, to cook, to sleep, to wash, to eat, (not) to work*.

1. It's Sunday morning. Mr. Smith reading a newspaper. He usually reads newspapers in the park on Sunday morning.
2. While Mrs Parker was cooking a cake yesterday, Molly was sleeping in her bedroom.
3. It's six o'clock in the afternoon. Steve is doing his homework. He usually does his homework at this time.
4. Ann and Dan are in the cafe now. They are eating ice-cream. They usually eat ice-cream in this cafe.
5. It's eight o'clock in the evening. Mr Parker usually doesn't work on his computer every evening, but today he works on it. He is very tired.
6. The water is running in the kitchen. Ann is washing up the dishes. She always helps her mother wash up after dinner.

2. Read and choose the correct item.

1. Alice C stamps and dolls last year.
a) collects b) is collecting c) collected
2. The rivers usually a in winter.
a) freeze b) froze c) will freeze
3. Patrick C in the sea when Bob came to the beach.
a) is swimming b) swam c) was swimming
4. They a in the plane at this time yesterday.
a) were flying b) are flying c) fly
5. They met at the seaside last year.
a) meet b) met c) are meeting

3. Do a class survey. Find out what your classmates were doing at different time last night. Make notes of your classmates' answers.

Example:

A: What were you doing at 9.00 yesterday?

B: I was reading a book. What were you doing at half past eight in the morning?

A: I was having my breakfast.

- 4.** a) Work in pairs. Talk with your friend. Pupil A was on a tour to one of the cities in Ukraine. He/she tells about his/her trip. Pupil B asks him/her questions.

Questions:

How did you find ...?

What about ...?

How did you like ...?

How did you spend ...?

What did you think of ...?

Where did you ...?

What was ... like?

What did you ...?

Word list: interesting, exciting, amusing, tiring, boring, useful, wonderful.

- 5.** Read and complete the text. Put the verbs in brackets in the correct tense form.

A Picture of a Mushroom

One day a Frenchman who _____ (travel) in Sweden came to a restaurant. The Frenchman _____ (not, know) the Swedish and nobody _____ (can) speak French at the restaurant. He _____ (want) to have mushrooms for his breakfast. He _____ (call) a waiter and _____ (ask) him to bring him some mushrooms. But the waiter _____ (not, can) understand what the Frenchman _____ (want).

Then the Frenchman _____ (take) a piece of paper and a pencil and _____ (draw) a picture of a mushroom. The waiter _____ (look) at the picture and _____ (leave) the room at once.

Five minutes later he _____ (return) with an umbrella!

- 6.** Read and then write the text. Fill in the articles where necessary.

No Crocodiles

_____ tourist had _____ rest in _____ seaside town. One day he decided to go and bathe in _____ sea. He asked _____ guide, "Are you sure there are no _____ crocodiles here?" "Oh, no," answered _____ guide. "There are no crocodiles here." _____ tourist was no longer afraid.

He jumped into _____ water and swam about for a long time. Then he returned to _____ shore and asked _____ guide again: "What makes you sure there aren't any _____ crocodiles here?" _____ crocodiles are too clever," answered _____ guide. "They never appear here because they are afraid of _____ sharks."

1. a) Listen and repeat.

The United Kingdom of Great Britain and Northern Ireland / London

England / London

Wales / Cardiff

Scotland / Edinburgh

Northern Ireland / Belfast

b) Look at the pictures and say as in the example.

Example:

Mary is from London. (Mary lives in London.) London is the capital of Great Britain.



Mary / London



Mark / Belfast



Julia / Edinburgh



John / Cardiff

2. Listen and read.

Great Britain

The United Kingdom of Great Britain and Northern Ireland is situated in Europe, on the British Isles. It is an island country. People call the country Great Britain for short because it is the name of the biggest island. There are also about 2,000 smaller islands. The English Channel separates the country from the continent. The country consists of four parts: England, Wales, Scotland and Northern Ireland. London is the capital of England. Cardiff is the capital of Wales. Edinburgh is the capital of Scotland. Belfast is the capital of Northern Ireland.

People who live in Great Britain are Britains. They are English. They all speak English, the official language of the country.

The United Kingdom of Great Britain and Northern Ireland is the country of long history and many interesting traditions.

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

1. Where is the United Kingdom of Great Britain and Northern Ireland situated?
2. How do people call the country for short? Why?
3. Is Great Britain an island country?
4. How many parts does Great Britain consist of? What are they? What are their capitals?
5. What is the official language of the country?

4. Read and complete the sentences.

1. The United Kingdom of Great Britain and Northern Ireland is situated _____.
2. There are about _____ islands.
3. The country consists of four parts _____.
4. _____ is the capital of England.
5. _____ is the capital of Wales.
6. _____ is the capital of Scotland.
7. _____ is the capital of Northern Ireland.

5. Look at the picture and write some sentences to describe it.



1. Read the text and match the paragraphs with the headings.

- A. Buckingham Palace
- B. St. Paul's Cathedral
- C. Trafalgar Square
- D. Westminster Abbey

1. It was founded in 1050 as a monastery, but later it was rebuilt. Nearly all the kings and queens of Britain were crowned and buried there. The Abbey is a symbol of English traditions. One of the treasures of the Abbey is the ancient Coronation Chair.

2. This cathedral is the most famous of all English architecture. The largest bell in England is in the Clock Tower of the cathedral. Inside the cathedral you can see many monuments to generals and admirals.

3. The square is named in commemoration of the naval battle of Trafalgar in 1805. On the middle of the square the Nelson Column was erected. Four bronze lions are at the base of the column.

4. The palace is the official London residence of the Queen and her family. Above the State Entrance is the central balcony where the Royal Family appear on occasions of national holidays.

2. Work in pairs. Talk about the photos.



Westminster Abbey



St. Paul's Cathedral

3. Work in pairs. Take turns to ask and answer the questions about the photos. Use the prepositions: *in the middle of, in front of, behind, on the left of, on the right of.*

Example:

- Where is the Nelson Column?
- It is in the middle of Trafalgar Square.



Trafalgar Square



Buckingham Palace

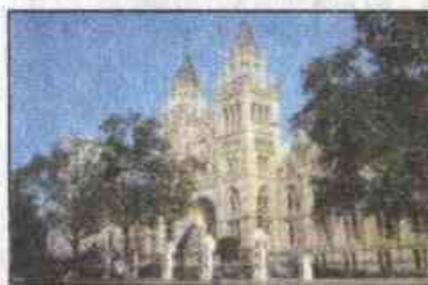
4. Look at the cards. Write which places of interest in London Peter is going to visit during his trip to Great Britain. Use the words: *to be going to*, *to have fun*, *to visit*.

Example:

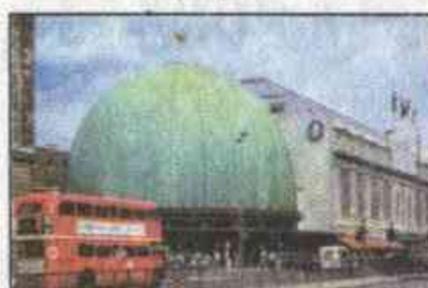
On Monday he is going to make a London sightseeing tour.



Monday
London
Sightseeing
Tour



Tuesday
Natural
Museum



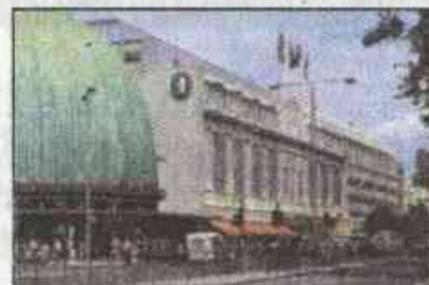
Wednesday
Planetarium



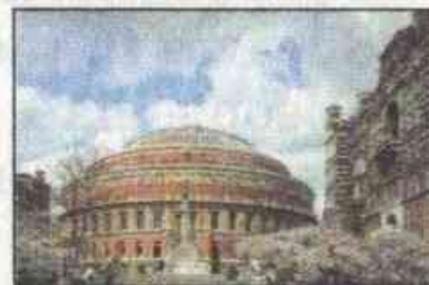
Thursday
St. Paul's
Cathedral



Friday
National
Theatre



Saturday
Madam
Tussaud's
Museum



Sunday
Albert Hall

5. Write which places in London you would like to visit.

1. a) Look and say what people can do in the park.

b) Listen and read.



The English Parks

1. There are many parks in London and other cities and towns of England. The most famous London parks are ²Hyde Park, ²St. James's Park and Green Park. In March and April they ³turn green with fresh grass and leaves in the trees. ⁴There are a lot of flowers there, too. English people like roses, daffodils and tulips very much. The rose is the symbol of England. The daffodil is the symbol of Wales.

5 In Hyde Park people like to sit on the grass or to read books on the benches under the trees. They also like to visit a beautiful rose garden there and to go boating on the lake.

6 In St. James's Park you can sit by the lake and watch swans, geese, ducks and other birds which live there. ⁷

Green Park is a quiet place where you can see a mother-hedgehog with her young ones or squirrels jumping in the tree.

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

1. Are there many parks in England?
2. What London parks do you know?
3. Why is spring a lovely season in England?
4. Are there many flowers in English parks?
5. What do people like to do in Hyde Park?
6. What birds can you see on the lake in St. James's Park?
7. What can you see in Green Park?

3. Read and complete the sentences.

1. London parks are Hyde Park, St. James's Park, Green Park
2. In spring the parks turn green with fresh grass.
3. Rose is the symbol of England.
4. Daffodil is the symbol of Wales.
5. In Hyde Park people like to sit on the grass and read books.
6. In St. James's Park you can see the lake.

4. Work in pairs. Agree or disagree.

1. There are not many parks in London.
2. Hyde Park is situated in Cardiff.
3. Green Park is situated in London.
4. The rose is the symbol of England.
5. The daffodil is the symbol of Scotland.
6. There is no lake in Hyde Park.
7. You can sit by the lake in St. James's Park.
8. Green Park is a quiet place.

5. Write a letter to your English friend. Tell him/her about your favourite park in your country.



1. a) Look and say how people spend their free time in the national parks.

b) Listen and read the text. Say which places many people in Britain like to visit and what they can do there.



1. to go skiing. 2. to have a picnic. 3. to go camping. 4. to go sailing. 5. to ride a bike. 6. to go windsurfing. 7. to go canoeing. 8. to go walking.

The National Parks

There are ten very big national parks in Great Britain. The most famous of them are Snowdonia and the Lake District. Many people like to visit them.

The National Park of Snowdonia is situated in Wales around the mountain Snowdon. People can climb the rock and walk in the mountains there.

The Lake District is in the north-west of England. There are many beautiful lakes in this national park. People can swim, go boating and water-ski on the lakes. Children like to travel in the Lake District. They usually walk or ride their bikes there.

Most of the tourists go to Scotland to visit the lakes which are called lochs. People believe that the well-known monster Nessy lives in one of them.

2. Work in pairs. Take turns to ask and answer the questions as in the example.

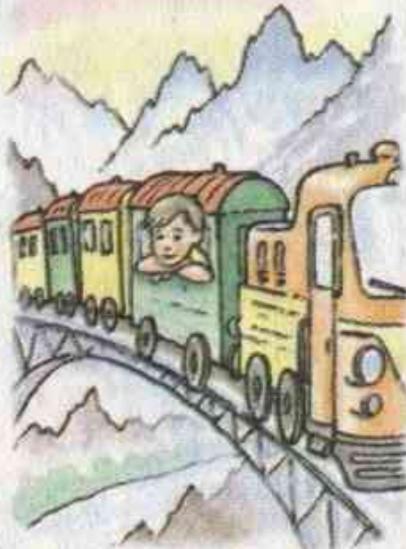
Example:

A: How would you like to spend your free time in a national park?

B: I would like to go sailing and go camping. And you?

3. Look and say what Jim did in Snowdonia last summer. Start like this:

Jim went to Snowdonia with his parents last summer. They stayed at the campsite. _____.



4. a) Work in pairs. Pupil A describes a well-known monster Nessy. Pupil B listens and draws a picture of it.

b) Describe your monster to other pupils in class.

5. Write a letter to the British Tourist Agency to get more information about the place you would like to go to. Use the model to help you.

(Date)

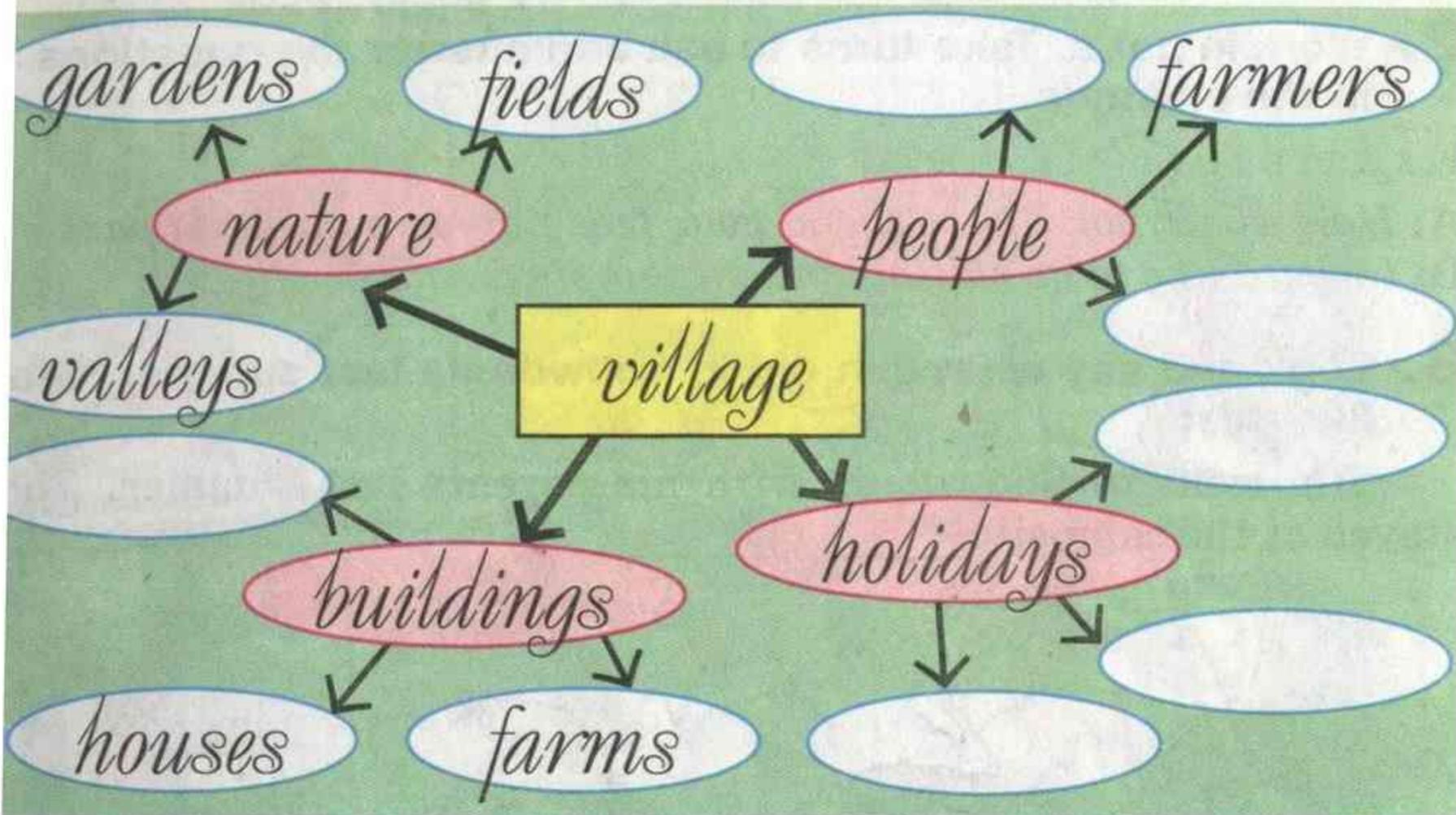
Dear Sir or Madam,

Please can you send us some more information about holidays in _____. We would like to _____ next summer. Please can you also tell us about camping prices.

Thank you.

Best wishes,
(Your name)

a) Work in pairs. Complete the scheme with the words you know. Make sentences with them to describe the life in the village.



b) Take turns to ask and answer the questions about the life in the village.

- What is nature like in the village?
- What do the farmers grow in the fields?
- Where do people work?
- Where do people live?, etc.

2. a) Listen and read.

b) Tell your friends what you know about the English village.

In the English Village

An English village is not very large. There are several houses, a village shop, a church and a pub in it. Usually there is no school in the English village, and the village children go to school in the nearest town.

The farmers live and work in the fields and on the farms. There are many different farms in England: sheep farms, cattle farms, dairy farms, poultry farms and others. The English farmers keep a lot of domestic animals and birds on their farms: horses, cows, sheep, pigs, hens and turkeys.

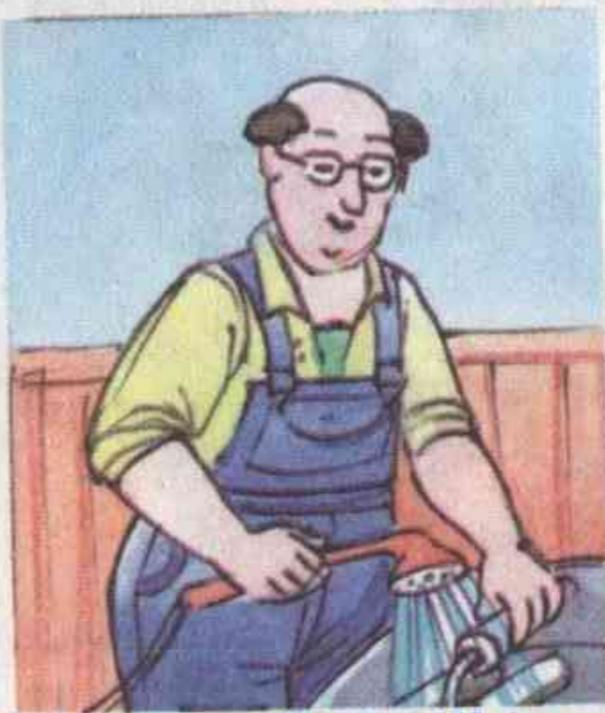
Fields in England are not very large. They usually have hedges around them. Farmers have much work to do all the year round both in the fields and on the farms.

3. Read and complete the sentences.

1. The farmers live and work _____.
2. An English village has _____, but it doesn't have _____.
3. There are many different farms in England: _____.
4. Fields in England are _____.
5. Farmers have much _____.

4. Look, order the pictures and say what Peter Brown does every day. Start like this:

Peter Brown is a farmer. In the morning he _____ 5 _____.



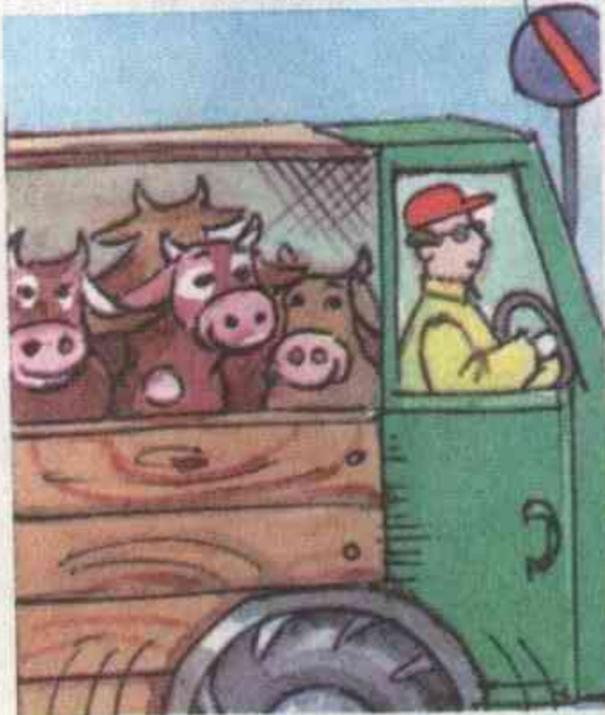
to clean the milking shed



to milk the cows



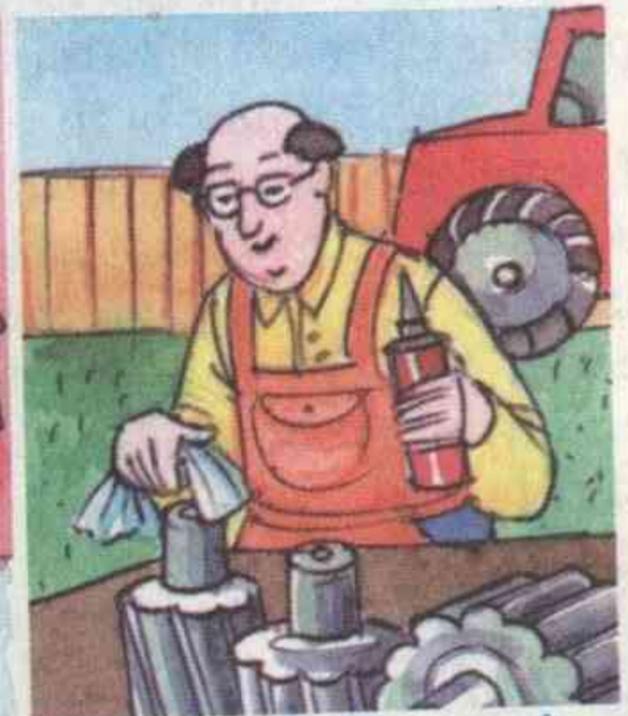
6 to have lunch



to take the calves to the market



to have breakfast



to check the equipment and do repairs

5. Write six questions about Mr Brown's daily life.



1. Look and say what these people are wearing.



2. Listen, read and say what pieces of clothes people wear in Great Britain.

What People Wear in Great Britain

People in Great Britain are Europeans, so they wear European clothes. The men wear suits, shirts and trousers. The women wear dresses, blouses and skirts; some of them wear trousers, too. Both men and women wear shoes and boots. In autumn and in winter people wear raincoats, coats and hats.

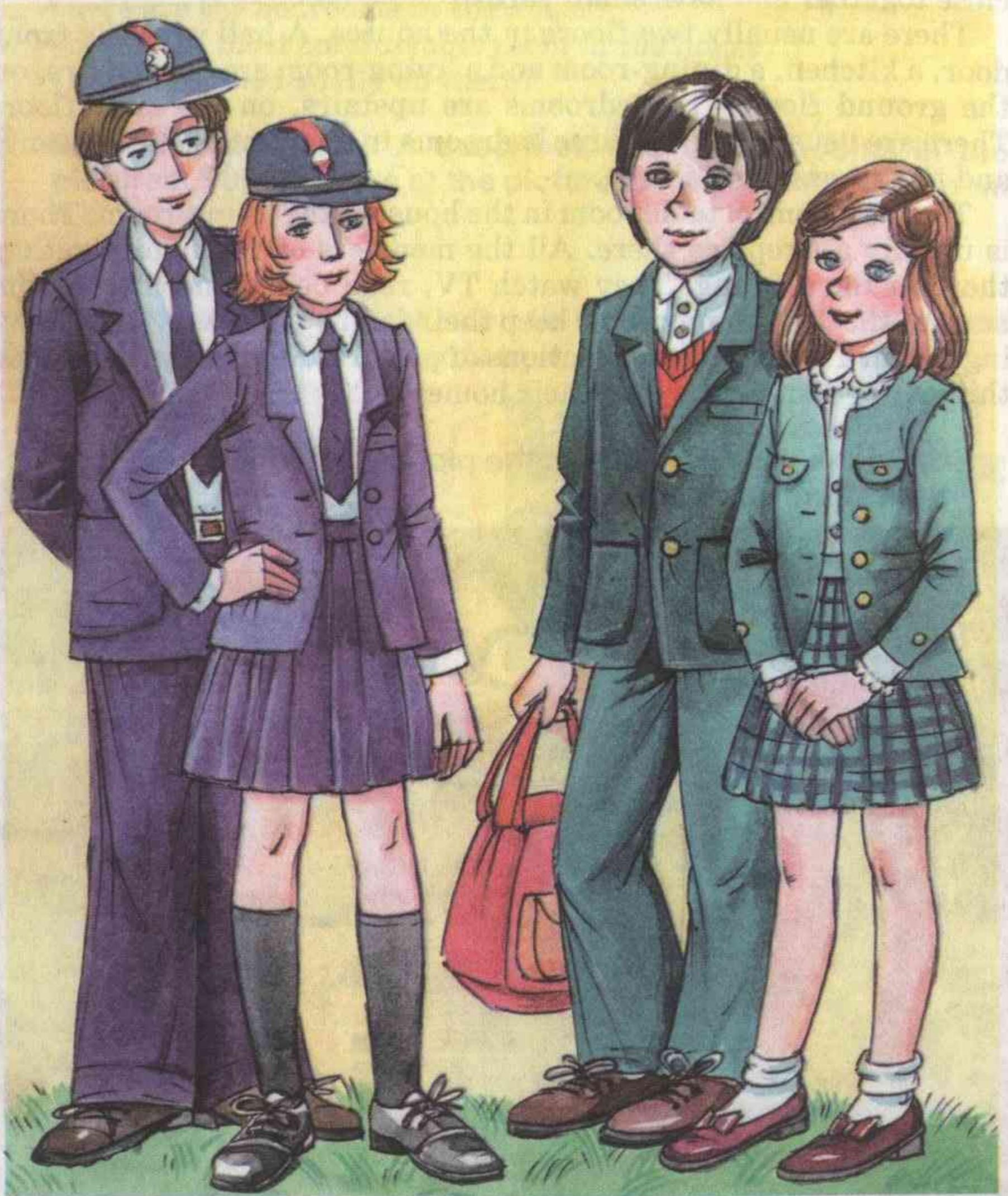
In many schools in Great Britain schoolchildren must wear uniforms. Boys wear white shirts and ties with the colours of their schools. They wear school jackets over their shirts. Their school jackets are called blazers. They have got the school badges on their caps, too. In some schools the girls wear dresses and hats with coloured ribbons and badges. Girls usually wear black stockings or tights and shoes.

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

1. What do the men wear in Great Britain?
2. What do the women wear?
3. What pieces of clothes do the English wear in summer?
4. What pieces of clothes do English people wear in winter?
5. Do the schoolchildren in England wear a school uniform or not?

4. Project Work.

- a) Work in groups. Discuss the uniform you would like to have in your school. Draw pictures.
- b) Gallery Walk. Put your projects on the blackboard. Discuss them with your classmates. Choose the one you like the best.



5. Write your English friend a letter. Tell him/her about your school uniform.

1. a) Listen and read.

English Houses

Some English families live in blocks of flats, but most of English people prefer to live in small houses. As a rule, these houses stand close together and have small yards.

There are usually two floors in the houses. A hall with the front door, a kitchen, a dining-room and a living-room are downstairs, on the ground floor. The bedrooms are upstairs, on the first floor. There are usually two or three bedrooms in a house: one for parents and the others for children.

The most comfortable room in the house is the living-room. There is usually a fireplace there. All the members of the family gather there in the evening. They watch TV, read books and discuss the news of the day. Many people keep their family collections in the living-room. These are the collections of pictures, dolls, toys and other things. English people love their homes.

b) Speak in class. Look at the picture and describe the traditional English house.



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

1. What kind of houses do most of English people live in?
2. How many floors are there in the traditional English house?
3. What kind of rooms are there usually on the ground floor?
4. Where is the kitchen?
5. Where are the bedrooms in the house?
6. What is the most comfortable room in the house?
7. What do people usually do there?

3. Work in pairs. Pupil A describes one of the rooms in the pictures. Pupil B looks at the pictures and guesses what room it is.

Example:

This room is usually downstairs, on the ground floor. It is the largest room in the house. There is a sofa in it.



4. Write about the place you live in. Use the questions.

1. Do you live in a small house or in a block of flats?
2. How many rooms are there in your house/flat?
3. Have you got a living-room? What is it like?
4. Have you got a bedroom? What is there in your bedroom?
5. How do you spend time together with the other members of your family?

1. a) Listen and read.

b) Speak in class. Tell your classmates what you know about English meals.

English Meals

English people usually have four meals during the day: breakfast, lunch, tea, dinner or supper. At about 8 o'clock in the morning people have breakfast. They eat porridge or cornflakes with milk or sugar, fried or boiled eggs with bacon, bread and butter or a toast with marmalade, or jam and a cup of tea.

At 11 o'clock the English have lunch. At this time people hurry to cafes or pubs. They like to eat fish and chips, potatoes, beans, carrots, cabbage or peas. People usually drink tea, coffee, juice or lemonade. Schoolchildren have their lunch in the school canteen. Some children bring their packed lunch with sandwiches and fruit.

At about 5 o'clock the English have tea with milk, a cake or a roll with jam.

The English have the evening meal, dinner or supper, at 7 o'clock. People usually have a plate of soup, meat or chicken with vegetables, cheese, tinned fruit, ice-cream or an apple pie.

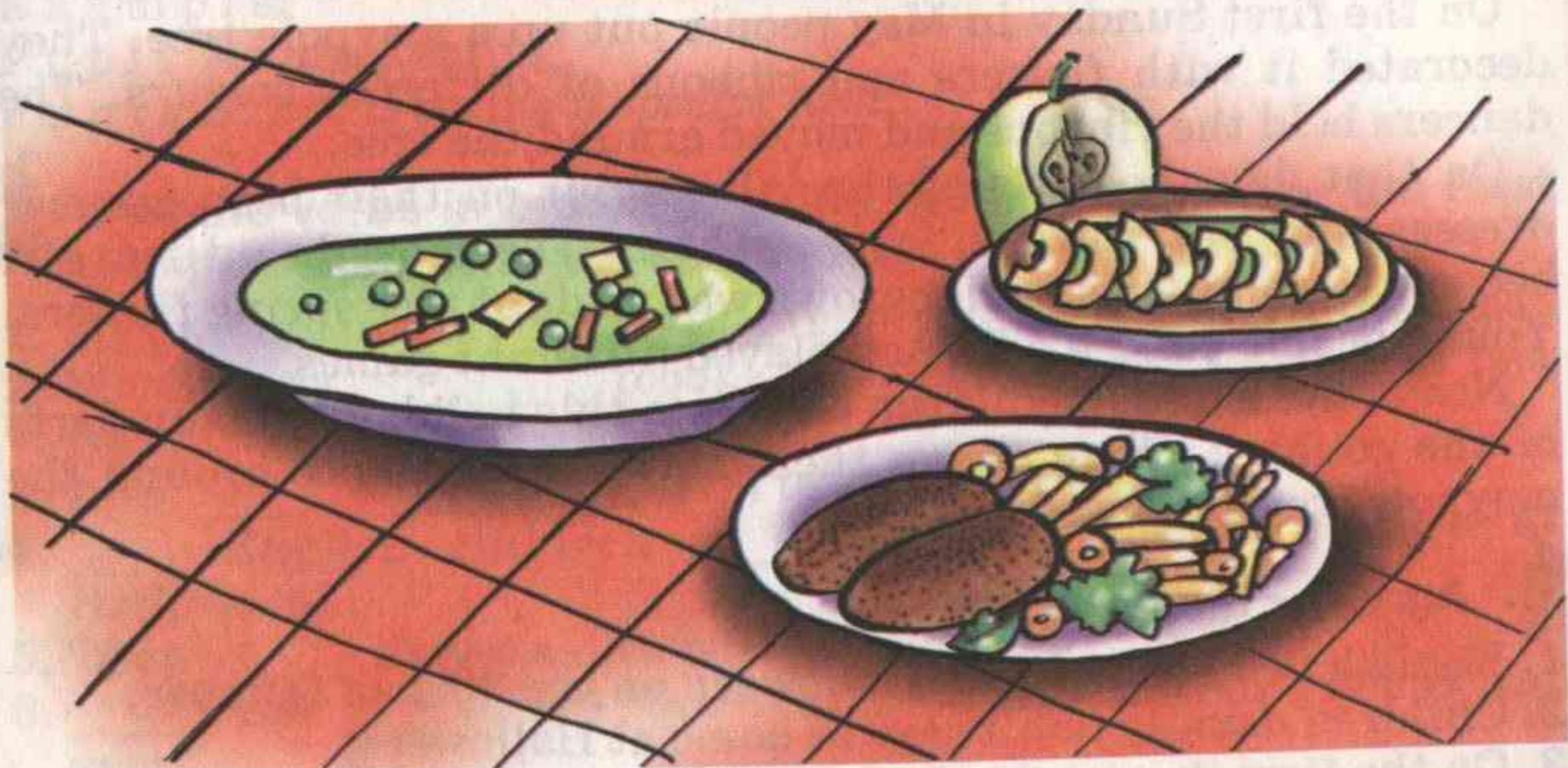
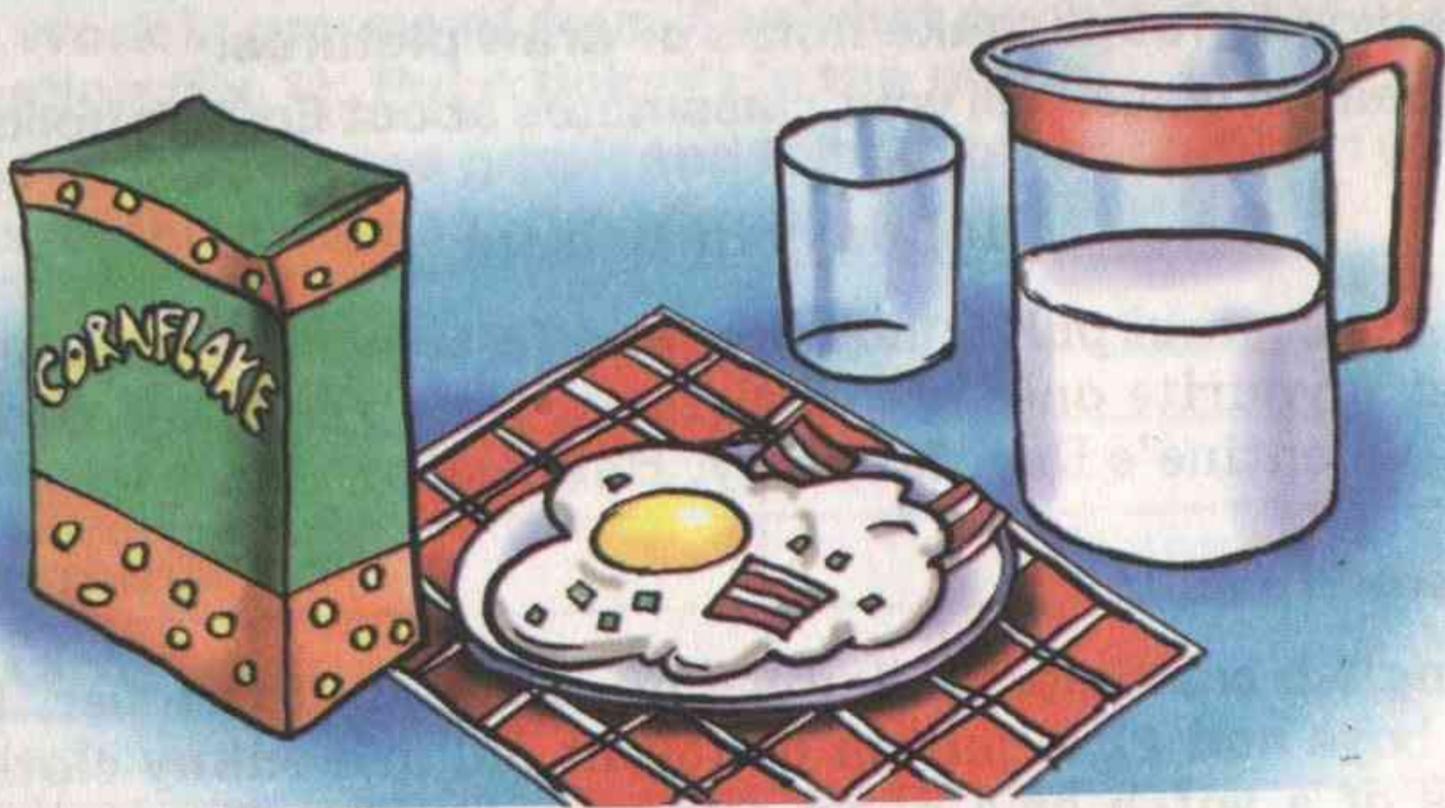
2. Agree or disagree.

1. English people usually have three meals during the day.
2. People have breakfast at about 9 o'clock.
3. Many people have lunch in the cafes or pubs.
4. Schoolchildren have their lunch at home.
5. Schoolchildren don't bring their packed lunch to school.
6. English people usually have a plate of soup, meat or chicken with vegetables, cheese, tinned fruit, ice-cream or an apple pie in the evening.

3. a) Find countable and uncountable nouns in the text.

b) Are any of the names of the food similar in your language? What are they? Write them down.

4. Look at the pictures (p. 149). Describe what Mr Parker usually has for breakfast, lunch and dinner.



 **5.** Write down the names of the food you usually have for breakfast, lunch and dinner.

- 1.** a) Read in groups. Take notes or draw pictures.
b) Speak in class. Tell your classmates about English holidays.

Holidays in Britain

There are several public holidays and festivals in Great Britain. The most favourite ones are Christmas, New Year Day, Mother's Day, St. Valentine's Day, May Day, Halloween.

A. Halloween

The English celebrate Halloween on the 31st of October. In the evening boys and girls put on different old and funny clothes or costumes of a witch or a ghost and wear masks. They take with them a lantern made of a pumpkin. In an empty pumpkin they cut out slits for two eyes, a nose and a mouth and put a lighted candle inside. So the pumpkin looks like a face. People call it jack-o'-lantern. Children go from house to house, knock at the doors and call, "Trick or treat?" People ask them to come into their houses and give them candies, fruit, cakes and other tasty things. Halloween is a nice holiday.

B. May Day in Old England

In Old England May Day was a spring holiday. Young people celebrated this day with flowers, dances and games.

On the first Sunday in May people put up a maypole tree. They decorated it with flowers and ribbons of different colours. The dancers held the ribbons and moved around the tree.

On that day the girls of the village put on their best summer dresses and put flowers in their hair. The most beautiful girl became the May Queen. Her crown was made of nice spring flowers. Young people danced a lot and played different games.

Nowadays English children celebrate this holiday in many parts of the country. They crown their May Queen, dance around the maypole tree and have fun.

2. Agree or disagree.

1. English people celebrate Halloween on the 30th of October.
2. Children usually don't stay at home at Halloween.
3. On the first Sunday in May people put up a Christmas tree.
4. English children celebrate May Day in many parts of the country.

- 3.** a) Work in groups of four. Say what people do for each celebration (Ex. 1). Put a tick (✓) in the graph.
 b) Put a tick in the graph and tell the other pupils in your class about the celebration in Ukraine.

What people do \ Holidays	Halloween	May Day	Easter	Christmas
eat special foods				
give presents				
send cards				
wear special clothes				
visit people				
go on the streets				
stay at home				
have a party	+			
dance				
sing				

- 4.** Play a mime game. Pupil A mimes one of the actions from Ex. 3. Pupil B says what the person is doing at the celebration.

Example:

Pupil A mimes eating.

Pupil B: *She is eating a special food.*

- 5.** Put the verbs in brackets in the Present Simple or the Past Simple. Then write the sentences.

- My parents usually _____ (give) me presents at Christmas.
- My Granny _____ (cook) special food for Christmas last year.
- Ann _____ (not, like) to stay at home.
- _____ English children _____ (wear) special clothes at Halloween?
- They _____ (have) a nice party now.
- _____ you _____ (send) New Year postcards to your friends last year?

1. Work in pairs. Emmy wants to visit her friend who lives in London. She phones him and asks how to get there, etc. Complete and act out the dialogue.

A: How can I get to London?

B: By bus or by plane.

A: _____.

B: About €200.

A: _____.

B: About three hours.

A: _____.

B: At 7.00 in the morning.

2. Put the verbs in brackets in the Present Simple or the Present Continuous.

In my family we usually _____ (eat) a lot of meat, and we _____ (not, eat) much fruit. At the moment, my cousin George _____ (stay) with us. He is a vegetarian, he _____ (not, eat) meat and he _____ (eat) a lot of fruit. So just at the moment we _____ (not, eat) any meat and we _____ (eat) a lot of fruit.

3. a) Read and put the parts A–D in the correct order to make a text about Great Britain.

b) Speak in class. Tell your classmates what you know about Great Britain.

___ A. In Great Britain it is not very hot in summer and it is not very cold in winter. The rivers and the lakes do not freeze in winter and snow does not lie on the ground for long. The weather in England is rainy in all seasons. In autumn and in winter thick fogs cover the most part of the country. Sometimes it is very difficult to find the way in the fog.

___ B. English people love animals and have a lot of pets at home.

___ C. Nowadays there are no big forests on the British Isles. In the English woods you can meet foxes, squirrels, hares, hedgehogs, wild doves and other animals. There are no bears and wolves, but you can meet deer in the mountains and in the national parks.

___ D. Great Britain is situated on the British Isles. It is not a very large country. The British Isles lie to the west of the European continent.

c) Work in pairs. Take turns to ask and answer the questions to the text.

4. Read and complete the text. Use the words: *make, open, girls, funny, feels, friends, post, schoolchildren, gets, valentines.*

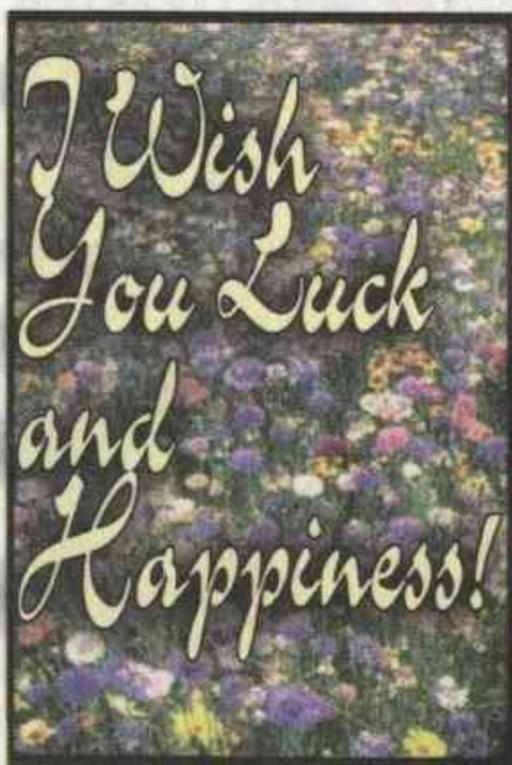
St. Valentine's Day

February 14th is St. Valentine's Day. Boys and _____ as well as grown-ups send cards named _____ to their friends. A valentine is a _____ little picture with a little poem on it. _____ like to buy or to _____ valentines for their _____ or teachers. They usually make a mail-box with a slit on the top, where they can _____ their valentines. At the end of the day they _____ the box and take out valentines. The boy or girl, who _____ more valentines than the other children, _____ very happy.

Here is the poem you can write on the valentine card:

Roses are red,
Violets are blue,
Lilies are fair,
So are you.

5. Write a postcard to your English pen-friend to congratulate him/her on his/her birthday or the coming holiday. Use the greetings:



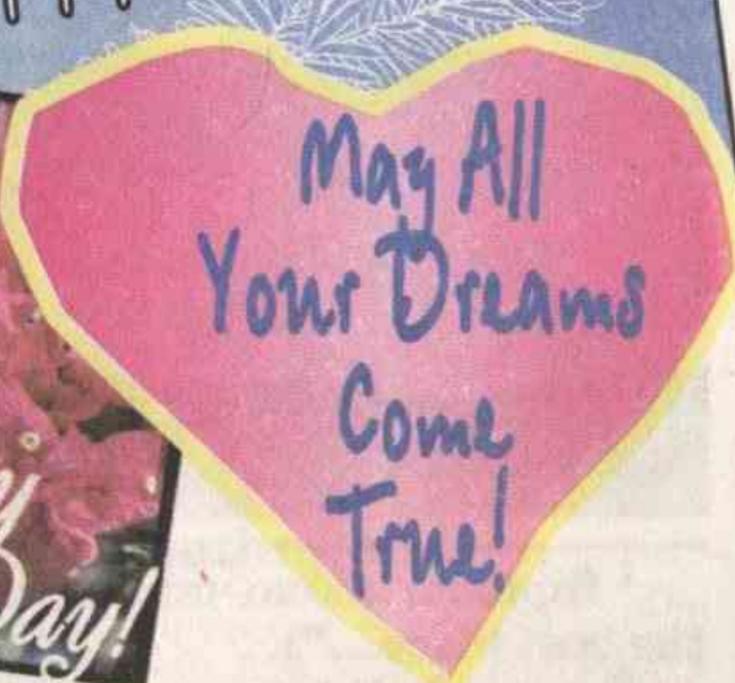
I Wish
You Luck
and
Happiness!



Happy Christmas!



Many Happy
Returns of the Day!



May All
Your Dreams
Come
True!

1. a) Listen and read the poem¹.
b) Say what is the best place for you.

<p>Mother's hands! As your And warm So nice So kind So caring No other one For you? What is the best place</p>		<p>What is the best place For you? No other one So caring So kind So bright And warm As your Motherland!</p>
--	--	--

2. Listen and read.

Ukraine Is Your Motherland

The country you were born in is your Motherland, your native land. Your Motherland is your native city, the house you live in, the snowball tree² in your granny's garden and your mother's song.

We live in Ukraine, so we are Ukrainians. Wherever we are in your life, we must be proud that we are Ukrainians, the citizens of an independent state.

We live in the wonderful country with beautiful nature, generous and hard-working people. We live in the rich country. It has got rich soils, large forests of fir trees, oak trees, birch trees and beech trees.

There are many mountains, forests, rivers and lakes in Ukraine.

The Dnipro is the longest river in Ukraine. Kyiv, the capital city of our country, is situated on it. Kyiv is one of the oldest cities in Europe.

Ukrainian people love their traditions and keep them with great honour.



¹ Вірш потрібно читати, починаючи з лівого нижнього рядка ("What is the best place...").

² a snowball tree – калина

3. Read and complete the sentences.

1. The country you were born in is _____.
2. People who live in Ukraine are _____.
3. _____ is the capital of Ukraine.
4. Ukraine is an _____ state.
5. Ukraine is a _____ country with _____ nature, _____ and _____ people.
6. Ukraine has got _____ soils, _____ forests of _____, _____, _____ and _____.
7. Kyiv is one of the _____ cities in Europe.
8. The Dnipro is the _____ river in Ukraine.

Conversation Lab

4. Work in groups. You want to make a tour around Ukraine. Discuss which places you would like to visit. Use the phrases below:

P u p i l A asks for opinion¹:

I'd like to visit _____. Let's go sightseeing to _____.

I think it's better to go to _____. What about visiting _____?

P u p i l B gives his / her opinion:

I think, it's really great.

What a good idea! There are many _____ (museums, cinemas, cathedrals) there.

This _____ is very famous for _____.

I feel that _____.

Yes, that's a good idea, but _____.

I don't think it's good to go there at this time of the year.

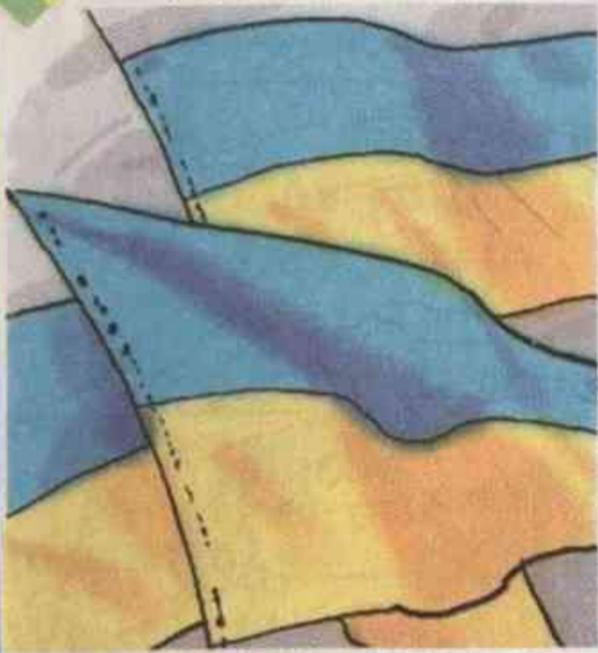
I am not sure. What if _____?

We can't _____.

5. Write some sentences to describe your Motherland.

¹ an opinion – думка

1. Look and say what the national symbols of Ukraine are.



The National Flag



The National Coat of Arms / The Trident



The Ukrainian Anthem

2. Listen, read and act out.



It is Sunday today. Ann, Dan and their friends are having an excursion along Khreshchatyk Street. They are with their teacher Miss Alison.

Dan: Look! This is our National Flag. It is blue and yellow.

Ann: And I know what these colours mean.

Miss Alison: It's very interesting. Can you tell us?

Ann: The blue colour stands for the clear blue sky and the yellow colour stands for the golden wheat field. Our country is very peaceful.

Dan: The British National Flag is called "Union Jack". It is blue, white and red. There are three crosses on it – the cross of St. George (the patron saint of England), the cross of St. Andrew (the patron saint of Scotland) and the cross of St. Patrick (the patron saint of Northern Ireland).

Dan: There are also other national symbols of Ukraine. The Trident is the National Coat of Arms. And the Ukrainian Anthem is the song by Pavlo Chubynsky and Mykhailo Verbytsky.

Miss Alison: The national symbols are very important for all the citizens of the country they live in. And everybody must respect them.

3. Work in pairs. Take turns to ask and answer the questions (see Ex. 2).

1. Where are the children and their teacher? What do they see?
2. What do the children tell their friends about the national symbols of their country?
3. What are the national symbols of Ukraine? What do you know about them?
4. What are the colours of the Ukrainian flag? What do they mean?

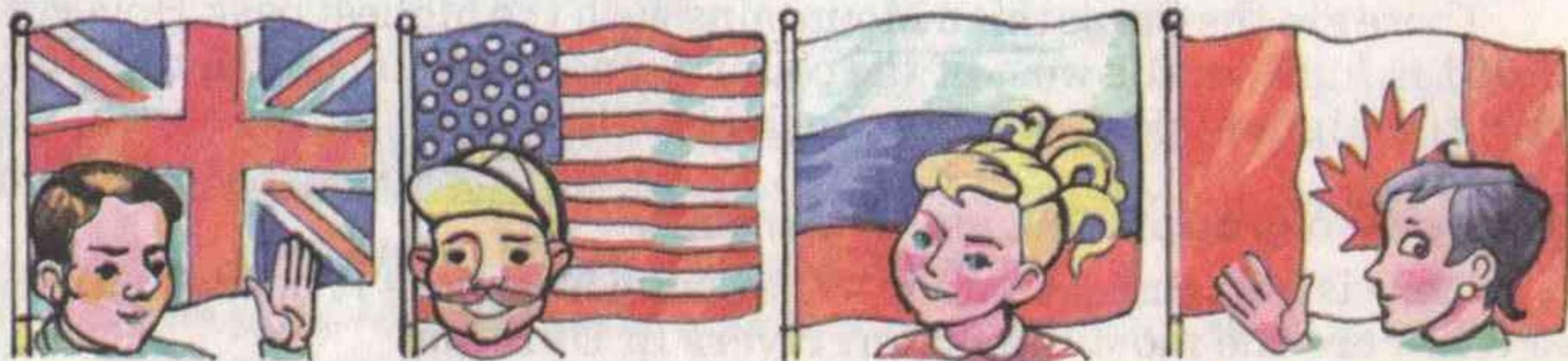
4. Read and choose the correct item.

1. Every country _____ its national symbols.
a) have b) has c) had
2. There _____ two colours on the Ukrainian National Flag.
a) was b) is c) are
3. _____ Ukrainian Anthem is the song by P.Chubynsky and M.Verbytsky.
a) A b) - c) The
4. _____ Trident is the Ukrainian National Coat of Arms.
a) The b) - c) A
5. The national symbols _____ very important for all the citizens of the country they live in.
a) is b) are c) were

5. Look and write what countries these people are from and what are the colours of their national flags.

Example:

Mr Brown is from Great Britain. The British Flag is blue, white and red.



Mr Brown
Great Britain

Mr Gournic
The USA

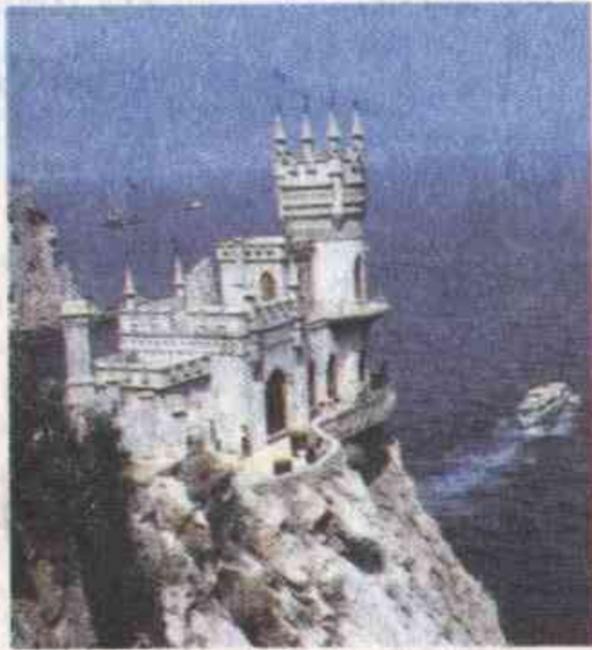
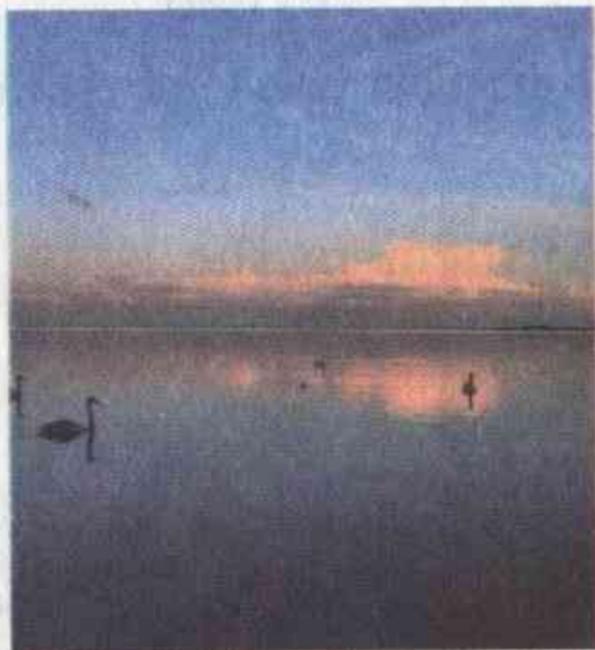
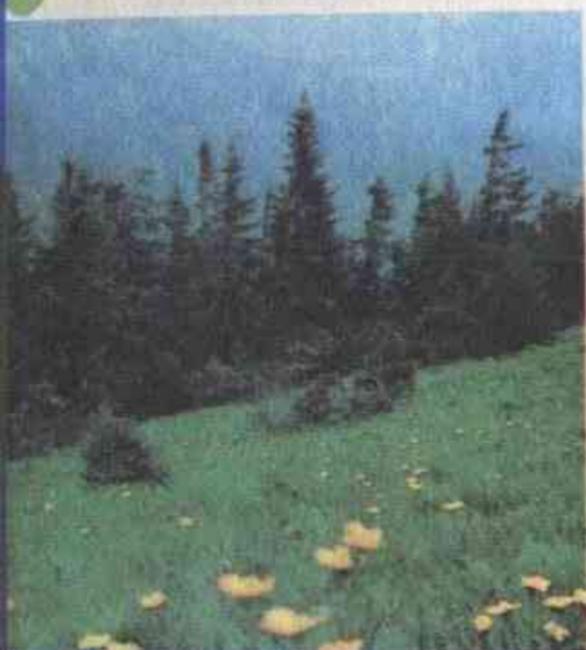
Mrs Ivanova
Russia

Mrs Wilson
Canada

1. Listen and repeat the geographical names.

- Europe, Ukraine, Russia, Poland, Byelorussia, Hungary, Roumania, Slovakia, Moldova.
- The Black Sea, the Sea of Azov, the Dnipro, the Dniester, the Danube, the Southern Buh, the Siversky Donets, Lake Yalpuh, Lake Svityaz.
- The Carpathian Mountains, the Crimean Mountains, Mount Hoverla, Mount Roman-Kosh.
- north, south, east, west, south-east, south-west, north-east, north-west.

2. Listen and read.



Ukraine Is a European Country

Ukraine is situated in the south-eastern part of Europe. It borders on Russia, Byelorussia, Poland, Slovakia, Hungary, Roumania and Moldova. The Black Sea washes the country in the south and the Sea of Azov washes it in the south-east.

Our Motherland is the country of many rivers. The most important rivers are the Dnipro, the Dniester, the Danube, the Desna, the Southern Buh and the Siversky Donets. The biggest lake in Ukraine is Lake Yalpuh and the deepest one is Lake Svityaz.

There are the Carpathian Mountains with the highest peak Hoverla (2,061 m high) in the west of the country and the Crimean Mountains with the highest peak Roman-Kosh (1,545 m high) in the south.

3. Work in groups. Talk about Ukraine.

- Where is Ukraine situated? What countries does it border on?
- What are the most important rivers in Ukraine?
- Is Lake Yalpuh the biggest or the deepest lake in Ukraine?
- Where are there mountains in Ukraine?
- What are the highest peaks in Ukraine?
- What is the best place to have a rest in Ukraine?

- 4.** Work in pairs. Make plans for travelling to the places in the photos to Ex. 2. Talk about the things you want to take with you and how you want to travel from your home.

Example:

A: *What about travelling to the Black Sea in summer?*

B: *That's a good idea! What things do you want to take with you?*

A: *I always take _____ when I go to _____.*

B: *OK. And do you think it's better to travel by _____ or by _____?*

A: *I think it's better to travel by _____.*

Things to take:

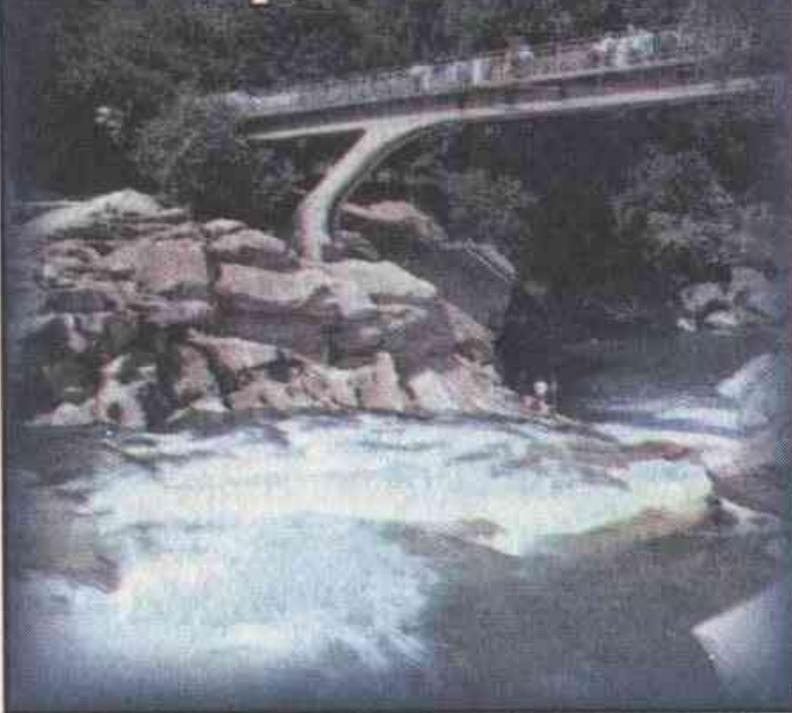
a camera, a book to read, a sweater, walking boots, a personal stereo, CDs, sunglasses, an umbrella, a map, swimming trunks (swim-suits), a suitcase, a pair of flip-flops, etc.

The means of transport:

a bus, a train, a plane, a car, a boat, a taxi, a bicycle, etc.

- 5.** a) Read and complete a travel brochure¹. Use the superlative forms of the adjectives in brackets.

Visit the Ukrainian Carpathians



Yaremcha is the _____ (good) place to visit in Ukraine! The mountains are the _____ (high) and the _____ (beautiful). The air is the _____ (clean) in Yaremcha.

Stay at the "Verkhovyna" Hotel. It is the _____ (popular) hotel in the area. It has the _____ (large) number of rooms for guests. Breakfasts are the _____ (tasty) here and the service is the _____ (good).

For the _____ (wonderful) time of your life, don't miss a holiday in the Ukrainian Carpathians!

- b) Project Work. Make a travel brochure.

- 6.** Draw pictures and write a sentence for each one. You can use an imaginary² place or a real one.

¹ a brochure [ˈbrʊʃə] – путівник, брошура

² imaginary – уявний

1. Listen and read.

How to Tell the Top of a Hill

(By John Ciardi)



The top of a hill
Is not until
The bottom is below.
And you have to stop
When you reach the top
For there's no more up to go.

To make it plain
Let me explain:
The one most reason why
You have to stop
When you reach the top – is:
The next step up is the sky.

2. Listen and read.

Up the Mountain



The sky was orange behind the mountain when Ann woke up. She listened to the forest sounds around her. "We go hiking today! What will we see on our walk, Papa?" Ann asked.

Her father answered, "Every walk is different. We're going to walk all the way up this mountain."

Soon the family came there. Ann looked at the mountain. It seemed so high.

"Do you think I can climb this mountain, Mama?" Ann asked.

They crossed a stream and started to climb up the path. They climbed higher and higher. The path went around and around and up. It was rather difficult to walk. Ann's legs hurt.

They climbed higher and higher. Finally, they reached the top of the mountain. There was no wind. Nothing moved.

Ann looked down. A valley stretched far below. When she looked toward one end of the valley, she saw trees that looked as small as baby plants. Past the trees she saw a lake that seemed to be a tiny puddle of water. The view was wonderful. "How beautiful my Motherland is from the top of Hoverla!" Ann thought.

3. Read and order the sentences according to the text.

1. Ann looks at her country from the top of Hoverla.
2. Ann and her parents went up the mountain.
3. Ann woke up early in the morning.
4. Ann's legs hurt.
5. They crossed a stream.

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

1. Are there mountains in Ukraine?
2. What is the highest peak of the Carpathian Mountains?
3. What is the highest peak of the Crimean Mountains?
4. Have you ever been to the mountains?
5. When did you go there?
6. Was it difficult for you to climb up the mountains?
7. What did you see when you get to the top of the mountain?

5. Look at the picture and write what people usually wear and take with them when they go hiking.

*Example: People usually wear sneakers when they go hiking.
 People usually take their rucksacks when they go hiking.*

Things to wear: sneakers, T-shirts, caps, trousers, shorts, sweaters, etc.

Things to take: rucksacks, sandwiches, tents, etc.



1. a) Listen and repeat the three forms of the verbs.

Regular Verbs

to visit – visited – visited

Irregular Verbs

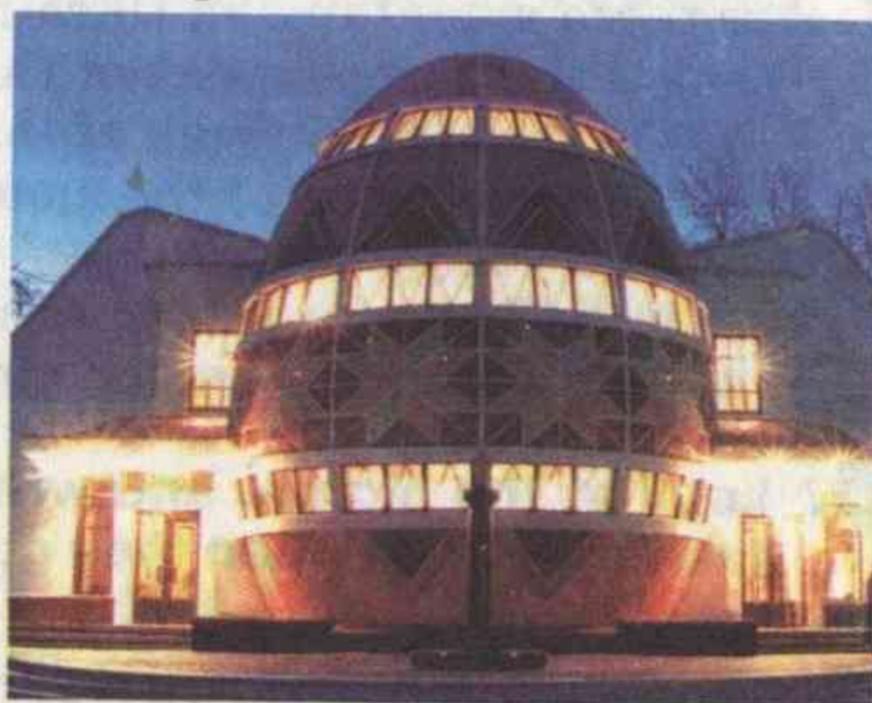
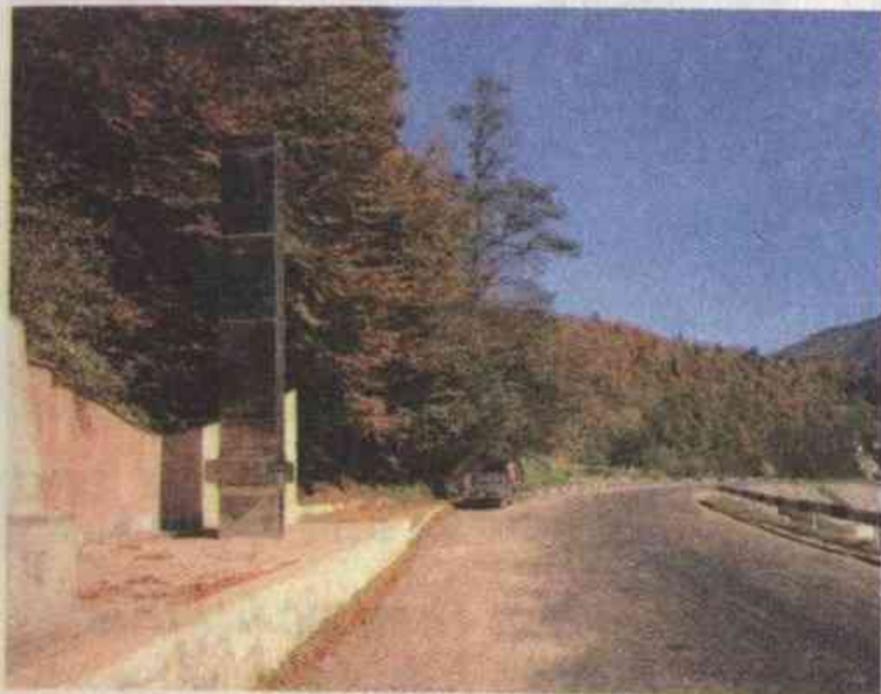
to be – was, were – been

to read – read – read

to hear – heard – heard

to see – saw – seen

b) Listen, read and act out the dialogue.



A n n: Do you know that the geographical centre of Europe is situated not far from Rakhiv, a town in Western Ukraine, Steve?

S t e v e: Yes, I do. I have read about it and besides I have already been to Rakhiv this year. I was there last August. I have visited some places there.

A n n: What did you like best during your trip?

S t e v e: Well, all the excursions were very interesting. But I liked my visit to the Museum of Folk Art in Kolomiya best of all. We saw so many beautiful and colourful Easter eggs there.

A n n: We call them *krashankas* and *pysankas*. It's a traditional artcraft in Ukraine. There is even the monument to Ukrainian Pysanka in Canada.

S t e v e: Oh, yes! I have heard about it. And I have seen a photo of it in one of the magazines.

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

1. Where is the geographical centre of Europe situated?
2. What cities in Ukraine did Steve visit last August?
3. What are these cities famous for?
4. What museum did Steve visit in Kolomiya?
5. Did he like it?
6. Does he know about the monument to Ukrainian Pysanka in Canada?

3. Work in pairs. Look and say what museums children have visited to and what they have seen there.

Examples:

1. – *What museum has Jane been to?*
– *Jane has been to the Zoological Museum. She has seen a good exhibition there.*
2. – *Who has been to the Museum of Folk Art?*
– *Kim has been there. She has seen Ukrainian pysankas there.*



Jane, the Zoological Museum



Kim, the Museum of Folk Art



Peter, the Ukrainian Historical Museum



Dan, the Museum of Western and Eastern Art

4. Write down the questions to the sentences.

1. She has already seen a very interesting film about animals.
2. They have already visited the castle of "Palanok" in Mukacheve.
3. Tom has never heard of this place before.
4. My parents have already read many books in their life.

5. Write about the places you visited last summer. Start like this:

Last summer I was _____. I was there with _____.
We visited _____. We went on an excursion to _____.
It was _____.

1. Look and say what animals and birds live in Ukraine.



a raccoon

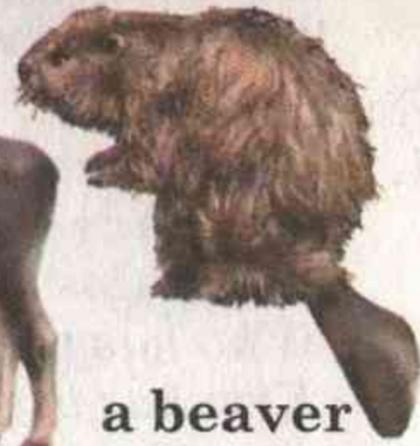


a deer

a badger



an elk



a beaver

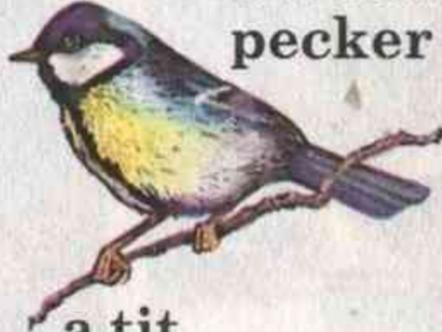


a sparrow

a swallow



a wood pecker



a tit



a stork



2. Listen and read.

Nature in Ukraine

Ukraine is famous for its beautiful and picturesque landscapes.

The plant and animal world of our country is very rich. There are a lot of different animals, birds and plants in our forests, steppes and mountains. Among the animals we can find wolves, foxes, wild boars, brown bears, beavers, squirrels, badgers, raccoons, deer, elks and hares. Among the birds we can find sparrows, owls, black woodpeckers, golden eagles, swallows, tits, doves and storks.

The Ascania-Nova Nature Reserve is situated in the southern Ukraine. It has become the second home for animals and birds from all over the world – ostriches from Africa and Australia, buffaloes from North America, zebras from India, and spotted deer from the Far East.



3. Work in groups. Take turns to read and guess the puzzles about animals and birds that live in Ukraine.

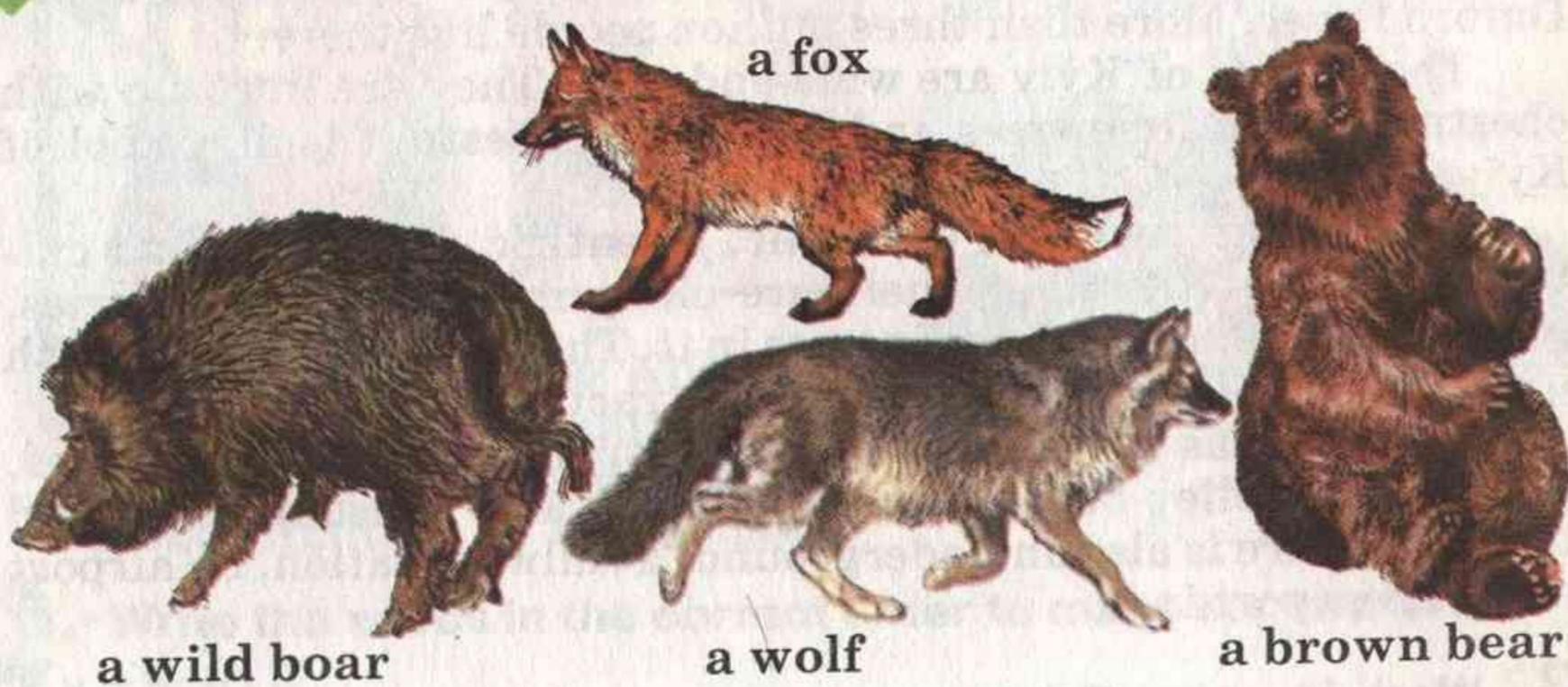
Group A: Animals

1. It is a small greyish-brown animal with black stripes on its head and a thick furry tail.
2. This animal is large. It lives in the forest. It eats grass.
3. A small animal that has a red or grey furry coat and a thick tail. It lives in the trees and eats nuts, mushrooms and berries.
4. An animal like a rabbit that has long ears and long back legs.
5. A large wild animal with a thick brown coat. It likes honey.

Group B: Birds

1. A very large bird with long legs which runs fast but cannot fly.
2. A small brown bird that is very common in many parts of the world.
3. A bird that climbs the trees and taps¹ them with its beak to find insects².
4. A small bird, often with a dark top on the head.
5. A large strong bird that hunts and eats frogs.

4. Look and say what you know about these animals.



5. Write these nouns in the plural form.

Example: *a fox – foxes*

a fox, a wolf, a deer, a squirrel, a badger, a raccoon, a buffalo, a woodpecker, a swallow, a zebra, an ostrich, an elk, a bear, a beaver, a stork

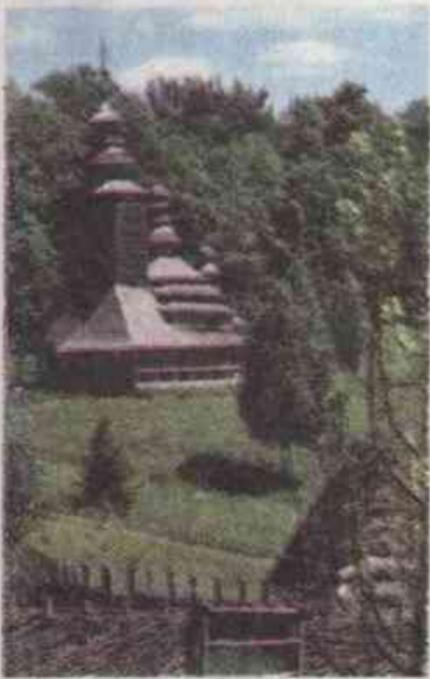
¹ to tap – стукати, довбати

² an insect – комаха

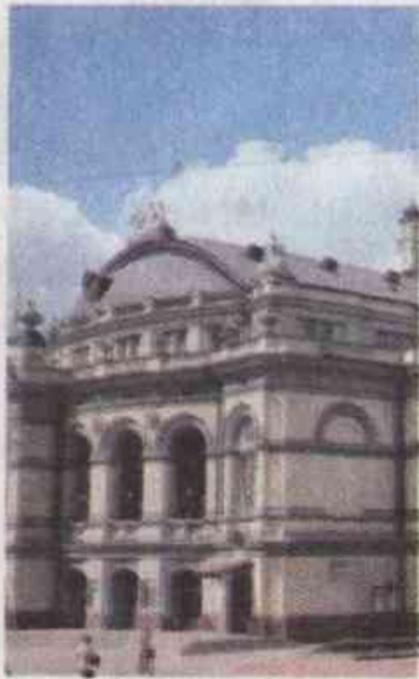
1. Look and say what you can see in these places.

Example:

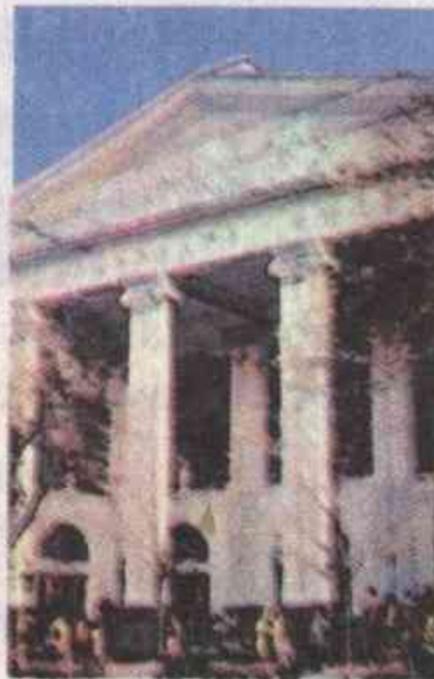
This is a museum. We can see famous works of art in it.



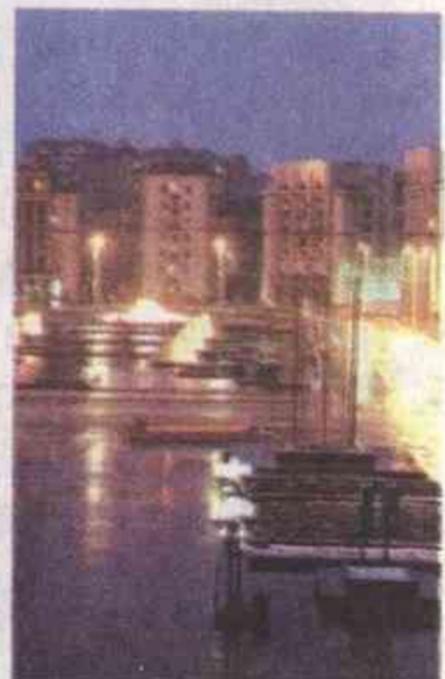
a museum



a theatre



a cinema



a square

2. Listen, read and say what you know about Kyiv.

Kyiv

The capital of Ukraine is Kyiv. It is one of the most beautiful cities in the world. It is situated on the picturesque banks of the Dnipro River. More than three million people live there.

The streets of Kyiv are wide and nice. They are lined up with chestnut trees, lime trees and poplars. A chestnut is a symbol of Kyiv.

Kyiv is the political, economic, scientific, industrial and cultural centre of Ukraine. There are many museums, art galleries, concert halls, theatres and cinemas in it. They are very popular with tourists. Kyiv is also famous for its attractive parks.

The city has a well-developed transport system. Many buses, minibuses, trolley-buses, trams and cars carry passengers around the city. There is also an underground, a railway station, an airport and a river port in it.

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

1. Where is Kyiv situated?
2. How many people live in the capital city?
3. Are the streets of Kyiv wide or narrow? What are they lined up with?
4. What places of interest can people visit in Kyiv?
5. Does Kyiv have a well-developed transport system or not?
6. How can you travel around the city?

- 4.** Play a guessing game. Work in groups. Group A chooses a word from the text of Ex. 2 and explains it. Group B looks through the text and guesses which word it is.

Example:

Group A: *This is a kind of a tree. It is a symbol of Kyiv. The streets of the capital are lined up with them.*

Group B: *It is a chestnut tree.*

- 5.** Look and say how they travel around the city and how much time it takes them to get there.

Example:

Ann goes to school by bus. It takes her 20 minutes to get there.



Ann, school, by bus, 20 minutes



Miss Alison, the theatre, by the underground, half an hour



Mr Parker, the hospital, by car, 40 minutes



I _____, by _____

- 6.** Write the words in the correct order to make sentences.

Example:

and / nice / of / streets / wide / Kyiv / The / are / . - The streets of Kyiv are wide and nice.

1. famous / is / Kyiv / its / parks / for / attractive / .

2. year / visit / Kyiv / people / every / Many / .

3. has / transport / city / well-developed / The / a / system / .

4. are / many / galleries / Kyiv / in / art / There / .

5. proud / capital / Ukrainians / of / are / their / The / .

1. Look and say what places in Kyiv are popular with tourists.



**St. Sophia's
Cathedral**



**St. Andrew's
Church**



The Golden Gate



**St. Volodymyr's
Cathedral**



**Kyiv Pecherska
Lavra**



**Andriyivsky Uzviz
(Descent)**

2. Listen, read and say what places in Kyiv you have already visited or would like to visit.

A Trip Around Kyiv

Kyiv, the capital of Ukraine, is situated on the high Dnipro hills. It is an ancient city. It is more than 1500 years old.

The historical heart of the city is Podil. Andriyivsky Uzviz (Descent) is very popular with tourists. It is the best place to buy Ukrainian souvenirs and works of artcrafts. St. Andrew's Church is at the very beginning of Volodymyrska Street. All the visitors admire its splendid design, carved ornamentation and sculpture. You can also see the works of the famous painter Andriy Rublyov there.

Not far from the church there is the Ukrainian Historical Museum, where you can see the unique exhibits. They tell you the history of our native land.

The next great building is St. Sophia's Cathedral. It is famous for its beautiful mosaics and frescoes.

The Golden Gate is another monument of the 11th century. It was built under Yaroslav the Wise and it served as the main entrance to the city.

There is also the building of the National Opera and Ballet Theatre in Volodymyrska Street. Its singers and dancers are well-known all over the world.

The main street of the capital is Khreshchatyk Street.

Kyiv is the city where ancient and modern live side by side. There are so many places to visit in it that we can't do this during one short trip.

3. Read and match.

- | | |
|--|---|
| 1. St. Andrew's Church | a) the unique exhibits telling the history of Ukraine |
| 2. The Ukrainian Historical Museum | b) beautiful mosaics and frescoes |
| 3. St. Sophia's Cathedral | c) splendid design, carved ornamentation, sculpture |
| 4. The Golden Gate | d) the best place to buy souvenirs |
| 5. The Shevchenko Opera and Ballet Theatre | e) served as the main entrance to the city |
| 6. Andriyivsky Uzviz (Descent) | f) the well-known singers and dancers |

4. Work in pairs. Look at the pictures on page 168 and talk about the places to visit in Kyiv.

Example:

A: *What are you going to do this weekend?*

B: *I am going on an excursion. I think that Andriyivsky Uzviz is a nice place to visit. It is very popular with tourists. Will you join me?*

A: *With great pleasure.*

5. Listen, read and act out the dialogue.

A n n: Hi, Kim! I haven't seen you for ages. How are you?

K i m: Hi, Ann! I'm fine. And what about you?

A n n: Just fine. Where are you going?

K i m: To the theatre. Will you join me? The performance starts at one o'clock.

A n n: I'd love to, but I'm afraid I can't. I haven't seen my granny for about a month. We are going to visit her today.

K i m: Bye then. Remember me to your granny. See you on Monday!

A n n: Bye-bye, Kim! Have fun!

6. Write about Kyiv. Start like this:

Kyiv is the capital city of _____. It is situated on _____.
There are _____.

1. Work in pairs. Look at the pictures. Ask and answer the questions.



HELLO

1. What holidays do Ukrainian people celebrate every year?
2. What holidays does your family celebrate every year?
3. What traditions do you have in your family?
4. Why is it important to keep the traditions?

2. Listen, read and say what Ukrainian traditions Ann is writing about.

April 15th, 2006

Dear Sue,

Thank you for your interesting letter. It's always a good chance to learn more about your country and its traditions. I'm going to tell you about some Ukrainian traditions.

There are traditional and public holidays in Ukraine. We usually don't work and study on public holidays. These holidays are Christmas Day, New Year's Day, Easter, the Constitution Day, Independence Day and Women's Day.

The traditional holidays are St. Nicholas's Day, St. Valentine's Day, Humour Day, the Day of Knowledge, Teacher's Day and other professional holidays. We don't stay at home these days, but we have parties at school.

Christmas is the most beloved holiday among Ukrainians. As a rule, the family usually gathers together for a holiday supper of twelve dishes. The supper starts with the first star in the sky. "Kutya" is the main dish at this supper. It is a dish of wheat, honey, raisins, nuts and poppy seeds. The whole meal is traditionally meatless. People cook beans, mushrooms, cabbage, beetroots and other vegetables, compote of dried fruit and honey cake. "Kolyadka" songs usually end the evening.

All holidays are the days which make everybody happy.

Best wishes,

Ann.

3. Read and complete the sentences.

1. A letter from your pen-friend is about _____.
2. There are _____ and _____ holidays in Ukraine.
3. We don't study on _____.
4. The most beloved holiday in Ukraine is _____.
5. The family usually gathers together for a holiday supper of _____ dishes.
6. All holidays are the days which _____.

4. Work in pairs. Read and match the parts of the sentences.

- | | |
|---|--------------------------------|
| 1. Christmas is the most | a) beloved holiday in Ukraine. |
| 2. The main dish at Christmas supper is | b) twelve dishes. |
| 3. We don't work and study on | c) the Christmas evening. |
| 4. Ukrainians usually have a traditional holiday supper which consists of | d) "kutya". |
| 5. Kolyadkas usually end | e) which make everybody happy. |
| 6. All holidays are the days | f) public holidays. |

5. Write about the traditions in your town or village. Use the questions to help you.

1. Where is your town / village situated?
2. What is it like?
3. How many people live there?
4. Where do the people work?
5. What do the people do on weekends?
6. Are there any special festivals in your town (village)? What do people do at them?
7. Which is your favourite holiday?



6. Write a short letter to your English pen-friend about the traditions in the place where you live.

HELLO

1. Write the three forms of the verbs.

Example: *be - was, were - been*

to be, to arrive, to hear, to have, to play, to see, to read

2. Read and complete the sentences with *have* or *has*.

1. Sue _____ already cleaned her room.
2. _____ your friend been to Kolomiya?
3. What book _____ you read? Can you give it to me?
4. Ann and Dan _____ already seen this film.
5. Where _____ you been? I _____ not seen you for ages!
6. What _____ your brother heard about this place?

3. Work in pairs. Take turns to ask and answer the questions as in the examples. Use the table below.

Examples:

1. - *Have you ever camped in the mountains?*
- *Yes, I have. / No, I haven't. I have never camped there.*
2. - *Has your friend ever camped in the mountains?*
- *Yes, he has. / No, he hasn't. He has never camped there.*

Activity	You	Your friend
<ul style="list-style-type: none">• to camp in the mountains• to help your grandparents during the holidays• to cook breakfast for the family• to travel around Ukraine• to play a computer game		

4. Write the verbs in brackets in the correct tense form.

1. Look! A nice squirrel _____ (sit) in a tree.
2. Peter _____ (see) a colourful woodpecker in the forest last Sunday.
3. There _____ (be) many wild animals in Ukraine.
4. _____ you ever _____ (to be) to the Ascania-Nova Nature Reserve?
5. Ann _____ (like) to feed sparrows.
6. What animals _____ (live) in the Ukrainian steppes?

COMPARATIVES AND SUPERLATIVES

- Use the comparative form of adjectives with **than** to compare two things:

Playing the piano is harder for me **than** it is for him.

- Use adjectives with **(not) as ... as** to compare two things:

He is **as tall as** me. (We're the same height.)

This tree isn't **as big as** the other one. (This tree is smaller.)

- Use the superlative form of adjectives to compare three or more things:

He was the **tallest** boy at the college.

Spelling Rule	Adjective	Comparative	Superlative
One syllable ending in -e : add -r/-st	large	larger	largest
One syllable ending in a consonant: add -er/-est	cheap	cheaper	cheapest
One syllable ending in a consonant preceded by a short vowel, the final consonant is doubled before -er/-est	fat	fatter	fattest
Two syllables ending in -y change: -i + er/-i + est	heavy	heavier	heaviest
Two or more syllables: add more or most	beautiful	more beautiful	most beautiful
Irregular adjectives	good	better	(the) best

Grammar Reference

Exercise 1. Write the sentences using opposite adjectives.

Example:

Dogs are bigger than cats. Cats are smaller than dogs.

1. Schoolchildren are younger than students. Students _____
2. Gold is more expensive than silver. Silver _____.
3. Listening and remembering are more difficult than reading.
Reading _____.

Exercise 2. Complete the sentences. Use a comparative form.

Example:

I think dogs are very clever animals. – Yes, but cats are cleverer.

1. I think English is a difficult language. – Yes, but _____
2. Crocodiles are very ugly, aren't they? – Yes, but _____
3. Russia is a very large country. – Yes, but _____.

THE POSSESSIVE CASE

- Use the ending **-'s** after people's names and singular nouns:

Peter's books
Peter's brother
Jane's bag
my friend's mother
the pupil's book
the river's banks

- Use the apostrophe (**'**) after regular plural nouns:

her parents' car
the boys' books

- Use the ending **-'s** after irregular plural nouns:

the children's toys
the men's cars
the women's hats

POSSESSIVE ADJECTIVES

- Use possessive adjectives (**my, your, his, her, its, our, their**) to replace the noun in a sentence:

This is Peter's book. It's **his** book.

These are children's toys. These are **their** toys.

POSSESSIVE PRONOUNS

- Use possessive pronouns (**mine, yours, his, hers, its, ours, theirs**) to replace possessive adjectives and nouns:

They are **my** toys. They are **mine**.

It's **our** car. It's **ours**.

Belong to

- Use the verb **belong to** to describe your possession:

The book **belongs to** me.

The possessive case	Possessive adjective	Possessive pronoun	<i>Belong to</i> + object pronoun
it's Peter's book	it's his book	it's his	it belongs to him
it's Sue's camera	it's her camera	it's her	it belongs to her
it's my parents' car	it's their car	it's theirs	it belongs to them

Exercise 1. Write the sentences as in the example.

Example:

It is your book. – The book is yours.

1. It is our bag.
2. It is Ann's camera.
3. It is Peter's watch.
4. It is my brothers' pictures.
5. It is my cat.

*Exercise 2. Complete these sentences with **my, your, his, her, our** or **their**.*

1. I know _____ face. Is she famous?
2. Peter, this is _____ friend Ann.
3. What do you do, Peter? What's _____ job?
4. I'll call him later. What's _____ telephone number?

5. That bag belongs to them. It's _____ bag.
6. We love Ukraine. It's _____ Motherland.

SOME, ANY, MUCH, MANY, A LOT OF

- You usually use **some** in affirmative sentences:

I would like an apple, two oranges, **some** eggs and **some** water.

- You usually use **any** in negative and interrogative sentences:

We haven't got **any** butter.

Are there **any** eggs?

- You usually use **much** and **many** in negative and interrogative sentences. You use **many** with countable nouns and **much** with uncountable nouns:

We haven't got **many** carrots.

How **many** apples would you like?

There isn't **much** butter.

How **much** ham do you need?

- You can put a countable noun in the plural after **too many, not enough**:

There are **too many mistakes** in his homework.

- You can put an uncountable noun after **too much, not enough, more, less**:

There is **too much** noise.

There is **more** snow on the ground.

- You can put an adjective after **too** or between **not** and **enough**:

The river is **too** deep.

The snow is **not** clean enough.

- You use **a lot of** to talk about a large quantity:

We eat **a lot of** fresh fruit.

They drink **a lot of** coffee.

I need **a lot of** books.



Exercise 1. Write questions for each sentence beginning with *How much/How many*.

Example:

I read a lot of books last month. – How many books did you read?

1. I bought a lot of apples yesterday.
2. I took a lot of photos on holiday.
3. I drank a lot of coffee yesterday.
4. I watched a lot of films at the weekend.
5. I put a lot of sugar in my tea.
6. I ate a lot of fruit yesterday.

Exercise 2. Choose the correct words.

1. – Do you drink *much/many* tea?
– No, but I drink *many/a lot of* coffee.
2. – Do you eat *much/many* vegetables?
– Yes, I eat *much/a lot of* vegetables.
3. – How *much/many* money do you spend every week?
– Not *much/many*.
4. – Do you buy *a lot of/many* fruit?
– Yes, I always buy *a lot of/many* fruit at the market.

THE PRESENT SIMPLE

You use the Present Simple to express:

- 1) a usual or permanent action in the present:

I go to school on foot.

I get up at seven o'clock.

- 2) an action going on at the moment of speaking:

I see Ann near my house.

- 3) a personal characteristic:

She plays the piano.

- 4) a general truth, statements:

Spring comes after winter.

REGULAR VERBS
The verb *to play*

Affirmative	Negative	Interrogative
I play. You play. He (she, it) plays. We play. You play. They play.	I do not play. You do not play. He (she, it) doesn't play. We do not play. You do not play. They do not play.	Do I play? Do you play? Does he (she, it) play? Do we play? Do you play? Do they play?

Short answers

Yes, I do. Yes, you do. Yes, he (she, it) does. Yes, we do. Yes, you do. Yes, they do.	No, I do not (don't). No, you do not (don't). No, he (she, it) does not (doesn't). No, we do not (don't). No, you do not (don't). No, they do not (don't).
---	---

The verb *to be*

Affirmative	Negative	Interrogative
I am. You are. He (she, it) is.	I am not. You are not. He (she, it) is not.	Am I? Are you? Is he (she, it)?
We are. You are. They are.	We are not. You are not. They are not.	Are we? Are you? Are they?



Short answers

Yes, I am. Yes, you are. Yes, he (she, it) is.	No, I am not. No, you are not. No, he (she, it) is not.
Yes, we are. Yes, you are. Yes, they are.	No, we are not. No, you are not. No, they are not.

The verb *to have*

Affirmative	Negative	Interrogative
I have. You have. He (she, it) has.	I do not have. You do not have. He (she, it) does not have.	Do I have? Do you have? Does he (she, it) have?
We have. You have. They have.	We do not have. You do not have. They do not have.	Do we have? Do you have? Do they have?

Short answers

Yes, I have. Yes, you have. Yes, he (she, it) has.	No, I do not (don't) have. No, you do not (don't) have. No, he (she, it) does not (doesn't) have.
Yes, we have. Yes, you have. Yes, they have.	No, we do not (don't) have. No, you do not (don't) have. No, they do not (don't) have.



The verb form *to have got*¹

Affirmative		Negative		Interrogative
Long form	Short form	Long form	Short form	
I have got. You have got. He (she, it) has got.	I've got. You've got. He's (she's, it's) got.	I have not got. You have not got. He (she, it) has not got.	I haven't got. You haven't got. He (she, it) hasn't got.	Have I got? Have you got? Has he (she, it) got?
We have got. You have got. They have got.	We've got. You've got. They've got.	We have not got. You have not got. They have not got.	We haven't got. You haven't got. They haven't got.	Have we got? Have you got? Have they got?

The third Person Singular

- You add **-s** to most verbs:
to take – takes, to play – plays
- You add **-es** to the verbs **to do**, **to go** and verbs ending in **-ch**, **-ss**, **-sh**:
to go – goes, to do – does, to watch – watches,
to finish – finishes
- You add **-ies** to the verbs ending in **-y**:
to try – tries, to carry – carries

Exercise 1. Complete the dialogue.

A: _____ ?

B: I live in Odesa.

¹ **to have got** is a colloquial form

_____?

I work with computers.

_____?

Yes, I am Ukrainian.

_____?

My name _____ Igor Petrenko.

Exercise 2. Complete the sentences with *am, is, are*.

It _____ an umbrella.

Hi, I _____ Ann.

They _____ friends.

She _____ Stella.

He _____ my cousin.

We _____ from Washington.

You _____ my best friend.

Exercise 3. Put the verbs in brackets in the Present Simple.

Great Britain usually _____ (not have) very cold climate.

_____ (not, snow) very often. People often _____ (stay)

at home. They _____ (wear) their winter clothes. They usually

_____ (carry) umbrellas when they _____ (go) for a walk.

_____ (be) regularly cold in February and it _____ (rain)

_____ (get) dark at about 6 p.m. I _____ (think)

winter in the UK _____ (be) not very pleasant.

THE PAST SIMPLE

You use the Past Simple to express a past action or event that is finished:

I **watched** television last night.

You can use these expressions of past time to say when something happened: **yesterday, the day before yesterday, last night, last year, two days ago, in 2002, from 2002 to 2005:**

We visited my granny **last Sunday**.

I hurt my hand **the day before yesterday**.

REGULAR VERBS

The verb *to play*

Affirmative	Negative	Interrogative
I played. You played. He (she, it) played.	I did not play. You did not play. He (she, it) did not play.	Did I play? Did you play? Did he (she, it) play?
We played. You played. They played.	We did not play. You did not play. They did not play.	Did we play? Did you play? Did they play?

Short answers

Yes, I did.	No, I did not (didn't).
Yes, you did.	No, you did not (didn't).
Yes, he (she, it) did.	No, he (she, it) did not (didn't).
Yes, we did.	No, we did not (didn't).
Yes, you did.	No, you did not (didn't).
Yes, they did.	No, they did not (didn't).

The verb *to be*

Affirmative	Negative	Interrogative
I was. You were. He (she, it) was.	I was not. You were not. He (she, it) was not.	Was I? Were you? Was he (she, it)?
We were. You were. They were.	We were not. You were not. They were not.	Were we? Were you? Were they?



Short answers

Yes, I was.	No, I was not (wasn't).
Yes, you were.	No, you were not (weren't).
Yes, he (she, it) was.	No, he (she, it) was not (wasn't).
Yes, we were.	No, we were not (weren't).
Yes, you were.	No, you were not (weren't).
Yes, they were.	No, they were not (weren't).

The verb *to have*

Affirmative	Negative	Interrogative
I had.	I did not have.	Did I have?
You had.	You did not have.	Did you have?
He (she, it) had.	He (she, it) did not have.	Did he (she, it) have?
We had.	We did not have.	Did we have?
You had.	You did not have.	Did you have?
They had.	They did not have.	Did they have?

Short answers

Yes, I did.	No, I did not (didn't).
Yes, you did.	No, you did not (didn't).
Yes, he (she, it) did.	No, he (she, it) did not (didn't).
Yes, we did.	No, we did not (didn't).
Yes, you did.	No, you did not (didn't).
Yes, they did.	No, they did not (didn't).



- You form the Past Simple of regular verbs by adding the ending **-ed** to the infinitive:

to play – I played
to work – I worked

- The Past Simple of irregular verbs is formed in different ways. You should remember them (see p. 202–205).

- You form the interrogative with **did** + personal pronoun + infinitive:

Did you play tennis yesterday?
Did you eat breakfast this morning?

- You form the negative with **did not** + infinitive:

I **did not** play tennis yesterday.
He **did not** have breakfast yesterday morning.

Exercise 1. Put the verbs in brackets in the Past Simple.

- They _____ (not, watch) a film yesterday.
- He _____ (move) to Lviv four years ago.
- _____ you _____ (give) him the pen yesterday?
- _____ you _____ (make) a cake yesterday?
- They _____ (not, come) to the party yesterday.
- _____ they _____ (go) to the park yesterday?

Exercise 2. Answer the questions about yourself.

- When and where were you born?
- Which was your favourite subject last year?
- How did you get to school yesterday?
- Where did you spend your weekend?
- When did you visit the museum last time?

Exercise 3. Complete the text using the Past Simple of the verbs below (p. 186).

There _____ a good film at the cinema this weekend.
We _____ to catch the 6.30 bus. We _____ for John, but
he _____ late as usual and we _____ the bus. So we

_____ , but when we _____ on our way into town, it
_____ to rain. When we _____, we _____ very wet.
On Sunday it _____ again. So I _____ at home.
I _____ a video and _____ to the radio. In the evening
I _____ my homework.

stay, rain, want, start, be, listen, watch, wait, do, miss, finish,
walk, arrive

MODAL VERBS **CAN, MAY, MUST, MIGHT**

• Modal verbs:

1) have the same form for all persons:

I **must** leave.

He **must** leave.

2) don't take the auxiliary **do** in questions and negatives:

Can you drive?

You **mustn't** write these notes.

3) take an infinitive without **to**:

I **can** ski.

• You use **can**:

1) to express physical or mental ability, something you are able to do on most occasions:

I **can** swim a hundred metres.

2) to say what you are allowed to do or what it is possible to do:

You **can** cross the street when the light is green.

3) to ask for permission:

Can I write?

4) to ask people to do something:

Can you speak louder, please?

- You use **can't**:

to say what you are not allowed to do or what it is not possible to do:

You **can't** cross the street when the light is red.

- You use **may**:

- 1) to ask for permission:

May I call you later?

- 2) to talk about possible future events:

It **may** rain tomorrow.

May has almost the same meaning as **might**.

- You use **might**:

- 1) to talk about possible future events:

It **might** rain tomorrow.

You don't usually use **might** in questions.

- You use **must**:

- 1) to talk about something you are obliged to do. It can express a moral obligation, necessity, strong advice or a strong suggestion:

It's late, I **must** go now.

- 2) to talk about safety instructions:

You **must** fasten your seatbelt.

- **Have to** has almost the same meaning as **must**, but the obligation comes from a third person. You often use it to talk about rules:

The teacher says you **have to** do this test.

- You use **mustn't**:

to talk about something you are not allowed to do:

You **mustn't** drink cold water.

Exercise 1. Complete the sentences with *must* or *mustn't*.

1. You _____ fasten a seatbelt while the plane is taking off.
2. You _____ travel on a train without a ticket.
3. You _____ ride a bicycle on a motorway.
4. You _____ play with fire.
5. You _____ throw anything out of the windows.

Exercise 2. Imagine you are staying in a friend's flat. What can you do? What can't you do?

Example:

You can watch a film. (There is a TV set in a living-room.)

You can't have a hot shower. (There isn't any hot water.)

1. _____ (There isn't any shampoo.)
2. _____ (There is a CD player.)
3. _____ (There is a pen and paper on the desk.)
4. _____ (There isn't a computer.)
5. _____ (There is lots of food in the fridge.)
6. _____ (There isn't a bookshelf.)

Exercise 3. Write full answers to the questions about rules in your country.

1. When can you start school?
2. When can you enter the university?
3. When can you drive a car?
4. When can you have your own passport?
5. When can you vote?
6. When can you leave school?

THE PRESENT CONTINUOUS

- You use the Present Continuous to express an action going on at the present moment or at the time of speaking:

It is snowing.

I am learning English.

- You can use such expressions with the Present Continuous: **now, at the moment, at present.**

I am riding my bike now.

He is playing football at present.

The children are having lunch at the moment.

You form the Present Continuous by means of the verb **to be** in the Present Simple and the Present Participle (**-ing**-form) of the main verb.

The Present Participle of most verbs is formed by adding the ending **-ing** to the infinitive:

to go – **going**, to visit – **visiting**

to draw – **drawing**, to play – **playing**

- You add **-ing** to verbs ending in **-e** (**-e** is dropped):

to take – **taking**, to have – **having**

- You double the final consonant of one syllable verbs ending in a consonant preceded by a short vowel:

to get – **getting**, to shop – **shopping**

You don't use these verbs in the continuous form:

believe, feel, hear, know, like, see, smell, sound, taste, think, understand, want.

The verb *to work*

Affirmative	Negative	Interrogative
I am working.	I am not working.	Am I working?
You are working.	You are not working.	Are you working?
He (she, it) is working.	He (she, it) is not working.	Is he (she, it) working?
We are working.	We are not working.	Are we working?
You are working.	You are not working.	Are you working?
They are working.	They are not working.	Are they working?

Short answers

Yes, I am.	No, I am not (I'm not).
Yes, you are.	No, you are not (aren't).
Yes, he (she, it) is.	No, he (she, it) is not (isn't).
Yes, we are.	No, we are not (aren't).
Yes, you are.	No, you are not (aren't).
Yes, they are.	No, they are not (aren't).

Exercise 1. Put the verbs in brackets in the Present Continuous.

1. It's Saturday morning. Peter _____ (read) a newspaper.
2. It's 9 o'clock in the evening. They _____ (wash up) the dishes.
Ann's mother _____ (cook) dinner.
3. It's 12 o'clock. Mrs Brown _____ (have) lunch.
4. It's 6 o'clock in the afternoon. Bill _____ (do) his homework.
5. It's Sunday evening. Mr and Mrs Brown _____ (sit) at a restaurant.

Exercise 2. Write six sentences about yourself. Use verbs *wear, sleep, watch, drink, eat, play* in the Present Continuous.

Example: *I am having a bath at the moment.*

THE PAST CONTINUOUS

- You use the Past Continuous to express an action that was going on at a definite moment in the past:

It was raining.

We were playing football at 5 o'clock.

- You form the Past Continuous by means of the verb **to be** in the Past Simple and the Present Participle (**-ing-form**) of the main verb (see p. 189).

The verb *to work*

Affirmative	Negative	Interrogative
I was working.	I was not working.	Was I working?
You were working.	You were not working.	Were you working?
He (she, it) was working.	He (she, it) was not working.	Was he (she, it) working?
We were working.	We were not working.	Were we working?
You were working.	You were not working.	Were you working?
They were working.	They were not working.	Were they working?

Short answers

Yes, I was.	No, I was not (wasn't).
Yes, you were.	No, you were not (weren't).
Yes, he (she, it) was.	No, he (she, it) was not (wasn't).
Yes, we were.	No, we were not (weren't).
Yes, you were.	No, you were not (weren't).
Yes, they were.	No, they were not (weren't).

Exercise 1. Put the verbs in brackets in the Present Continuous.

1. The teacher _____ (explain) the rule.
2. I _____ (do) my homework at 5 o'clock.
3. It _____ (snow) in the evening.
4. We _____ (swim) in the river when the rain started.
5. She _____ (watch) TV when I came.

Exercise 2. Write six sentences about what you were doing yesterday. Use the words: do, eat, play, help, read.

THE FUTURE SIMPLE

- You use the Future Simple to express a single or a permanent action in the future:
He **will** tell it to us.
We **will** have a party tomorrow.
- You form the Future Simple by means of the verb **will (shall)** and the infinitive of the main verb. **Shall** is sometimes used for the first person singular and plural and **will** may be used for all the persons.

The verb *to play*

Affirmative	Negative	Interrogative
I will (shall) play. You will play. He (she, it) will play.	I will (shall) not play. You will not play. He (she, it) will not play.	Will (shall) I play? Will you play? Will he (she, it) play?
We will (shall) play.	We will (shall) not play.	Will (shall) we play?
You will play. They will play.	You will not play. They will not play.	Will you play? Will they play?

Short answers

Yes, I will (shall).	No, I will (shall) not. (No, I won't/shan't).
Yes, you will.	No, you will not (won't).
Yes, he (she, it) will.	No, he (she, it) will not (won't).
Yes, we will (shall).	No, we will (shall) not. (No, we won't/shan't).
Yes, you will.	No, you will not (won't).
Yes, they will.	No, they will not (won't).

THE PRESENT PERFECT

- You use the Present Perfect to express an action, which began before the present moment and is resulted in the present:
- The Present Perfect is often used with such adverbs as **just, not ... yet, already, ever, never, often, seldom, etc:**
I **have never been** to London.
He **has already done** his homework.
- You form the Present Perfect by means of the verb **to have** in the Present Perfect and the Past Participle of the main verb.
- The Past Participle of most verbs is formed by adding the ending **-ed** to the infinitive:
to visit – **visited**, to play – **played**
The Past Participle of irregular verbs see on p. 202–205.



The verb *to do*

Affirmative	Negative	Interrogative
I have done. You have done. He (she, it) has done. We have done. You have done. They have done.	I have not done. You have not done. He (she, it) has not done. We have not done. You have not done. They have not done.	Have I done? Have you done? Has he (she, it) done? Have we done? Have you done? Have they done?

Short answers

Yes, I have. Yes, you have. Yes, he (she, it) has. Yes, we have. Yes, you have. Yes, they have.	No, I have not (haven't). No, you have not (haven't). No, he (she, it) has not (hasn't). No, we have not (haven't). No, you have not (haven't). No, they have not (haven't).
--	---

TAPESCRIPTS

To Ex. 2, page 6

- Hello! May I introduce myself? My name is Tim Chang.
- Oh, hello! I'm Alice Young.
- I'm pleased to meet you. How are you?
- Fine, thanks, Tim. Nice to meet you, too.
- Where are you from?
- I am from New York, the USA. And you?
- I am from Pecking, China. I am Chinese and now I came to Kyiv. My parents will work here, and I will study here. I am a pupil of the fifth form in this school. I hope I will have new friends.
- I will go to this school, too. My relatives live in Kyiv, and I will stay in Kyiv for a year.
- How do you like the school?
- The school building is big and beautiful. There is a large sports-ground in front of the school. And the pupils are very friendly. I like them.
- I hope we will know many interesting things.

To Ex. 4, page 9

- Hello, Alex!
- Hello, Ann!
- What did you do in the morning?
- I went to the school stadium with my friend. There was a final school football match there.
- And who is your friend? Do I know him?
- His name is Victor. He is the best pupil in our class. And he is a good sportsman, too. He is tall and slim. His hair is dark and curly. He has blue eyes and a nice smile. We often play with him.
- I have got a good friend, too. Her name is Lily. She is a pretty and kind-hearted girl. She is quite short. She has got very long fair hair and brown eyes. She has got freckles. I like my friend very much.

To Ex. 1, page 24

Steve Parker is speaking with his new friend.

- I am so excited. I am a pupil of a Ukrainian school now. But I don't know what subjects we will learn and what the names of our teachers are. Please, help me.

- First of all, we learn English, and our English teacher is Miss Alison. She is very kind, and we like her. English lessons are very interesting.
- Who is our teacher of Maths?
- Olena Vasylivna is. Maths is a very difficult subject, but our teacher explains us the rules very clearly and we can do sums.
- Will we learn the Ukrainian Language and Literature?
- Yes, surely. Our Ukrainian teacher is Oksana Victorivna. She is fond of the Ukrainian Literature, and we read Ukrainian stories and poems willingly.
- Do you know who our teacher of History is?
- Hanna Markivna is. She taught us History last year. We listened to her lessons with great interest.
- I wonder, what other subjects will we learn?
- We will learn Nature Study, Music, Art, Handicrafts and Physical Training. Our teacher of Nature Study is Iryna Semenivna, and Natalia Petrivna is our teacher of Handicrafts.
- What is your favourite subject?
- I like Music and Art very much, but other subjects are also very interesting. Our Music teacher is Halyna Ivanivna, and our teacher of Art is Svitlana Petrivna. They both are very nice and kind.
- And who teaches Physical Training?
- Ivan Mykytovych does. He is our favourite teacher, too. Almost all of us go in for sport and win good results at the competitions.
- Oh, I see it will be very interesting to study at your school. Thank you for the information.

To Ex. 4, page 53

Hello! My name is Robert Brown. I am here with my brother and sister. My brother's name is Harry Brown. And my sister's name is Kate. I am twenty-four. My sister is the youngest in the family. She is only fourteen. She is a pupil of a school. My brother Harry is five years older than our sister. He is a student of a University, Biology Department. He is a great lover of nature. His hobby is collecting pictures of birds and animals. And my sister is a good musician. She plays the piano and she sings well. Her hobby is playing tennis. As for me, I graduated from the University last year and now I am working at a bank. I am a book-keeper. I like my work. But my hobby is travelling. I wait for summer to go for a trip and visit famous places to learn more. We came from Great Britain. We live in London and like our city very much.

We are the Petrenkos. Our family is not big. We are three. My name is Oleksandr Petrenko, my wife's name is Oksana Petrenko, and our son's name is Victor. We came from Poltava, a beautiful Ukrainian town. I am thirty-four and I am a doctor. I work in a hospital. My wife is thirty-one, she is a teacher. She teaches Maths at school. Besides, she has got a lot of work about the house. This is why she usually gets up very early. And our son is quite a child. He is only six. He goes to the kindergarten, but he is rather smart and clever boy. His hobby is drawing. He draws everything he sees: trees and houses, dogs and cats, horses and cows, flowers and cars. He can read already and he wants to go to school. My hobby is swimming. I swim in the river, in the lake, in the sea in summer, and in the swimming-pool in winter. It is a useful and pleasant kind of sport. My wife's hobby is cooking. We like her hobby because she cooks very tasty cakes and apple pies for us.

The Three Little Pigs

There was once a mother pig who had three little pigs. When they were old enough to leave home, she sent them into the world to seek their fortune¹.

The first pig met a man who was carrying a bundle of straw, and he said to him:

“Please may I have some of your straw to build a house?”

The man gave him some straw, and the little pig built a nice little straw house. Soon the wolf came up to the house. He knocked at the door and said:

“Little pig, little pig, let me come in.”

The little pig answered:

“No, no.”

“Then I’ll huff and I’ll puff, and I’ll blow² your house in.”

So he huffed and he puffed and he blew the house in and ate up the little pig.

The second little pig met a man who was carrying a bundle of twigs³, and he said to him:

“Please may I have some of your twigs to build a house?” The man gave him some twigs, and the little pig built a nice little house. Soon the wolf came up to the house. He knocked at the door and said:

“Little pig, little pig, let me come in.”

The little pig answered:

“No, no.”

“Then I’ll huff and I’ll puff, and I’ll blow your house in.”

So he huffed and he puffed, and he huffed and he puffed, and in the end he blew the house in and ate up the little pig.

The third little pig met a man who was carrying a load of bricks⁴, and he said to him:

“Please may I have some of your bricks to build a house?”

The man gave him some bricks, and the little pig built a nice little house. Soon the wolf came up to the house. He knocked at the door, and said:

“Little pig, little pig, let me come in.”

¹ the fortune – щастя, доля

² to huff, to puff, to blow – дути, подути

³ a bundle of twigs – оберемок гілок

⁴ a load of bricks – віз цегли

The little pig answered:

"No, no."

"Then I'll huff and I'll puff, and I'll blow your house in."

So he huffed and he puffed, and he puffed and he huffed, but he could not blow the house down because it was made of bricks. He had to think of some other way to get the little pig, so he said:

"Little pig, I know where there is a nice field of turnips¹."

"Where?" asked the little pig.

"In Mr Smith's field. At six tomorrow morning I'll call for you² and we'll go together and get some turnips for dinner."

But the little pig got up at five o'clock and got the turnips before the wolf came. And when the wolf called at six and asked, "Are you ready?" the little pig said:

"I have already been to the field and I already have a pot of turnips on the fire. Now I am cooking them for dinner."

The wolf was very angry, but he still wanted to get the little pig, and he said:

"Little pig, I know where there is a nice apple-tree with ripe apples on it."

"Where?" asked the little pig.

"Down at Merry-garden. I'll call for you at five o'clock tomorrow morning and we'll go and get some apples."

But the little pig got up at four o'clock and went to Merry-garden. He hoped to be back with the apples before the wolf came. But he was still up in the tree, when he saw the wolf was coming. The little pig was very frightened³. "Little pig! So you are here before me! Are the apples nice?" said the wolf.

"Yes, very nice," answered the little pig. "I'll throw you one to taste⁴," and he threw an apple as far away as he could. While the wolf was hurrying to pick it up, the little pig jumped down out of the tree and ran home.

The next day the wolf called again, and said to the little pig: "Little pig, there is a fair⁵ in the town this afternoon. Do you want to go? We can go together."

¹ turnips - ріпа

² I'll call for you - я зайду за тобою

³ frightened - зляканий

⁴ to taste - покуштувати

⁵ the fair - ярмарок

"Oh, yes," said the little pig. "What time will you be ready?"

"At three," answered the wolf.

So the little pig went off early, as before, and bought a butter churn¹ at the fair. As he was on his way home, he saw the wolf on the road. He did not know what to do, so he got inside the churn. Then the churn began to turn over, and it rolled down the hill with the little pig inside it. This frightened the wolf so much that he did not go to the fair, but ran home. Then he went to the little pig's house and said:

"Oh, little pig, I got such a fright² as I was going to the fair. A great round thing rolled down the hill past me."

The little pig said:

"Ha, ha, I frightened you, then. I went to the fair and bought a butter churn. When I saw you, I got into it, and rolled down the hill."

Now the wolf was very angry indeed. He decided to climb down the chimney³ and eat up the little pig. When the little pig heard a noise on the roof, he put his biggest pot on the fire to boil, and took the lid⁴ off just as the wolf was coming down. The wolf fell in, and the little pig boiled him. The little pig lived happily ever afterwards⁵ in his safe little house of bricks.

¹ a butter churn – маслoбойка

² I got such a fright [fraɪt] – я так перелякался

³ the chimney – комин

⁴ the lid – покршка

⁵ ever afterwards – тут: довго

The Little Red Hen and the Grain of Wheat

One day as the Little Red Hen was scratching¹ in a field, she found a grain of wheat.

"This grain of wheat should be planted²," she said. "Who will plant this grain of wheat?"

"Not I," said the Duck.

"Not I," said the Cat.

"Not I," said the Dog.

"Then I will,³" said the Little Red Hen. And she did.

Soon the wheat grew tall and yellow.

"The wheat is ripe," said the Little Red Hen. "Who will cut the wheat?"

"Not I," said the Duck,

"Not I," said the Cat.

"Not I," said the Dog.

"Then I will," said the Little Red Hen. And she did.

When the wheat was cut, the Little Red Hen said, "Who will thresh⁴ this wheat?"

"Not I," said the Duck.

"Not I," said the Cat.

"Not I," said the Dog.

"Then I will," said the Little Red Hen. And she did.

When the wheat was all threshed, the Little Red Hen said, "Who will take this wheat to the mill⁵?"

"Not I," said the Duck.

"Not I," said the Cat.

"Not I," said the Dog.

"Then I will," said the Little Red Hen. And she did.

She took the wheat to the mill, and it was made into flour⁶. Then she said, "Who will make this flour into bread?"

1 to scratch – гребтися

2 should be planted – слід посадити

3 then I will – тоді я це зроблю

4 to thresh – молотити

5 the mill – млин

6 flour – борошно

“Not I,” said the Duck.

“Not I,” said the Cat.

“Not I,” said the Dog.

“Then I will,” said the Little Red Hen. And she did.

She baked the bread. Then she said, “Who will eat this bread?”

“Oh! I will,” said the Duck.

“And I will,” said the Cat.

“And I will,” said the Dog.

“No, no!” said the Little Red Hen. “I will do that.” And she did.

Irregular Verbs

Irregular Verbs

Infinitive	Past Simple	Past Participle	Translation
be	was, were	been	бути
become	became	become	ставати
begin	began	begun	починати(ся)
break	broke	broken	розбивати, ламати
bring	brought	brought	приносити
build	built	built	будувати
buy	bought	bought	купувати
can	could	-	могти
catch	caught	caught	ловити
choose	chose	chosen	вибирати
come	came	come	приходити
cost	cost	cost	коштувати
cut	cut	cut	різати
do	did	done	робити
draw	drew	drawn	малювати
drink	drank	drunk	пити
drive	drove	driven	водити (автомобіль)
eat	ate	eaten	їсти
fall	fell	fallen	падати

Infinitive	Past Simple	Past Participle	Translation
feel	felt	felt	почувати себе
find	found	found	знаходити
fly	flew [u:]	flown	літати
forget	forgot	forgotten	забувати
freeze	froze	frozen	замерзати
get	got	got	отримувати
give	gave	given	давати
go	went	gone	ходити, іти, їхати
grow [oʊ]	grew [u:]	grown [oʊ]	виросити, рости
have	had	had	мати
hear [ɪə]	heard [ɜ:]	heard [ɜ:]	чути
hit	hit	hit	ударяти
hurt	hurt	hurt	чиркати боліти обидеть
keep	kept	kept	тримати, храни
know	knew [ju:]	known	знати
learn [ɜ]	learnt [ɜ:]	learnt	вивчати
leave [i:]	left	left	залишати, піти
lend	lent	lent	позичати
let	let	let	дозволяти засвідчити

Irregular Verbs

Infinitive	Past Simple	Past Participle	Translation
lose [u:]	lost [ɒ]	lost	губити
make	made	made	робити шукати
meet	met	met	зустрічати
pay [eɪ]	paid [eɪ]	paid	платити
put	put	put	класти, ставити
read [i:]	read [e]	read [e]	читати
retell	retold	retold	переказувати
ride	rode	ridden	їздити
ring	rang	rung	дзвонити
run	ran	run	бігати
say	said	said	говорити, казати
see	saw [ɔ:]	seen	бачити
sell [e]	sold [ɒ]	sold [ɒ]	продавати
send	sent	sent	відправляти
shut	shut	shut	зачиняти
sing	sang	sung	співати
sit	sat	sat	сидіти
sleep	slept	slept	спати
speak	spoke	spoken	розмовляти

Infinitive	Past Simple	Past Participle	Translation
spend	spent	spent	проводити (час)
stand	stood	stood	стояти
swim	swam	swum	плавати
take	took	taken	брати
teach	taught	taught	навчати, вчити
tell	told	told	розповідати
think	thought	thought	думати
throw	threw	thrown	кидати
wake	woke	waken	будити прокидатися
wear	wore	worn	носити (одяг)
win	won	won	вигравати, перемагати
write	wrote	written	писати

Aa

above [ə'bvʌ] над, понад; вгорі, нагорі
abroad [ə'brɔ:d] за кордоном, за кордон
action ['æksjən] дія, вчинок
actor ['æktə] актор
admire [əd'maɪə] милуватися
again [ə'geɪn] знову
airplane ['eəpleɪn] літак
alarm clock [ə'lɑ:m klɒk] будильник
album ['ælbəm] альбом
alive [ə'laɪv] живий
all of a sudden [ɔ:l əv ə'sʌdn] раптом
a lot of [ə lot əv] багато
a.m. ['eɪ'em] (скор. від ante meridiem) до полудня, до обіду
amazing [ə'meɪzɪŋ] дивний
among [ə'mʌŋ] серед, між
ancient ['eɪnʃnt] (старо)давній
angry ['æŋɡrɪ] сердитий
Antarctic [æn'tɑ:ktɪk] Антарктика
anthem ['ænθəm] гімн
anyway ['eniweɪ] у всякому разі
appear [ə'pɪə] з'являтися
apron ['eɪprən] фартух
arm [ɑ:m] рука (від кисті до плеча)
arm-chair ['ɑ:mʃeə] крісло
art gallery ['ɑ:t 'gæləri] художня галерея
arts and crafts club ['ɑ:ts ənd 'krɑ:fts klʌb] гурток рукоділля і малювання
assembly hall [ə'sembli hɔ:l] актова зала
attend [ə'tend] відвідувати, бути присутнім

attentive [ə'tentɪv] уважний
attractive [ə'træktɪv] привабливий
automobile ['ɔ:təməbi:l] автомобіль
automatic [ˌɔ:tə'mætɪk] автоматичний

Bb

back [bæk] спина; назад
backache ['bækeɪk] біль у спині
bad cold ['bæd 'kəʊld] застуда
badger ['bædʒə] борсук
badge [bædʒ] значок
bandage ['bændɪdʒ] бинт, пов'язка; перев'язувати
baseball ['beɪsbɔ:l] бейсбол
basket ['bɑ:skɪt] кошик, корзина
basketball ['bɑ:skɪtbɔ:l] баскетбол
bathe [beɪð] купатися
be [bi:] бути, існувати, перебувати
be fond of [fɒnd] любити, захоплюватися
be going to ['gəʊɪŋ] збиратися щось робити
be good at [gʊd] бути вправним у чомусь, бути здібним до чогось
bean [bi:n] біб
beast [bi:st] звір, тварина
beautiful ['bjʊ:tɪfl] красивий, прекрасний
beaver ['bi:və] бобер
beech tree ['bi:tʃ tri:] бук
beetroot ['bi:tru:t] буряк
behind [bi'hænd] позаду, ззаду
bell [bel] дзвоник, дзвін
beloved [bi'lʌvd] улюблений
below [bi'ləʊ] нижче, під; внизу

besides [bi'saɪdz] крім того
best [best] найкращий
best of all [best əv 'ɔ:l] найкраще, найбільше
birch tree ['bɜ:tʃ tri:] береза
blazer ['bleɪzə] спортивна куртка
blew [blu:] *див. blow*
block of flats ['blɒk əv 'flæts] багатоквартирний будинок
blood [blʌd] кров
blouse ['blaʊz] блузка
blow [bləʊ] (**blew, blown**) дути
blown [bləʊn] *див. blow*
boarding pass ['bɔ:diŋ pɑ:s] посадочний талон
boar [bɔ:] дикий кабан
boast [bəʊst] хвалитися
boat [bəʊt] човен, судно
body ['bɒdi] тіло
boil [bɔɪl] кип'ятити, кипіти
bookcase ['bʊkkeɪs] книжкова шафа
boot [bu:t] черевик
bore [bɔ:] надокучати
boring ['bɔ:ɡɪŋ] надокучливий
borshch [bɔ:ʃtʃ] борщ
both [bəʊθ] обидва
bother ['bɒðə] турбувати; клопіт, турбота; надокучлива людина
bottle ['bɒtl] пляшка
bottom ['bɒtəm] дно, низ
branch [brɑ:ntʃ] гілка
brave [breɪv] хоробрий
break I [breɪk] перерва
break II [breɪk] (**broke, broken**) ламати(ся), розбивати(ся)
breathe [bri:ð] дихати
breeze [bri:z] легкий вітерець
bridge [brɪdʒ] міст
brilliant ['brɪljənt] блискучий, яскравий
broaden ['brɔ:dn] розширювати

brochure ['brəʊʃʊə] брошура, проспект
broke [brəʊk] *див. break II*
broken ['brəʊkn] *див. break II*
bruise [bru:z] синець
buffalo ['bʌfələʊ] буйвол
bunch [bʌntʃ] в'язка, гроно, букет
business ['bɪznɪs] справа
button ['bʌtn] гудзик
bye [baɪ] до побачення

Сс

cab [kæb] таксі
cabbage ['kæbɪdʒ] капуста
cafe ['kæfeɪ] кафе
cake [keɪk] торт, кекс
calf [kɑ:f] *pl calves* [kɑ:vz] теля
camera ['kæmərə] фотоапарат
camp [kæmp] табір;
 розташовуватися табором
candle ['kændl] свічка
candy ['kændi] льодяник, цукерка
canteen [kæn'ti:n] їдальня
 (*шкільна*)
cap [kæp] кепка
car [kɑ:] автомобіль, машина
card [kɑ:d] картка, листівка
 (*поштова*)
care [keə] турбота, піклування;
 піклуватися
carefully ['keəfəli] старанно, обережно
carpet ['kɑ:pɪt] килим
cartoon [kɑ:'tu:n] мультфільм
carve [kɑ:v] вирізати, гравірувати
catch [kætʃ] (**caught, caught**) ловити, спіймати

- caught** [kɔ:t] *див. catch*
cause [kɔ:z] причина, справа
certain [ˈsɜ:tn] певний
chance [tʃɑ:ns] випадок; нагода, шанс
change [tʃeɪndʒ] зміна; міняти(ся), змінювати(ся)
character [ˈkæŋktə] дійова особа, роль; ознака
cheap [tʃi:p] дешевий
check [tʃek] перевіряти
check in [ɪn] реєструвати
cheerful [ˈtʃiəfəl] бадьорий, веселий
chemist's [ˈkemists] аптека
chess [tʃes] шахи
chess set [set] шахівниця
chestnut tree [ˈtʃesnʌt tri:] каштан
chips [tʃɪps] смажена картопля, чіпси
choir [ˈkwaɪə] хор
choose [tʃu:z] (**chose, chosen**) вибирати, обирати
chop [tʃɒp] різати, кришити
chose [tʃəʊz] *див. choose*
chosen [ˈtʃəʊzn] *див. choose*
church [tʃɜ:tʃ] церква
cinema [ˈsɪnɪmə] кіно, кінотеатр
clean [kli:n] чистити, прибирати; чистий
clerk [kla:k] службовець, продавець
clever [ˈklevə] розумний
climb [klaɪm] (**up**) підніматися, вилазити
cloakroom [ˈkləʊkrʊ:m] роздягальня
close [kləʊz] закривати(ся)
cloud [klaʊd] хмара
cobweb [ˈkɒbweb] павутиння
Coca-Cola [ˌkəʊkə ˈkəʊlə] кока-кола
collect [kəˈlekt] збирати, колекціонувати
collection [kəˈlekʃn] колекція
colourful [ˈkʌləfəl] кольоровий
coming [ˈkʌmɪŋ] що наближається, що настає
competition [ˌkɒmpɪˈtɪʃn] змагання
composition [ˌkɒmpəˈzɪʃn] твір
compute [ˈkɒmprəʊt] компот
Computer Studies [kəmˈpju:təˈstʌdɪz] інформатика
conductor [kənˈdʌktə] кондуктор
congratulate [kənˈgrætjuleɪt] поздоровляти, вітати
consist [kənˈsɪst] складатися
continent [ˈkɒntɪnənt] континент
cool down [ˈku:l ˈdaʊn] охолонути
cost [kɒst] (**cost, cost**) коштувати
costume [ˈkɒstju:m] костюм
cosy [ˈkəʊzi] зручний, затишний
cough [kɒf] кашель; кашляти
cover [ˈkʌvə] вкривати, покривати
craft [krɑ:ft] рукоділля, ремесло
crawl [krɔ:l] повзати
countryside [ˈkʌntrɪsaɪd] сільська місцевість, сільський краєвид
cow [kaʊ] корова
cream [kri:m] крем, вершки
crisps [krɪps] чіпси
crocodile [ˈkrɒkədəɪl] крокодил
cross [krɒs] хрест; перетинати, переходити
crowd [kraʊd] натовп
crown [kraʊn] корона; коронувати
cry [kraɪ] кричати, плакати
cupboard [ˈkʌpbəd] буфет, сервант

curly [ˈkɜ:lɪ] кучерявий
 curtain [ˈkɜ:tn] штора, занавіс-
 ка
 customer [ˈkʌstəmə] покупець
 customs officer [ˈkʌstəmz, ɒfɪsə]
 МИТНИК
 cut [kʌt] (cut, cut) різати

Dd

daffodil [ˈdæfədɪl] нарцис
 dancer [ˈdɑ:nsə] танцюрист,
 балерина
 dangerous [ˈdeɪndʒərəs] небез-
 печний
 daze [deɪz] здивування, заціпе-
 ніння
 dear [diə] дорогий
 decorate [ˈdekəreɪt] прикрашати
 deep [di:p] глибокий
 deer [diə] олень, олені
 delicious [dɪˈlɪʃəs] смачний, чу-
 довий
 dentist [ˈdentɪst] зубний лікар
 design [dɪˈzaɪn] план, задум;
 складати план (схему)
 dessert [dɪˈzɜ:t] десерт
 different [ˈdɪfrənt] різний
 dig [dɪg] (dug, dug) копати
 dining-car [ˈdaɪnɪŋkɑ:] вагон-
 ресторан
 dinosaur [ˈdaɪnəsɔ:] динозавр
 dirt [dɜ:t] бруд
 disease [dɪˈzi:z] хвороба,
 захворювання
 dishwasher [ˈdɪʃ, wɒʃə] машина
 для миття посуду
 documentary [ˌdɒkjʊˈmentəri]
 документальний фільм
 doorbell [ˈdɔ:bel] дверний
 дзвінок

doorstep [ˈdɔ:step] поріг
 dot [dɒt] крапка, цяточка
 dove [dʌv] голуб
 downstairs [ˌdaʊnˈsteəz] униз
 (по сходах), унизу
 dozen [ˈdʌzn] дюжина
 drama [ˈdrɑ:mə] драма, драма-
 тичний
 dream [dri:m] мрія, сон; мріяти
 dress [dres] сукня, одяг; одяга-
 ти(ся)
 drive [draɪv] (drove, driven) під-
 возити, їхати (на машині)
 driven [ˈdrɪvɪn] див. drive
 drove [ˈdrəʊv] див. drive
 duck [dʌk] качка
 dug [dʌg] див. dig

Ee

eagle [ˈi:gl] орел
 earache [ˈiəreɪk] біль у вусі
 easily [ˈi:zɪli] легко
 east [i:st] схід
 educational [ˌedjuˈkeɪʃnəl]
 освітній
 egg [eg] яйце
 egg-beater [ˈeg, bi:tə] віничок
 для збивання яєць
 elbow [ˈelbəʊ] лікоть
 elk [elk] лось
 embarrassed [ɪmˈbærəst] збен-
 тежений
 empty [ˈemptɪ] порожній
 energy [ˈenədʒɪ] енергія
 engine-driver [ˈendʒɪn, draɪvə]
 машиніст
 enjoy [ɪnˈdʒɔɪ] насолоджуватися,
 любити
 enough [ɪˈnʌf] досить
 entrance [ˈentrəns] вхід

equipment [i'kwɪpmənt] обладнання, апаратура
every ['evri] кожний, усі
everybody ['evribdɒi] кожний, усі
everywhere ['evriweə] усюди, скрізь
exciting [ɪk'saɪtɪŋ] схвилюваний
examine [ɪg'zæmɪn] екзамен; оглядати, обстежувати
exhibit [ɪg'zɪbɪt] виставляти, показувати
expensive [ɪk'spensɪv] дорогий
explain [ɪk'spleɪn] пояснювати
expression [ɪk'spreʃn] вираз
extra ['ekstrə] додатковий, спеціальний
eye [aɪ] око
eyebrow ['aɪbraʊ] брова

Ff

fair [feə] світлий
fall [fɔ:l] (**fell, fallen**) падати
fallen [fɔ:ln] *див. fall*
fantastic [fæn'tæstɪk] фантастичний
fare [feə] плата за проїзд, вартість проїзду
fat [fæt] товстий, жирний
feed [fed] *див. feed*
feed [fi:d] (**fed, fed**) годувати
feel [fi:l] (**felt, felt**) почувати (себе), відчувати
fell [fel] *див. fall*
felt [felt] *див. feel*
fence [fens] огорожа, паркан
field [fi:ld] поле
finally ['faɪnəli] зрештою, на закінчення

find I [faɪnd] знахідка
find II [faɪnd] (**found, found**) знаходити, виявляти
finger ['fɪŋgə] палець (*на руці*)
 fingernail ['fɪŋgənɛɪl] ніготь
finish ['fɪnɪʃ] закінчувати(ся)
fireplace ['faɪəpleɪs] камін, вогнище
flip-flops ['flɪpfloʊps] пляжні капці
floor [flɔ:] підлога, поверх
flower pot ['flaʊəpɒt] вазон
fluently ['flu:əntli] вільно, швидко
foam [fəʊm] піна
fog [fɒg] туман, імла
foot [fʊt] (*pl feet* [fi:t]) нога
on foot пішки
for a change [fɔ:r ə 'tʃeɪndʒ] на заміну
forehead ['fɒrɪd] лоб, чоло
fork [fɔ:k] виделка
found [faʊnd] *див. find II*
fox [fɒks] лисиця
freckles ['freɪklz] ластовиння
fresco ['freskəʊ] фреска
fresh [frefʃ] свіжий
fried [fraɪd] смажений
friendly ['frendli] дружній, дружелюбний, дружньо
front [frʌnt] перед
in front of попереду
front door ['frʌnt 'dɔ:] парадні двері
fry [fraɪ] смажити
frying pan ['fraɪŋ ,pæn] сковорода
funny ['fʌni] кумедний
furniture ['fɜ:nɪtʃə] меблі
furry ['fɜ:ri] пухнастий

Gg

gardening [ˈgɑ:dniŋ] садівництво
gate [geɪt] ворота
gather [ˈgæðə] збирати
geese [gi:s] *див. goose*
germ [dʒɜ:m] мікроб
get [get] одержувати, діставати
get off [ɒf] злазити, злітати; відправлятися
get on [ɒn] сідати (*у транспорт*)
get out [aʊt] виходити (*з транспорту*), діставати
ghost [gəʊst] тінь, легкий слід; привид
glass [glɑ:s] склянка, скло
glasses [ˈglɑ:sɪz] окуляри, бінокль
go [gəʊ] іти, ходити; їхати, їздити
go boating [ˈbəʊtiŋ] пливти на човні
go camping [ˈkæmpɪŋ] розташовуватися табором
go cycling [ˈsaɪklɪŋ] їхати на велосипеді
go hiking [ˈhaɪkɪŋ] подорожувати пішки, прогулюватися
go jogging [ˈdʒɒdʒɪŋ] бігти підтюпцем
go off [ɒf] від'їжджати, відправлятися
go out [aʊt] погаснути
go sailing [ˈseɪlɪŋ] пливти під вітрилами
go sightseeing [ˈsaɪt, si:ɪŋ] оглядати визначні місця
gold [gəʊld] золото
goose [gu:s] (*pl geese*) гуска, гусак

got [gɒt] *див. get*
grass [grɑ:s] трава
greens [ɡri:ns] зелень
greeting [ˈɡri:tɪŋ] вітання
grew [gru:] *див. grow*
grill [ɡrɪl] гриль; смажити на грилі
ground floor [ˌgraʊnd ˈflɔ:] перший поверх
grow [grəʊ] (*grew, grown*) рости
grown [grəʊn] *див. grew*
guide [ɡaɪd] гід, путівник
guide-book [ˈɡaɪdbʊk] путівник
gull [ɡʌl] чайка
gymnasium [dʒɪm ˈneɪzɪəm] гімнастичний зал

Hh

had [hæd] *див. have*
hall [hɔ:l] зал, хол, передпокій
hamburger [ˈhæmbɜ:gə] гамбургер
hand [hænd] рука; передавати, вручати
handsome [ˈhænsəm] красивий (*про чоловіка*)
hang [ˈhæŋ] (*hung, hung*) вішати, підвішувати
happen [ˈhæpən] траплятися
hard [hɑ:d] важкий, тяжкий
hardly [ˈhɑ:dli] ледве, навряд чи
hard-working [ˌhɑ:d ˈwɜ:kɪŋ] працьовитий
hare [heə] заєць
hat [hæt] капелюх, капелюшок
have [hæv] (*had, had*) мати
have a good time добре проводити час

headache [ˌhedɛɪk] головний біль
headmaster [ˌhed ˈmɑːstə] директор школи
healthy [ˈhelθɪ] здоровий
heart [hɑːt] серце
heavy [ˈhevi] важкий
hedgehog [ˈhedʒhɒɡ] їжак
height [haɪt] зріст, висота
help [help] допомога; допомагати
hen [hen] курка
hid [hɪd] *див. hide*
hidden [ˈhɪdn] *див. hide*
hide [haɪd] (**hid, hidden**) ховати(ся)
high [haɪ] високий
hobby [ˈhɒbi] хобі, улюблене заняття
honest [ˈɒnɪst] чесний
honey [ˈhʌni] мед
honour [ˈɒnə] честь
horrible [ˈhɒrəbl] жахливий
horse [hɔːs] кінь
horseback [ˈhɔːsbæk]: **on horseback** верхи на коні
hospital [ˈhɒspɪtl] лікарня
hot dog [ˌhɒt ˈdɒɡ] сосиска з булочкою
hotel [həʊˈtel] готель
household chores [ˈhaʊshəʊld ˈtʃɔːz] хатня робота
hug [hʌɡ] обіймати
human [ˈhjuːmən] людський
hung [hʌŋ] *див. hang*
hunger [ˈhʌŋɡə] голод
hungry [ˈhʌŋɡri] голодний
hurry up [ˈhʌri ˈʌp] поспішати
hurt [hɜːt] (**hurt, hurt**) поранити, забити, пошкодити

Ii

ideal [aɪˈdiəl] ідеальний, досконалий
illness [ˈɪlnɪs] хвороба
image [ˈɪmɪdʒ] образ, зображення
imaginary [ɪˈmædʒnəri] уявний
industrious [ɪnˈdʌstriəs] працьовитий
injury [ˈɪnʃəri] поранення, пошкодження
instead [ɪnˈsted] (**of**) замість
intelligent [ɪnˈtelɪdʒnt] розумний, кмітливий
international [ˌɪntəˈnæʃnəl] міжнародний, інтернаціональний
Internet [ˈɪntənɛt] інтернет
invitation [ˌɪnvɪˈteɪʃn] запрошення
island [ˈaɪlənd] острів

Jj

jacket [ˈdʒækɪt] куртка, піджак
jack-o'-lantern [ˌdʒækəˈlæntən] ліхтар (з гарбуза)
jeans [dʒiːns] джинси
job [dʒɒb] праця, робота
join [dʒɔɪn] приєднуватися, вступати
joke [dʒəʊk] жарт
journey [ˈdʒɜːni] подорож, поїздка
jump out [ˌdʒʌmp ˈaʊt] вискакувати, зіскочити

CONTENTS

Introduction	
Lesson 1. International English	
Lesson 2. Nice to Meet You!	
Lesson 3. In the Classroom	
Lesson 4. I Am Good at Learning English	
Lesson 5. Languages That You Know	
Lesson 6. Grammar Revision	
Unit 1. School Life	
Lesson 1. We Are at School!	
Lesson 2. Around Our School	
Lesson 3. We Are in the Fifth Form!	
Lesson 4. My Timetable	
Lesson 5. My First Day at School	
Lesson 6. A Letter from England	
Lesson 7. Daily Life	
Lesson 8. It's Lunch Time!	
Lesson 9. After Classes	
Lesson 10. An Ideal School	
Lesson 11. Today Was a Terrible Day!	
Lesson 12. Grammar Revision	
Unit 2. My Family and Friends	
Lesson 1. About Myself	
Lesson 2. A Good Life Is for You!	
Lesson 3. How Do They Look Like?	
Lesson 4. My School Friends	
Lesson 5. My New Friends	
Lesson 6. The Way to Have a Friend	
Lesson 7. People in the Family	
Lesson 8. A Family at Home	
Lesson 9. My Sisters and Brothers	
Lesson 10. My Grandparents	
Lesson 11. Grammar Revision	
Unit 3. My Home	
Lesson 1. The Flat We Will Live In	
Lesson 2. We Need New Furniture	
Lesson 3. Household Chores	
Lesson 4. It's Teatime!	
Lesson 5. Enjoy Your Meal!	
Lesson 6. Traditional Food	
Lesson 7. What Do I Have to Do?	
Lesson 8. Lots of Work to Do!	
Lesson 9. What Can I Do for You?	
Lesson 10. What Were You Doing Yesterday?	
Lessons 11-12. Grammar Revision	
Unit 4. Let's Have a Rest!	
Lesson 1. Things We Do Outside School	
Lesson 2. After Classes	
Lesson 3. What Is Your Hobby?	
Lesson 4. How We Went Hiking	
Lesson 5. Let's Watch TV!	

Lesson 6. What Is Life without TV?	94
Lesson 7. At the Seaside	96
Lesson 8. Grammar Revision	98
Unit 5. Health and Body Care	100
Lesson 1. Health Is Above Wealth!	100
Lesson 2. Stay Healthy!	102
Lesson 3. How Do You Feel?	104
Lesson 4. Aches and Pains	106
Lesson 5. The Doctor Visited Me	108
Lesson 6. The Ways to Keep Fit	110
Lesson 7. Do You Like Jokes?	112
Lesson 8. How to Use a Computer Safely	114
Lesson 9. Exercising Is Fun!	116
Unit 6. Travelling	118
Lesson 1. Travelling Broadens the Mind	118
Lesson 2. Travelling by Plane	120
Lesson 3. Travelling by Train	122
Lesson 4. London Transport	124
Lesson 5. Travelling During Your Holidays	126
Lesson 6. Places to Visit	128
Lesson 7. The Best Holidays	130
Lesson 8. Grammar Revision	132
Unit 7. Discover Britain	134
Lesson 1. Great Britain	134
Lesson 2. London	136
Lesson 3. The English Parks	138
Lesson 4. The National Parks	140
Lesson 5. Life in the English Countryside	142
Lesson 6. What People Wear in Britain	144
Lesson 7. English Houses	146
Lesson 8. English Meals	148
Lesson 9. Holidays in Britain	150
Lesson 10. Grammar Revision	152
Unit 8. Ukraine Is Our Motherland	154
Lesson 1. We Live in Ukraine	154
Lesson 2. The National Symbols of Ukraine	156
Lesson 3. Ukraine Is a European Country	158
Lesson 4. Up the Mountain	160
Lesson 5. I Have Been There!	162
Lesson 6. Nature in Ukraine	164
Lesson 7. Kyiv, the Capital of Ukraine	166
Lesson 8. A Trip Around Kyiv	168
Lesson 9. Ukrainian Traditions	170
Lesson 10. Grammar Revision	172
Grammar Reference	174
Tapescripts	194
Time for Fun	197
Irregular Verbs	202
English-Ukrainian Vocabulary	206