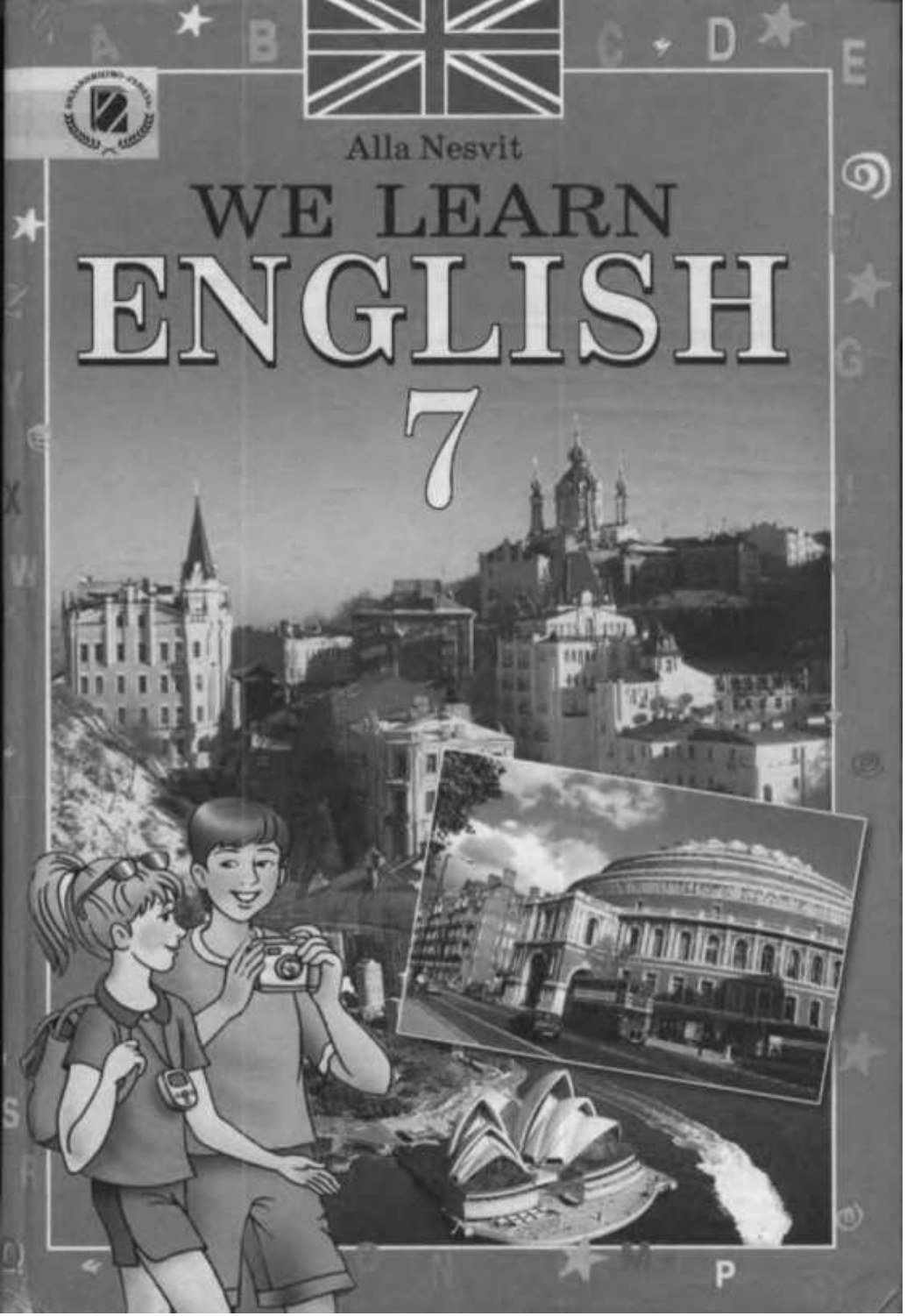
Alla Nesvit

WE LEARN ENGLISH 7



Алла Несвіт

МИ ВИВЧАЄМО АНГЛІЙСЬКУ МОВУ

Підручник для 7 класу загальноосвітніх навчальних закладів

Рекомендовано Міністерством освіти і науки України

КИЇВ
«ГЕНЕЗА»
2007

Шановні учні!

У перші шкільні дні ви ще знаходитеся під враженнями від літнього відпочинку у колі рідних і близьких, адже сім'я – найбільший скарб у житті людини. Цього року ви навчитеся розповідати про обов'язки в сім'ї, сімейні традиції, побут, свої взаємини з друзями, характеризувати людей, що вас оточують, та їхні вчинки.

Дружна сім'я – це обов'язково затишний дім, гостинний стіл. Ми розкриємо вам секрети приготування улюблених страв, ви навчитеся швидко і вишукано сервірувати стіл для рідних та друзів.

Однією з найбільших цінностей для людини звичайно є здоров'я. Разом із головними героями підручника ви дізнаєтеся про здоровий спосіб життя, завітаєте до кабінету лікаря, навчитесь описувати симптоми захворювання, відвідаєте лікувальні заклади.

Усі сторони нашого життя знаходять відображення на сцені та в кіно, і тому ми залюбки відвідуємо кінотеатри та обговорюємо нові спектаклі. Спостерігаючи за грою акторів, ви маєте можливість поглянути на себе зі сторони, проаналізувати свої вчинки, стати кращими. Ви будете висловлювати свої враження про побачене, давати поради.

До кола ваших захоплень, без сумніву, входить і спорт. Багато хто з вас постійно відвідує різноманітні спортивні клуби і секції та бере участь у змаганнях. Хтось уже пізнав радість перших перемог. У темі, присвяченій спорту, ми поговоримо про те, що спортивна перемога – це досягнення не лише спортсмена, а й усіх тих, хто з ним працює: тренера, команди, вболівальників, які його підтримують.

Наступна тема запросить вас до Великої Британії і, зокрема, до Лондона – великого міста з давньою історією, де поєдналося багато різних культур, кожна з яких заслуговує на увагу й пошану.

Після мандрівки так приємно повернутися додому – в Україну. На вас чекає її прадавня столиця Київ. Ми погуляємо його центральною вулицею Хрещатиком та відвідаємо історичні місця Подолу і майдан Незалежності. Найкраще це зробити з друзями та однокласниками. От де відчуєш справжню радість спілкування і нових відкриттів!

Для вас, юні друзі, є і невеличкий сюрприз: ви також ознайомитеся з життям у Австралії, дізнаєтеся про місцеві пам'ятки, звичаї і традиції.

Ось бачите, як багато чекає на вас у цьому навчальному році! І про все це можна поговорити англійською мовою – мовою міжнародного та міжкультурного спілкування.

Вирушаймо у цікаву подорож сторінками нашого підручника.

У добру путь! Бажаю успіхів!

З повагою,

Алла Несвіт

Lesson 1. Back to School

1 Listen and read the dialogues.

1.

D a n : Hello, Oles! Nice to see you again!
O l e s : Hi, Dan! Nice to see you, too. What was your summer like?
D a n : Great. I visited some beautiful places and old towns last summer.
O l e s : Lucky you! Did you spend any time at the seaside?
D a n : Yes, I did. We went to Yalta in August. We swam in the sea, dived with an aqualung and went on wonderful excursions there. And where did you go in summer?
O l e s : I spent a month in Yaremcha. It's a very nice place for a holiday. We often went to the forest with my granddad. We also went hiking with my friends.
D a n : I like hiking in the mountains, too. It's such a nice feeling when you get to the top and admire the wonderful view below. I didn't go to the mountains this summer.
O l e s : There are so many places of interest in Ukraine that you can't visit all of them during one summer!
D a n : Oh yes! Holiday time always runs so quickly. Now we have to go back to our lessons and homework.

2.

K i m : Did you have a good rest in summer, Ann?
A n n : I think it was the best summer ever! I spent three wonderful weeks in England!

K i m : In England?!
A n n : Yes. I was lucky this year to improve my English in the language centre not far from London.
K i m : Did you like your English lessons there?
A n n : Certainly. We played many games, did some projects and organized parties. We also had many lessons outside, in the park, with our teacher, Mr Smith. It's good to learn the language with a native speaker.
K i m : A native speaker?
A n n : Yes. Mr Smith is an Englishman. English is his native language, so he is a native speaker of English.
K i m : Ann, you've had so many things to tell us at the English lessons!

b) Speak in class. Say what Oles, Dan and Ann did last summer.

2 Look at the pictures. Say where the children spent their last summer holidays and what they did there.

3 Work in pairs. Talk with your friend.

1. Did you stay in your native town/village or did you visit other places last summer?
2. Did you get acquainted with new friends?
3. Which countries/cities/villages were they from?
4. What new things did you learn from your friends?

4 Speak in class. Act out the situations. Use Ex. 1 as a model.

1. You meet your friend on the first of September. Ask him/her how he/she spent his/her summer holidays.
2. Talk about the activities children enjoy doing in summer.

5 Write about your summer holidays. Describe the places you visited and the activities you did there.

Lesson 2. We Are the World

1 Read the letter and say what Ann has learnt to do this summer.

20th July 2007

Dear Khrystyna!

I am having a great time here, at the summer school of English! We have interesting lessons as well as wonderful leisure time.

I have met many new friends and everyone is smart and talented. They are easy-going and helpful. They are mostly open-minded and flexible. My new friends have different hobbies. They go in for sports and play the musical instruments.

We have many sports competitions, games and quizzes. I have received a diploma for the project "We Are the World".

The summer school of English gives the opportunity for students across the world to come together. They can improve their English and learn more about each other. Why do people say, "The world is getting smaller," when they don't really know anything about each other? I've found out that people are interested in me and want to get to know me. They are also interested in Ukraine and its culture. You should definitely come here next year.

What are you busy with at the moment? Write me soon.

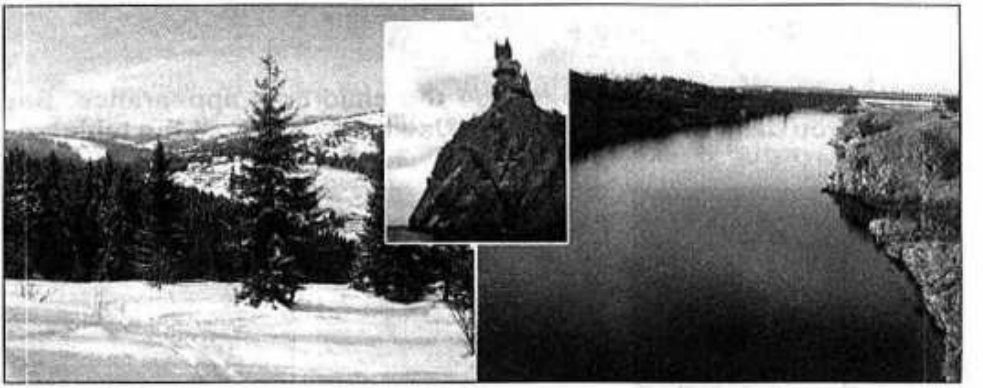
Best wishes,

Ann

2 Read and complete the sentences.

1. Ann has interesting _____ as well as wonderful _____.
2. Ann's new friends are _____.
3. This summer Ann can _____.
4. Ann has received _____.
5. Children learn _____ at the summer school of English.
6. Ann has found out that _____.

3 a) You talked to a group of students at the summer school of English. They asked you questions about Ukraine. These are the questions they asked. Give your answers.



1. What countries does Ukraine border on?
2. What parts of Ukraine are the perfect holiday destinations?
3. Are there many places of historical interest in Ukraine?
4. What are the traditional Ukrainian dishes?
5. What are the most popular activities carried out by young people?
6. Do you like listening to music? Who is your favourite singer?

4 **a) Write a list of questions you would like to ask your new friends.**

b) Work in pairs or groups. Act out the situation "In the Summer School of English". Use the questions you have prepared.

5 **Read and say what you think about the statements below.**

Example:

A: *The world is really getting smaller nowadays. People have got a chance to know more about the things which are going on in the world. Thanks to the Internet and television we can be in different places at the same time.*
B: *People have also started to travel more. They are interested in the ways people live in different countries. They can also communicate with each other more often.*

1. The world is getting smaller nowadays.
2. It is important to know more about the people of the world.

6 **Write a short story on the topic "We Are the World".**

Lessons 3–4. My Friends

1 a) Look at the photos. Describe the children's appearance. Say what you think of their character. Use the words from the table.

Elizabeth

Bohdan

Chloe

Appearance	Pleasant, good-looking; a kind face, a charming smile, straight/curly/short/long hair, turned up/straight nose; modern/fashionable/trendy clothes, etc.
Character	Cheerful, fun-loving, patient, shy, generous, moody, have a good sense of humour, intelligent, caring, greedy, curious, lazy, sociable, active, kind-hearted, etc.

b) Speak in class. Tell your classmates about your friend. Describe his/her appearance and character.

2 Listen and read what the children think is most important about a friend. Choose the ideas you agree with and explain your choice.

E l i z a b e t h : My best friend and I are very different, but there is no other one I would rather share my secrets with. We often talk about our hobbies and interests. We also listen to each other's endless stories about school life. I never feel bored with her. The way to have a friend is to be one. It is very important.

B o h d a n : One saying goes, "To the world you may be just one person, but to one person you may be the world." This one person is your best friend. You can always talk to him and he will listen. You can have a good laugh with him. You can share your sadness with him. My best friend is always ready to give me a helping hand when in need. He likes me even when I am not easy to be with. Truly great friends are hard to find, difficult to leave and impossible to forget.

Chloe: A good friend will never let you down. This is the person you can always rely on. He or she can keep a secret and will help you decide what to do in a difficult situation. My best friend, Svitlana, understands me better than anyone else. We often share our secrets with each other and she is always straight with me.

3 Say who said these words about his/her best friend. Tick the statements E (Elizabeth), B (Bohdan), or C (Chloe).

___ 1. My friend is always straight with me.
___ 2. My friend is always ready to give me a helping hand.
___ 3. I never feel bored with my friend.
___ 4. I can always rely on my friend.
___ 5. I can have a good laugh with my friend.
___ 6. I always share my secrets with my friend.

4 Work in pairs. List the characteristics you think are important about a friend. Share your ideas with other pupils.

5 Say what features of character you look for in your best friend.

Example:

A: *To my mind, a good friend must be kind and honest.*
B: *I think he must also have a good sense of humour.*

6 Read a newspaper article and complete it with the words from the word bank.

Personality, kindness, friendship, unique, sociologists, boring, relationship, choose, relatives, humour, attractive, similar, example.

The Ideal Friend

Friendship is one of the few kinds of _____ we have control over. That's why it is an interesting area of research for _____. Although, we can't choose our _____ or teachers, we can _____ our friends. But how do we choose

them, and why is it that we find some people's ___11___ more ___13___ for us than others? We are all looking for ___12___ features in our friends, such as honesty, a good sense of ___10___ and ___9___.

However, what each of us means by "a good sense of humour", for ___13___, is different. We are all ___4___, and so the ideal friend for one person may seem a little ___6___ to someone else!

7 **Write a few sentences about your new friends you got acquainted with last summer. Describe their appearance and character. What do you appreciate most in your friendship?**

Lesson 5. Extracurricular Activities

1 **Listen to the conversation between Emi and Carlos[1] and tick T (True) or F (False) the statements.**

___ 1. Children have time for extracurricular activities at the summer language school.

___ 2. The boys have joined the jazz band.

___ 3. Emi plays the trumpet.

___ 4. There is the cultural presentation on Wednesday.

___ 5. Carlos can watch Emi play the musical instrument next week.

___ 6. Emi is busy and can't see the basketball game.

2 **Read the advertisement from the notice board. Say what extracurricular activities you would like to participate in. Explain your choice.**

Examples:

A: *I would like to join the debating team. I love discussing different questions. I think I can easily persuade the listener of my point of view.*

B: *I am fond of literature and art. I enjoy going to the theatre and I am willing to perform on the stage. I think that I'll join the Drama Club.*

[1] See Tapescript on p. 217.

EXTRACURRICULAR EXCITEMENT

Bored? Sick of watching TV? Tired of lessons? Time to see what's out there.

You can join our basketball, baseball, track and field, gymnastics, tennis, aerobics, or volleyball club. Not into team sports? There's the French club, the debating team, chess club, radio, newspaper, environmental club, drama, choir, photography, a jazz band, computer club, and more.

EVERYTHING TO YOUR TASTE AND INTEREST!

There are so many clubs that you can easily find one for yourself. Getting involved in new activities with new people is a fun way to challenge yourself.

3 a) Look at the pictures and say what activities children enjoy doing, and what activities they are good at.

E x a m p l e : *The children are in the environmental club. They enjoy taking care of pets. They are good at planting flowers.*

b) Work in pairs. Talk with your friend about the activities you would like to take part in at the summer school of English.

Example:

A: *Hi, Alice! What club have you joined?*
B: *I have always been interested in sports and games. I enjoy attending the fitness centre here. And what about you?*
A: *I am not much of a sports lover, but I am fond of music. I have decided to try my hand at designing music radio programmes. It is great fun!*
B: ...
A: ...

Conversation Lab

4 Read and act out the situation.

You are at the summer school of English. Your friend invites you to join the chess club but you would prefer to play active games. Talk with your new friend and decide what sports club you are going to join together.

5 **Write what extracurricular activities your classmates take part in and what clubs they have joined.**

Lesson 6. English Is the World Language

1 Work in pairs. Answer the questions. Then ask your friend. Add information in the table.

Example:

A: *Why is it important to learn a foreign language nowadays?*
B: *A foreign language is the window into the world. It tells us about the people's lifestyle, their thoughts and ideas. It helps us share the things we have learnt or discovered. What do you think?*
A: *I think that the language helps us find friends in all corners of the world and understand the culture of every nation.*

Questions	You	Your friend
Why is it important to learn a foreign language nowadays? Is it difficult for you to learn English?		

Questions	You	Your friend
What things help you improve your communicative skills? Have you ever been to a summer language school? If yes, what did you like most about it? If no, why would you like to go there?		

2 Listen and read the dialogue. Say why Ann likes her summer at the international school of English.

A n i k a : Do you like it here, at the summer language school, Ann?
A n n : Yes, I do. I like it a lot. I like everything – the teachers, the lessons, our educational trips and my new friends.
A n i k a : What countries are they from?
A n n : They are from all over the world. I have got acquainted with Emi from Japan, Carlos from Spain and other boys and girls. We have so many things to share with each other. And do you like it here, in the camp?
A n i k a : Certainly. Summer at the international school of English is wonderful.

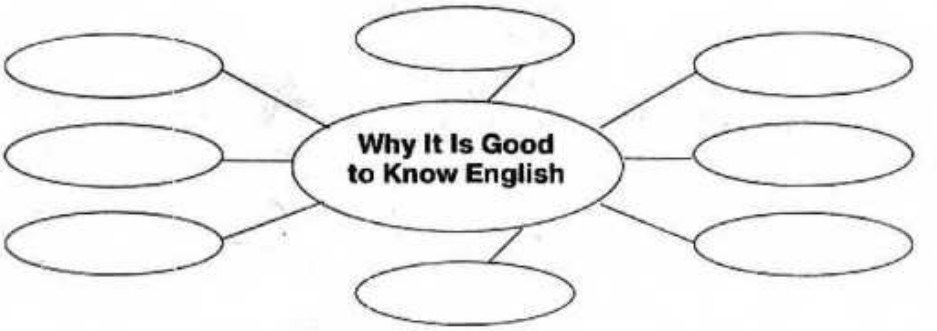
3 Read the text and say why it is good to know English.

Language belongs to each of us. Everyone uses words. We live in and by language. We all speak and use our mother tongue. Nowadays there are also international languages. People use them in different countries. English is one of them. Three quarters of the world's mail and its telexes and telegrammes are in English. Eighty per cent of the information in the world's computers is also in English. English is the main language of business. It is the language of sports: the official language of the Olympic Games.

In Ukraine pupils start learning a foreign language in the second grade at school. Many of them learn English. In many European countries there are schools where pupils study Geography and History in English while they learn other school subjects in their mother tongue. Many children learn other foreign languages as a hobby.

The knowledge of English helps everyone find new friends around the world and learn to get on well with people of different cultural background.

4 a) Work in pairs. Discuss the topic and complete the mind map.



b) Speak in class. Introduce your ideas to your classmates. Use your mind map and the words: *the international language, the language of computers, culture, pen-friends, to communicate, etc.* Start like this:

The knowledge of a foreign language gives you a chance to exchange information with people from other countries. Naturally, we want to know as much as possible about each other...

5 Write what you think about the importance of learning English. Start like this:

More and more people nowadays learn foreign languages. English is one of the most popular languages in the world. Children and grown-ups develop their communicative skills at school, language courses and summer language schools.

I study English at school. We have _____ English lessons a week. At the English lessons we _____. I am good at _____. I am interested in _____.

Lesson 7. At the Summer School of English

1 Read the advertisement and find what it says about these things:

- classes;
- teachers;
- location;
- school library.

FEATURES of the SUMMER SCHOOL

- Small school – one-to-one personal attention.
- Private classes or small closed groups only.
- Intensive classes, but in an informal atmosphere.
- Extra one hour each day of informal conversation with teacher during the educational trip to a museum, exhibition, etc.
- Highly experienced teachers.
- Located in the countryside about 20-minute drive outside London.
- Start any Monday.
- FREE - use of school library – student can loan books or tapes for self-study.

2 Say why you would like to learn English at the summer language school described in Ex 1.

Example: *I am very shy and it's not easy for me to speak in the classroom. I am always afraid of making a mistake. At this school students work in small closed groups and in an informal atmosphere. I think I will feel comfortable while learning English there.*

3 Work in pairs. Look at the pictures and talk with your friend about the rest the children had at the summer school of English.

Example:

A: *Children could improve their English. They had a chance to learn*

English with native speakers at the summer school. Outdoor lessons were great fun!
B: *I think that summer gave children a possibility not only to have a nice rest but to improve their knowledge as well. The summer school of English let them meet friends from different countries and learn more about their culture.*
A: *Children could practise their English in everyday situations.*

4 a) Listen and read the extracts from the student's thank-you letters and complete the table.

"Thank you so much for all your support and patience. Honestly, I have never had such a nice teacher as you." – Anika, Germany.

"I have been to other schools in England, but I like the way you helped our group become friends. Thank you very much for your lessons. You are the greatest teacher I've ever met!!!" – Carlos, Spain.

"I really liked your way of teaching – learning English seems much easier for me now." – Ann, Ukraine.

"I've spent two wonderful weeks here together with my friends from other countries. We have learnt not only the language but have got acquainted with the cultures of the world as well. We have learnt to understand each other better. Thank you very much! " – Emi, Japan.

Name	What he/she liked
	Support, ...
	Way of teaching
Carlos	
Emi	

b) Say what the children liked most during their stay at the summer language school.

Conversation Lab

5 Read and act out the situations.

1. You are at the summer school of English. Talk with your teacher. Say what difficulties in learning English you have and ask for a piece of advice.
2. You met your friend who was at the summer school of English last summer. Ask him what he liked there.

6 **You had a rest at the International Summer School of English. Write a thank-you letter to your teacher.**

Lesson 8. We Learn English

1 Work in pairs. Talk with your friend. Discuss the questions below.

1. Why do you learn English?
2. What classroom activities do you like most of all?
3. What activities are you good at?
4. Where can you use your knowledge of English outside the classroom?
5. What things can help you learn English?

2 Listen, read and act out the dialogue.

Mr Smith: Do you like learning English, Ann?
Ann: Yes, I like it very much. But sometimes I don't feel comfortable with learning vocabulary and grammar. There are so many grammar rules in English!

Mr Smith: Don't worry much. Of course, grammar is difficult, but it is very important in any language. People also say, "Practice makes perfect". The more you speak English, the better your grammar becomes. Do you like our lessons?
Ann: They are really interesting. I like them a lot. But I am nervous when I don't understand the words. Sometimes it's not easy for me to get the idea of what I am listening to.
Mr Smith: You can always ask your friends to pronounce the words distinctly. Don't feel shy to ask them to do that.
Ann: Learning a language isn't a simple task, but I think that "Where there is a will, there is a way".
Mr Smith: Good luck! Enjoy learning English at our school!

3 Answer the questions to the dialogue of Ex. 2.

1. Does Ann always feel comfortable with learning English?
2. Which classroom activities does she have difficulties in?
3. What should she do to improve her grammar?
4. What does Ann think about her English lessons?
5. What recommendations does Mr Smith give to her?
6. Which of Mr Smith's recommendations are useful for you? Why?

4 Work in pairs. Talk with your friend about your school English lessons and classroom activities. Use the plan:

1. Learning vocabulary and grammar.
2. Working with the text.
3. Writing tests.

Expressing Likes and Dislikes

I like it./I like it a lot./I like it very much./I really like it very much./I love it.
I don't like it./I don't like it at all./I don't like it a bit. I hate it./I think I can't stand it./I don't like it when...

5 Speak in class. Tell the classmates about your way of learning English. What can your friends recommend you to do?

Example:

This is my sixth year of learning the language. I have three English lessons a week, but I try to practise the language every day.

Sometimes we speak English with my friends during the breaks. It's great fun! I try not to learn many new words at a time, and I remember words better if they are connected with my hobbies and interests. I find reading books in English very helpful, too. I try to guess the meaning of a new word from the context or I look up this word in a dictionary. And I also listen to pop music! Watching videos and TV in English helps me, too!

6 **Write your plan for this school year. Use the model to help you.**

Name: _____ Date: _____

ENGLISH LEARNER'S YEAR PLAN

This year I am going to work harder at my _____ _____. I want to improve my _____ and _____ skills. I am going to work _____ hours a day. I need to practise _____. I am going to use _____. I am going to consult _____ and _____.

Signature: _____

Teacher: _____

Lesson 9. Grammar Revision

1 Look at Steve's planner and say what he is/isn't going to do this week.

Example: *Steve is going to work on his project this week.*

September 17–23	
Work on the project	V
Participate in the sports competition	X
Play the piano	X
Help my grandparents	V
Do the shopping	X
Take some pictures	V

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

1. _____ the children _____ (to prepare) the concert by the end of July?
2. They _____ (to climb) the mountains two weeks ago.
3. _____ you ever _____ (to be) to the summer school of English?
4. What _____ Mark and Steve _____ (to do) at that time yesterday?
5. Where _____ they _____ (to go) next month?
6. _____ the girls _____ (to discuss) the cultural presentation now?

3 Work in pairs. Read, complete and act out the dialogue. Put the verbs in brackets into the correct tense form.

Ann: What _____ you _____ (to do), Anika? What _____ (to be) this list?
Anika: These are the things I _____ (to do) and _____ (not, to do) in my life!
Ann: _____ you _____ (to be) to many countries in Europe?
Anika: Yes, I _____. I _____ (to visit) Greece and Italy, but I _____ never _____ (to be) to the Netherlands. What countries _____ you _____ (to be) to?
Ann: I _____ (to go) to Poland last year. And I _____ (to have) a rest in England at the moment. I _____ (to be) going to spend a week in Moldova in August.
Anika: Summer _____ (to become) the travelling time for you this year.
Ann: Oh yes, it really _____.

4 Read and choose the correct item to complete the sentences.

1. I *came/had come* to the assembly hall at 16.30, but the concert *started/had already started* and there *were/had been* no free seats.
2. Sue *didn't recognize/hadn't recognized* Mary, because she *cut/had cut* her hair very short.
3. Joe *didn't play/hadn't played* the game on Saturday because he *hurt/had hurt* his leg.

5 Write questions to the sentences below to get more information.

1. I improved my knowledge of English last summer.
2. They enjoyed the performance yesterday.
3. We have already received a letter from our new friends.

6 **Project Work.**

a) Work in groups of four. Think about the ways you can use your English skills outside the classroom. Choose either from the list below or introduce your own ideas.

English Outside the Classroom

1. The Debating Club
2. The English Drama Club
3. The European Club
4. ...

b) Design a poster. Draw pictures and write a list of activities you can organize for the pupils of your school. Share the roles within your group and plan your work.

c) Gallery Walk. Introduce your plan to your classmates and teacher.

Self-assessment

Think of your records. Tick how well you know it:
4 = very well, 3 = OK, 2 = a little, 1 = needs to improve.

	Now I can...	4	3	2	1
	• describe people, things, actions, feelings, events	☐	☐	☐	☐
	• talk about my summer holidays and leisure time activities	☐	☐	☐	☐
	• talk about English as the world language	☐	☐	☐	☐
	• talk about my English lessons	☐	☐	☐	☐
	• ask and present information about events and facts	☐	☐	☐	☐
	• understand short conversations on the topic	☐	☐	☐	☐
	• understand the information during the discussion	☐	☐	☐	☐
	• read and understand the text of the advertisement	☐	☐	☐	☐
	• write a thank-you letter	☐	☐	☐	☐
	• write the English Learner's Year Plan	☐	☐	☐	☐

Lessons 1–2. Family Ties

1 a) Listen and read a poem.

True treasure is not found in pirate ships,
in chests of silver and gold.
True treasure isn't ruby rings
and jewels from long ago.
You don't need to use a treasure map
and find chests beneath the sea.

True treasure is simply the love
and joy we find in our family.

By *Leigha Dickens*

b) Look at the picture and say why you think a family is a true treasure.

Example: *My family is a true treasure for me. I love my mother because she is very caring and kind. She also gives me good advice when in need. Her interesting stories teach me to understand the world around me. I love my father because he is very intelligent and smart. When we are together I'm never bored. My father is the best father any boy ever had. ...*

2 a) Read the text and say what its main idea is.

Family Ties

Have you ever imagined yourself being at home alone? It seems to be an amazing thing. You can do everything you want to do: you can use your dad's field glasses you have dreamt to watch through for so long, you can eat as much jam as you want and your granny doesn't blame you, you can play computer games for hours and nobody keeps the time, you don't have to think about your homework and can watch any TV programme, and your mother isn't angry with you! You can even use your brother's or sister's toys and nobody complains about this. Isn't that wonderful? It, certainly, is! But, unfortunately, having all the treasures of the house at your disposal, you soon become very bored and feel lonely without your family.

You come home after a street fight with boys (it happens sometimes!), but the house is empty and nobody cares how you feel, nobody supports you or teaches you what is right or wrong. Here's another part of the deal: you are happy because of your wonderful achievements, but there is no one to share your joy with you and you become sad ... You don't want the field glasses, you are tired of your computer, TV and toys, you hate jam (which doesn't seem to be so sweet now!), you feel blue and depressed. Then you discover that you want the only thing in this huge world – a large loving FAMILY! You really miss hot evening discussions with your family members, you miss your father's stories and your mum's warm hugs, you miss your granny's delicious pies, and your brother's or sister's secrets ...

You understand that the family you live in is the most important thing in the whole world. When you communicate with your nearest and dearest you can find one chest of jewelry in every piece of advice, one chest of silver in every word of wisdom, and one piece of gold in a kind and friendly smile of those who are close to your heart. You must appreciate this and keep your family as a real treasure.

b) Look through the text and find the sentences which prove that every family is a real treasure.

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

1. How large is your family? What features do you appreciate in your family members?

2. What do your parents like doing? What are your sisters and brothers good at?
3. Are you a good son (daughter)? How do you take care of people around you?
4. Do you sometimes argue with your sisters and brothers? How do you solve the problems you have faced?
5. Who usually helps you when in need? Whose advice do you listen to and whose example do you try to follow?
6. Have you ever spent some time away from your family members? How did you feel then? What things did you miss?

4 Look at the pictures and say what you like doing together with your family members.

Example: *It is great fun when we are together with our parents and grandparents. Our granny can tell us a wonderful story from her life. We can become the witness of the past events and learn how to cope with difficulties in our life. My granny's stories are full of amazing facts about the surrounding world, too. ...*

5 a) Listen to the children talking about the things they have learnt to do from grown-ups[1]. Match the children's names with the activities they can do.

[1] See Tapescript on p. 217.

1.	Maryna	a)	do the knitting and embroidering
2.	Taras	b)	always try to look at things in a positive way
3.	Olha	c)	practical life skills: choose the clothes to wear according to the weather, brush the shoes, make the bed in the morning, keep things in their proper places
4.	Oleksandr	d)	make bird feeders
5.	Tetiana	e)	cook spaghetti and make sandwiches

b) Speak in class. Say what the children have learnt to do.

6 Work in pairs. Complete the dialogue and act it out.

A: Hi, _____! We are doing a survey on family ties. Can I ask you a few questions?
B: Yes, please.
A: What makes a home a comfortable, pleasant place to live in?
B: _____
A: Who supported you and helped you find the way out of difficulties in your life?
B: _____
A: Whom do you admire in your family? What have you learnt to do from this person?
B: _____
A: Do you agree that your family is the most wonderful treasure you have? Why?
B: _____

7 Speak in class. Talk about the members of the family you admire. What have they taught you to do? Use the word combinations: *to be good (excellent) at, to be full of, to set a good example, to be fond of, to like (love) doing smth., to be good with smb.'s hands, etc.*

8 **Write about the person in your family you admire. What makes him/her so special to you? What does he/she teach you to do? Would you like to be like this person when you are his/her age?**

Lesson 3. The Heart of Gold

1 a) Listen and read a poem.

In times of trouble, times of need,
I feel such strength surrounding me,
Without whose love I can't succeed,
I love you all, my family.

By *Lisa-Dawn Bertolla*

b) Speak in class. Talk about the things you like most in your family members.

Example: *Everyone in my family is a unique person. My father is handsome, fun-loving, kind-hearted and very skilful. He is good with his hands. He can easily do all the work about the house. He can repair cars, make models of planes and even cook. All our family members love his stew and barbecue. I like spending hours with my father in our garage, too. My father shows me how to use different tools and to work with wood and metal. ...*

2 Read the letter and say what Alex tells Dan about his great-grandmother.

25th July 2007

Dear Dan,

Hi! How are you? I am writing to tell you my wonderful news. I am here in Australia, on holidays.

Australia is the only country which occupies the whole continent. Everything is so different here because the country is situated in the southern hemisphere. That means that when it is summer in Ukraine, it is winter in Australia. July is the second winter month!

Brisbane is really an exciting city with millions of things to do. There's so much to choose from, I sometimes find it hard to decide where to go.

I like living here with my relatives, – they are so kind. My great-grandmother Mrs Helen (Olena) Artemyeva is a Ukrainian by birth. She is my father's grandmother. She used to live in Western Ukraine before the World War II. She and her husband John (Ivan) moved to Australia after the war. They live in a private house now, and when you come inside you can notice different things which remind you of my great-grandmother's native land, Ukraine. On holidays she always wears an embroidered blouse and treats her guests to varenyky and holubtsi. She is the woman with a heart of gold. She has enough love in her heart for her grandchildren and great-grandchildren, and plenty more to spare. She was pleased to know I have many friends in Ukraine.

Well, that's all the news for now. I am sending some of my photos to you. I hope you'll like them all.

P.S. Say "Hi!" to our friends.

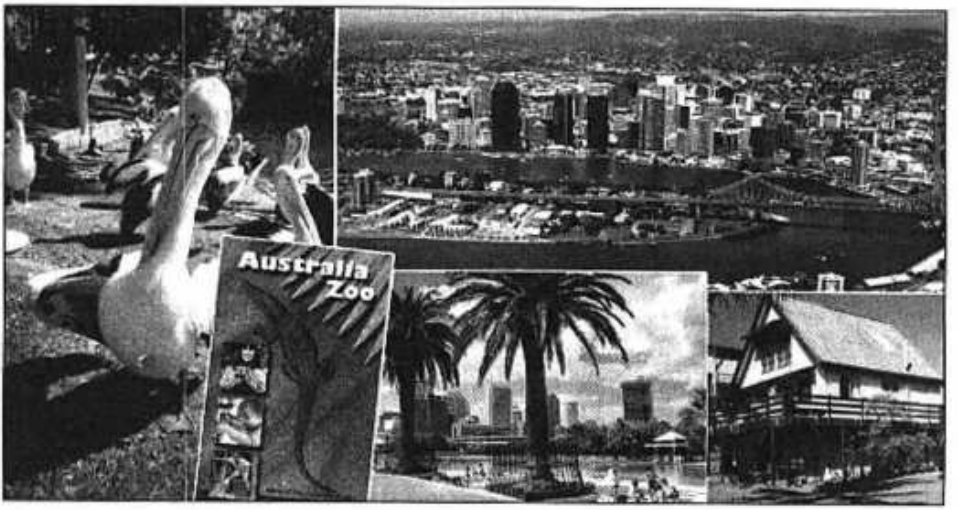
Yours,
Alex

3 Read the statements. Add information from the text.

1. Alex spends his holidays in Australia.
2. When it is summer in Ukraine, it is winter in Australia.
3. Alex stays at his great-grandmother's house.
4. Mrs Artemyeva used to live in Ukraine when she was young.
5. All the things in the Artemyevs' house remind of Ukraine.
6. Alex's great-grandmother is a wonderful person.

4 a) Look at Alex's photos from Australia and say what places he visited, who he went there with and what he liked most about his trip.

Example: *Alex visited the Australia Zoo. He went there with his aunt and uncle. He saw kangaroos and crocodiles there. He liked pelicans most of all.*



b) Say how you usually spend your free time or your school holidays with your relatives.

Grammar Lab: Used to

We use ***used to*** + infinitive for finished habits and situations: things that were true, but aren't true now.

*She **used to** live in Western Ukraine.* (She doesn't live there now.)

We make questions and negatives with the help of ***did***:

***Did** she use to live in Western Ukraine?*
*She **didn't** use to live in Australia.*

To talk about present habits and situations we use the Present Simple, not ***use to***.

I cook breakfast every day now, but I didn't use to.

5 Make sentences about past and present habits and situations. Use *used to* where it is necessary.

Example: *Sue/long hair/short hair. – Sue used to have long hair, now she has got short hair.*

1. Bill/to live/Great Britain/the USA.
2. The Parkers/to go abroad in summer/to spend summer in a summer cottage.
3. Steve/to go to the library/to find information in the Internet.
4. People in the past/to travel on foot or on horseback/by cars, planes and trains.
5. Jack/to eat a lot of sweets/to keep to a healthy diet.
6. Ann's grandmother/to dance a lot/to read a lot.

6 Speak in class. Say what your grandparents used to do when they were young.

7 Write a letter to your friend. Tell him/her about the things you used to do during your summer holidays.

Lessons 4–5. It's a Nice Place, Isn't It?

1 Read the statements below. Tick them T (True) or F (False).

___ 1. It's better to live in the city than in the village.
___ 2. It's better to live in a private house than in a flat.
___ 3. All members of the family must share their household chores.
___ 4. There are some chores about the house that children can't do.
___ 5. There are chores for men only and there are chores for women only.

2 Work in pairs. Discuss the statements of Ex. 1 with your friend.

Example:

A: *I think it's better to live in the city than in the village. There are more places to visit. Life is much busier and more interesting here.*
B: *In my opinion, it's better to live in the village than in the city. My family moved to a new house last year. It is not far from Kyiv, in Boyarka. I like it there because the air is fresh and nature is beautiful.*

3 Read the story and say why the Parkers have decided to buy a summer cottage.

A New Summer Cottage

(After *Margaret Mahy*)

Part I

Summer was coming. The Parkers were planning their rest. Mr Parker worked really hard this year and made quite a lot of money. One day the family had a lovely talk in the living room. They decided to buy a new summer cottage.

"Dearest," said Mr Parker to his wife, Mrs Parker, "we can buy a house at last and have a nice garden like the one we used to have in England."

"Oh yes, our garden was full of rose bushes. It was especially fantastic in spring. You know I love gardening."

"I can help you, Mum, plant and water the flowers, and weed the flowerbeds, can't I?" asked Molly. She was so excited!

"And I'll assist the father in digging around the trees as well as whitewashing the trees and gathering fruit in autumn. I'll also water the lawn in front of the house and rake the leaves in the garden in

autumn. At last, I'll have a room for a treehouse!" Steve cried happily, for climbing trees was his hobby and he spent as much time as he could up among the leaves of the tallest trees in his native town.

So the next week the Parkers started to look for a house that suited them. They looked at dozens, but some houses were too rich – all marble staircases and grand pianos – and others were too poor, all empty mouse holes and deserted cobwebs[1]. Molly was so scared of big spiders there!

The family kept on looking until the land agent found them a house that very nearly suited them all.

4 Read and complete the sentences.

1. The Parkers decided to buy the house like _____.
2. Mrs Parker is dreaming about _____ because she _____.
3. Mrs Parker wants to plant some _____.
4. Molly can help her mum _____.
5. Mr Parker usually _____ in the garden.
6. Steve can help _____.
7. Steve is dreaming about _____.
8. The family kept on looking until _____.

5 Look at the pictures on page 30. Say what each member of the family can do in the garden.

6 Ask questions to the sentences below. Say what type of question each of them is.

1. I have been busy weeding the garden this week. (Who?)
2. My parents had a lovely talk around the dinner table yesterday. (When?)
3. They kept on walking along the street. (... ?)
4. Mary and Brian are planning their rest now. (... or ... ?)
5. This skirt suits me wonderfully. (How?)
6. The city is full of places of interest for tourists. (... or ... ?)
7. He spent much time working in the garden yesterday. (... ?)
8. Molly was scared of big spiders in the old house. (... or ... ?)
9. Steve has dreamt about a treehouse for years. (What?)
10. There are so many cobwebs in this old roof. (... ?)
11. There were marble staircases and grand pianos in the king's palace. (Where?)

[1] Cobweb – павутиння.

Grammar Lab: Question Tags

Use

Question tags are short questions which are used at the end of the sentences if we are not absolutely sure about something and wish someone else to confirm[1] it.

Form

To form question tags, we use the auxiliary verb of the sentence and the personal pronoun (I, he, she, it, etc.) which corresponds to the subject of the sentence.

- We use a negative question tag in an affirmative sentence.
  You always help me, don't you?
  You will help me, won't you?
- We use an affirmative question tag in a negative sentence.
  You haven't done your homework, have you?
- If there is a modal verb (can, could, should, etc.) in the sentence, we use the same modal verb to form the question tag.
  He can't swim very well, can he?
- We use the auxiliary verbs ***do, does*** in the Present Simple and ***did*** in the Past Simple Tense (except for ***to be*** and ***to have***).
  He works in an office, doesn't he?
  You didn't eat my ice cream, did you?
- The question tag for ***I am*** is ***aren't I?***
  I'm busy, aren't I?
- The question tag for ***Let's*** is ***shall we?***
  Let's go, shall we?

Pronunciation

We pronounce question tags with a rising intonation (↗) when we are not sure and expect an answer, or a falling intonation (↘) when we are sure and don't really expect an answer.

[1] Confirm – підтвердити.

7 a) Complete the questions with the correct question tags.

1. Their house is all marble staircases and grand pianos, ...?
2. Clark doesn't often assist the father in repairing a car, ...?
3. The Davidsons made quite a lot of money two years ago, ...?
4. My brother can't climb trees as well as my cousin can, ...?
5. They gathered fruit in their garden last autumn, ...?
6. He is whitewashing the fence now, ...?

b) Listen[1] and check your answers. Repeat the sentences after the speaker. Pay attention to the intonation.

8 Write three questions to each picture. Use different tenses and question tags.

Lessons 6–7. Household Chores

1 a) Listen and repeat the phrases below.

b) Listen to the children talking about their household chores[1]. Tick the phrases you hear.

_____ to make the bed
_____ to change the sheets
_____ to do the laundry
_____ to sweep the floor
_____ to fold the clothes
_____ to polish the furniture
_____ to clean the sink
_____ to empty the wastebin
_____ to shake out the rug
_____ to weed the kitchen garden
_____ to rake the leaves
_____ to do the cooking
_____ to dry the dishes
_____ to take out the garbage

[1] See Tapescript on p. 218.

c) Work in groups. Talk about the household chores children usually have.

Example:

A: *A household chore is something people do about the house they live in. In my family I have to walk the dog in the afternoon, tidy up my room every day and do the shopping on Sundays. Sometimes I do the laundry.*
B: *As for me, I wash up after dinner, vacuum the carpet in the living room every day, and look after my younger sister when my mother is busy in the kitchen. I don't think it's difficult.*
C: *It's great when family members share their household chores. Then they usually have more time to spend together.*

2 Work in pairs. Take turns to ask different types of questions to the pictures below.

Example:

A: *Do the children walk their dog every day?*
B: *Yes, they do. Are they walking their dog now?*
A: *Yes, they are. The children are walking their dog now, aren't they?*
B: *Yes, they are. Are the children walking their dog now or are they playing in the yard with their friends?*
A: ...

3 Read the story and say what Steve and Molly do about the house.

A New Summer Cottage

(After *Margaret Mahy*)

Part II

The house had a long lawn, many fine trees and there were corners for a future garden.

"We can easily plant a garden there," said Mrs Parker, "and build a treehouse for you, Steve. And I like the view and the neighbourhood. Do you like the house, dear?"

"I like the place but let's see the house inside," said Mrs Parker. She was always so practical.

There were five rooms in the house. Downstairs, there was a hall, a dining room, a kitchen and a pretty living room with a fireplace. Upstairs, there were four bedrooms and a bathroom.

"This room is mine!" said Steve. "I want to have a room of my own."

"That's OK. You will have to keep your room clean and tidy. You will dust the furniture, vacuum the carpet and keep your clothes in the wardrobe." "Oh Mum..." Steve looked puzzled.

"This room is mine!" cried Molly and pushed the door. Suddenly she stopped. That was the bathroom as big as a dance hall and the bath was like a swimming pool. The walls were covered with greenish-blue tiles and pink-and-white water lilies were painted on them.

"It *is* very big," said Molly. "I like the house!"...

So the Parkers bought the house. The family moved in the following Saturday and began to plant the garden and to enjoy warm, deep water in the bath at the end of the day. At the weekends Steve's friends came to see him and Mrs Parker set out a picnic meal of ham salad, rolls, fruit cake, and a bottle of lemonade.

That was really a great summer!

4 Agree or disagree. Correct the wrong statements. Add information from the text.

1. The children liked the view and the neighbourhood.
2. Mrs Parker was always so practical.
3. There were seven rooms in the house.
4. Molly wanted to have a room of her own.
5. Mrs Parker wanted her children to do the household chores.
6. There was the bathroom as big as a dance hall in the house.
7. The family moved in the following month.
8. Mrs Parker set out a picnic meal for her children's friends.

5 a) Read and complete the dialogue. Put the verbs in brackets into the correct tense form.

Steve: I think our mother _____ (to be) very pleased with us. We _____ (to whitewash) all the trees in our garden.

Molly: And I _____ (to weed) all the flowerbeds, haven't I? The garden looks so nice!

Steve: The father _____ (to want) me to help him dig around the trees on Saturday. How surprised he _____ (to be) when he comes to the garden tomorrow!

Molly: What if we whitewash the fence?

Steve: Not today, I think. We can't do everything in one day.

Mrs Parker: Molly! Steve! Where _____ (to be) you? (*She sees the children.*) Oh no...

b) Listen[1] and check your answers.

c) Work in pairs. Act out the dialogue.

6 Work in groups. Make a list of things family members and friends can do together. Exchange your ideas with the other groups in class.

7 Look at the pictures. What are the people doing? What are they talking about? Act out the dialogues between the members of the family.

[1] See Tapescript on p. 218.

8 **a) Complete the sentences with the words from the word bank.**

Household chores, do, rake, wash, fold, do, weed.

In many families, men and women share _____. For example, in some families women _____ the cooking, and men _____ the dishes. Sometimes women _____ the laundry, and men _____ the clothes. Sometimes women weed the garden, and men _____ the leaves. What chores do you do in your family?

b) Write what household chores you have, how often you do them, who helps you, what you like/don't like doing most of all.

Lessons 8–9. Helping Hands

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

Example:

A: *Do you like to work about the house?*
B: *No, I don't. But I have to do some things to help my parents. I usually dust the furniture in my room, clean my parrot's cage and do the washing. And what about you?*
A: *Saturday is my help-about-the-house day. I usually help my mother in the kitchen. I wash the floor, take the rubbish out and wash up.*

Questions	You	Your friend
Do you like to work about the house?		
What are your household chores?		
What did you do about the house yesterday?		
Your parents were pleased with you, weren't they?		
It is important to keep your house clean and tidy, isn't it?		

b) Speak in class. Say what you have learnt about the household chores your friend does.

2 Listen[1] and tick what the children usually do about the house.

Chores \ Names	Taras	Olia	Semen
Set the table for dinner			
Look after a pet			
Do the shopping			
Do the cleaning			
Do the laundry			

3 Read the story and say why Molly wants to have a robot.

Molly thought Saturday was the best day of the week except for one thing. Saturday meant cleaning her room.

"Wake up, sleepyhead," said Steve, shaking Molly. "You'll sleep the day away."

"I don't want to get up," said Molly. "I have a terrific idea," she mumbled. "You get started cleaning our rooms, and I'll get up when you're finished."

"No way," said Steve, pulling Molly out of bed.

After breakfast, Steve and Molly went to their rooms. Molly picked up a dirty pair of sneakers from the floor and tossed them into the bedroom closet saying, "I need a robot."

"What would you do with a robot?" Steve asked her.

"I'd make it do things for me."

"I wouldn't know about training a robot to do your chores," Steve said as he tossed a pillow at Molly. "How do robots make work easier?"

"The robots act like strong arms and hands. They can sort packages and deliver office mail. Some robots load and unload things. Other robots can even package goods in factories. The robots are run by computers. When the computer gives a command," Molly told Steve, "the robot follows those steps."

"Can I replace you with a robot?" Steve smiled.

"There's a big difference between people and robots," Molly replied. "Robots can't think, and they don't make good sisters!"

[1] See Tapescript on p. 218.

4 Answer the questions.

1. Why didn't Molly like Saturdays?
2. What idea did Molly have one day?
3. How do robots make people's work easier?
4. Robots can't make good relatives, can they?

5 Read and choose the correct item to complete the sentences.

1. The story happened on _____.
   a) Saturday b) Sunday c) Monday
2. That was Steve's and Molly's _____.
   a) school day b) cleaning day c) cooking day
3. _____ didn't want to get up.
   a) Both children b) Steve c) Molly
4. After breakfast Steve and Molly _____.
   a) went shopping b) went to their rooms c) went to the kitchen
5. Molly thought it would be nice to have a robot to _____.
   a) clean her sneakers b) toss a pillow c) do the household chores
6. Robots _____, but they can't replace people.
   a) can think b) can smile c) can do many things

Writing Lab: a Narrative Story

Writing a story is a creative task. There are some rules which can help you write a good narrative story.

You should use such words and phrases as *soon*, *finally*, *then*, *from then on*, *a little later*, and *at last* to help the readers understand how a story is progressing.

Good writing includes many descriptive adjectives, words that tell the reader more about a person, place or thing.

Use these questions that can help you revise and edit your work:

- Do I tell the reader what happened from the beginning to the middle and up to the end?
- Do I use time words to tell the reader that the action is going to change?
- Do I use sequencing words to tell the order in which things happen?
- When I read my paragraph aloud, do the ideas flow together or are they choppy?

6 **Work in groups. Discuss the ideas for a story "One day the robot helped me do my household chores..." Take notes and write a plan for a story.**

7 **Imagine that you have got a robot. Write a story "Helping Hands". Tell the reader what happened when the robot helped you do the household chores. Did it do everything correctly?**

Lessons 10–11. Family Traditions

1 **Work in pairs. Discuss the statements. Add information.**

Example:

A: *To my mind, it is important to have family traditions. These are usually the things we love doing together. Children learn from their parents. Things that you do since your childhood become the part of your own self. I can't imagine the situation when we don't go for a picnic in spring with my parents. It's our family tradition and we always wait for this day to come.*
B: *I think that sometimes we do things and even don't know that it is our family tradition. For example, we like to have family dinner together. My mother treats us to tasty dishes and we discuss our family news. Isn't that wonderful?*

1. It is important to have family traditions.
2. People follow some traditions not because they want to, but because they have to.

2 **a) Listen to the dialogue and tick the statements T (True) or F (False).**

___ 1. The reporter asks the man about his family traditions.
___ 2. The man doesn't think that family traditions are important.
___ 3. The man has some special traditions in his family.
___ 4. The man thinks that the family members must do everything together.

b) Read and act out the dialogue.

Reporter: Good afternoon! We are asking people about their family traditions. Do you mind answering a few questions?
Man: Not at all.
Reporter: Thank you. Do you have family traditions? And do you think they are important?

Man: Yes, to both questions. We have many traditions in our family and I think it's great. We like to have dinner together, celebrate our birthdays, public holidays, prepare presents for each other and organize games and competitions. We often go on picnics and play sports. We spend a month at the seaside in summer or go hiking in the mountains. It's great!

Although my wife and me are very busy with our work, we like to spend our free time with our children. We try to keep our family traditions with great honour. This helps our family be a unit, a little world created by love.

Reporter: Is there anything special which you do in your family?

Man: Well, sometimes we make our family newspaper "Family Times" and then have Friday readings. We discuss the family news during the week and plan our weekends.

Reporter: That sounds like great fun for your kids.

Man: Oh yes! They like drawing pictures and sometimes they write funny stories.

Reporter: Thank you so much for the interview.

Man: You're welcome.

3 Work in pairs. Talk about the pictures. What family traditions do the children follow during their school holidays?

Example:

A: *It's a tradition in our family to have a rest at the seaside in summer. We usually go to the places we have never been before. We went*

to Bulgaria last year. My father taught me to dive with an aqualung. Do you go to the seaside in summer?
B: *Yes, we do. We spent a month in the Crimea last summer. We are going to visit Egypt next year. I have always dreamt of going there.*

4 a) Work in groups. Write a list of family traditions. Use Ex. 2b for help.

Family Traditions:

1. A Birthday Party
2. A Sporting Victory
3. A Wedding
4. A Tea Party
5. ...

b) Speak in class. Say what family traditions you have in your family and why you keep them. Start like this:

Different families have different lives, different families have different traditions. Traditions help family be a unit. People usually pass their traditions on to their children. The traditions of any family are connected with the traditions of the country they live in.

5 Read and choose the correct item to complete the sentences.

1. She _____ a new story in her Family Book now.
   a) wrote b) writes c) is writing
2. Bohdan _____ already _____ lots of pictures about his family rest in the mountains.
   a) has taken b) took c) have taken
3. They _____ a family dinner together when they _____ about their son's sporting victory on the TV news.
   a) was having, heard b) were having, heard c) have, hear
4. Sue and Helen _____ dinner before their parents _____ back home yesterday.
   a) had cooked, came b) has cooked, came c) had cooked, come

6 Read and act out the dialogue.

A Telephone Conversation

A l e x : Hi, Dan! This is Alex speaking!
D a n : Hi, Alex! It's so nice to hear from you. How is life going on in Australia?

A l e x : It's so exciting! We are going to travel in a motorhome next week.
D a n : A motorhome?! What is it, Alex?
A l e x : This is a caravan. My Aunt Evon and Uncle Peter have already had many motorhome tours around Australia. I also want to experience one at least.
D a n : I think travelling will become a major part of your life soon.
A l e x : Oh yes. It certainly will.

7 **Write about your family rest last year. Describe where you went, what you did there, who you went there with, where you stayed, what you liked/disliked, etc. Use the words: *modern shops, ancient monuments, beautiful landmarks, picturesque places/villages, green fields, wonderful landscapes, exciting views, unspoilt countryside, sandy beaches; crowded streets, stressful/relaxing lifestyle, noisy streets, polluted air, busy shopping, poor service, disgusting food, etc.***

Lessons 12–13. We Are Growing Up

Listening Lab

1 **a) Listen and repeat the words.**

Aborigines – the native people of Australia.
Storytelling – the tradition of telling stories.
Heritage – the traditional beliefs, values, customs, etc. of a family, country, or society.

b) Listen to the story "Passing Culture on to Children"[1] and answer the questions.

1. What makes a great part of Aborigines' everyday life?
2. Why do grandparents and parents tell stories to their grandchildren and children?

[1] See Tapescript on p. 219.

3. What are the stories about?
4. Which kind of information do legends and myths pass on to children?
5. When do the adults tell stories to their children?
6. What is the person to do when he becomes an adult?

2 Work in pairs. Talk with your friend about the tradition of passing culture on to children in Ukraine.

Example:

A: *What have your parents taught you to do?*
B: *My father has taught me to...*

3 Read the story Ann's grandmother told her and say what things made Alice popular among her friends.

Alice's family lived in our street. Her father always said Alice was a "born mechanic". He taught her about tools in his workshop, and then she took manual training in school instead of homemaking[1]. She learnt how to make wooden tables and hatstands rather than how to cook and sew. People thought it was strange for a girl to take manual training, but I thought it was wonderful. Sometimes many girls envied her.

When Alice first learnt to drive – after only two lessons! – she started taking me with her on short trips in her family red car. Picnics mostly, or sometimes we went to a "run", where other drivers showed off how well they could back up, handle the wheel on corners, and drive around barrels and hay bales[2]. Alice always scored very high at these meetings, and we celebrated afterward with ice cream cones and iced tea – when the weather was warm, that was great fun.

[1] Homemaking – домоводство.
[2] Hay bale – тюк сіна.

Alice taught us that there is no work for men and for women only, and if you want to be independent in life you must be able to work with a hammer and nails as well as to cook.

After *Patricia Rusch Hyatt*

4 Speak in class. Tell your classmates what your brothers (sisters, cousins) like doing. Who taught them to do these things (activities)? What things (activities) made them popular among their friends and classmates?

Grammar Lab: Question Tags (Short Answers)

We give short answers to avoid repetition of the question asked before.

We form positive short answer with:
Yes + personal pronoun + auxiliary verb.
We form negative short answers with:
No + personal pronoun + negative auxiliary verb.

Examples:

There's a room for me in your car, isn't there? – Yes, there is.
He went to England last summer, didn't he? – No, he didn't.
He didn't go to London last year, did he? – Yes, he did./No, he didn't.

5 Complete the questions with the question tags. Answer the questions.

1. Alice's family lived in our street, ...?
2. Alice was a "born mechanic", ...?
3. Alice's father didn't teach her about tools, ...?
4. She took manual training in school instead of homemaking, ...?
5. I thought it was wonderful, ...?
6. Girls couldn't drive a car in those days, ...?
7. Alice didn't learn to drive a car, ...?
8. The girls went on short trips in Alice's family car, ...?
9. There is no work for boys and for girls only, ...?
10. It is good to be independent in life, ...?

Conversation Lab

6 Work in pairs. Act out the situation.

P u p i l A. You are a sister. Your brother has torn his jeans. He thinks that sewing is not for boys, it is for girls only. You are ready to help him, but you want him to understand that he is able to solve this problem by himself. Talk to him about the things both boys and girls can do. Offer your help.

P u p i l B. You are a brother. You were riding a bike, and tore your jeans. You don't want your mother to be angry with you, but you are sure that sewing is not for boys. Ask your sister for help.

7 Write about your family's favourite activity. Explain what each person in the family does and why the activity is important.

Lessons 14–15. On Friendship

1 a) Listen and read a poem.

On Friendship

When you are sad I will dry your tears
When you are scared I will ease your fears

When you are worried I will give you hope
If you want to give up I'll help you cope

When you're lost and can't see the light
I'll be your beacon shining so bright

This is my oath that I pledge to the end
Why you may ask?

Because you're my friend.

By *Nicole Ritchie*

b) Say what you think of friendship. Is it easy to find a true friend? What should you do to make your friend happy?

2 Read the story and say why the girl considered her classmate to be her enemy.

My Best Enemy

(After *Dakota Lane*)

Part I

My name is Helen. My family had moved six times in six years, and I never managed to develop many friendships. No one had invited me over to play since I was young enough to actually play.

This time I was in a new school again. So was a girl in my class named Natalie. I was thirteen and one of the oldest in the class. She was twelve and the youngest in the class. We were both pretty and smart. She could both sing and dance wonderfully. I could neither sing nor dance well. She always wore the best clothes and everybody paid too much attention to her. I had neither wonderful dresses nor good toys. That's why I couldn't stand her. I considered her my enemy. She liked me. She wanted us to be friends.

One day this girl who wore the latest fashions wanted me to go home with her after school.

She lived in a fun part of town that had two pizza places, an all-night bookstore, a cinema and a park. As we walked from the school bus stop through her neighbourhood, I tried to guess which house might be hers. "She could live either in a big private house or in a luxurious flat", I thought.

I was so surprised when she led me into a multi-storeyed building, which smelled like frying food, and chemical cleaning sprays! She lived on the fourth floor in a two-room place with her mother, her stepfather, her two brothers and her sister. "Is it a house for such a princess?" I wondered.

3 Read and choose the correct item to complete the sentences.

1. Helen didn't have many friends because _____.
   a) she was a very impolite girl
   b) her family moved very often
   c) there weren't many children in the place where she lived
2. Helen considered Natalie her enemy because _____.
   a) Natalie was the youngest in class
   b) Natalie was the oldest in class
   c) Natalie wore better clothes and could do different things better than Helen
3. Natalie lived_____.
   a) in a fun part of town
   b) in the richest part of town
   c) in the suburb

4 a) Work in pairs. Look at the pictures and discuss the questions below with your friends.

1. Do the things you do together with your friends make your life more interesting and more exciting?
2. What helps you understand both yourself and others better?
3. Can you learn more through talks and discussions with your friends?
4. Do your friends teach you to do things better? In what way do they?

b) Speak in class. Talk about the things you can do together with your friend.

Example: *The friends usually have many things to share. They have got common interests and hobbies. The things they do together make their life more interesting and exciting. My friend Olena is fond of cooking. When we are together, we spend some time in the kitchen. We are often busy cooking some sandwiches and salad. Then we enjoy eating and talking together.*

Grammar Lab: Both/Either ... or/Neither ... nor

We use ***both***, ***either*** and ***neither*** to talk about two people or things.

Both (one and the other) is used before a plural noun. Use a plural verb after it.
Both *girls sing very well.*

Either (one or the other) is used before a singular noun. Use a singular verb after it.
Either school in our city has a good assembly hall.
Neither (not one and not the other) is used before a singular noun. Use a singular verb after it.
Neither story in this book is boring.

5 Read and complete the sentences with *both*, *either* or *neither*.

1. _____ Tom and Alex can speak German very well.
2. "Which day is better for you: Monday or Tuesday?" – "_____ day is OK."
3. _____ Jim and Alice know a lot of interesting facts about Australia.
4. _____ my mother and my father were at the cinema yesterday.
5. "What about Friday or Saturday?" – "No, _____ day is any good."
6. No, _____ dress suits you well. I don't like the colour.
7. "Which room shall I use: Number 5 or Number 6?" – "_____ room is OK."

We use ***either ... or*** to talk about two possibilities.
*You can **either** read a book **or** watch a film.*
***Either** Mary **or** John can meet him at the station.*

We use ***neither ... nor*** to join together two negative ideas.
*You can **neither** visit your friend **nor** telephone him. He is not in Kyiv at the moment.*
***Neither** Steve **nor** Dan watched that film on TV yesterday.*

6 Read and complete the sentences with *either ... or/neither ... nor*.

1. "Listen! Somebody is singing so well." – "This can be _____ Mark _____ Borys. They both have wonderful voices."
2. He has never had a rest in the village. _____ his mother's _____ his father's parents live in the village.
3. They could _____ put up a tent _____ make a fire because of the rain.

4. "Who will take part in the competition: Fedir or Serhiy?" – "I think N Fedir NOT Serhiy. They didn't train hard this year."
5. You can stay E in this hotel OR in that one. They both are quite comfortable.
6. "Where did they go last week?" – "E to the cinema OR to the theatre. I don't know exactly."

7 a) Work in groups of four. Write a list of questions. Interview each other. Take notes.

Questions	Petro	Taras	Iryna	You
Can you swim ...? Do you go jogging in the morning? ...				

b) Speak in class. Talk about your classmates. Use the words *both*, *either*, and *neither*.

Example: *Both Petro and Taras can swim very well. Neither Iryna nor me go jogging in the morning. ...*

8 Read the story of Ex. 2 again. Write what you think about Helen and Natalie's appearance and character. Use the words *both*, *either*, and *neither*.

Lesson 16. Big at Heart

Listening Lab

1 Listen to the story[1] and tick the sentences T (True) or F (False).

___ 1. Julian was one of the best pupils in class.
___ 2. Julian had wonderful brains, and he was very inventive and brilliant.

[1] See Tapescript on p. 219.

___ 3. Elizabeth spoke seriously to Julian because she was a monitor.
___ 4. Julian thought that all lessons were a bore.
___ 5. Elizabeth asked Julian only to do his homework properly.
___ 6. Julian promised to do his best to study better.

2 Read the story and say how you understand its title.

My Best Enemy

(After *Dakota Lane*)

Part II

When we got to the room she shared with her sister, she took out a big case of Barbies – which was my next surprise. I had never played with them. But we sat on the floor of a walk-in closet, laughing as we made up crazy stories about the Barbies. That was when we found out that we both wanted to be writers when we were older and we both had wild imaginations.

When we got bored making up stories, she took out a small case of make-up and taught me how to put on lipstick and blusher.

We spent that afternoon screaming with laughter. She showed me her wardrobe, which had mostly come from a designer clothing store down the block. Soon I was included in her magic world. We spent every free moment together, and there was always something we could share with each other. We never ran out of things to discuss, whether we were making detailed lists of boys we liked or talking about the meaning of life.

She was my first real friend since childhood. Since then I've had other wonderful friendships, but Natalie taught me an amazing and very surprising thing about making friends: that your worst enemy can turn out to be your best friend. The most important thing is to be big at heart!

3 Work in pairs. Take turns to ask and answer the questions. Add information from the text.

1. What room did Natalie live in?
2. What was Helen impressed with after visiting her friend's flat?
3. What did the girls find out about themselves?
4. How did they spend time together?
5. There was always something they could share with each other, wasn't there?
6. What did Natalie teach Helen about friendship?

4 a) Say a few sentences about each of the pictures on pages 51–52. Let your friend guess what picture it is.

b) Retell the story of Ex. 2 using the pictures.

5 a) Work in groups. Interview your classmates. Use the questions in the table.

b) Speak in class. Talk about your best friend. Use the word combinations to help you: *to be thoughtful of, to have common tastes or opinions, to differ in character, to be willing to do smth., to get*

along with, to treat somebody kindly, to please each other, to be full of ideas, to be attentive to each other, to like a good joke, etc.

Questions	You	Your friend
Do you have a friend?		
What do you have in common?		
How do you get along with each other?		
What do you do to please your friend?		
What do you like talking about?		
What have you learnt from your friend?		

6 **Write a story about your best friend. What do you enjoy doing together? Do you have common tastes and interests? Use the words *both*, *neither* and *either*.**

Lessons 17–18. Our Favourite Holidays

1 **Look at the pictures and say what holidays these things remind you of. Add information.**

Example: *The National Flag of Ukraine reminds me of the Day of Independence. The Ukrainians celebrate it on the 24th of August. There is usually a parade, a concert and a firework display that day.*

2 Listen and guess what holiday Dan is talking about[1]. Say how your family usually celebrate it.

3 Read the text and find the word combinations to describe Christmas traditions in Ukraine.

Sviata Vecheria, or Holy Supper

Christmas is first and foremost a family holiday the world over. Many Ukrainian family units keep Christmas traditions alive.

Sviata Vecheria, or Holy Supper, is the main Christmas tradition in Ukrainian homes. The dinner table sometimes has a few wisps of hay on the embroidered tablecloth. Many Canadian and American families wear their Ukrainian embroidered shirts on this occasion, too. When the Ukrainians see the first Star in the eastern evening sky, Sviata Vecheria begins.

People who live in the villages keep such an old tradition: the head of the family brings in a sheaf of wheat called the *didukh*. It symbolizes the family's ancestors and represents the importance of the ancient and rich wheat crops of Ukraine. People who live in the big cities put a few stalks of golden wheat in a vase to decorate the table. The family gather round a table, light candles and eat a ritual spoonful of kutia. Every Ukrainian hostess prepares it exclusively the way her mother and grandmother taught her. People usually lay the table with 12 meatless dishes.

[1] See Tapescript on p. 220.

At the end of Sviata Vecheria the family often sing koliadkas, Ukrainian Christmas Carols. In many communities the groups of young people go from house to house, sing koliadkas and collect donations

4 Read and choose the correct item to complete the sentences.

1. Sviata Vecheria, or Holy Supper, is the main _____ tradition in Ukrainian homes.
   a) Easter b) Christmas c) summer
2. The dinner table sometimes has a few _____.
   a) bouquets of flowers b) sheaves of wheat c) wisps of hay
3. Sviata Vecheria begins when _____.
   a) the first Star in the western sky appears
   b) the first Star in the eastern evening sky appears
   c) all the family gather around the table
4. The didukh symbolizes _____.
   a) the family's ancestors b) the rich crop c) the lucky year
5. People usually eat _____.
   a) 12 meat dishes and kutia b) only kutia
   c) 12 meatless dishes and kutia
6. At the end of Sviata Vecheria the family often _____.
   a) sing and dance b) sing koliadkas
   c) call at their neighbours' houses and collect donations

5 Complete the sentences with the correct question tags and give short answers to them.

1. Many Ukrainian family units keep Christmas traditions alive, ...?
2. There are usually 12 meatless dishes on the embroidered tablecloth, ...?
3. The Ukrainians decorate the dinner table with a few wisps of hay, ...?
4. The head of the family usually brings a sheaf of wheat which symbolizes the family's ancestors, ...?
5. Every Ukrainian hostess prepares kutia the way her mother or grandmother taught her, ...?
6. Our ancestors sang koliadkas at the end of Sviata Vecheria, ...?

Conversation Lab

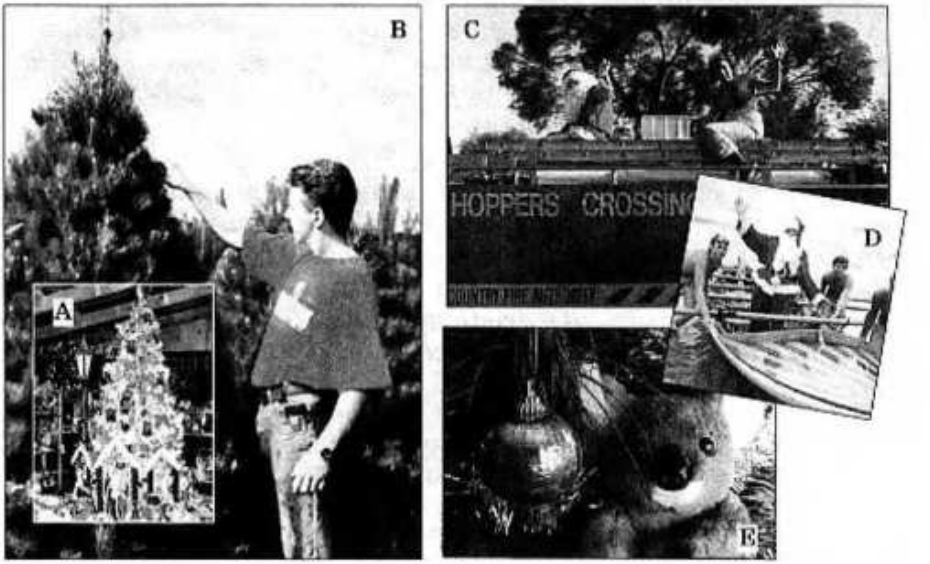
6 Act out the situations.

1. Tell your classmates about the way your family celebrate traditional Ukrainian holidays.
2. Your English-speaking friend asks you about Christmas in Ukraine. Tell him/her what holiday traditions your family keep.

7 Write ten questions to ask your English-speaking friend about traditional celebrations and traditional family values in his/her country.

Lesson 19. Holidays, Holidays...

1 a) Listen to the people talking about Christmas celebrations in Australia[1]. Match the speakers (1–5) to the pictures (A–E).



b) Work in pairs. Look at the pictures and ask your friend questions about the way people celebrate Christmas in Australia.

2 Read Alex's letter and say how people celebrate Christmas in Australia.

15th August 2007

Dear Dan,

How are you? I am writing to tell you a few interesting facts about Christmas traditions in Australia. People who live in Australia don't have a winter Christmas. It's summer here, so they usually celebrate Christmas time with the air conditioner running to keep cool!!! Very hard for some people to believe!

You must also remember that Australia, though huge in size, has a population of just over 18 million people. The ancestors of the people who live here came from England, Scotland, Ireland, Northern Europe, Italy, Greece, Spain, France, Middle East, Vietnam, China, Japan, Thailand as well as North and South America. So you can

[1] See Tapescript on p. 220.

imagine that each of them brings the colour, customs and festive rituals of Christmas celebrated in their homelands. The Australians are able to appreciate culturally diverse Christmas celebrations.

People usually have family gatherings in the backyards of their houses, picnics in the parks, gardens and on the beach. For many of them, it is the occasion to be with friends and relatives, to share love and friendship and not to forget the exchange of gifts in the traditional manner. For many of them, it is, of course, a time to enjoy gourmet food. A typical Christmas menu includes seafood, glazed ham, cold chicken, duck or turkey, cold deli meats, pasta, salads, desserts of all types, fruit salad, ice cream plus Christmas mince pies, fruit cake, shortbread, and chocolates.

I have told my new friends about Christmas traditions in Ukraine and our typical Christmas menu.

That's all for now. Write me soon and tell me all your news.

Best wishes,

Alex

3 Read and answer the questions.

1. People who live in Australia celebrate Christmas in summer, don't they?
2. Australia isn't very big in size, is it?
3. There are many festive rituals in Australia, aren't there?
4. The Australians appreciate culturally diverse Christmas celebrations, don't they?
5. People in Australia don't celebrate Christmas at home, do they?
6. A typical Christmas menu includes seafood, glazed ham, cold chicken, salads and desserts, doesn't it?

4 b) Look through the texts of Ex. 3, p. 54 "Sviata Vecheria" and Ex. 2, p. 57 "Christmas in Australia" and complete the table:

Christmas Traditions in Ukraine	Christmas Traditions in Both Countries	Christmas Traditions in Australia

5 **Speak in class. Talk about the differences of celebrating Christmas in Ukraine and Australia.**

6 **Write about the holiday you celebrate at home. What family traditions do you have? Use the words and phrases:** ***to feel interested, to devote much time to, to be excited about, to have an enjoyable time, to be a pleasure, to have a lot of things to do, to prepare smth. for a party, to organize smth. properly, to find time for, impressive, delightful, wonderful, splendid, amusing, etc.***

Lesson 20. Grammar Revision

1 **Complete the sentences with the correct question tags.**

1. Steve hasn't watered the lawn yet, ... ?
2. We can't spend much time in your treehouse, ... ?
3. They were discussing the news at that time yesterday, ... ?
4. This souvenir reminded him of his visit to Australia, ... ?
5. My sister is wearing an embroidered blouse, ... ?
6. My mother won't do the laundry tomorrow, ... ?

2 **Read the text and put the missing sentences (A-F) in the correct spaces (1–6).**

Easter in Ukraine

Easter is the feast of the Christ's Resurrection. (1) _____ _____. It is celebrated on Sunday between the 4th of April and the 8th of May. The Ukrainians celebrate Easter over a long period of

history and this holiday has had many rich traditions. (2) _____. During this time people try to finish all work before Thursday. (3) _____ _____, after which people return home with lighted candles. (4) _____. Butter, lard, cheese, roast suckling pigs, sausage, smoked meat and little napkins, containing poppy seeds, horseradish and other provisions are also blessed. (5) _____. Easter is a feast of joy and gladness. People celebrate it for three days. (6) _____.

A. After the matins people exchange Easter greetings, give each other krashankas and then go back home with their baskets full of blessed food.

B. In the evening of Pure Thursday the Passion service is performed.

C. Nowadays Easter is a national holiday in Ukraine.

D. It is celebrated according to the Moon calendar on the first Sunday after the first spring full Moon.

E. Easter begins with matins and High Mass, during which the paskas (traditional Easter breads), pysankas and krashankas (decorated or coloured Easter eggs) are blessed in the Church.

F. The week before Easter, the Great Week, is called White or Pure Week.

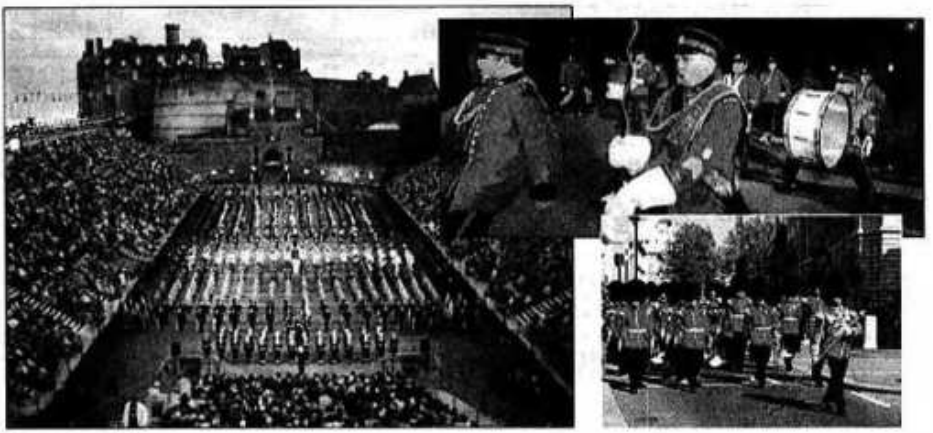
3 Put the verbs in brackets into the correct tense form.

1. The children _____ (to whitewash) the trees before their mother _____ (to come).
2. They _____ (to gather) fruit in the garden when the rain _____ (to start).
3. _____ they _____ (to rake) the leaves in the garden tomorrow?
4. "Jane, what _____ you _____ (to do) now?" – "I _____ (to change) the sheets in the bedroom."
5. The Parkers _____ already _____ (to choose) the house to buy.

6. Sue _____ (to shake) out the rugs from her room once a month.

4 Read, complete and act out the dialogue "At the Tourist Agency". Use the words: *choice, book, festival, wife, tour, idea, travel, children, stay, afternoon, brochure, time, eyes, rest.*

A: Good _____, sir! Can I help you?
B: Yes, thank you. I'd like to _____ a family _____ to Edinburgh for next Sunday.
A: Is that the 21st of August?
B: Yes, it is. We want to go to the famous Edinburgh _____.
A: Oh, you've made a nice _____ for a family _____. Many people go to Edinburgh at this _____ of the year.
B: That is my son's _____. He is 13. He has read about the Edinburgh Military Tattoo[1] and wants to see the performance with his own _____.
A: I think you'll like it there. How many of you will _____?
B: There are four of us: my _____, two _____: a son and a daughter, and me.
A: Here is the travel _____. Where would you like to _____?



[1] Edinburgh Military Tattoo – військовий парад перед замком у м. Единбурзі.

Conversation Lab

5 Act out the situations.

1. You have just moved to a new flat. You feel really happy about it. Tell your English-speaking friend about your house and your household chores.
2. Tell your classmates about your best friend. Say whether you have much in common or how different you are; whether you spend your free time together or not. Say what you like about your friend and whether there is something about him/her which you don't like.

6 **Project Work.**

a) Work in groups. Design a family newspaper under the title "Family Times". Think of the things you would like to write about. Write about family activities for the week. Use symbols for the rubrics, draw cartoons, etc.

b) Gallery Walk. Present your works in class.

Self-assessment

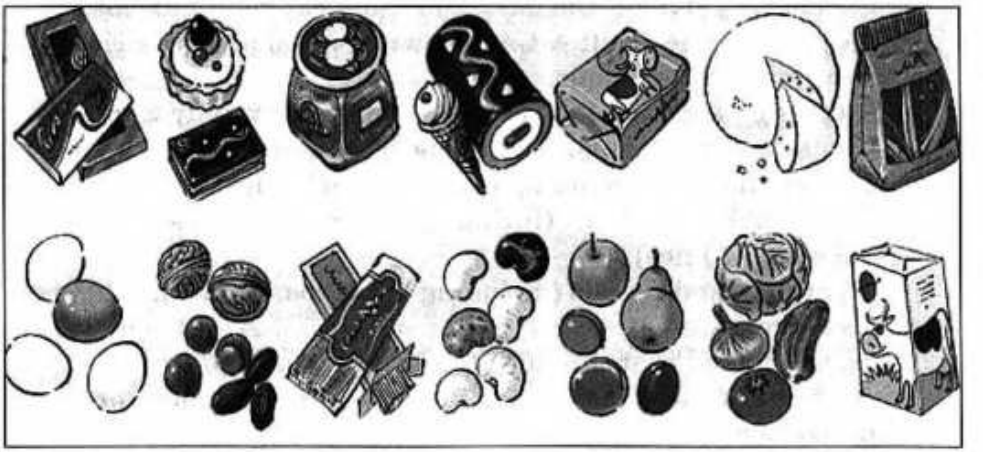
Think of your records. Tick how well you know it:
4 = very well, 3 = OK, 2 = a little, 1 = needs to improve.

	Now I can...	4	3	2	1
	• describe people, holidays, family traditions	☐	☐	☐	☐
	• talk about my family ties and friends	☐	☐	☐	☐
	• talk about my duties in the family	☐	☐	☐	☐
	• talk about the place to live in	☐	☐	☐	☐
	• ask and present information about events and facts	☐	☐	☐	☐
	• understand the text of the interview	☐	☐	☐	☐
	• understand the information during the discussion	☐	☐	☐	☐
	• find relevant and necessary information in the texts	☐	☐	☐	☐
	• write an informal letter	☐	☐	☐	☐
	• write a narrative story	☐	☐	☐	☐

Lessons 1–2. Health Foods

1 Look at the pictures and answer the questions.

1. What kinds of food[1] and drinks do you see?
2. Which of these foods are healthy?
3. Which are unhealthy?
4. Which of these foods do vegetarians eat?



2 a) Look at the picture to Ex. 1 and write two lists of products:

Healthy Food	Unhealthy Food

b) Work in pairs. Discuss your lists with your friend.

P u p i l A. Ask pupil B questions about the things in his/her lists. Decide if your friend is a healthy eater.
P u p i l B. Answer the questions. Say how often you eat and drink the things in your lists: often, twice a week, etc.

c) Speak in class. Talk about your friend's eating habits.

[1] Food *n* – їжа (вживається як в однині, так і в множині).

3 Listen and read the article. Explain what a balanced diet consists of.

We Are What We Eat

We all need food, but we must keep to a balanced diet. People say, "We eat to live, but we do not live to eat." A balanced diet consists of all the things you need to be healthy and to have enough energy during the day. You must eat well, but not too much of the same food: eat a sandwich, an apple and drink a glass of juice, for example.

There are four main food groups to build your daily menu of:

1) milk and dairy foods (including cheese, yoghurt);

2) meat and fish (including eggs and chicken);

3) vegetables and fruit (including green vegetables, root vegetables, fruit juice);

4) potatoes and cereals (including bread, pasta, rice).

Each group is a good source of nutrients. A nutrient is a chemical or food that provides the things you need to live and grow. A lot of meals are a combination of two or more of the main food groups.

We also eat other things: fat, oil, salt and sugar, for example. And of course, everyone eats snack foods (crisps, sweets, etc.). It's better to eat only a little of these, because they contain a lot of fat, sugar or salt.

4 Read and complete the sentences.

1. A balanced diet consists of _____.
2. You must eat well, but _____.
3. A nutrient is _____.
4. A lot of meals are _____.
5. It's better to eat only a little of _____.
6. Snack foods contain a lot of _____.

Grammar Lab: Countable and Uncountable Nouns

Countable nouns [C], have singular and plural forms:

e.g. One sandwich – four sandwiches.

In the singular, countable nouns can follow definite (the) or indefinite (a, an) articles. In the plural, they can follow the definite article or appear without an article.

Uncountable nouns [U], don't have a plural form. They can appear without an article and they cannot be used with an indefinite article.

The following words are uncountable in English: ***milk, tea, bread, sugar, flour, coffee, cheese, food, fruit, meat, pepper, rice, salt, soup, water.***

Example:

I don't like ***milk.***
They want ***some sugar*** *with* ***tea.***

We say: sugar, **some** sugar, **a lot of** sugar, **much** sugar, **a little** sugar (= not much sugar), **little** sugar (= almost no sugar).

5 Look through the text of Ex. 3 and find countable and uncountable nouns. Make sentences with them.

6 Complete the sentences with *a lot of, much, many,* or *little/a little*.

1. Steve doesn't usually eat _____ sweets.
2. Have we got _____ butter in the fridge?
3. There is _____ of meat in the freezer.
4. Is there _____ mineral water in the bottle?
5. There is _____ sugar in my cup of tea.
6. I think we need _____ flour to bake this cake.
7. There is _____ honey left in the jar. I need some more.
8. There are _____ plants on the windowsill.
9. Peter has got _____ English books in his home library.
10. Alan, do you drink much Cola? – No, Mum, only _____.
11. _____ people know this traditional recipe.
12. I think, you need to add _____ more salt. The soup will taste better then.

7 Write questions to the sentences below. Start them with *How much ...?* or *How many ...?*

1. Brian took two sandwiches to school yesterday.
2. Steve usually adds two spoons of sugar to one cup of tea.
3. Ann will buy one kilo of cheese tomorrow.
4. My mother drinks two cups of coffee every day.

Vocabulary: Study Note

Food [U] – things that people or animals eat or drink: *She is a lover of good food.*
Food [C, U] – a specific type of food: *health foods, a can of dog food.*
Hot/cold/spicy/fatty food
Fresh food – *food such as vegetables and fruit.*
Frozen foods
Canned/tinned food – *food sold in cans.*
Junk food – *food that is full of sugar and fat and is bad for your health.*
Fast food – *food such as hamburgers, chips that people usually eat very quickly.*

8 a) Work in pairs. Talk about your family eating habits. Use countable and uncountable nouns in your dialogues and word combinations from "Study Note" given above. Discuss the questions.

1. Do you and your family argue about the food you eat?
2. Do you and your family argue about the food you don't eat?
3. What are (aren't) you allowed to eat?
4. What should you eat to have a balanced diet?
5. Do you often eat junk and fast food?
6. ...

b) Speak in class. Talk about your typical menu for the day. Let your friends decide how healthy it is.

9 Write about your eating habits. Do you keep to a balanced diet? What do you need to change in your meals? Use the phrases: *to be strong and healthy, to be active and lively, to keep fit, to look good; to keep to a healthy diet, to keep to a diet of fruit and vegetables, to eat a balanced meal, to eat at regular hours, to have good eating habits; to eat a lot of sweets, to eat fatty, spicy and salty foods, to drink fizzy drinks.*

Lessons 3–4. How Is Your Lunch? – Delicious

1 Work in pairs. Talk with your friend. Discuss the questions.

1. What is your favourite health food?
2. What is the most delicious thing you've ever eaten?
3. Do you eat anything that is unhealthy? What is it? Why do you eat it then?
4. Have you ever created new dishes? What ingredients did you use?
5. What helps you decide on a food to eat: somebody's recommendations or your own choice?

2 Listen and read the dialogue. Why doesn't Dan want to eat chips and hot chocolate?

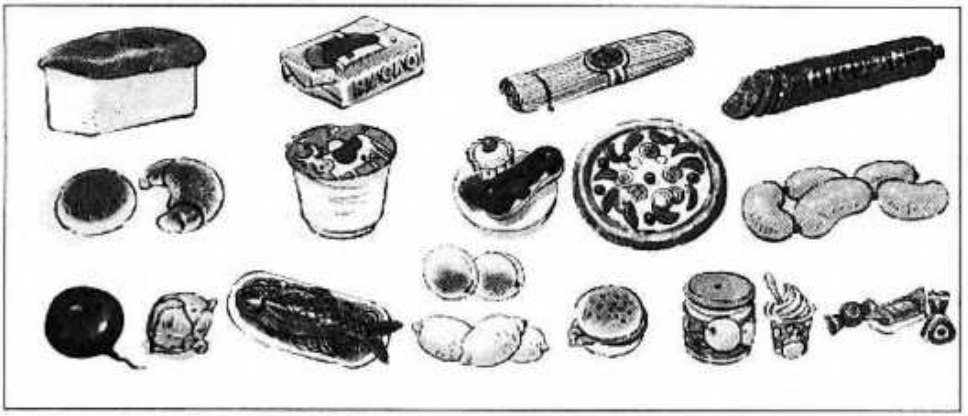
Ann: I think we should take chips and hot chocolate. I love them.
Dan: Don't you think that your choice is a bit unhealthy? Perhaps we should order a vegetable salad and fruit juice.
Ann: I suppose so, but that seems a bit boring. My mum treats me to vegetables and fruit every day. I'd like to eat something tastier. I mean something that I can't eat at home.
Dan: How about a "banana split"? You don't eat it every day, do you?
Ann: I suppose that's OK, as long as it has chocolate as well.
(A few minutes later.)
Dan: How is your lunch, Ann?
Ann: Delicious.

3 Tick the statements T (True) or F (False).

___ 1. Ann loves chips and hot chocolate.
___ 2. Dan agrees to order chips and hot chocolate.
___ 3. Children have decided to order something they can't eat at home.
___ 4. Dan and Ann have found a dish to suit their taste.

4 Work in pairs. Look at the pictures. Talk about the food you like and dislike. Use the phrases:

I like ... it's delicious.
I really like ... it's healthy.
I don't like ...
I hate ... I don't think it's healthy./It looks greasy.
I can't stand ... it's too hot./It's too spicy.



5 Listen to the children talking about their eating habits[1] and complete the table.

Who...	Oles	Iryna	Maksym	Natalia
has a well-balanced diet?				
is a vegetarian?				
has decided to eat less meat?				
often goes to fast food restaurants?				
would like to lose weight?				
likes dairy products?				

[1] See Tapescript on p. 221.

6 a) Read the doctor's recommendations, and compare your eating habits with them. Say what new things you have learnt.

Do You Have Good Eating Habits?

Even when the most attentive diners[1] know what their bodies need, they can still make mistakes while having their breakfast, dinner or supper. For the best results at mealtime, follow a few simple guidelines:

- **Take the right approach to food.** Don't think about foods as "bad" or "good". It's more important to eat a wide variety of food and include plenty of fruits, vegetables, grains, and lean proteins into your daily menu. Avoid eating junk food.
- **Check your fluids.** Sometimes you may think you're hungry when your body actually needs more liquid. Try to avoid fizzy drinks, instead – drink plenty of water.
- **Watch your portions.** What is a serving size, and does it really matter? Absolutely. Pay attention to how much food you're eating and stop when you start to feel full.
- **Think about fitness, too.** Do physical exercises for 30 minutes every day (like walking, jogging, swimming, or working out at the gym). Both exercises and health foods will help fuel both your body and your mind.

b) Speak in class. Look at your table to Ex. 5 and say if the children are attentive diners. Explain your idea.

7 Talk about your eating habits and let your friends decide if you are an attentive diner. What can they recommend you?

8 Write a note for yourself "Good Eating Habits". Use the recommendations from Ex. 6.

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[1] Attentive diner – той, хто уважно ставиться до вибору продуктів харчування.

Lesson 5. What Is in Your Packed Lunch?

1 a) Listen to the interview[1] and mark the boy's answers.

1. How often do you eat fresh fruit? a) every day b) two or three times a week c) never	4. Do you take sugar in hot drinks? a) always b) sometimes c) never
2. Is most of the fresh food you eat... a) steamed? b) boiled? c) fried?	5. How often do you drink fizzy drinks (Cola, Fanta, Sprite, etc.)? a) every day b) two or more times a week c) never
3. How many sweets do you eat per week? a) more than five b) one or two c) none	6. What do you eat during the breaks (as a snack)? a) a bar of chocolate b) some biscuits c) an apple or a banana

b) Work in pairs. Interview your friend about his/her eating habits.

c) Speak in class. Talk what you have learnt about your friend's eating habits. Is he/she an attentive diner?

2 Read and act out the dialogue.

M o t h e r : What is in your packed lunch, Ann?
A n n : I have everything that you let me take with me to school. There is a sandwich, a chocolate bar, a packet of crisps and a can of Cola.
M o t h e r : Are you allowed to eat junk food? I think you should leave a packet of crisps and a can of Cola at home and take an apple instead.

[1] See Tapescript on p. 221.

Ann: Oh, Mum, I am so busy! Let me take what I want, please! Between school, homework, sports, and my afterschool activities, there's no time for healthy eating.
Mother: Do you want to say that you have no time during the breaks?
Ann: When I stop to eat, it's probably quicker and easier to grab a burger and fries (potato chips) or a sweet.
Mother: But it is possible to treat yourself to a healthy snack. In fact, if you have a busy schedule, it's even more important to eat health foods that give you the fuel you need to keep going.
Ann: OK, I'll take an apple and a carton of orange juice. Does it sound nice?
Mother: Sure. They keep your energy level high and your mind alert without taking up a lot of your time.

Grammar Lab: to Let Smb. Do Smth./to Be Allowed to Do Smth.

They **let** us **eat** what we want. – Вони дозволяють нам їсти те, що ми хочемо.
They **don't let** me **eat** many sweets. – Вони не дозволяють мені їсти багато цукерок.
He **didn't let** them **eat** spicy food. – Він не дозволив їм їсти їжу, в котрій багато спецій.

Compare:

We **are allowed to eat** what we want. – Нам дозволяють їсти те, що ми хочемо.
We **aren't allowed to eat** many sweets. – Нам не дозволяють їсти багато цукерок.
They **weren't allowed to eat** spicy food. – Їм не дозволили їсти їжу, в котрій багато спецій.

3 **Read and complete the sentences with particle *to* where necessary.**

1. Steve is not allowed ___ eat junk food.
2. Do your parents let you ___ eat so much ice cream?
3. Are they allowed ___ buy so many sweet things?
4. What snack foods do your parents let you ___ take to school?
5. Who lets you ___ drink coffee before you go to bed?
6. We aren't allowed ___ take jam from the cupboard.

4 Change the sentences as in the example.

Example: *Sue's mum doesn't let her go to school without breakfast. – Sue isn't allowed to go to school without breakfast.*

1. Did they let you eat much honey?
2. They didn't let her add so much sugar to her tea.
3. Steve's parents don't let him eat junk food.
4. They let their children eat as much fresh food as they want.
5. Are there any fizzy drinks your mum lets you drink?
6. Do your parents let you go to the fast food restaurant very often?

5 Agree or disagree with the following statements. Add information.

Example:

It is important to have health foods in your packed lunch. Every morning I spend a few minutes in the kitchen packing my lunchbox. I usually take a cheese and ham sandwich and an apple or an orange. I am also allowed to buy something for a bite in the school canteen. This can be a packet of biscuits or a bar of chocolate. I know they are not healthy, that's why my mother doesn't let me eat them much, only a little. The rest of my chocolate bar I can share with my friend.

1. It is important to have health foods in your packed lunch.
2. It's better to eat a packet of crisps than nothing at all.
3. Pupils are so busy during the day that they can't find time for a snack.

Conversation Lab

6 Work in pairs. Act out the situation.

Pupil A. Describe your favourite food from your lunchbox to your friend.
Pupil B. Guess what food your friend takes to school.

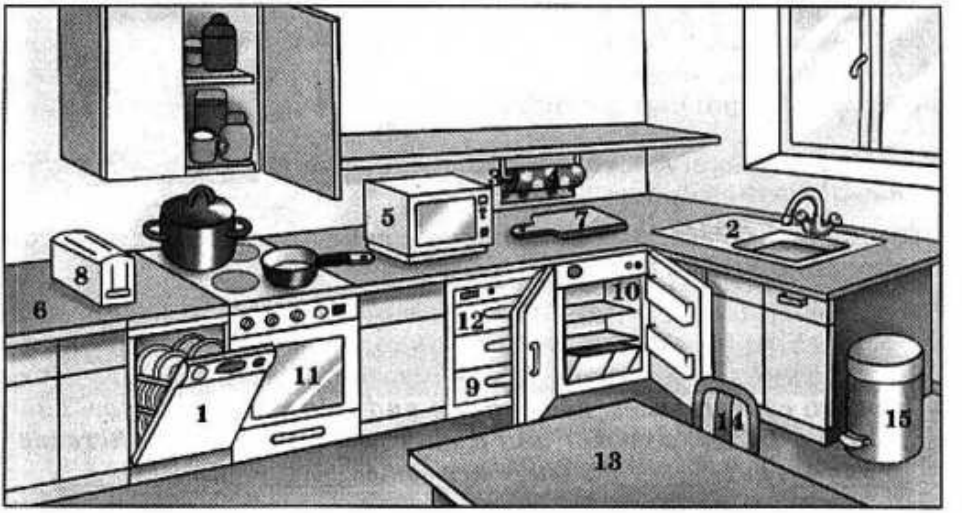
7 Write what food you take/don't take to school in your lunchbox. Use countable and uncountable nouns and the phrases *to let smb. do smth.* and *to be allowed to do smth.*

Lesson 6. In the Kitchen

1 a) Listen and repeat the words in the word bank.

A dishwasher, a kitchen sink, a paper towel holder, a paper towel, a microwave oven, a kitchen counter (worktop), a cutting board, a toaster, a freezer, a refrigerator (fridge), an oven, an ice maker, a kitchen table, a kitchen chair, a wastebin.

b) Look at the picture and describe the kitchen you see.



2 Read, complete and act out the dialogues. Use the words from Ex. 1a.

1.
A: May I help you?
B: Yes, please. Do you have _____?
A: Yes. _____ is right over there.
B: Thank you.

2.
A: Here is our kitchen.
B: It's really nice. Is there _____ in it?
A: No, we haven't got one, but I think we'll buy it soon. We have bought a new _____ this month.
B: Oh, it's a very modern one. I think you have made a nice choice.

3.
A: Uh-oh! I have just spilled coffee on _____!
B: That's OK. Don't worry about that.

4.
A: Where can I find _____, Mum?
B: Have you looked on _____?
A: Yes, I have.
B: I think you should _____.
A: Oh yes. Here it is. Thank you, Mum.

5.
A: Can I help you with the cooking?
B: Yes, please. I think the _____ doesn't work.
A: In my opinion, we need a new _____.
B: To my mind, you are right.

3 a) Work in pairs. Ask your friend questions about the things he/she has got in the kitchen.

b) Speak in class. Say what things you have or don't have in your kitchen. Start like this:

Kitchen is a very special place in our house (flat). This is the room where the whole family meets together at breakfast, dinner or supper. I think that our kitchen is comfortable. We have got all modern conveniences: gas and hot and cold running water. There is also a fridge, a cooker and a microwave oven in it. There isn't _____, but _____. There are some _____ and _____.

4 Put the verbs in brackets into the correct form.

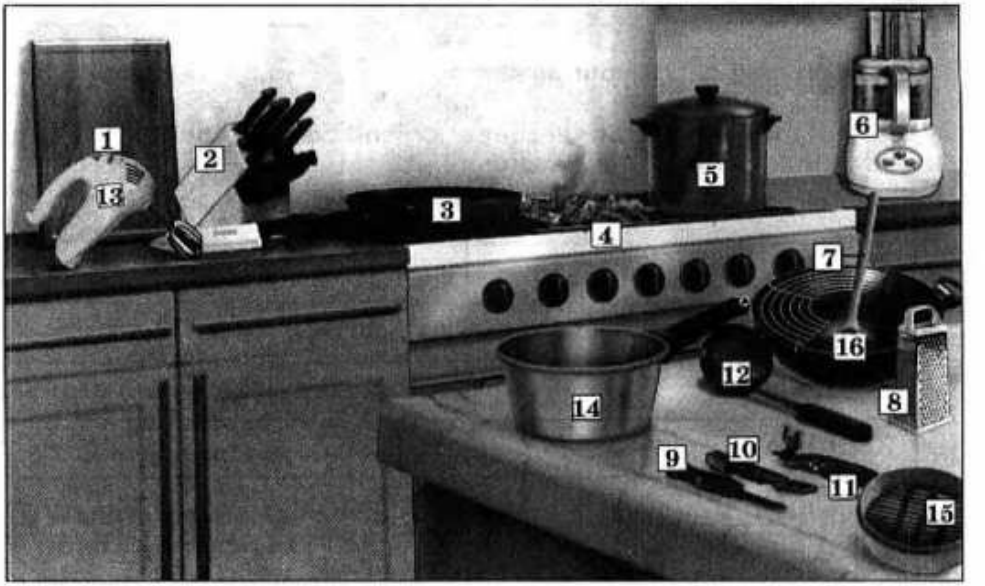
1. The Parkers bought (to buy) a new dishwasher last month.
2. You should keep (to keep) raw meat in the refrigerator.
3. Ann is in the kitchen. She has already washed (to wash) the dishes.
4. The dishes are too greasy. Use the washing liquid to wash (to wash) them!
5. Jack was looking for (to look for) an ice maker when his mother came (to come) into the kitchen.
6. Dan had scrubbed (to scrub) the kitchen sink before his mother came (to come).

5 Write about the modern conveniences you have in your kitchen. What do you and your family members do in this part of your house (flat)?

Lessons 7–8. Now... You're Cooking!

1 **a) Listen and repeat the words.**

Cooking Equipment



1. a cutting board
2. a set of knives
3. a (frying) pan
4. a grill
5. a pot
6. a food processor
7. a wooden spoon
8. a grater
9. a vegetable peeler
10. a bottle opener
11. a can opener
12. a ladle
13. a hand mixer
14. a measuring cup
15. a vegetable steamer
16. a wok

b) Speak in class. Say what food you like to cook. What cooking equipment do you use?

2 **Say which five pieces of cooking equipment you use most often. What do you use each piece for?**

3 **a) Read and complete the text with the words from Ex. 1a.**

Every country has its own c_____ e_____. For example, Italian kitchens usually have a big p_____ for

cooking pasta. Many Mexican kitchens have a special p_____ to make tortillas[1]. Asian kitchens often have a g_____ for meat and a special v_____ s_____. Ukrainian kitchens have beautifully decorated wooden cooking utensils such as m_____ c_____, s_____ and c_____ b_____. Many kitchens around the world have a set of k_____, a g_____ and a f_____ p_____.

b) Listen[2] and check your answers.

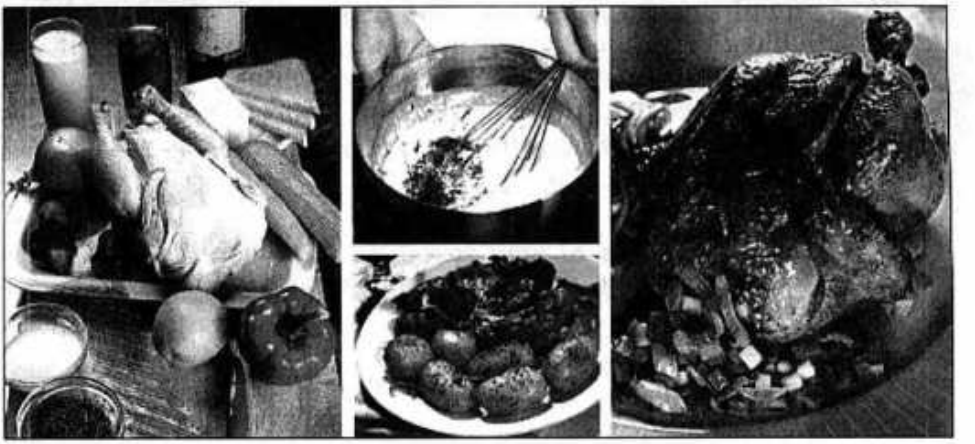
4 a) Read the list of verbs for preparing and cooking food (1–10) and match them with the food words (a–j).

	Verbs		Food
1.	Bake	a)	chicken
2.	Boil	b)	turkey
3.	Chop	c)	fish
4.	Cut	d)	banana
5.	Fry	e)	onion
6.	Grill	f)	potato
7.	Peel	g)	meat
8.	Roast	h)	lemon
9.	Slice	i)	carrot
10.	Squeeze	j)	cake

b) Make sentences with the word combinations you have made. Use different tense forms.

5 Look at the picture and read the recipe. Say what Ann's mum is cooking and what cooking equipment she uses.

[1] Tortilla – thin flat Mexican bread made from corn or wheat flour.
[2] See Tapescript on p. 221.



Roast Chicken with Potatoes Recipe

1. Season the chicken with garlic and chicken spices.
2. Roast at 175°C (30 minutes).
3. Baste frequently with pan juices.
4. Boil the potatoes.

6 Work in pairs. Read and complete the dialogues. Use the words from Ex. 1a and Ex. 4a.

1.
A: What are you looking for?
B: I'm looking for the _____. Do you know where it is?
A: Did you look in the drawers/cupboard?
B: Yes. I looked everywhere.

2.
A: What dish are you going to cook?
B: I am going to cook _____.
A: What cooking equipment do you need?
B: I think I'll need _____, _____ and _____.
A: Can I help you?
B: Yes, please. You can _____ and _____.

7 Play a guessing game.

Tea, a sandwich, a vegetable (fruit) salad, a roast chicken, fried fish with potato.

The speaker chooses one of the dishes from the word bank. He/She says what cooking equipment he/she uses to cook it and describes the process of preparing and cooking it.
The class tries to guess what dish the speaker is talking about. The person who names the dish becomes the speaker and the game starts again.

8 **Write the recipe of your favourite Ukrainian dish. Describe how you/your mother cook(s) it and what cooking equipment you/she use(s).**

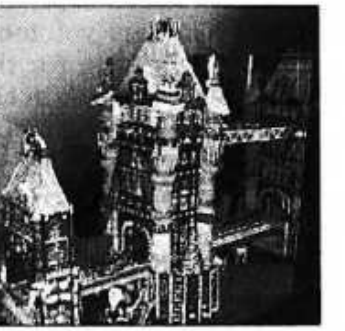
Lessons 9–10. Recipes

1 **a) Read the information.**

Gingerbread is a sweet that can take the form of a cake or a cookie in which the main flavour is ginger. It is a popular Christmas decoration in Great Britain.

b) Listen to the girl talking about the way she cooks "Jolly Gingerbread"[1]. Order the sentences which describe the process of cooking.

"Jolly Gingerbread"



You'll need:
- 1 1/2 cups bread flour
- 1/2 teaspoon salt
- 3/4 teaspoon baking soda
- 1/2 teaspoon ginger
- 1/2 teaspoon cinnamon[2]
- 1/2 cup butter or margarine, softened
- 1/2 cup brown sugar
- 1 egg, beaten
- 1/2 cup treacle[3]
- 1/2 cup boiling water

What to do:
___ Pour dough into a greased square cake pan.
___ Bake in a preheated 350-degree oven for 35 minutes.
___ Combine first five ingredients in a large bowl. Mix well.

[1] See Tapescript on p. 222.
[2] Cinnamon – кориця.
[3] Treacle – патока.

___ Add egg and treacle to creamy mixture. Mix well.
___ Mix until smooth and creamy.
___ Pour creamy mixture and boiling water into flour mixture. Mix well.
___ In a medium bowl, combine butter or margarine and brown sugar.

b) Speak in class. Tell your friends how to cook "Jolly Gingerbread".

2 Match the verbs (1–5) with their definitions (a–e) and make sentences with them.

1.	Pour	a)	to put smth. together with smth. else
2.	Bake	b)	to make things join together in a whole
3.	Combine	c)	to flow in a continuous stream
4.	Add	d)	to cook smth. by dry heat in an oven
5.	Mix	e)	to prepare smth. by putting several ingredients together

3 a) Look at the picture and say where the story takes place.

b) Read the text and say what ingredients Alex and his father used to cook the vegetable soup.

Vegetable Soup

One Sunday Alex and his father decided to cook vegetable soup for lunch. They got up very early, because they had to get the food prepared by noon.

Alex filled a large pot with water. He put it on the cooker. Alex's father cleaned and chopped carrots, potatoes, tomatoes, and green beans. He was cutting some beef into small chunks when mum came to the kitchen door.

"You're a little earlier than usual this morning," she said. "Do you want me to help you?"

"You are invited for lunch as a guest today, Mum," said Alex. "Guests mustn't work in the kitchen. You can have a long sleep or at least watch your favourite TV programme. It's Sunday today, isn't it?"

Alex's father finished cutting up the meat. He added all the vegetables and pieces of beef to the boiling water.

When the soup was done cooking, Alex's father poured it into plates. After that he began to toss a salad. Alex helped him.

By twelve o'clock all the food was on the table, and it was time for lunch.

"I can't wait to taste our soup, Dad," Alex said. "Mum," he called. "Lunch is ready! Well, I hope you'll like our vegetable soup!"

"Of course, I will. You are the best cooks in the world! And you have set the table for lunch wonderfully!" said Mum.

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

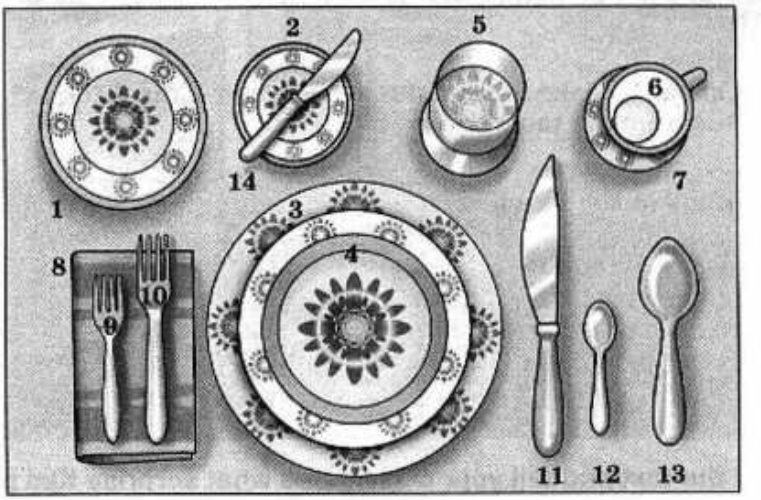
1. What did Alex and his father decide to cook one day?
2. What did Alex do?
3. What did Alex's father do?
4. The mother didn't help in the kitchen that day, did she?
5. Who poured soup into plates?
6. Who invited mum for lunch?

5 Speak in class. Retell the story of Ex 3. Use the verbs: *to cook, to get the food prepared, to clean, to peel, to chop, to cut, to add, to boil, to pour, to enjoy one's meal.*

6 a) Look at the picture of the place setting Alex has made. Match the numbers in the picture with the words from the list: *a salad plate, a bread-and-butter plate, a dinner plate, a soup bowl, a water glass, a cup, a saucer, a napkin;* silverware: *a salad fork, a dinner fork, a knife, a teaspoon, a soup spoon, a butter knife.*

E x a m p l e : Number 1 is a salad plate.

A Place Setting



b) Work in pairs. Look at the picture above. Read, complete and act out the dialogues.

1.
A: Excuse me. Where does the knife go?
B: It goes to the right of the dinner plate.
2.
A: Excuse me. Where does _____ go?
B: It goes to the left/between/on _____ (and _____).

7 **Read the recipe and write a story about the way Ann cooked Curry Chicken Salad one day.**

Curry Chicken Salad

You'll need:
- 2 cups cooked chicken, shredded
- 1 teaspoon curry powder
- 1 celery stalk, chopped
- 2 hard-boiled eggs, chopped
- 1/2 cup mayonnaise
- 1/4 almonds, slivered

What to do:
1. Combine all ingredients in a large bowl. Mix well.
2. Refrigerate several hours before serving. Serve 4.

Lesson 11. Marvellous Muffins

1 Work in pairs. Make and act out a dialogue "In the Kitchen". Use the phrases from the table.

Questions in the Kitchen

Where can I find ...?
Can I help with ...?
Where does this ... go?
Where do I keep ...?
Where shall I put ...?

2 Read the text and tell your classmates what surprise Kim prepared for her parents.

Kim's Surprise

Even though it was Saturday, Kim rolled out of bed early. She looked out of the window. A thick blanket of snow covered the ground.

"It's a good day for a warm breakfast," Kim thought. "I'll surprise mum and dad with some muffins." She found the recipe in a cookery book. Then she measured the things she needed:

- 1 egg
- 2 tablespoons sugar
- 3/4 cup milk
- 2 cups baking mix
- 1/2 cup brown sugar
- 1 1/2 teaspoons cinnamon

First, she set the oven at 140°C so it would have time to heat up. Then she put twelve paper baking cups into a muffin pan. She mixed the egg, sugar, milk, and baking mix in a large bowl. She poured the lumpy batter into the baking cups so each was about two-thirds full. Next she stirred the brown sugar and cinnamon together. Last, she sprinkled the mixture on the muffins.

Kim put the muffins into the oven to bake for fifteen minutes. The oven began to heat.

Kim was reading a book while she was waiting for the muffins to be ready. As soon as the muffins were done, she invited her parents for breakfast.

"Mmm, these were worth waiting for," she said as she bit into a warm buttered muffin. "I think I'll call these Kim's Surprise!"
"I like muffins! They were certainly not as popular when I was growing up as they are now – now, of course, there are muffins shops, and doughnut shops sell muffins, too. But nothing can compare to a homemade muffin, fresh from the oven! You are a good cook, Kim," her mum said.
"Thank you for such a delicious surprise," the father added.

3 a) Look through the text above and make a list of the verbs that describe the process of cooking.

b) Use your notes to retell the story.

4 a) Read the information.

Drury Lane is a street in London, also notable for its theatre. Victorian households had many of their fresh foods delivered; muffins were delivered door-to-door by a muffin man. The "muffins" were the product known in much of the English-speaking world today as English muffins, not the cupcake-shaped variety.

The Gingerbread Man in the 2001 film *Shrek* states he was made by the Muffin Man, though the Muffin Man does not actually appear in the film until its sequel, *Shrek 2*.

The Muffin Man is a traditional nursery rhyme or children's song of English origin.

From *Wikipedia*, the free encyclopedia

b) Listen, sing and play.

The Muffin Man

The first player turns to the next one, and to some singsong tune exclaims:

"Do you know the muffin man, the muffin man, the muffin man?

Do you know the muffin man who lives in Drury Lane?"

The person addressed replies to the same tune:

"Yes, I know the muffin man, the muffin man, the muffin man;
Oh yes, I know the muffin man who lives in Drury Lane."

Upon this they both exclaim:

"Then two of us know the muffin man, the muffin man," etc.

5 **Project Work.**

a) Work in groups. Make a poster "The Best Recipe Ever!" Decide on a recipe of a dish you would like to share with your classmates. What country is it from? What are the main ingredients? Write the recipe and decorate the poster with pictures.

b) Gallery Walk. Put all your posters on the board. Share the ideas with your classmates.

Lesson 12. Do You Like Potato?

1 Listen to the story[1] and tick the sentences T (True) or F (False).

___ 1. The archeologists have found potato remains in the ancient ruins of Peru and Chile.

___ 2. The Incas worshipped potatoes but they didn't eat them.

[1] See Tapescript on p. 222.

___ 3. Ancient Inca potatoes had dark purplish skins and yellow flesh.

___ 4. In the 17th century the people of many European countries such as Italy, England, Belgium, Germany, Austria, France saw potatoes for the first time.

___ 5. Much time has passed since people started to like eating potatoes.

___ 6. Today, the potato is so common and plentiful in the Western diet that it is taken for granted.

2 Read the text and say why "The Pechena Kartoplia" restaurant is popular with visitors.

The Pechena Kartoplia

The bread and potatoes have been the main national dishes of all Slavonic people for centuries.

The speciality of the *Pechena Kartoplia*, the delicious baked potato, is cooked before customers' eyes. The smoking potato is taken out of the oven. Then it is cut in halves. Butter and cheese are added and the potato is mashed into appetizing soft puree. Then the filling is put inside. It is of the customer's choice – herring, pickled or fried mushrooms, crab meat, brynza (salted cheese), ham, cabbage, etc. But the menu doesn't limit itself to potatoes; there is also a great selection of salads, hot sandwiches (toasts) with ham, fried mushrooms and cheese, varenyky (Ukrainian ravioli with cherry, meat, potato and mushrooms), hot fragrant soups, mouth-watering desserts (delicious pies, fruit with souffle and fruit jelly) and various drinks (from ice-cold refreshing drinks to hot chocolate and coffee).

Lively and bright interiors, in which green, yellow and red colours dominate, create a pleasant atmosphere and festive mood.

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

1. Do you like potatoes?
2. What is your favourite "potato" dish?

3. Can you cook potato by yourself?
4. Have you ever been to the *Pechena Kartoplia* restaurant?
5. What food did you order there?
6. What do you think makes this restaurant so popular with visitors?

Grammar Lab: the Present Indefinite Passive Voice

The Active Voice sentences focus on what the **person (subject)** does or did. The Passive Voice sentences focus on the **object** of the action:

They cook potato before the customers' eyes. (The Active Voice)
Potato ***is cooked*** *before the customers' eyes.* (The Passive Voice)

We use the Passive Voice if we don't know, don't care or don't want to say who (or what) did the action. The Passive Voice focuses on processes rather than on people.

The Present Indefinite Passive Voice

We form the Present Indefinite Passive Voice by means of *is/are* and the third form (Past Participle) of the main verb.

is/are + V_3

Positive

The smoking potato ***is taken*** *out of the oven.*
Butter and cheese ***are added*** *to the potato.*

Negative

French fries ***aren't eaten*** *very often.*

Questions

Is *the smoking potato* ***taken*** *out of the oven? – Yes, it is./No, it isn't.*
What fillings ***are added*** *to the potato?*

Compare:

My mother usually *mashes* potato into a soft puree.
Potato *is* usually *mashed* into a soft puree.

4 Put the verbs in brackets into the Present Indefinite Passive Voice.

1. Boiled potato _____ usually _____ (to cook) in a pot or a saucepan.
2. Fried potato _____ (not, to eat) in our family very often.
3. Popular dishes of different cuisines _____ (to include) into the rich menu of the restaurant.
4. Potato _____ (to eat) everywhere in the world.
5. What fillings _____ usually _____ (to put) inside the smoking potato?
6. _____ mashed potato usually _____ (to serve) hot or cold?

5 Write the sentences in the Present Indefinite Passive Voice.

Example: *My granny always finds good recipes in the old cookery book. – Good recipes are always found by my granny in the old cookery book.*

1. We use beetroots and cabbage when we cook Ukrainian borsch.
2. Children usually eat much ice cream in summer.
3. Many people visit the new cafe in our town.
4. Many Ukrainians grow potato in their vegetable gardens.
5. My aunt always treats us to tasty dishes when we visit her.
6. My mother writes all the recipes in a special notebook.

Lessons 13–14. Eating Out

1 Listen, read and act out a telephone conversation. Where do the boys decide to eat out?

Mrs Hannula: Good morning! Who's calling, please?
Dan: Good morning, Mrs Hannula! I'm Dan, Tom's classmate. Could I speak to him, please?
Mrs Hannula: Yes, he is in. Hold the line, please. (*To Tom.*) Tom, this is Dan calling. Will you answer the phone?
Tom: Yes, Mum. (*Answering the phone.*) Hi, Dan!
Dan: Hello, Tom! Are you doing anything special on Sunday afternoon?
Tom: Not yet. Have you got any plans?
Dan: What about going for a walk in the centre of our city?

Tom: That sounds great. We can have lunch at McDonald's!
Dan: We'll decide when we meet. There is also another fast food restaurant in the city centre, the *Domashnia Kukhnia*. I like the food there.
Tom: Let's meet in the yard at twelve o'clock, then.
Dan: OK, I'll wait for you. Bye!
Tom: Bye!

2 a) Work in pairs. Talk with your friend. Discuss the questions below.

1. What do you think of when you hear the expression "fast food"?
2. Have you ever been to a fast food restaurant?
3. How often do you go there?
4. What food and drink do you usually order when you visit them?
5. Do you like the food there? Why? Why not?
6. Do you think the fast food is healthy?

b) Speak in class. Talk about the food at the fast food restaurants. Use the words: *delicious/disgusting, healthy/unhealthy, fantastic/horrible, fattening/lenten, etc.*

Reading Lab: Jigsaw Reading

3 Work in groups. Read the texts and then exchange information using the given questions.

Group A: **McDonald's**

McDonald's is the world's largest chain of fast food restaurants. The first McDonald's restaurants appeared in Kyiv in 1997. They were a real sensation, and customers travelled kilometres to visit them. Nowadays there are nearly 60 McDonald's restaurants in 16 Ukrainian towns, and more than a dozen of McDonald's restaurants are in Kyiv. The life-size statue of the smiling, friendly clown Ronald McDonald greets the customers at the entrance to the restaurants.

As well as in the other countries around the world, the fast food giant McDonald's in Ukraine offers food of a high standard, quick service and value for money. The extensive menu includes salads,

grilled or crispy chicken, hamburgers and cheeseburgers, sandwiches, fries, ice cream, delicious desserts, soft drinks and coffee. The menu is flexible, and it is often enriched with new dishes.

Children are especially welcome at all McDonald's restaurants. Bright interiors, modern playgrounds and tasty dishes attract kids of different ages. The Happy Meal is a good small present for any child. It contains food and a free toy, both of which are usually contained in a small takeaway box with the McDonald's logo.

Questions:

1. Are there many McDonald's restaurants in Ukraine?
2. What makes McDonald's restaurant a popular place to visit?
3. What kind of food does McDonald's offer?
4. Is there a special meal for children?
5. What attracts children to the restaurant?
6. Who are among the customers of the restaurant?

Group B: **The Domashnia Kukhnia**

The *Domashnia Kukhnia* is a nice and reasonably priced fast food restaurant in Kyiv. About three or four thousands of Kyiv citizens and guests of the city daily come here to enjoy tasty dishes that are cooked according to recipes taken from the old Ukrainian cookery books. The restaurant is a nice place to have breakfast, lunch, dinner or supper. The extensive menu of the *Domashnia Kukhnia* numbers about 80 dishes which were very popular in the 19th and 20th centuries. To cater to different tastes, the menu offers such traditional Ukrainian dishes as Ukrainian borsch, appetizing salads, tasty meat and fish dishes, pancakes and mouth-watering desserts.

Among regular customers there are students and businessmen, schoolboys and schoolgirls, pensioners and office employees.

Questions:

1. Why is the *Domashnia Kukhnia* fast food restaurant popular among Kyiv citizens and guests of the city?
2. Where are the recipes for the dishes taken from?
3. Are the prices in a restaurant high?
4. Are there any Ukrainian dishes on the menu of the restaurant?
5. Can the restaurant cater to different tastes?
6. Who are among the customers of the restaurant?

4 **Speak in class. Tell your classmates what fast food restaurant you would like to visit. Explain your choice.**

5 **Write a letter to a magazine giving your opinion on fast food. Use the plan to help you:**

1. Write what other people say about fast food.

Some people say that ...
According to my parents (friends), ...

2. Give a different opinion.

However, ...

3. Present your own point of view.

In my opinion, ...
I think, ...

Lesson 15. Grammar Revision

1 **Read and complete the sentences with the correct question tags.**

1. It's important to eat a wide variety of food, ... ?
2. You must eat well but not too much of one food, ... ?
3. I'll take an apple and a carton of orange juice for lunch, ... ?
4. He doesn't eat much chocolate every day, ... ?
5. Ann mixed the egg, sugar, milk and baking mix in a large bowl, ... ?
6. Snack foods such as sweets and crisps don't have much nutritional value, ... ?

2 **Put *a (an)* with the countable nouns and *some* with the uncountable nouns.**

_____ bread, _____ spaghetti, _____ tomato, _____ potato, _____ sugar, _____ loaf of bread, _____ salt, _____ milk, _____ bottle of lemonade, _____ carton of yoghurt, _____ meat, _____ can of Cola, _____ water, _____ carrot, _____ ice cream, _____ kilo of flour, _____ oil, _____ bottle of oil.

3 **Put the verbs in brackets into the Present Indefinite Passive Voice.**

1. The pizza _____ (to share) equally between the four of us.
2. _____ this salad _____ (to make) of fruit or vegetables?
3. The muffins _____ usually _____ (to bake) for breakfast in our family.
4. The microwave oven doesn't work because the electricity _____ (to turn off).
5. Sugar _____ (not, to put) to all the dishes.
6. Food and a small toy _____ always _____ (to include) in the Happy Meal.

4 Write different types of questions to the sentences below.

1. We have all the necessary cooking equipment in our kitchen.
2. Breakfast is usually served at 8 o'clock.
3. Ukrainian cuisine is rich in dishes with good nutritional value.
4. Ukrainian borsch is cooked in every family in Ukraine.
5. My granny was preparing a holiday meal when we came back home.
6. They have bought a lot of food today.

Conversation Lab

5 Act out the situations.

1. You are going on a picnic on Sunday. Invite your friend to join you. Discuss what things and food you take.
2. You are planning a day out in the city. Talk with your friend. Decide where you will have dinner. Talk about the food you would like to order.

6 Read and complete the description of the popular restaurant with the correct tense forms and voice of the verbs in brackets.

The Puzata Khata

The *Puzata Khata* fast food restaurants _____ (to open) in many Ukrainian towns. They _____ (to have) a friendly, family environment, and _____ (to remind) the customers of Ukrainian hospitality and charm.

The main attraction of the two-storeyed *Puzata Khata* _____ (to be) its original interior. Wall paintings, numerous crocks[1], earthen dishes, glass jars with homemade jam and pickles, straw decorating the walls and the ceiling, wooden furniture, traditional stove and wooden cart – all these _____ (to use) to create warm and welcoming atmosphere.

Traditional Ukrainian cuisine is another advantage of the *Puzata Khata*. Such well-known national dishes as Ukrainian borsch with pampushky (rolls), homemade sausages, varenyky, pancakes, salads, meat and fish dishes _____ (to include) into the menu. Children and those who have a sweet tooth _____ (to offer) a rich choice of different desserts.

7 **Write about the fast food restaurant you have been to. Describe the interior and the food you ate there. What was the service like? Would you recommend your friend to visit this restaurant?**

Self-assessment

Think of your records. Tick how well you know it:
4 = very well, 3 = OK, 2 = a little, 1 = needs to improve.

	Now I can...	4	3	2	1
	• describe a kitchen, the kitchenware, a process of cooking and a place setting, a place to eat out	☐	☐	☐	☐
	• talk about different kinds of foods and drinks	☐	☐	☐	☐
	• talk about eating habits and a balanced diet	☐	☐	☐	☐
	• ask questions and present information on the topic	☐	☐	☐	☐
	• present personal point of view on the topic discussed	☐	☐	☐	☐
	• understand short conversations, telephone conversations on the topic	☐	☐	☐	☐
	• understand the recipe	☐	☐	☐	☐
	• read and understand the text of a magazine article, a booklet, a recipe	☐	☐	☐	☐
	• find relevant and necessary information in the texts	☐	☐	☐	☐
	• write an essay about my eating habits	☐	☐	☐	☐
	• write a letter to a magazine	☐	☐	☐	☐

[1] Crock – глиняний горщик, глечик.

Lessons 1–2. How Do You Feel?

1 a) Listen and read the dialogue.

Steve: Good morning, Miss Alison!
Miss Alison: Good morning, Steve! You weren't at school last week. Were you ill?
Steve: Yes, Miss, I was. I had to stay in bed for five days.
Miss Alison: Oh dear. What was the matter?
Steve: I had a cold and a sore throat.
Miss Alison: Did your mum call a resident doctor?
Steve: Yes, she did.
Miss Alison: Are you better now?
Steve: Yes, I am. Thank you. Here's a note from my mum.

b) Complete Mrs Parker's note from home.

Dear Miss _____,
_____ *wasn't at school* _____ *week, because he was* _____. *He had* _____.
Yours sincerely,
Mrs _____

2 Look at the pictures. Say what's wrong with the children and what they have to do.

Example: *Olena has got a fever. She has to stay in bed.*

a fever

a sore throat/quinsy

a bad cold

a toothache

a headache

a stomachache

3 Work in pairs. Make short dialogues as in the examples.

Examples:

1.

A: *You were absent yesterday, weren't you?*
B: *Yes, I was.*
A: *What was the matter with you?*
B: *I had a toothache. I had to consult the dentist.*
A: *Oh dear. Are you all right now?*
B: *Yes, thank you.*

2.

A: *How do you feel?*
B: *Not so good./Not very well./Terrible!*
A: *What's the matter?*
B: *I have a* _____, _____, *and* _____.
A: *I'm sorry to hear that.*

3.

A: *You look pale. Are you OK?*
B: *Oh no. I think I have caught a cold. I am coughing and sneezing badly now.*
A: *You should stay in bed and consult a doctor. There is the epidemic of flu now.*

4 a) Read the text and say why the doctor was invited to the Parkers' family last week.

Steve started to feel ill on Monday morning. He was pale. He had a headache and a sore throat. Besides, he was sneezing and coughing badly. His mother took the temperature. It was very high.

Steve had a fever. She said, "I think you can't go to school today. You have to stay in bed. I'll call the doctor."

Mrs Parker phoned their family doctor, Mr Johnson. He was always asked to come when somebody was ill in the family. Then the recommendations were given by the doctor and medicines were taken by the patient. All the doctor's patients were given a good medical care.

That day the knock at the door to Steve's room was heard in an hour. Mr Johnson examined his patient, listened to his heart and lungs, looked at his eyes and ears. Steve was diagnosed with a bad cold. The doctor said, "Steve, you have to stay in bed for a week, gargle your throat three times a day, drink hot milk with butter and honey, dear. Here's the prescription, Mrs Parker. I think your son will recover in a week. Follow my advice, please, if you want to avoid serious complications."

The boy's health improved wonderfully. Steve felt much better in a week under the doctor's treatment.

b) Read and complete the sentences.

1. Mr Johnson _____ always _____ to come when somebody was ill in the family.
2. Then the recommendations _____ by the doctor and medicines _____ by the patient.
3. Steve _____ with a bad cold.

Grammar Lab: the Past Indefinite Passive Voice

We form the Past Indefinite Passive Voice by means of *was/were* and the third form (Past Participle) of the main verb.

was/were + V_3

Positive			Negative		
I/He/She/It	was	given.	I/He/She/It	was not	given.
You/We/They	were	prescribed.	You/We/They	were not	prescribed.

Question	Answer
Was Steve diagnosed with a bad cold?	Yes, he was./ No, he wasn't (was not).
Was it prescribed by the doctor?	Yes, it was./ No, it wasn't (was not).
Were they visited by their friends?	Yes, they were./ No, they weren't (were not).

Compare:

Mother *gave* **medicines** to Steve last week. (The Past Indefinite Active Voice)
Medicines *were given* to Steve last week. (The Past Indefinite Passive Voice)

5 Put the verbs in brackets into the Past Indefinite Passive Voice.

1. Mother's note _____ (to give) to the teacher yesterday.
2. Tom's temperature _____ (to take) an hour ago.
3. The dentist _____ (to consult) last week.
4. The patient _____ (to examine) by the doctor two days ago.
5. The doctor's advice _____ (to follow) by Steve last month.
6. The serious complications _____ (to avoid) because of the good doctor's treatment.

6 Rewrite the sentences. Change the verbs from the Past Indefinite Active Voice into the Past Indefinite Passive Voice.

Example:

The doctor visited Steve last week. – Steve was visited by the doctor last week.

1. A family doctor visited Mrs Parker yesterday.
2. Mr Johnson examined the patient.
3. The doctor gave recommendations to Steve and his mother.
4. Mr Johnson prescribed medicines for Steve's headache.
5. Steve avoided serious complications.
6. Steve thanked his doctor for the good treatment.

Conversation Lab

7 Read and act out the situations.

1. You are in the school nurse's room. The school nurse is going to do some vaccination to you. Tell her how you feel.

2. You were playing in the yard yesterday when suddenly it started to rain. When you came home you didn't feel well. You had a talk with your mother. What did you tell her?

8 Put the verbs in brackets into the Past Indefinite Passive Voice.

1. The patient _____ (to ask) some questions yesterday.
2. All the necessary medicines _____ (to buy) for Steve.
3. Steve _____ (to visit) by his friends because of his illness.
4. What _____ his disease _____ (to cause) by?
5. Who _____ (to call) last week when your sister was ill?
6. What medicines _____ the children _____ (to prescribe) for their illnesses?

9 You were ill two weeks ago. Write what illness you were diagnosed with, what recommendations were given to you by the resident doctor and what medicines helped you recover.

Lessons 3–4. Healthy Well-Being?

1 Look at the pictures. Say what Jack does to stay healthy.

Example:

Jack always wears gloves when he writes with a pen. He wants to protect himself from germs.

2 Read and say what facts from Jack's life impressed you most.

A Health Freak

Jack wants to have a long and happy life. He's a health freak[1]. He knows that his life depends on the lifestyle he leads, so he plans his daily routine very carefully.

He gets up at half past five in the morning and does his morning exercises for twenty minutes. For breakfast he eats raw[2] vegetables and a raw egg with garlic and chilli pepper. It tastes disgusting[3], but he thinks it's good for him. Then he runs for half an hour in the park, even if the weather is bad. He always wears a mask to protect himself from germs[4], although it looks strange for people around him.

He leaves for school at seven o'clock. He never goes by bus or by train and he thinks that cars are extremely dangerous. He also wears a uniform which he designed to protect himself from dust and dirt.

At school he washes his hands ten times a day and he wears gloves when he writes with a pen in case it's dirty. He takes his lunch to school with him. He eats fifteen sunflower seeds and one onion. He is sure that the lunch which the school provides isn't good for him.

In the evening he sometimes listens to the radio, but he never watches television because he thinks that TV can damage his eyesight.

He rarely goes to the cinema or to the theatre – there are far too many germs there. He goes to bed early.

On the first day of every month he goes to the policlinics for medical checkup, just to make sure that he isn't ill.

3 Work in pairs. Talk with your friend. Discuss Jack's lifestyle.

1. Do you think Jack plans his daily routine correctly?
2. Can Jack really avoid problems with his health?
3. In what way should he change his lifestyle?
4. Is it good to be a health freak?

4 Read and complete the sentences with *should* or *shouldn't*. What would you recommend your friend to do?

1. You _____ plan your daily routine carefully.
2. You _____ do your morning exercises every day.

---

[1] Health freak – person who thinks only of his/her health.
[2] Raw – uncooked.
[3] Disgusting – horrible.
[4] Germs – tiny living things which can make you ill.

3. You _____ have a good diet and eat enough vegetables and fruit.
4. You _____ eat much sugar, salt and fat.
5. You _____ wear gloves when you write, but you _____ ___ wash your hands before you eat.
6. You _____ wash the raw vegetables and fruit you are going to eat to protect yourself from germs.
7. You _____ watch TV more than one hour and a half a day.
8. You _____ go to the policlinics regularly but not too often.
9. You _____ be rude to people.
10. You _____ take care of your health by yourself.

5 a) Work in pairs. Put the conversation in the correct order.

___ Patient: Yesterday. I fell over while I was playing football.
___ Patient: Should I go today?
___ Doctor: Goodbye.
___ Doctor: Hmm. I think you've only sprained it. But you'll need an X-ray. I'll put a bandage on it for now. But you should go to hospital for an X-ray.
___ Patient: Yes, but it hurts.
___ Patient: I've hurt my ankle.
___ Patient: Thank you, Doctor. Goodbye.
___ Doctor: Can you just take your shoe off? Hmm, yes. Can you move your foot?
___ Doctor: Yes. Take this letter with you.
___ Doctor: When did it happen?
1 Doctor: Hello. What's the problem?

b) Listen[1] and check your answer. Act out the conversation.

Conversation Lab

6 Read and act out the situations.

1. Talk about the day you didn't feel well. What was the matter? How were you treated? Who were you taken care by?
2. Your friend was absent last week. Ask him why he didn't go to school. Talk about the things which helped him/her recover.
3. Tell your classmates what you do to lead a healthy life.

[1] See Tapescript on p. 222.

7 **Write your comments to the statement, "Health is the state of well-being." How is your life different from Jack's? What should you do to lead a long and healthy life?**

Lesson 5. Medicine

1 **Work in pairs. Talk with your friend.**

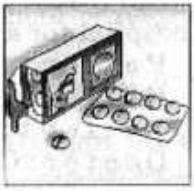
1. Do you often feel ill?
2. Where do you go for medical care?
3. Have you got a family doctor? When is the doctor consulted?
4. When did you have your last medical checkup?
5. What did the doctor say?
6. Were you prescribed any medicines?

2 **a) Listen and repeat.**

an aspirin

a cough syrup/ cough drops

a nasal spray



cold tablets

vitamins

eye drops

a pill/a tablet

a teaspoon/ a tablespoon

an ointment

a heating pad

an ice pack

a lotion

b) Work in pairs. Act out a dialogue as in the examples.

Examples:

1. At school, in the Nurse's Room

A: *Good afternoon, Mrs Petrenko! I don't feel very well now.*
B: *What's the matter?*
A: *I have got a headache. I think that's because of the weather.*
B: *Here is a thermometer. Take your temperature.*
A: *It's 37.5°C.*
B: *I think you should go home and call a doctor. Here is the tablet for your headache.*
A: *Do you mean a painkiller?*
B: *Right you are. Now let's phone your mum. ...*

2. At home

A: *How do you feel, dear?*
B: *I feel really dizzy. What did the doctor say?*
A: *He told you to take cold tablets and cough syrup.*
B: *What's the dosage?*
A: *You must take these pills three times a day after meal and one teaspoon of the cough syrup every three hours.*
B: *OK, Mum.*

3 Complete the sentences with the words from Ex. 2a.

1. People use _____ when they have problems with their eyes.
2. "What has happened with your knee, Tom? It is swelling. I'll bring you _____. It'll help you."
3. "How often should I take these _____, Doctor?" – "Three times a day, after meal."
4. "I have got a running nose, Mum. Is there any _____ at home?"
5. Use this _____ when you have a backache. It can ease your pain. It is a good anaesthetic.
6. You should use this _____ to wash the cut.
7. This _____ tastes like coffee. We use it to gargle a throat.
8. Is there a _____ of _____ to take for a headache?
9. Steve is very weak after his illness. That's why his mother gives him _____ twice a day.

10. Will you bring _____ to make your granny's legs warm?

4 Read and say how medical care was different in the past.

Medicine in the Past

When people visited a doctor two hundred years ago in Europe, they had a very painful experience. For many illnesses, doctors used to "bleed" their patients. They used leeches, small animals which bite the skin and suck the blood. They did this because they thought that illness was caused by "bad" blood. Germs which caused different illnesses were discovered only in the nineteenth century.

As well as bleeding patients, doctors used to give many herbal medicines, which were often more successful. However, before the discovery of penicillin, you could die if even the smallest cut became infected. Also, before the nineteenth century, there were no anaesthetics. This meant that during major operations many people died from the pain shock.

Those who had a toothache went to a barber[1] to have their tooth pulled out, as there were no dentists. Very few people had their own teeth by the time they were old, though false teeth were made for some rich people.

Glasses were first invented by Arab and Persian doctors and many towns had shops which sold them. However, people did not have their eyes tested and used to try on glasses until they found a suitable pair!

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

1. Why was visiting the doctor in the past a very painful experience?
2. How did doctors treat their patients?
3. When were germs discovered?
4. Which kind of medicines did people use before the discovery of penicillin?
5. What happened when people had a toothache?
6. When were the first glasses invented?

6 Read and act out the situations.

1. Talk about medicines which people use when they are ill. How often do they use them during the day?

[1] Barber – цирульник.

2. Tell your classmates about medicine in the past. What medicines were used and how the patients were treated by the doctors in those days?

7 **Write questions to the sentences.**

1. Peter had his tooth pulled out yesterday. (..., ...?)
2. The dentist was visited last month. (When?)
3. This infectious disease was caused by the germs. (What?)
4. Penicillin was discovered two hundred years ago. (..., ...?)
5. Many people died from the pain shock. (Why?)
6. My grandmother knows a lot about herbal medicine. (..., ...?)

Lessons 6–7. Allergies

1 **Listen to Rick talking about his health problem[1] and tick T (True) or F (False) the statements.**

___ 1. The boy suffers from allergy.
___ 2. Rick thinks that his health problem is serious.
___ 3. He always tells people what health problem he has.
___ 4. The boy can't do all the things he loves to do.
___ 5. Rick never goes to see the cherry blossoms in Washington, D.C.
___ 6. He is also allergic to some food.

2 **a) Read the texts and match them with the pictures.**
b) Say what the reasons of children's health problems are.

[1] See Tapescript on p. 223.

J o h n : I was diagnosed with allergies when I was a little kid. Some people have mild allergies while others have severe allergies that could even kill them. Although my allergies aren't that severe, I am allergic to many different things. Some of them are pollen, animal dander, dust mites, and certain medicines (like penicillin). I'm also allergic to some foods. My health problems haven't stopped me from travelling when I can, though.

C l a r e : I've been dealing with allergies for a long time now. I've been going to the allergist since I was 5 years old! I go every 2 weeks to get two shots, which really don't bother me at all. It's become a part of my life. I also take two different medicines. As long as I get the shots and take my pills, I can pretty much carry on with my usual activities. It's all up to me whether I want to suffer or not!

S u e : There are times when my allergies get really bad, though – like winter and spring. Winter is the worst season for me because I spend more time indoors where it can be dusty. I am always sneezing, and most people think I have got a bad cold. I often use nasal sprays then. I've had to rethink some of my dreams, too. Since I'm allergic to animals with fur such as cats, dogs, and hamsters, I can't become a veterinarian. But I'm interested in so many things and there are plenty of other careers out there!

3 Say who these words belong to and tick the statements J (John), C (Clare), or S (Sue).

___ 1. When I am sneezing, people think I have got a bad cold.
___ 2. I can pretty much carry on with my usual activities.
___ 3. I visit the allergist every two weeks to get two shots.
___ 4. Since I am allergic to animals, I can't become a veterinarian.
___ 5. My health problem can't stop me from travelling.
___ 6. I've been dealing with allergies since I was five years old.

4 Work in pairs. Discuss how people who are diagnosed with allergy deal with their health problem. Use Ex.2 for help.

E x a m p l e :

My brother is allergic to some plants. When the trees are in blossom, his eyes usually water. He uses eye drops to help him. Besides, we don't often go to the park in spring.

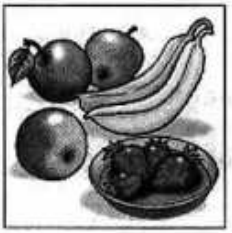
5 Look at the pictures. Talk about the things which are good to eat and about the things which can cause allergy. Give advice to your friend how to avoid allergy problems dealing with food.

Example:

A: *Thank you, sir. Here is the menu, Dick. Would you like to have a big meal?*
B: *I don't think I am very hungry. I'll have a vegetable salad with Indian spices and smoked ham.*
A: *I don't like eating spicy food. Different spices can cause allergy.*
B: *What about potato salad instead?*
A: *That sounds great. So, one potato salad and spaghetti for me.*
B: *Any ketchup?*
A: *Oh, you are joking, of course.*

Giving Advice

You'd better...
I don't think you should...
What about ...?



6 Speak in class. Tell your classmates how allergy can affect people's life. Talk about the things you have experienced by yourself or have heard/read about. Use the words and word combinations from Ex. 2.

Example:

A: *I have learned to deal with my allergies and even see the good side sometimes. Allergies run in families. Almost everyone on my dad's side has them, and my dad's allergies are, like, ten times worse than mine. He's a great support for me, though, because he knows how it feels. I just talk to him when it gets tough.*
B: *My sister's allergies have been getting better. They aren't as bad as they used to be. So the doctor's treatment works. But she also knows the things she has to avoid and what to do about the allergies. This definitely helps a lot. For example, if she doesn't take her tablets, she can be really short of breath.*

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

Betsy _____ (to be diagnosed) with severe allergy last month. Now she _____ (to take) medicine which the allergist _____ (to prescribe) her. The doctor _____ (to explain) that allergies

usually _____ (to run) in families. He also _____ (to teach) her how _____ (to deal) with allergy. Her health _____ (to get) better now because she _____ (to keep) to a diet and _____ (to follow) the doctor's advice.

Lessons 8–9. Illnesses and Their Treatment

Listening Lab

1 Listen to the teacher talking about the alternative medicine[1] and complete the sentences.

1. People are looking for the alternative ways of medical treatment because _____.
2. Different kinds of medicine _____ as well as _____.
3. More and more people turn their minds to _____.
4. The Chinese doctor observes _____.
5. Then he _____.
6. You are asked to _____.
7. You are recommended _____.

2 Work in pairs. Talk with your friend about the alternative medicine. Use the questions below.

1. What is the difference between the traditional and alternative medicine?
2. What are the reasons of serious complications?
3. What tells the Chinese doctor about the patient's health conditions?
4. What treatment is usually prescribed to the patient?
5. ...

3 a) Look at the pictures on p.107. Listen and repeat the new words.

b) Say what you should do to help a sick person. Use the new words and word combinations.

1. If the person is bleeding, you should _____.
2. If the person has got a small burn or scald, you should _____.

[1] See Tapescript on p. 223.

3. If a person has swallowed something, you should _____.
4. If you think that a person has got a broken bone, you should _____.

bleeding

a small burn or scald

choking

a broken bone

shock

to press a clean piece of cloth

to tie a bandage

to hit smb. on the back

to call an ambulance

4 Work in groups of five.

a) Each person in a group chooses one of the texts (1–5) and reads it by him-/herself.
b) Tell the other members of your group what they should do to help a person in this situation.

What Shall I Do?

Sometimes people hurt themselves. If it happens, you must know what to do. Then you will be very helpful. If you are not sure what to do, you should get help.

1. Bleeding

If it is a small cut, a little bleeding can be a good thing. It helps to wash away the dirt and germs.

Press a clean piece of cloth over the cut to stop the bleeding. When the bleeding stops, tie a bandage firmly but not tightly around it.

Get help if bleeding doesn't stop, or if the cut is deep, or if there is dirt in it.

2. A small burn or scald

A scald is like a burn but it is caused by a hot liquid.

If it is a very bad burn or scald, get help at once. If it is a small burn or scald, you should first cool it. You should place it in a bowl of clean, cold water, or under a cold tap.

Then put a clean bandage on it to keep out of the air. Do not put any oil or cream on it. They may contain germs.

3. Choking

It happens if you swallow a large piece of food or a small toy. If it blocks the airway only partly, the person may still be able to breathe enough air to cough. If the cough is strong, the person may be able to cough up what he has swallowed. If he cannot, then you must help.

Make him sit down on a chair with his head between his knees. Hit him sharply on the back with your hand. If he is still choking, you should get help quickly.

4. A broken bone

If you think the person has broken a bone, do not move him. This might hurt him. Keep him still. Send for an ambulance. If the wound is bleeding, treat it as explained in text 1. If necessary, treat for shock.

5. Shock

Any accident is a very unpleasant thing. It usually makes people ill. If the face turns grey and the skin becomes cold and wet, we say that the person is in shock. Keep him warm. Wrap a blanket or jacket around him and give him a warm drink.

5 Check yourself about the things you have learnt from your friends. Tick the statements T (True) or F (False).

___ 1. A little bleeding can be a good thing.
___ 2. If you use a piece of cloth, it must be clean.
___ 3. If the bleeding doesn't stop, get help quickly.
___ 4. If there is dirt in the wound, you must clean it.
___ 5. Hold a small burn or scald under a cold tap or place it in a bowl of cold water.
___ 6. Put a cool cream on a burn before you put on a bandage.
___ 7. If the person is choking, ask him to cough.
___ 8. If someone has broken a bone, move him into a comfortable position and send for an ambulance.

___ 9. If a person's skin turns grey and becomes wet and cold, keep him warm.

6 Speak in class. Talk about the situation when you had to help your friend. Say when and where the accident happened, what symptoms you paid attention to, and how you gave first aid.

7 Put the verbs in brackets into the Present Indefinite or Past Indefinite Passive Voice.

1. All diseases _____ (to cause) by germs.
2. A lecture on dental hygiene _____ (to give) to the pupils of my class three days ago.
3. Medical checkup _____ (to do) once a month.
4. Last year Samantha _____ (to take) to hospital in Richmond, the USA.
5. The individual programme for fitness _____ (to develop) for those who suffer from any special health problem like asthma or diabetes.
6. The temperature _____ usually _____ (to take) when the person doesn't feel well.

Lesson 10. First Aid

1 a) Listen and read what to do if an accident happens.

What Is First Aid?

First aid is the help you can give to someone who is hurt or injured, before an ambulance or a doctor arrives. First aid may save lives. It can certainly stop injuries from getting worse. So if you see that someone is hurt, follow the rules:

- If an accident happens, act quickly but calmly.
- Check that the person is breathing.
- Stop serious bleeding.
- Make sure that an unconscious person is positioned so that he can breathe easily.
- Call for help.
- Don't put your own life at risk unnecessarily.
- Take your first aid kit with you and use it when in need.
- Get help as quickly as possible.

b) Say why it is important to give first aid to people and what rules you must follow.

2 Read the story and order the pictures.

One day Ben and Tim went roller skating. The day was warm and sunny. The little breeze was blowing. It was neither hot nor cold. The boy's favourite spot was the path that ran through a nice park not far from the place where they lived. The boys were having a great time together.

"We have been roller skating for at least an hour, I think," Tim said. "Would you like to have a little rest, Ben?"

"You can have a rest, if you want, but I am not tired."

With these words Ben decided to overtake his friend, but, unfortunately, slipped and sprained his ankle. It hurt and he couldn't put his weight on it. Tim eased off his roller skate. Ben's ankle was swelling. Tim brought some water from the stream nearby, soaked his handkerchief and put it on Ben's foot. This eased the pain and helped stop the swelling. Then he padded the ankle with cotton wool from his first aid kit.

"How did you know that we would need it?" Ben asked.

"I didn't know that, believe me. I always take it when I go for a long ride."

"That's a good habit, indeed." Ben added and wrinkled his face from pain.

Tim used a roller bandage on top of the cotton wool. He wrapped it around the back of Ben's ankle and under his foot, firmly but not too tightly, to support it.

Ben managed to limp home with Tim's help.

"Thank you, Tim, for your help," said Ben.

3 Read and choose the correct item to complete the sentences.

1. One day Ben and Tim went _____.
   a) swimming b) roller skating c) hiking

2. The weather was _____.
   a) cold b) hot c) neither cold nor hot
3. The boys have been roller skating for _____.
   a) at least one hour b) two hours c) all day long
4. _____ would like to have a little rest.
   a) Ben b) Tim c) Both boys
5. Suddenly, Ben slipped and _____.
   a) hurt his elbow b) sprained his ankle c) hurt his leg
6. Tim gave his friend _____.
   a) a painkiller b) first aid c) cold water
7. Tim used _____ on top of the cotton wool.
   a) his first aid kit b) an ice pack c) a roller bandage

4 Speak in class. Use the pictures on page 110 to retell the story of Ex. 2. Why is it good to take the first aid kit when you go hiking or for a long ride?

5 Work in groups of three. Act out the situation.

P u p i l A. You are a pupil. You have become the witness of an accident not far from your school. The boy fell down and broke his leg. Talk about your actions.

P u p i l B. You are a doctor. First aid was given to the sick boy before you arrived. Ask about the accident. Say if the first aid was given correctly or not.

P u p i l C. You were playing football in the school yard but unfortunately fell down. You think that you have broken your leg. Your classmate gave you first aid. He did everything to keep you as still

as possible. He covered you with his jacket to keep you warm and then went to call an ambulance.

6 Speak in class. Talk about the situation which happened to you or your friends one day. Tell the listeners who helped the sick person.

7 Write sentences with the verbs from the word bank. Use different tense forms and the correct time expressions.

To sprain an ankle, to put smb.'s weight on, to ease off smth., to soak, to ease the pain, to pad the ankle with cotton wool, to use the first aid kit, to use a roller bandage, to wrap, to limp.

Lessons 11–12. A Trip to Hospital

Listening Lab

1 Look at the pictures and say why the children need help.

Example: *Nick needs help because he has broken his leg.*

2 Listen to the school nurse giving a lecture to schoolchildren[1]. Complete the sentences.

1. A hospital can sometimes seem like _____ if you are a patient.
2. The reasons why the children end up in hospital are _____.
3. Sometimes patients enter the hospital _____.

[1] See Tapescript on p. 223.

4. Either _____ can send a child there if immediate medical care is needed.
5. The treatment for _____ is provided in the emergency room.
6. It is necessary for the doctors to know _____.

3 a) Read the text and say what you have learnt about the hospital from it.

A Trip to Hospital

Part I

Miss Alison took her class for an excursion to hospital last week. She wanted to show the children how the doctors work there. The children were met by Mrs Brown at the entrance. She worked in this hospital for many years and knew practically everything. When the children came in, they put their white smock on as all the doctors who worked there.

"Today you'll have an unusual excursion. I'm going to show you different places in our hospital. Then you will know how the doctors work here and how the patients are given help for their medical problems."

Then she continued, "People come to the hospital for lots of reasons. Sometimes they need extra help to get well – special treatment or medicine that they can get only in hospital. Many people come here for a special operation."

As they walked down the hall, the children asked, "What's that funny smell?"

Mrs Brown answered, "You are smelling disinfectant. Hospital floors are washed with disinfectant several times a day to kill germs. Hospitals have to be very clean all the time."

Mrs Brown took them upstairs. "Children stay in their own section of the hospital, called the paediatric ward," she explained. "Most of the rooms are for two or more children. Every bed can be raised up or down at the back and front. You can sit up in bed to draw pictures or watch TV and, of course, to eat meals."

b) Read and tick the statements T (True) or F (False).

___ 1. Miss Alison took her class for an excursion to the policlinics last week.

___ 2. Mrs Brown met the children at the entrance.

F 3. Children didn't put their white smock on as all the doctors who worked there.
F 4. People come to the hospital only when they need extra help to get well.
T 5. Children were smelling disinfectant the hospital floor was washed with.
T 6. Children usually stay in the paediatric ward when they are in hospital.

4 Work in pairs. Talk with your friend about the hospital in the place where you live. Start like this:

A: *The new hospital for children was opened in Kyiv two months ago. It has all necessary equipment to help the patients.*
B: *How many children are there in one room?*
A: *There are not many. The hospital has rooms for two and three children.*
B: ...

5 Look at the pictures. Express your opinion:

- what made the boy and the girl consult a doctor;
- what the children suffer from (complain of);
- whether the doctor examined the patient carefully;
- whether the doctor gave any practical advice;
- what the doctor prescribed to the patient;
- what the patient should do to avoid serious complications;
- how the doctor helped;
- what medicines helped the patient recover.

6 Work in pairs. Read and complete the dialogue.

Patient: Good _____, Doctor.
Doctor: Good morning, what _____ I do for you?
Patient: I don't _____ very well. I've got a _____ and a _____.
Doctor: Hmm. Let me _____ a look. Open your _____, please. Say "Aah".
Patient: Aaah.
Doctor: Your _____ a bit red. Is it _____?
Patient: Yes. I feel all _____ and cold, too.
Doctor: I'll just _____ your temperature. Here is the thermometer. Hmm, thirty seven point eight. Yes, you've got a _____.
Patient: What is it, then, Doctor?
Doctor: You've got _____. I'll give you a _____ for some _____. Take one spoonful every four _____.
Patient: Should I _____ in bed?
Doctor: No, but you _____ stay at home and keep warm. Come to the policlinics in a week.
Patient: Thank you, Doctor. Goodbye!
Doctor: Goodbye!

7 Write about your visit to the policlinics. Use the words: *to suffer from, to complain of, to recover, to give practical advice, to prevent an illness, to avoid serious complications, to find out, to examine someone's eyes, to extract a bad tooth, etc.*

Lessons 13–14. Doctors and Nurses

1 a) Look, listen and repeat.

a paediatrician

a surgeon

an ophthalmologist

a nurse

an X-ray technician

an anaesthetist

b) Read and match the words (1–8) with their definitions (a–h).

1.	A paediatrician	a)	a doctor who helps people in state of emergency and gives first aid
2.	An anaesthetist	b)	an eye specialist
3.	A nurse	c)	a doctor who deals with children and their illnesses
4.	EMT/an emergency medical technician	d)	a doctor or nurse who has been specially trained to give people anaesthetics
5.	An ophthalmologist	e)	a doctor trained in the treatment of mental illness
6.	A surgeon	f)	someone whose job is to look after people who are ill or injured, usually in a hospital
7.	A psychiatrist	g)	a specialist who works on an X-ray machine and examines the patients' bones and organs inside the body
8.	An X-ray technician	h)	a doctor who does operations in a hospital

c) Listen[1] and check your answers.

2 Work in pairs. Ask your friend questions about the parts of the body the specialists examine and treat for.

Example:

A: *What does the ophthalmologist do?*

[1] See Tapescript on p. 224.

B: *He examines the people's eyes and checks their eyesight with the help of an eye chart. He can also prescribe eye drops for your eye problems.*

3 Read the text. Say what specialists look after the patients in hospital.

A Trip to Hospital

Part II

"Every floor has a nurses' station," she went on. "All the patients' charts are kept there. The chart has all sorts of information about the patient's medical history and daily notes made by the doctors and nurses who take care of him or her while he or she is in hospital. It tells the doctors what pills, vitamins and other medicines are taken by the patient. When the doctor comes to see the patient, he looks at the chart before he examines him."

Mrs Brown introduced the resident doctor. "There is always a doctor on the floor," she explained. "When Dr Smith goes home, another doctor comes to take her place."

The X-ray machines were next on the tour. Mrs Brown told the children that an X-ray technician works on them. "X-ray machines are like big cameras, but they use a special kind of film. They take pictures of your bones!"

Then they went with Mrs Brown to the room where surgeons get ready to operate. She introduced them to one of the surgeons, Dr Peterson. He was wearing a special suit. He said, "This suit is part of the special clothing that we wear when we operate."

"We also wear a cap and mask," said Dr Peterson as he put them on. "We wear masks just to keep germs off the patients. We scrub our hands in special soap that kills germs. We have to be very clean. Then we put on sterile rubber gloves – sterile means germ-free. And after that we put on sterile surgical gowns. Then we are ready to operate."

The children continued their trip.

"This is the operating theatre," Mrs Brown said. "It has an operating table, big bright lights, lots of sterile instruments, and many special machines. The machines will keep track of your breathing, blood pressure, and other important things during the operation. An anaesthetist gives people anaesthetics and the operation starts. After the operation is over, the patient is taken to the recovery room, where he wakes up. It's just down the hall. The doctors and nurses there wear special clothes, too."

Children said, "The work of doctors is very important. They help sick people. They can't make mistakes. Doctors and nurses have to know a lot!"

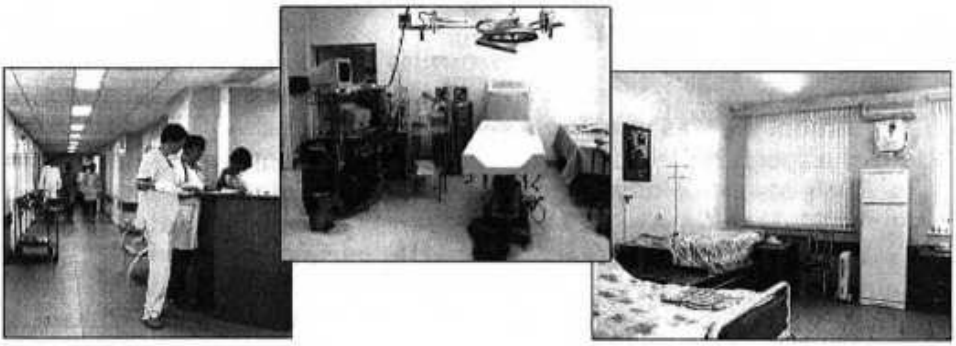
4 Look through the text of Ex. 3, think about the things you have learnt from the text and complete the table.

I knew	I didn't know	I learnt

5 Work in pairs. Look at the pictures and talk about modern hospitals.

Example:

A: *There is always a nurse's station in hospital. You can get the information you need there.*
B: *Where is the information kept?*
A: *It is kept in the patient's chart. When the doctor comes to see his patient, he looks at his chart before he examines him.*



Conversation Lab

6 Read and act out the situations.

1. Describe the hospital building you visited with your class one day. Say what specialists work there and how they treat their patients.

2. Your friend wasn't at school because he/she was ill. He/she had to stay in hospital. Ask him/her questions about the hospital he/she has been to and the medicines he had to take.
3. Say why you think the work of doctors is very important.

7 **Write questions to get more information.**

1. There are many good hospitals in Ukraine.
2. People are given different medical care in different countries.
3. Surgeons usually wear the special clothing when they operate.

Lesson 15. In Hospital

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

Example:

A: *When is it important to call an ambulance?*
B: *People usually call an ambulance when they are seriously ill or when they have serious complications.*
A: *When are people taken to hospital?*
B: *People are taken to hospital in case of an accident or when they need a surgery or special treatment.*

Questions	You	Your friend
When is it important to call an ambulance?		
When are people taken to hospital?		
Who works in hospital?		
What kind of treatment are the patients given there?		
How do they feel there?		
How can you cheer up your friend who is in hospital for some reason?		

2 **Listen and read Jane's letter. Say why she is in hospital.**

Dear Ann,

This is just a short letter to let you know that I'm in hospital – but don't worry, it's nothing serious, I have got quinsy again. You know, I had so many sore throats last year.

My throat was pretty sore after I woke up two days ago. I had a fever and my mum was worried and called an ambulance. I feel much better now but it's still difficult for me to swallow and to speak. The doctor says I have to stay in hospital for a few days if there are no serious complications.

I've got lots of books and magazines, but even so, being in hospital is boring! I am not allowed to go for a walk, and I don't know what to do with my time.

Anyway, it would be great to hear any news from you. A funny letter would really cheer me up.

I hope to see you very soon.

Best wishes,

Jane

3 **Answer the questions.**

1. Why is Jane writing a letter?
2. How does she feel?
3. What does she ask her friend to do?

4 **Read and complete the sentences.**

1. Jane has got _____.
2. It's difficult for her _____ _____.
3. Her mum called an ambulance because _____.
4. Jane has to stay in hospital for a few days if _____.
5. Jane thinks that staying in hospital is _____.
6. Jane doesn't know _____.

Writing Lab: an Informal Letter

When you write a letter to a close friend, it's better to use informal language.

Here are the phrases that can help you:

Explaining why you are writing:

This is just a short letter to let you know that ...

Explaining what had happened:

It happened on ...
It happened so that ...

To change the subject:

Anyway, ...
Now, ...

Sympathising:

I was sorry to hear about your illness.
I was really sad to hear that ...

Ending a letter:

Write to me soon, it would be great to hear from you.
I hope to see you soon.
All the best, ...
Love, ...

5 **Work in groups. Discuss what you can write to Jane to cheer her up. Take notes.**

6 **Write a reply to Jane's letter.**

Lesson 16. Medical Care Centres

1 Listen to the tourists talking about the medicinal baths in Budapest[1] and tick T (True) or F (False) the statements.

___ 1. Budapest is famous for its medicinal baths.
___ 2. The bathing culture was introduced in Budapest during the Roman times.
___ 3. There are four Turkish baths in the capital nowadays.
___ 4. You can have a walk in the park in the Gallert Spa Bath.
___ 5. You can admire the beauty of artistic mosaics, stained glass windows and sculptures of the Gallert Spa Baths.
___ 6. Every medicinal bath is an ideal place for relaxing.

2 a) Read the advertisements from a tourist brochure and answer the questions below.

Gallert Spa Baths
XI, Kelenhegyi ut 4-6
Tel: 466-6166
Open: Mon–Fri: 6 a.m.–7 p.m., Sat–Sun: 6 a.m.–5 p.m.
One of the most popular baths for tourists coming to Budapest. The medicinal spring here was already famed in the 13th century. The spa is decorated with original furniture, artistic mosaics, stained glass windows and sculptures.

Lukacs Medicinal Baths and Swimming Pool
II, Frankel Leo utca 25-29
Tel.: 326-1695
Open: Mon–Fri: 6 a.m.–7 p.m., Sat–Sun: 6 a.m.–5 p.m.
In addition to the medicinal bath section of the bathing complex built in the 19th century, the swimming pool is also very popular. It attracts writers and artists among its regular clients. The 1800-square-metre park with trees, many of which are centuries old. It is an ideal place for relaxing.

[1] See Tapescript on p. 224.

Szechenyi Spa Baths
XIV, Allatkerti ut 11
Tel.: 363-3210
Men's and women's thermal baths, swimming pool
O p e n : daily 6 a.m.–7 p.m. (October–April: 6 a.m.–5 p.m.)
One of the largest bathing complexes in Europe, the premier medicinal bath of Pest. Its thermal springs were discovered in 1879. They are the deepest and hottest (74–75°C) thermal wells in the capital. The baths were built in 1913, the swimming pool in 1927. The open-air sections with their pleasantly warm waters are equally popular in winter.

b) Look through the advertisements (1–3) and say:

Which of the medicinal baths:
- is the oldest one?
- has a beautiful park on its territory?
- has the open-air sections with their pleasantly warm waters which are equally popular in winter?
- can be visited every day?
- one of the largest bathing complexes in Europe?
- is decorated with original furniture, artistic mosaics, stained glass windows and sculptures?

3 a) Look at the pictures and say where people go for medical care.

the policlinics

a sanatorium (*pl* sanatoria)

a hospital

the Medical Care Centre

the Medicinal Spa Bath

b) Work in pairs. Act out a dialogue as in the example.

Example:

A: *What sanatorium in Truskavets did you go to last autumn, Olena?*
B: *"Arkada". I liked it there a lot. The place was fantastic and the medical care was good.*
A: *Was the well-room far from the place where you lived?*
B: *Not very far. Truskavets is not a big town. Everything is within walking distance. Besides, it's so nice to breathe in the fresh mountain air early in the morning.*
A: *Did you get the full course of treatment?*
B: *Sure. I feel much better now.*

4 **Write about the place where you usually get medical care. Describe what health problems you had when you came there and how your health improved. What were the recommendations of the medical specialists?**

Lesson 17. Building a Healthy Life

1 **Look at the pictures and answer the questions.**

1. What do people usually do to have a long and healthy life?
2. What do you think your health depends on?
3. Do you think the way you behave influences your health?

2 a) Listen and read the poem.

Life is given as a gift,
So wonderful and new.
We need to live it day to day,
Being careful as we do.

For life can give us many years,
Or only months or days.
Each moment must be savoured,
And used in special ways.

Stop and take a moment,
To help the poorer man.
Or teach a child something,
Lend a helping hand.

Small things take but minutes,
And one thing is plain to see:
Great rewards return to you.
Give the best of life; it's free.

By *Meghan Beardsley*

b) Explain how the poem is related to the topic of the unit.

Example:

A: *I think that no one wants to feel sick. I can tell you about my friend Olesya. She performed poorly on the Maths test last week. She felt sad and even cried. I felt very upset, too. Olesya decided to talk to her mother about how she felt. Her mother helped her see things in a positive way, and I helped Olesya with her Maths. We both felt much better. This is what the poem we have read about: if you help the others, great rewards return to you.*
B: *Life is really given as a gift. We must value every moment of it. Our actions influence our health and the health of everyone around us.*

3 Read the article from a magazine and name the six components of health.

Have you ever thought that the games you used to play in your childhood can teach you to deal with the real life situations? Do you remember building with your blocks when you were younger? You needed skills, patience, hard work, and the right blocks to get a fabulous building in the end. To build a healthy and happy life, you need skills, patience, hard work, and the right blocks, too. In life, though, these blocks, or tools, are called LIFE SKILLS. No one wants to feel frustrated. No one wants to feel sick. No one wants to fight all the time with friends or family. When this sometimes happens, everybody suffers, even your favourite pet who lives with you.

The six components of our health are physical, emotional, social, mental, spiritual, and environmental. Life skills can help improve these areas individually or, sometimes, together.

It just takes practice. So think before you do your actions or say your words, think how they influence everyone around you, do our best to help those who are in need, build effective relationships with your relatives and friends and you will be happy, healthy and wealthy.

4 Read the text of Ex. 2 and choose the correct item to complete the sentences.

1. The games you played in your _____ can teach you to deal with the real-life situations.
   a) school b) childhood c) imagination
2. To build a healthy and happy life you need _____ skills.
   a) life b) communicative c) practical
3. When quarrels sometimes happen, everybody is _____.
   a) happy b) sad c) indifferent
4. There are _____ components of our health.
   a) two b) three c) six
5. Your health depends on your _____.
   a) wealth b) family c) behaviour

5 Work in pairs. Act out the situation.

P u p i l A. You have quarrelled with your parents this morning. You aren't comfortable because of this fact now but you don't know what to do. You have decided to talk about your problem with your best school friend.

P u p i l B. You met your friend and see that he is upset for some reason. You tell him/her a good joke but this doesn't help. Ask your friend if he/she wants to share his/her problem with you. Decide together what to do to improve the situation.

6 Project Work.

a) Work in groups. Discuss the topic, think of your personal experience, draw a poster "Building a Healthy Life", and write what you do to stay healthy.

b) Gallery Walk. Put all your posters on the wall. Present your ideas to your classmates.

Lesson 18. Grammar Revision

1 Complete the questions with the correct question tags.

1. Steve was diagnosed with a bad cold yesterday, ... ?
2. Bill had to stay in bed last week because he was ill, ... ?
3. Medicines are given to the patient three times a day, ... ?
4. You must follow the doctor's recommendations to avoid serious complications, ... ?
5. My brother goes to the policlinics for medical checkup once a month, ...?
6. Steve didn't go to school yesterday, ...?

2 Read the article from a teenage magazine and say how virtual reality affects the life of people who are ill.

Virtual Reality

Have you ever imagined yourself in the place where you have never been before? Have you seen films like *The Matrix*? Have you ever heard of virtual reality or VR? Of course you have if you have played computer games. But have you thought that virtual reality can affect our lives in different ways? Not many of you can answer, "Yes". Not many of you have also thought that virtual reality can be useful for people in some ways. One of the commonest uses of VR is in medicine. Scientists have managed to build VR machines which can help train doctors in surgical techniques, but VR is also used in the operating theatre itself. For children who are seriously ill in hospital, there is now a VR game network that links seven hospitals. The children have a lot of fun but, apart from that, research has shown that the system helps reduce their pain and loneliness. We can expect VR to become more and more a part of our lives.

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

1. Have you ever played computer games?
2. Have you ever heard of virtual reality?

3. How does virtual reality or VR affect our lives?
4. Can virtual reality be useful?
5. What can VR machines help people do?
6. People use VR in medicine, don't they?

4 Put the verbs in brackets into the correct tense form: the Present or Past Indefinite Passive Voice.

1. The sanatoria _____ often _____ (to visit) in summer.
2. In ancient times false teeth _____ (to make) only for rich people.
3. In ancient times people thought that illness _____ (to cause) by bad blood.
4. Different kinds of medicines _____ (to use) in medical practice.

5 Write ten questions to ask your friend about the way he/she takes care of his/her health.

Self-assessment

Think of your records. Tick how well you know it:
4 = very well, 3 = OK, 2 = a little, 1 = needs to improve.

	Now I can...	4	3	2	1
	• describe feelings and health problems, a hospital building and other medical care centres	☐	☐	☐	☐
	• talk about the symptoms of illnesses, their reasons, first aid and the ways of treatment	☐	☐	☐	☐
	• talk about the work of doctors and medical personnel	☐	☐	☐	☐
	• talk about medicines	☐	☐	☐	☐
	• talk about healthy well-being	☐	☐	☐	☐
	• ask questions and present information on health issues	☐	☐	☐	☐
	• understand the doctor's recommendations	☐	☐	☐	☐
	• understand the lecture on health issues	☐	☐	☐	☐
	• read and understand the information of a magazine article, an advertisement and an informal letter	☐	☐	☐	☐
	• write an informal letter	☐	☐	☐	☐
	• write about a visit to the policlinics	☐	☐	☐	☐

Lesson 1. Our Leisure Time

1 Look at the pictures and say which of these places you have been to. Add information.

Examples:

A: *I live in Kyiv, the capital of Ukraine. There are many cinemas and theatres in our city. Kyiv is the cultural centre of Ukraine.*
B: *I live in the village of Lypivka, Kyiv Region. My class went on an excursion to Kyiv during the last winter holidays. We went to the theatre there. We watched the ballet "The Nutcracker."*

a theatre

a cinema

an opera

a ballet

2 Work in pairs. Talk with your friend about your plans for the week-end. Use the words from Ex. 1.

1.

A: What are you going to do this afternoon?
B: I'm going to visit _____.
A: What _____ are you going to watch?
B: _____.

2.

A: Are you going to do anything special on Saturday?
B: No, I am not.
A: Let's _____, shall we?
B: With pleasure.

3 Read the text and say why you would like to go to the theatre or to the cinema.

Have you ever imagined yourself being one of your favourite book's characters? Can you place yourself in the historical background your hero or heroine lived? Is it difficult or easy for you?

Sometimes we imagine that we visit the places we have never been before. How do the people live there? What are the things which are around them? What do they do and feel?

When you watch a film or come to the theatre to enjoy a theatrical performance you also become a part of adventure. The curtain rises or the first shot appears on the screen and you live in the world created by actors and actresses. Moreover, you are not only a simple viewer, you are an active participant. You feel the way the heroes feel, you think the way they think and you face the same problems they do. But do you always agree with the way they act?

"The world is a stage and people are merely actors," William Shakespeare, the greatest English writer, wrote. The world of cinema and theatre lets us look at ourselves and become better.

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

1. What do you usually do at your leisure time?
2. Do you go to the cinema? What films do you like to watch there?
3. Have you ever been to the theatre? What did you like in the theatrical performance?
4. Is it easy to be an active participant of the performance or the film you watch?

5 Listen to the children talking about their leisure time activities[1]. Tick what they especially like about going to the cinema or to the theatre.

	Julia	Stephen	Peter
Likes visiting new places with the favourite characters.			
Learns a lot of new facts while watching films and performances.			
Enjoys watching a theatrical performance more than watching films.			
Imagines living in the world created by actors or actresses quite easily.			
Finds the answers to the questions while watching a film or a theatrical performance.			
Thinks that it is very important to be an active participant of a film or a theatrical performance you watch.			

6 Speak in class. Comment on the quotation "The world is a stage and people are merely actors" (William Shakespeare).

7 Write a story about the way you spend your leisure time at the theatre or at the cinema.

[1] See Tapescript on p. 224.

Lesson 2. Watching Films

1 Work in pairs. Look at the pictures and talk about the films you like to watch. Use the phrases: *to tell smb. about real-life events, to entertain smb., to make smb. think about smth., to teach about the moral values, to predict smth., to reflect the problems of a society, to enlighten and inspire the audience, etc.*

A western, a comedy, a cartoon, an adventure film, a war film, a science fiction film, a feature film, a viewer.

A: What kind of _____ do you like to watch?
B: I like to watch _____ because they _____. And what about you?
A: _____.

2 a) Listen and read. Say what kinds of film the children are talking about.

1.

A l e x : I have seen a very nice film recently.
B r i a n : Did you go to the cinema or did you watch it on TV?

A l e x : I went to the cinema. I always try to watch the new production of a film on a wide screen at the cinema. The events seem to be more realistic then.
B r i a n : Realistic? I don't think that the films which are produced nowadays are the realistic ones. People tend to watch science fiction films more and more. Let's take films about the Terminator or Robocop, for example.
A l e x : Don't you like them? These real-life robots look just like ordinary people, although, they are powerful fighting machines.
B r i a n : That is what I really mean. Can robots act like real people if they are run by computers?
A l e x : Don't worry. They are an imaginary, not a real thing!
B r i a n : Who knows, perhaps this will be possible one day in the future!

2.

P e t e r : Hi, Dan! I haven't seen you for ages. What have you been busy with these days?
D a n : We are making a new film with my friends at the moment.
P e t e r : You have always been so inventive. What is the film going to be about?
D a n : About real people like you and me. And we are trying to use the animation technique as well. Many things have become possible with the help of computers nowadays.
P e t e r : Who is writing a script for your film?
D a n : We are writing it together. We are still trying to develop the plot. This is going to be an adventure film. Are you really interested? You can join us, too. I know you are very good at computing. You can help us record the special effects or choose music.
P e t e r : Thank you for the invitation. Do you think our film can become a worldwide attraction?
D a n : Why not? Especially if it is shown on a wide screen.

b) Act out the dialogues.

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

1. Do you usually watch films on TV or do you go to the cinema?
2. Why is it good to watch the new production of a film on a wide screen?
3. How are the modern films different from the films people used to watch at the beginning of the 20th century?
4. How do the computers change the world of cinema?

5. Is the music an important part of a film? Why do you think so?
6. Would you like to be a film producer? What will your film tell the viewers about?

4 Work in groups of three. Listen to the opinion. Then listen to the response. Say who you agree with. Present your own opinion.

Example:

A: *If you want to be happy, you must put more laughter in your life.*
B: *I think so, too. Laughter makes you feel smart. That's why I like to watch comedies more than traditional feature films.*
C: *I like both funny and sad films.*

1. It's interesting to watch documentaries.
2. There should be only comedies on TV.

5 Speak in class. Talk about your favourite film. Why do you like to watch it? What does the film tell the viewers about?

6 **a) Put the verbs in brackets into the correct tense form and voice.**

Films is produced (to produce) by recording actual people and objects with cameras. Producers also used (to use) animation techniques and/or special effects. They comprising (to comprise) a series of individual frames, but when these images is shown (to show) rapidly in succession, the illusion of motion is given (to give) to the viewer. Film considering (to consider) by many to be an important art form; films entertain (to entertain), educate (to educate), educate (to enlighten) and _____ (to inspire) the audience. Any film can become (to become) a worldwide attraction, especially with the addition of dubbing or subtitles that translate (to translate) the dialogue. Films is (to be) also artefacts created by specific cultures, which reflect (to reflect) those cultures, and, in turn, affect (to affect) them.

b) Talk about a film as an important art form.

Lessons 3–4. At the Cinema

1 a) Look at the pictures, listen and read the short conversations (1–2) and match them with the pictures (A–C). Say where the people are.

a hall, a billboard

a box office

a refreshment stand

1.

A: Oh no ... The film has just started.
B: Do you want to watch this very film? I think we can buy tickets for the next show then.
A: Let's look at the billboard. There is another film in the Red Hall of the cinema. It starts in half an hour.
B: What's on?
A: *Shrek 2*. What about watching it?
B: Hurry up! Or we'll miss the performance again.

2.

A: Good morning!
B: Good morning, madam! Two tickets for the film *Shrek 2*, please.
B: Is Row 5 OK for you?
A: Yes, please. How much are the tickets?
B: Three pounds fifty pence each.
A: Here are ten pounds. Thank you.
B: Here is your change. Enjoy watching the film!
A: Thank you.

b) Work in pairs. What place in the cinema hasn't been mentioned in the two previous dialogues? Make a dialogue and act it out.

2 Read the letter and say what Dan likes most about the "Ukraina" cinema.

20th February 2008

Dear Alex,

I am writing to tell you about my visit to the cinema. I watched the film "Shrek 2" at the "Ukraina" cinema last Sunday.

The "Ukraina" is one of the best cinemas in Kyiv. In 1903 it used to be the only one two-storey circus in Europe. From 1962 till the present day it is known as a premier cinema. The "Ukraina" cinema was opened after the reconstruction in February 2001, and nowadays it is one of the best cinemas in our country in terms of interior design, quality of service, location and programme. The demonstrations of the new films are always accompanied by a sensation here.

There are two halls of the "Ukraina" cinema, the Red Hall and the Blue Hall. The technical equipment of the halls corresponds to all the modern standards. In both halls the newest motion picture projectors are installed. The halls are also equipped with special sound-absorbing panels, new pearl screens and comfortable seats. The seats feature special props for drinks and popcorn.

In the foyer there are six monitors, a video projector and three bars with the variety of traditional snacks and drinks. The comfortable summer terrace is located on the second floor.

The main thing that attracts the audience is a unique calm and homelike atmosphere.

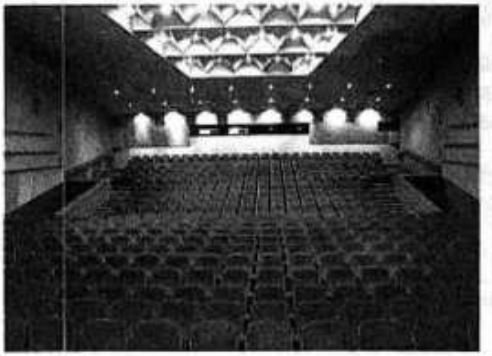
Do you like to go to the cinema? What is your favourite place to watch new films? Write me soon.

Yours,
Dan

3 a) Look through the text of Ex. 2 and complete the sentences.

1. The "_____" cinema is known as _____.
2. The demonstration of the new films _____.
3. The technical equipment of the halls _____.
4. In both halls the newest motion picture projectors _____.
5. The halls are also equipped with _____.
6. The seats feature _____.
7. In the foyer there are _____.
8. The main thing that attracts the audience is _____.

b) Look at the pictures and describe the "Ukraina" cinema. Use the text of Ex.2.



4 Put the words in the correct order to make sentences.

1. films / always / Science / are / fiction / by / sensation / accompanied / .
2. The / local / of / our / cinema / will / start / reconstruction / in / a / month / .
3. second / Is / a / terrace / wonderful / located / on / the / floor / there / ?
4. to / all / Does / modern / the / "Ukraina" / correspond / cinema / the / standards / ?
5. programme / interior / , / of / attract / design / service / , / location / quality / and / this / The / audience / to / cinema / .
6. drinks / the / popcorn / feature / cinema / any / special / seats / halls / props / for / and / in / the / of / Do / the / ?

5 Speak in class. Use the prompts of Ex. 3a to talk about the cinema in the place where you live. What makes this cinema a special place to visit?

Writing Lab: Linking Words and Phrases

We use linking words and phrases in a composition to make our writing more interesting and easier to understand to the reader.

Linking words and phrases are used to:

- show time: *when, before, as soon as, while*;
- list points: *firstly, to start with, next, then, finally, etc*;
- add more points: *and, moreover, in addition, also, etc*;
- show cause or effect: *because, since, so, as a result, etc*;
- give examples: *for example, such as, especially, etc*;
- show contrast: *however, on the one hand, on the other hand, etc*;
- introduce a conclusion: *all in all, to sum up, finally, etc.*

6 Complete the extract from a composition with the correct linking words from the list: *for example, to begin with, what is more, as a result, on the other hand, all in all.*

Watching films at the cinema has many advantages. 1) _____, modern cinemas are usually equipped with the latest technology. 2) _____, films have better picture and sound quality. 3) _____, you can see all the latest films as soon as they are produced. 4) _____, going to the cinema has certain drawbacks. 5) _____, the price of a ticket is very high sometimes and cinemas are often crowded, especially at weekends.

6) _____, watching a film is always an exciting experience.

7 a) Work in groups. Look through the text in Ex. 2 again. Take notes. What makes watching a film at the "Ukraina" cinema a wonderful experience? Write about:

- the interior design;
- the quality of service;
- the demonstrations of the new films.

b) Speak in class. Use your notes and the writing guide above. Choose the correct linking words to present your ideas in order.

8 Write about a film that you watched at the cinema. Was it a wonderful experience for you? What kind of film was it? Did it make you cry or laugh? Did it deal with anything that happened or might happen to you? Did you learn to act in real-life situations from it?

Lesson 5. Cinema Parade

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

Questions	You	Your friend
Do you often go to the cinema?		
What kinds of film do you like to watch?		
What makes this cinema a popular place to visit?		
What are the halls equipped with?		
Do you like the quality of service in this cinema? What features attract the audience?		
What film have you watched recently?		
Were there any special effects in the film?		
What helps this film become a world-wide attraction?		

2 Listen to John talking about his favourite Disney character[1]. Look at the pictures. Say what character he is talking about.

[1] See Tapescript on p. 225.

3 Read the text and say what makes Disney Cinema Parade so popular among the visitors of the Disneyland.

Disney Cinema Parade

There are two sides of filmmaking: the hard work and the magical fun. And a lot of the latter brings Mickey and his friends from the world of Disney films along when they introduce you to the magic of Disney Cinema Parade in the Disneyland ...

The wonderful music sets the atmosphere with a catchy song long before the first float comes in sight ...

Then Goofy, a famous Disney character, appears on his cart racing around the parade route in circles. He is a busy director/producer.

But what's that? It seems that all the stars of the current Disney hits join the production: Captain Nemo, Peter Pan, Tinkerbell, Mary Poppins and Bert, Pinocchio and Gepetto ... The film strip is rolling down the street out of which other characters appear and greet the guests along the route – and those are talking, dancing and singing ... The command "Lights!!! Camera!!! Action!!!" is heard across the place in the parade's wild song.

A camera, a star – but what film are we going to make? A look into the script should help ... and to a loud lion's roar up opens a giant book revealing the opening scene "Circle of Life" from Disney's "The Lion King"!

... A good film is always fun, but even more fun is to join the action. During each of the regular stops of the parade guests are invited to help the production team create the new Disney story. ...

"Disneyland will live as long as people's imagination," Walt Disney once said. What can we add to that?

4 Read and choose the correct item to complete the sentences.

1. There are _____ sides of filmmaking.
   a) three b) two c) many
2. The wonderful music sets the atmosphere with a catchy melody _____.
   a) when the first float comes in sight
   b) after the floats come in sight
   c) long before the first float comes in sight
3. _____ is a busy producer.
   a) Goofy b) Mickey c) Walt Disney
4. All the stars of _____ join the production.
   a) old Disney hits b) the current Disney hits
   c) the first Disney hit
5. _____ is rolling down the street talking, dancing and singing.
   a) A wonderful story b) A crowd of people c) The film strip
6. The parade guests are invited _____.
   a) to help the production team create the new Disney story
   b) to watch the new Disney story
   c) greet the Disney characters

Conversation Lab

5 Read and act out the situations.

1. You want to go to the cinema. You meet your friend and ask him/her what is on in the local cinema and what films (cartoons) he/she prefers to see.
2. You have been to the cinema recently. Tell your friend what film (cartoon) you watched there. Talk about the building of the cinema and the service there. Tell the classmates if it was a wonderful experience for you.
3. Talk about your favourite Disney characters. Say what makes them so popular among the viewers.

6 **Write about your favourite characters from Disney films. Are they positive or negative? What makes them special for you? What do they teach you?**

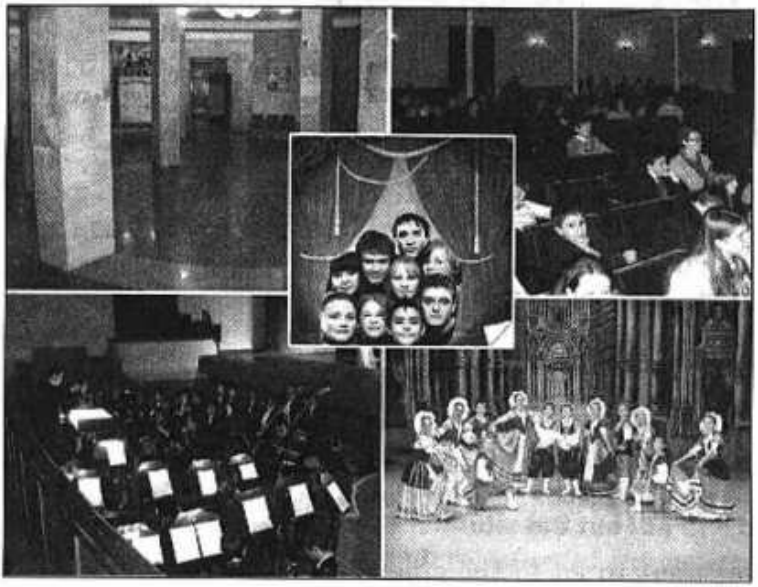
b) Work individually or in groups. Find information and prepare a short report about Walt Disney's life.

Lessons 6–7. My Visit to the Theatre

1 a) Listen and repeat the words.

The lights, the curtain, the spotlight, the scenery, the stage, the chorus, a dancer, an actress, an actor, an orchestra, the audience, a balcony, the stalls, the usher, a programme, a ticket.

b) Talk about the places and people you can see at the theatre.



2 a) Work individually. Write down anything you don't know about going to the theatre. You may want to think about the places to buy the tickets, the people who work at the theatre, etc. Write down questions starting with:

Why ...? When ...? Where ...? What ...? How ...?

b) Work in pairs. Discuss your questions with your friends. Can you answer them? Take notes and complete the first and the second column in the chart below.

I Know	I Want to Know	I Learnt

c) Read the text and complete the third column in the chart.

A Visit to the Theatre

We have a beautiful theatre in our city. It is a modern building situated not far from the city centre. The visitors can enjoy watching dramas, tragedies and comedies there. Sometimes theatre companies from other cities or countries perform their opera and ballets on its stage.

The visitors usually buy tickets beforehand in the ticket booths or in the ticket box offices. Theatrical shows usually start at 7 p.m. When you go in, you enter the foyer, then you come to the cloakroom, where we leave our coats and hats. You can also take opera glasses there. After that you follow your way to the theatre hall. The person who meets you at the entrance is the usher. It is usually a woman wearing a uniform. You must show your ticket to her.

When you enter the hall, you find your seats. You can see the stage in front of you. The curtain is usually drawn and you can't see the scenery before the performance starts. The orchestra pit is next to the stage. This is where the musicians sit and play the music. The performance begins after the third bell has rung. The curtain goes up and you become a spectator. If the spectators enjoy the performance, they break into applause.

The interval starts when the lights go up. The spectators leave their seats and go to the buffet where they can eat a cake and drink a glass of lemonade. They are not allowed to eat during the performance. As the spectators eat or walk, they discuss the performance and the play of the actors and actresses.

After the performance finishes, the spectators rise from their seats and go to the cloakroom to get their coats and hats. You hear them say: "I enjoyed the performance very much," "The performance was splendid," "The actors and actresses performed very well."

3 **Look through the text of Ex. 2 and explain the meaning of the words: *a ticket booth, a foyer, opera glasses, the hall, the stage, the usher, the orchestra, the orchestra pit, the performance, a spectator, an interval, the scenery.***

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

1. What kinds of theatrical performances can spectators watch at the theatre?
2. Where can the visitors buy their tickets?
3. Where can you leave your coats and hats?
4. Who meets you at the entrance to the theatre hall?
5. What can you see inside the theatre hall?

6. Where do the musicians sit?
7. How do the people show that they like the play?
8. Are there any intervals in the play? What do the spectators do during the intervals?
9. The people talk about the performance when it ends, don't they? What do they usually discuss with each other?

5 a) Read and complete the dialogue "In the National Opera of Ukraine".

A: Where did you go last Sunday, _____?
B: I went to the National Opera of Ukraine named after Taras Shevchenko.
A: What was on there?
B: _____.
A: Where did you sit during the performance?
B: We sat in the _____.
A: Did you like the performance there?
B: _____.

b) Act out similar dialogues. Talk about your visit to the local theatre.

6 Speak in class. Talk about the places in the theatre. Are there any rules that visitors should follow?

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

1. The lights had gone (to go down) and it was (to be) difficult to find the seats in the theatre hall.
2. We showed (to show) our tickets to the usher when the second bell rang (to ring). The performance started (to start) in three minutes.
3. When the curtain goes up (to go up), you can see (to see) the scenery on the stage.
4. They were discussing (to discuss) the performance when they saw (to see) the actress who was playing (to play) the leading role in the performance.
5. The afternoon performance at the theatre usually starts (to start) at one o'clock.

6. The Parkers _____ (to be) in the cloakroom. They _____ already _____ (to leave) their coats and hats there. Now they _____ (to take) the opera glasses.
7. When the play _____ (to finish), the spectators _____ (to break) into applause. They really _____ (to like) the play.

8 **Write about the advantages/disadvantages of watching a performance at the theatre as to reading a book. What do you like doing more? Use linking words and phrases in your story.**

Lessons 8–9. Watching a Performance

Listening Lab

1 **Listen to the conversation between Mr and Mrs Parker[1]. Tick the statements T (True) or F (False).**

___ 1. Mr and Mrs Parker are going to the theatre next Sunday.
___ 2. Mr Parker bought the tickets online.
___ 3. Their seats are in the stalls.
___ 4. Mrs Parker thinks they are going to have a wonderful evening.

2 **Read the text and say what makes the Kyiv Marionette Theatre a good place to visit.**

The Marionette Theatre

The Kyiv Marionette Theatre was founded by the producer and artist Mikhailo Yaremchuk in 1989. Since then this rather small theatre with the auditorium seating 100 people has been a destination for a lot of children. The theatrical performances which are shown there bring its visitors to an imaginary world of talking puppets and fairy tales.

The majority of the performances are aimed at family audience and children of 6 and more, but there are also plays good for children at the age of 4 as well. The Marionette Theatre is an ideal way of introducing children to the great fairy tales of Ukrainian and

[1] See Tapescript on p. 225.

foreign writers. Among the plays for children one should mention "The Little Red Riding Hood", "The Golden Chicken", "Once There Was a Rolling Bag", bringing the favourite fairy tales alive for enchanted audience and touching upon the most urgent moral problems.

The Marionette Theatre is not only for children but for adults as well. It has the great plays, which can be found in the repertoires of "big" theatres.

The Marionette Theatre has been working for more than 15 years. It has become very popular not only for its performances in Kyiv but also for numerous international tours. The Kyiv Marionette Theatre has performed all over the world and makes regular tours in Russia and Europe (Spain, France, Germany, Holland, and Poland).

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

1. When was the Kyiv Marionette Theatre founded?
2. How many people does the theatre auditorium have seats for?
3. Who are the actors on the stage in this theatre?
4. What audience is the theatre repertoire aimed at?
5. The plays in the theatre touch the most urgent moral problems, don't they?
6. The Kyiv Marionette Theatre has performed all over the world, hasn't it?

Writing Lab: the Theatrical Performance Review

After the performance people usually talk about the plot of the play, the actors' and actresses' play on the stage. They also describe the scenery and the music.

A theatrical performance review is a written report in a newspaper or magazine about the performance. When you write a review:

- describe a performance;
- use colourful, vivid language;
- include figures of speech;
- express your opinion;
- use the necessary linking words and phrases;
- check your work for spelling and grammar mistakes.

4 Read the theatrical performance review and say what the person who watched the play liked most of all about it.

Last month we went to the National Opera of Ukraine to watch "The Nutcracker".

The best Ukrainian actors and actresses performed in the play. They wore make-up and glamorous costumes. Their acting was enchanting and moving. The scenery on the stage was rich and impressive. The plot of the play was exciting and interesting. During the interval everybody discussed the actors' play, the scenery and the music. All people enjoyed the performance greatly. The final scene was unforgettable. As soon as it was finished, the spectators stood up. The audience broke into applause, because the people liked the play, and the participants took many curtain calls. Moreover, all of them were presented with flowers.

The company gave the truly remarkable play, which was of great educational value. As a result, it was a great success.

To sum up, we spent wonderful time at the theatre and went back home delighted and inspired.

5 Work in groups. Discuss the theatrical performance you went to with your class last week. Take notes. What did you like most of all about it? Use the plan to help you.

Plan

1. The theatre you went to.
2. The actors and actresses that performed in the play.
3. The scenery on the stage.
4. The costumes of the participants.

5. The actors' and actresses' play.
6. The music.
7. The plot and the final scene of the play.

6 **Speak in class. Talk about your visit to the theatre. Say what you liked most of all there.**

7 **Write about the theatrical performance you have seen.**

Lessons 10–11. Laughter Is the Best Medicine

1 **a) Listen, read and act out the dialogue. Say what Peter likes doing in his free time.**

A: What do you like doing in your free time, Peter?
B: I like watching funny TV shows and reading books.
A: Did you want to say, "the books which make you laugh"?
B: Right you are. "Laughter is the best medicine", people say. So I like reading comic books a lot.
A: Do you enjoy going to the theatre?
B: I can't say that I am much of a theatregoer but I sometimes go to our local theatre. And I am a member of our school Drama Club. I always play the role of a comedian in the school play. By the way, you can watch me play next Thursday.
A: Thank you for the invitation. I'll definitely come.

b) Work in pairs. Look at the pictures and talk about the things which make people laugh.

a funny TV show/
a theatrical performance

a comic book

a school party/
a comedian

2 Read the text and say what fact makes the performance in the Chaparral Theatre unusual.

The Chaparral Theatre is in the Disneyland, Paris. It is a huge western style theatre with a roofed stage and auditorium. The western style is continued in the interior. The guests don't sit on soft seats but on wooden benches without a backrest. The seats are placed on the steep stands. The visitors have a good view of the very wide and deep stage from each and every seat. What really makes the theatre so special is the stage.

On the one hand, it is a normal stage equipped with an impressive modern sound and light system. On the other hand, it is not a usual theatre stage as it makes use of a real hill with live trees and plants on it instead of an artificial landscape the back of the stage has. This natural, living set adds a special touch to each and every production at the theatre, where the natural scene is a need.

Furthermore, the stage is wider, deeper and higher than usual. This allows for outstanding productions with a large cast and detail-rich breathtaking sets. The first rows in the front (all on ground level) are reserved for guests with disabilities and young children. They have better view from there and they are really close to the action. Parents are not allowed to sit next to their child in these rows, so all children must be willing to watch the show parted from their parents. But: their chances to be chosen for some interaction in the show are much higher here, too! They can even become a famous comedian or the Disney character for a moment!

3 Read and choose the correct item to complete the sentences.

1. The Chaparral Theatre is in the Disneyland, _____.
   a) Paris b) Florida

2. The theatre has a (an) _____ style interior.
   a) western b) eastern
3. What really makes the theatre so special is _____.
   a) an artificial landscape
   b) the stage with live trees and plants
4. The stage is _____ than usual – this allows for outstanding productions with a large cast and detail-rich breathtaking sets.
   a) wider, deeper and higher b) wider, deeper, but lower

4 Fill in the correct articles *a*, *an*, *the* or zero article where they are necessary.

1. When you watch ___ film or come to ___ theatre to enjoy ___ theatrical performance you also become ___ part of ___ wonderful adventure.
2. I always try to watch ___ new film on ___ wide screen at ___ cinema.
3. My brother likes to watch ___ comedies more than traditional ___ feature films.
4. What makes ___ cinema ___ popular place to visit?
5. The person who meets you at ___ entrance of ___ theatre hall is ___ usher.
6. ___ interval starts when ___ lights go up.

Conversation Lab

5 Act out the situations.

1. You have just watched a comedy at the cinema. You liked it a lot. Tell your friend who hasn't seen it what the comedy was about and what episode you liked most.
2. Your school Drama Club staged a funny play. Tell your parents what it was about, who took part in it, what the scenery was like.

6 Project Work.

a) Make a script for the series "Yeralash". Think what story from your school life you would like to tell the viewers. Draw a poster for it.

b) Gallery Walk. Put all your posters on the blackboard. Talk about the funny moments on it or act out the situation.

Lesson 12. Grammar Revision

1 a) Read the parts of the text (A–D) and put them in the correct order to make a story.

Oleksandr Dovzhenko Film Studios

A. The construction of the O. Dovzhenko Film Studios began in 1927. Although the filming pavilions were still unfinished a year later, film production had begun.

B. The apple orchard located on the side of the avenue near the studios was planted by the order of O. Dovzhenko himself. Since 1957, they were named in memory of Oleksandr Dovzhenko.

C. The Oleksandr Dovzhenko Film Studios, named after the Ukrainian film producer, Oleksandr Dovzhenko, are large film production studios. They are located in Kyiv, the capital of Ukraine.

D. Many memorial plates are located within the studios in memory of the many film producers which had once worked here. One film pavilion is named Schorsovsky, because Oleksandr Dovzhenko shot his movie, *Schors*, there. This area of the studios is used as a museum now.

b) Write different types of questions to the story using the prompts below.

1. The Oleksandr Dovzhenko Film Studios/locate/?
2. The Oleksandr Dovzhenko Film Studios/name after/?
3. The construction/begin/?
4. Schorsovsky film pavilion/call/?
5. Many memorial plates/connect/?
6. The apple orchard/plant/?

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

Theatre and Cinema in Australia

The first theatrical show in Australia _____ (to take) place in 1789. It _____ (to perform) in a mud hut on an improvised stage. A film of the Melbourne Cup horse race _____ (to make) as early as 1896!

Today, theatre and cinema _____ (to be) thriving in Australia. Each state capital _____ (to have) its own theatre company, and networks of smaller professional and amateur groups _____ (to take) drama to schools and to people who _____ (to live) in out-of-the-way places. The Adelaide Festival Theatre _____ (to build) in 1973. It _____ (to consider) one of the finest theatres in Australia. Operas, ballets, concerts, plays, and films _____ (to stage) there.

Outstanding films _____ (to win) Australia an international reputation. Their titles _____ (to include) *Picnic at Hanging Rock, Gallipoli*, and *My Brilliant Career*, and others.

4 a) Read the information about the Sydney Opera House.

b) Write questions to ask your friend about this modern wonder of the world.

The Sydney Opera House: Facts and Figures

- Was designed by Danish architect Jorn Utzon.
- Was opened by Queen Elizabeth II on 20th October 1973.
- Presented, as its first performance, the Australian Opera's production of *War and Peace* by Prokofiev.
- Cost AU$102 000 000 to build.
- Conducts 3000 events each year.
- Provides guided tours to 200 000 people each year.
- Has an audience of 2 million for its performances.
- Includes 1000 rooms.
- Is 185 metres long and 120 metres wide.
- Has roof sections weighing up to 15 tons.
- Has over 1 million tiles on the roof.
- Uses 6225 square metres of glass and 645 kilometres of electric cable.

5 a) Work in two groups. Play a quiz game. Don't look at the information in the textbook. Take turns to ask and answer questions. Who knows more about the Sydney Opera House?

b) Look at the photos. Describe the building of the Sydney Opera House from the outside and inside. What is unusual about it?

5 **Write about the cinema or theatre you have been to. What films or theatrical performances are shown there? Use the phrases to help you:** ***to be constructed, to be equipped with, to be installed, to gain the sympathy of smb., to take part in the cinema/theatre festivals, to seat up to ... people, a big screen, comfortable watch seats, the up-to-date sound system, to get unforgettable impressions from, a constant popularity among viewers, etc.***

Self-assessment

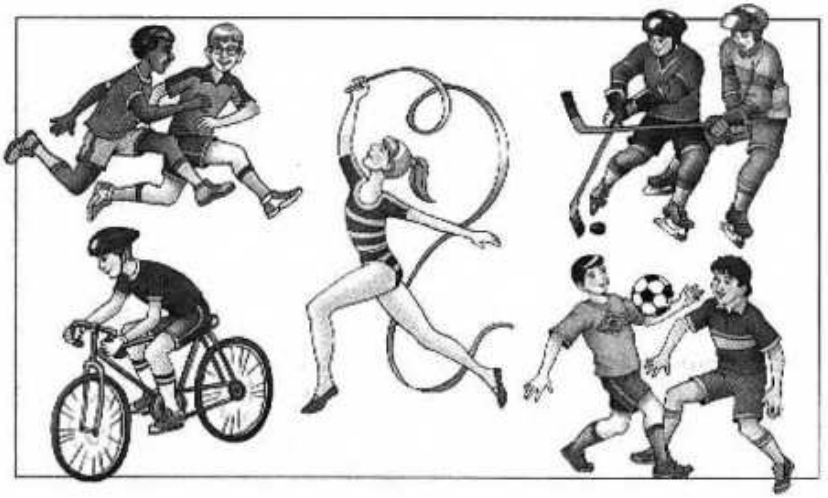
Think of your records. Tick how well you know it:
4 = very well, 3 = OK, 2 = a little, 1 = needs to improve.

	Now I can...	4	3	2	1
	• describe a cinema and a theatre buildings	☐	☐	☐	☐
	• talk about famous cinemas and theatres	☐	☐	☐	☐
	• talk about favourite films and performances	☐	☐	☐	☐
	• talk about going to the theatre and the actors' play	☐	☐	☐	☐
	• talk about favourite literary characters	☐	☐	☐	☐
	• express personal point of view	☐	☐	☐	☐
	• understand the information during the discussion	☐	☐	☐	☐
	• understand the information during the presentation	☐	☐	☐	☐
	• read and understand the text of an informal letter	☐	☐	☐	☐
	• write a composition, use the correct linking words and phrases	☐	☐	☐	☐
	• write a theatrical performance review	☐	☐	☐	☐

Lesson 1. Sport in Our Life

1 Look at the pictures and say what helps you be healthy and cheerful. Use the phrases: *to feel cheerful, to feel excited, to be full of joy, to be delighted with, not to feel/be tired/bored, to have a fabulous/wonderful time, etc.*

Example: *I don't like to be bored, that's why I always try to find something useful to do. It's good to spend an hour in the gym or have a nice walk in the park. I think that going in for sports helps us be healthy and cheerful. I enjoy playing outdoor games with my friends or riding a long distance somewhere in the countryside.*



2 Listen and read Ann's letter to Polly. Say what activities help the children keep fit.

Dear Polly,

How are the things going on? I know that you are busy with your studying. I am also as busy as a bee these days. Lots of homework, you know... But I usually have an active rest. I try to take the advantage of good weather and go jogging in the park every morning. Today after half an hour run I feel fine. A little exercise each day helps me keep fit.

Dan has joined the school Sports Club this year. He wants to set a school record in swimming and running, and he is training hard for that. Everyday training has done wonders for his stamina. His

results are discussed at home almost every day. Dan's parents want him to participate in sports competitions. They are really proud of his wonderful achievements.

Now we've got a new PE teacher at school. He's going to start a badminton club, which sounds like fun. So I think I'll try that – though I hardly imagine where I'll find the time.

Do you go in for sports, Polly? Would you like to join any sports club? Write to me soon.

Sincerely yours,
Ann

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

1. What helps Ann keep fit?
2. How does the girl train her body every day?
3. She doesn't have any sports club at school, does she?
4. Has everyday training done wonders for Dan's stamina?
5. Do Dan's parents encourage him to go in for sports?
6. What has Ann decided to do?

4 a) Work in pairs. Act out a conversation with your classmate about his/her favourite kind of sport. Use the phrases from the table below.

Asking about Interest	Showing Surprise
Are you interested in ...?	Really?
Aren't you interested in ...?	How surprising!
Does ... interest you?	That is surprising!
Doesn't ... interest you?	

Example:

A: *Does tennis interest you?*
B: *It, certainly, does. I started playing tennis when I was six years old.*
A: *Really? Have you participated in any competitions?*
B: *Yes, I have. I have become the winner of the city tournament, and I am training for the All-Ukrainian Tournament at the moment.*
A: *I wish you great luck!*
B: *Thank you.*

b) Speak in class. Talk about the kind of sport that interests your classmate.

5 **Put the verbs in brackets into the correct tense form and voice.**

1. The good stamina _____ (to need) to become successful in sport.
2. Bill's parents _____ (to encourage) him to train harder last year.
3. The sports results _____ (to study) by our coach after every competition.
4. _____ you _____ (to set) a record at last?
5. Who _____ (to invite) you to take part in the school competition?
6. The chess contest _____ (to organize) in our city once a year.

Lesson 2. How Long Have You Been Training?

1 **a) Listen and read the poem.**

Fantastic Gymnastic!

Rachel does gymnastic
In a spiffy leotard,
With a badge she's been awarded
For working very hard
Doing lots of
Bends and stretches,
And for walking on a bar

Without wobbling or falling off –
She's quite a little star.
She can somersault and cartwheel;
Turn some roly-polies too,
And bounce upon a trampoline
The way that gymnasts do.
Says Rachel, "It's fantastic,
Since I've learned to be gymnastic,
I'm as stretchy as elastic!"

By *Georgie Adams*

b) Say what kind of sport Rachel goes in for and what she can do very well. Use the words: *to bend, to stretch, to walk an a bar, to somersault, to cartwheel, to bounce.*

c) Look at the pictures above and say what Rachel is doing now.

2 Listen, read and act out the dialogue.

A: Nice to see you, Alan!
B: Good to see you, Clark!
A: How are you getting on?
B: Fine, thanks. And you?
A: Not too bad, thanks. Where are you going?
B: To our local Sports Centre.
A: Really? What kind of sport do you go in for?
B: Tennis. I have trainings three times a week: on Mondays, Wednesdays and Fridays.
A: Do you like it here?
B: I have been training here for only a short while. I don't know yet. You'd better ask Jim. He has been attending this sports club for two years and he has achieved really good results in the city tournament.
A: Who is his coach?
B: Mr Johnson. He has been working as a coach for more than ten years.
A: Then he is very qualified.

3 a) Read the dialogue of Ex. 2 and complete the sentences.

1. How _____ you _____ on?
2. Where _____ you _____?
3. I _____ here for only a short while.
4. He _____ this sports club for two years.

b) Answer the questions.

Which sentences don't discuss the length of time?
Which sentence express the length of time of an activity which began in the past and is in progress right now?

Grammar Lab: the Present Perfect Continuous Tense

for two hours, since one o'clock, since I was five years old

The Present Perfect Continuous Tense talks about *how long* the activity has been in progress before now.

The children are at the stadium now. They are running. It is ten minutes past one. They started running at one o'clock.

*The children **have been running** for ten minutes.*
*They **have been running** since one o'clock.*

Compare:

She **is walking** now. (The activity is in progress now.)
She **has been walking** for half an hour. (The activity has been in progress before now.)

4 Look at the pictures and say where the children are, what they are doing now and how long they have been doing these activities.

Example: *The girls are in the gym. They are skipping now. They have been skipping for five minutes.*

to skip/five minutes

to do karate/ two years

to play golf/three hours

5 **Put the verbs in brackets into the Present Continuous or Present Perfect Continuous Tense.**

1. Steve and Dan _____ (to sit) at the stadium now. They _____ (to watch) the football match for forty minutes.
2. Jim is very busy now. He _____ (to talk) with his coach. He _____ (to talk) with his coach for half an hour.
3. My classmates are in the gym now. They _____ (to play) volleyball. They _____ (to play) volleyball for an hour.
4. Sue _____ (to train) in the Sports Centre now. She _____ (to attend) the tennis club for three years.
5. Mr Brown is in the swimming pool. He _____ (to watch) the young sportsmen swim. He _____ (to train) them for a year.
6. My uncle and my father are in the Sports Palace now. They _____ (to watch) the hockey match. They _____ (to watch) it for fifteen minutes.

Lessons 3. In the Sports Centre

1 **Work in pairs. Talk with your friend. Discuss the questions below.**

1. Do you go in for sports regularly? If yes, where do you train? If no, would you like to start regular training?
2. Why do people go in for sports? How does sport influence our body and our mind?
3. What physical activities enjoy the greatest popularity among the boys/girls?

4. How many PT lessons do you have every week? Would you like to have more?
5. What sports facilities do you have in your school?
6. Are there any sports competitions in your school? Do you take part in them?

2 Look at the advertisements below and say what activities are offered by the Sports Centre.

Example:

Fitness means being healthy and strong enough to do hard work or play sports. There is the Fitness Studio in the Sports Centre. People of different ages can go there. Good exercise programmes are offered to people to improve their health. Training in the Fitness Studio is also great fun because you can meet new people and find new friends.

FITNESS STUDIO
Fitness
Health
Fun
For people of all ages

SPORTS HALL
A wide variety of activities
Modern sports equipment
Qualified trainers

SWIMMING POOL
For children and adults
Family subscription

TENNIS CLUB
Indoor and outdoor courts
European standards
Modern facilities

3 a) Listen, read and act out a dialogue "Training in the Sports Centre".

A: Our health depends greatly on our way of life. What really matters is plenty of physical exercise. My mum goes to the Fitness Studio every Sunday. I have decided to attend it twice a week, too. Would you like to join me?
B: Have you said "your mum"? Are there groups for people of different ages?
A: Yes, there are. There are groups for teenagers, too. You can do exercises to the sounds of modern music there.

B: It seems to be great fun. When do you want to start?
A: Next Tuesday.
B: Meet you at the entrance to the Sports Centre then.

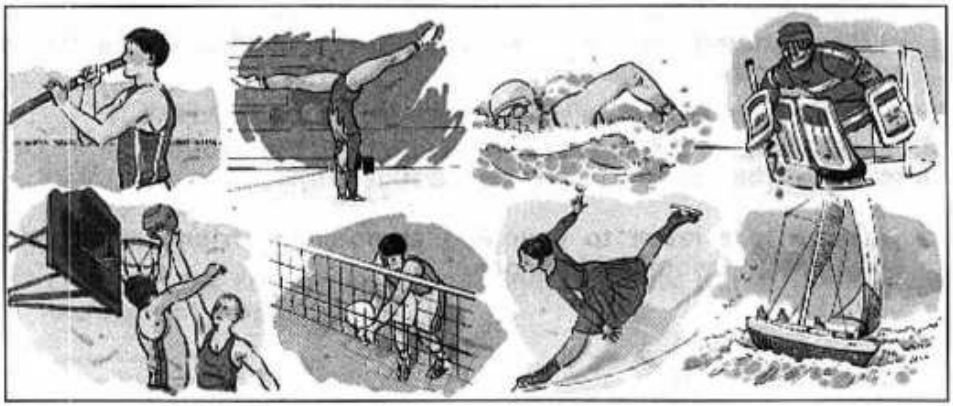
b) Look at the advertisements to Ex. 2. Act out similar dialogues.

4 **Work in pairs. Talk about the kind of sport you like most. Ask each other questions about the time you spend training and about the places you can train at.**

5 **Write about your school PE lessons. What do you like most about them? What would you like to change? Are you satisfied with the sports facilities in your school?**

Lesson 4. We Are Going in for Sports

1 **Look at the pictures and say what kinds of sport children go in for.**



2 a) Read the names of kinds of sport. Which of them are: water sports, adventure sports, ball games, other individual sports?

Wrestling, karate, weightlifting, hockey, tennis, golf, boating, horse riding, parachuting, running, athletics, figure skating, skiing, fencing, surfing, cycling, judo.

b) Say what kind of sport you go in for. Why do you like it? How long have you been training?

3 You are going to do a survey to find out what kinds of sport your classmates go in for.

a) Work in pairs. Decide what kind of information you would like to find out. Use the ideas to help you.

Which kind of sport is:

- the most popular?
- the least popular?
- the most unusual?
- ...?

b) Work in groups. Write six questions you would like to ask your friends. Use the ideas to help you:

- What ... do you ...?
- What are ...?
- Why do you like ...?
- How long have you been ...?
- When did you ...?
- ...?

c) Move around the class talking to different children until you have asked everybody. Take notes.

4 Speak in class. Tell the class what you have found out.

5 Write a letter to your English-speaking friend about your classmates' favourite kinds of sport.

15th March 2007

Dear _____,

I am writing in reply to your request for information about sports which are popular among the teenagers in Ukraine. I have done a class survey recently and I think I'd let you know about my friends' favourite activities. Everybody says that _____ is very exciting. _____.

We have school competitions during the year. Many of my classmates _____. We _____. The other great thing about _____ is _____. So you can _____.

It's best to join _____ and have trainings _____. _____.

So why not give it a try? It's lots of fun!

Yours,

_____

Lessons 5–6. The Golden Rule of Sports

Listening Lab

1 a) Read and tick the statements T (True) or F (False).

___ 1. It is easy to find time for training every day.
___ 2. Fitness activities include keeping to a balanced diet.
___ 3. There is no need to go on foot if you can get to school by public transport.
___ 4. We can't train if the weather is rainy and cold.

b) Work in pairs. Share your answers with your friend. Add information to support your opinion.

2 Listen to the radio programme[1] and complete the sentences with the correct prepositions.

[1] See Tapescript on p. 225.

____ today's stress-filled world, people often talk ____ "finding time" ____ fitness activities. Here's what you could do to train your body even if you can't find time ____ regular training:

- Use the stairs, not the lift! Go ____ and ____ the stairs!
- Go ____ the park ____ your friend or ____ a long walk ____ the forest ____ the weekends! Don't sit ____ TV!
- Don't eat fast food ____ the day! Keep ____ a balanced diet!
- Get ____ ten minutes earlier ____ the morning and walk ____ school.
- Train ____ the gym ____ or ____ classes!
- Ride a bicycle more when you are ____ holiday!
- ____ cold and rainy days don't sit ____ the armchair but listen ____ your favourite music and dance!

Keep moving and enjoy it!

3 Speak in class. Say how you can exercise during the day.

4 Look at the pictures. Say how children exercise every day, why they are tired now and what they have been doing for two hours.

Example:

Steve usually rides a bike instead of using public transport. Steve is tired now because he has been riding a bicycle for two hours.

5 a) Look at the prompts. Write questions using the Present Perfect Continuous Tense.

1. Where/Mary/run/two hours? (At the stadium)
2. How long/Ann/train in the gym? (For three hours)
3. What game/Steve/play? (Basketball)
4. Who/train/Sue/five years? (Mrs Fletcher)

b) Work in pairs. Ask and answer the questions you have prepared.

Grammar Lab: the Present Perfect and Present Perfect Continuous

We use the Present Perfect for actions that happened at an unspecific time in the past.

I have already watched this football match on TV.

We use the Present Perfect Continuous to emphasize that something has been happening repeatedly or continuously since an unspecific time in the past.

I have been watching this football match for an hour.

Remember!

Some verbs do not usually use the continuous form. They are: **know, see, like, hate, remember, want, love,** etc.

I've seen this football match on TV.

6 Complete the sentences. Use the correct form of the Present Perfect or Present Perfect Continuous Tense.

1. He _____ (to be) in boxing since he was 9 years old.
2. My classmates _____ already _____ (to know) some amazing facts about Ukrainian sportsmen.
3. They _____ (to play) volleyball for an hour.
4. Bill _____ (to play) baseball before.
5. John can't participate in the competition because he _____ (to break) his arm.
6. We _____ (to train) in the Sports Centre for three years.

7 Read the text and order the paragraphs.

What Is Sportsmanship?

A. But sportsmanship isn't just for the people on the field. Cheerleaders, fans, and parents also need to behave well during the competition. Sportsmanship is a style and an attitude, and it can have a positive influence on everyone around you.

B. Sportsmanship means:
- playing fair;
- following the rules of the game;
- respecting the judgment of referees and officials;
- treating opponents with respect.

C. Some people think of good sportsmanship as the golden rule of sports: you must treat people you play with and against as you'd like to be treated yourself. You demonstrate good sportsmanship when you show respect for yourself, your teammates, and your opponents, for the coaches on both sides, and for the referees, judges, and other officials.

8 Read and complete the sentences with the words: *sportsmanship, coach, teammate, a referee, influences, an opponent, to reserve, attitude*.

1. _____ is a person who is against another person in a game.
2. He told us _____ our strength for the next day's tournament.
3. Mr Dickinson is the best _____. His students have won many sports competitions.
4. He is my _____. We are the members of the same team.
5. All kinds of physical activities deserve a positive _____ _____.
6. Sports always _____ human character.
7. _____ is an official who controls a sports game and makes sure that players do not break the rules.
8. _____ is a fair or generous behaviour of the participants when they are playing a sport or game.

9 Speak in class. Say what the golden rule of sports is.

10 **Write what sports rules every sportsman should follow.**

Lessons 7–8. Sports Equipment

1 a) Look at the pictures. What kinds of sport do they remind you of?

a batting helmet

a hockey skate

a tracksuit and sneakers/trainers

a training simulator

b) Work in pairs. Look at the pictures above and make short dialogues as in the example. Use the names of sports equipment.

Examples:

1. A: *I am going to play baseball after school today!*
   B: *Don't forget your batting helmet!*

2. A: *Excuse me. I'm looking for ice hockey skates.*
   B: *All our ice hockey equipment is over there.*
   A: *Thank you.*

2 a) Read and act out the dialogue.

Dan: Look, Tom, I've just bought some new trainers!
Tom: Really? Let me see them.
Dan: Here they are. Do you like them?
Tom: They are quite nice. Where did you buy them?
Dan: At the sportswear section, in the Central Department Store.

T o m : How much do they cost?
D a n : UAH 245.00.
T o m : That' s a good price for such comfortable trainers.
D a n : You are going to participate in the school sports competitions, aren't you?
T o m : Sure. That's why I have bought this new pair of trainers.

b) Work in pairs. Make a similar conversation about one of the following: *a new T-shirt, a new baseball cap, new boots, a pair of boxing gloves, a new hockey stick, a training simulator, etc.*

3 a) Read the advertisements from the sports magazine and match them to the kinds of sport.

Ice hockey, basketball, football, athletics, swimming.

1. Basketball shoes, balls, rings, hoops and sets from the game's leading manufacturers. If you want to play basketball like the professionals, then you need to use quality basketball equipment. We have basketball backboards, rims, hoops, nets, and goals and more.

2. We hold a wide range of athletics shoes and athletics equipment for both amateurs and professionals. If you are looking for track running spikes or general running shoes, you will find an excellent selection here.

3. Whether you are a Sunday League player or a professional footballer, we have a fantastic choice of football boots, balls and football kits and team kits on offer.

4. Check out our new and extensive range of ice hockey skates, pucks, pads, helmets, gloves from the best companies.

5. Swimsuits, goggles, aquashoes, body surfing, armbands, fins, snorkelling masks and noseclips. If you are preparing for a holiday abroad or if you just enjoy your swimming, we have everything for those who enjoy the water.

b) Say what sports equipment you need to go in for kinds of sport in the word bank.

Listening Lab

4 a) Listen to the humorous story[1] and tick the statements T (True) or F (False).

___ 1. Dick and Dan were fond of lawn tennis.
___ 2. The boys usually watched their fathers' game.
___ 3. The boys couldn't play tennis by themselves because the table was too high.
___ 4. One day the boys were happy to watch their fathers playing.
___ 5. The boys were allowed to shorten the legs of the tennis table.
___ 6. The boys can play table tennis now but the adults cannot.

b) Listen to the story one more time and answer the questions.

1. Were Dick and Dan fond of table tennis?
2. What did the boys dream about?
3. Why were the boys upset?
4. Why did the men leave the hall?
5. Did Dick and Dan shorten the legs of the table?
6. Can the adults play table tennis now?

c) Retell the story to your classmates. Why did the boys shorten the legs of the table?

5 Speak in class. Tell what sports equipment you need to play your favourite game or to go in for your favourite kind of sport.

6 Look at the pictures. Write what kind of sport children go in for, for how long and what equipment they need. Use the correct tense forms of the verbs.

3 years

5 years

2 years

since she was 5

[1] See Tapescript on p. 226.

Lesson 9. Play It Safe!

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

1. What has the boy been doing?
2. What has happened?
3. Why did it happen to him?
4. What is his sister doing at the moment?
5. How does the boy feel?

2 a) Read the article about sports injuries and choose a sentence (A–C) which best summarises each part (1–3) of the article.

A. What are the main kinds of sports injuries?
B. Why do the injuries happen?
C. The best way to avoid injuries is to keep to the rules.

What Are Sports Injuries?

1. _____

Sports injuries are injuries that happen when you are participating in organized sports, competitions, training sessions, or organized fitness activities. We can have these injuries because of poor training, bad footwear or safety equipment.

2. _____

The first type is called a traumatic injury. It happens accidentally or if you break the rules of the game or use the wrong sports equipment.The second type of sports injury is called a chronic injury. They happen over a period of time. Chronic injuries are usually the result of repetitive training, such as running, overarm throwing, or serving a ball in tennis.

3. _____

Do you want to avoid sports injuries? Keep to the rules – only then you won't get hurt. That's because the best way to deal with sports injuries is to prevent them. If you know the rules of the game you're playing, use the proper equipment, then you can play safe.

b) Listen[1] and check your answers.

3 Work in pairs. Read and complete the dialogue between the doctor and a girl. Act it out.

Marina: Good morning, Doctor!
Doctor: _____
Marina: My arm hurts. I also have a pain in my back.
Doctor: _____
Marina: I was playing in the yard yesterday when suddenly I skipped and fell down.
Doctor: _____
Marina: We have already X-rayed my arm. They say it's nothing serious. No broken bone, I mean. But can you prescribe anything to ease the pain?
Doctor: _____
Marina: Thank you, Doctor. I'll visit you in a week. Goodbye!
Doctor: _____

Conversation Lab

4 Act out the situation.

You are talking with your younger sister or brother. Tell her/him why it is important to keep to the rules when you go in for sport. Talk about the injuries that can happen.

5 Look at the picture. Write a story "The Day Tim Played Football". Did he play the game safe? Use the Present Continuous and the Present Perfect Continuous tenses.

[1] See Tapescript on p. 226.

Lesson 10. Spectators

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

Example:

A: *Do you think it is necessary for people of all ages to play sports?*
B: *Yes, I do. Physical exercises help our blood move inside our body and bring oxygen to our lungs. Those who lack physical exercises can suffer from different diseases. What do you think?*
A: *I am quite sure that going in for sports does more good than harm. There are so many different kinds of sport that everyone can choose one for him- or herself.*

Questions	You	Your friend
Do you think it is necessary for people of all ages to play sports?		
How is sport helpful for teenagers?		
Why is it sometimes difficult to find time for regular sports?		
How can training simulators be useful to solve this problem?		
What competitions are exciting for you to watch and why?		

b) Speak in class. Tell the classmates what you have learnt from your friend.

2 Listen to the dialogue of Ex. 3. Tick T (True) or F (False) the statements.

___ 1. The boys haven't seen each other for a long time.
___ 2. Brian has attended the hockey competititon.
___ 3. The Ukrainian hockey team "Sokil" won the match.
___ 4. There weren't many people at the stadium.
___ 5. Jim isn't a hockey fan.
___ 6. Brian thinks that the fan's encouragement was really helpful for the sportsmen.

3 Work in pairs. Read the dialogue and make a similar one. Talk about the sporting event you attended.

B r i a n : Hi, Jim! I haven't seen you for ages!
J i m : Nice to see you, Brian! It's been a long time since we met.
B r i a n : You are so excited! Where have you been these days?
J i m : I have attended the hockey competition at the Palace of Sports this week. My favourite Ukrainian hockey team "Sokil" met "Spartak" (Moscow). Ukrainians won a victory with the score 2:1. Aleksyuk scored the last goal. He showed his best play in the game.
B r i a n : Congratulations! I can imagine how wonderful the sight was! Did you cheer your favourite players up?
J i m : Oh yes. It was impossible to sit still during the game. There was a crowd of spectators round the sports field. They followed the game with the great interest and shouted to their favourite players.
B r i a n : I hope that the fan's encouragement was really helpful for the sportsmen.
J i m : It certainly was.

Writing Lab: a Report about a Sporting Event

When you write about the sporting event you have to mention:
- the countries-participants;
- where and when the competition (the game) was held;
- the results;
- the best players (sportsmen);
- any exciting (amusing, thrilling) moment;
- your classmates' impressions.

Write your conclusion about the contest as a social event.

4 a) Work in pairs. Look through the dialogue of Ex. 3 and find the facts you need to mention while writing a report about this hockey competition.

b) Speak in class. Make a report about the hockey competition Jim has attended.

5 Look at the pictures. Talk about the sporting events on them. Describe the spectators' feelings. Use the words to help you: *the excitement of the competition, to admire, to show particular interest in, to applaud, to be enthusiastic, etc.*

6 **Write about the most popular sporting event attended by thousands of spectators. Describe their feelings. Why did the event enjoy great popularity among them?**

Lessons 11–12. Famous Sportsmen

1 **a) Listen and read the poem.**

If you think you are beaten, you are.
If you think you dare not, you don't!
If you like to win, but think you can't,
It's almost a cinch[1] you won't.

If you think you'll lose, you're lost;
For out in the world we find
Success begins with a fellow's will;
It's all in the state of mind.

Life's battles don't always go
To the stronger or faster man
But sooner or later the man who wins
Is the man who THINKS HE CAN.

[1] Cinch – something that will definitely happen.

b) Speak in class. Explain the main idea of the poem above. Say what you think excellence in sport is.

Example: *Excellence in sport is a state of mind. You have got to set your goals and work hard to achieve them, always believing that your goals are realistic.*

2 Read the text and say what made Serhiy Bubka a great record-holder.

Serhiy Bubka, Ukraine, is the reigning world record-holder in the pole vault[1] with 6.14 m. Bubka won his sixth World Championships title in 1997 in Athens – certainly one of the greatest achievements in the history of the sport. He has also set 17 world records outdoors and 10 indoors. He has cleared 6.00 m or better in more than 44 competitions. He was voted Sportsman of the Year for 1997 and honoured as the best pole vaulter of the last half century.

Serhiy Bubka, the Great Record-Holder

Part I

My interest in sport came from playing in the streets around my home with my brother and my friends. As a boy I loved to play all sports. But what I loved best were games like street hockey and football. When I played football, which was the most popular sport, I used to play as an attacker, or in the defence. Sometimes I used to play in goal if I felt I had to save the team. I used to play in five positions. I used to run like crazy because I just had to win.

From the age of eight I began physical education classes in school. I took part in sporting competitions between schools and also between different classes. I could really run until I was dead on the sports field because I had to win.

As long as I can remember, what I call the Spirit of Sport – the com-

[1] Pole vault – стрибки з жердиною.

petitive spirit – was in my blood. I realized that sport was something fantastic. When I do sport, I must give everything I have. This is a part of my character.

S. Bubka, *Human Performance in Athletics: Limits and Possibilities* (Budapest, 11–12th October 1997)

3 Read and complete the sentences.

1. Serhiy Bubka's interest in sport came from _____.
2. When he played football, he used to play as _____.
3. He used to run like crazy because _____.
4. S. Bubka began his physical education _____.
5. He took part in _____.
6. When he did sport, he had to _____.

4 Look at the photos and say what these sportsmen are famous for.

Example:

Vitaliy Klychko is famous for his wonderful achievements in boxing. He is known as "Dr Iron Fist". He became a professional boxer in 1996. He was the WBC Heavyweight Boxing Champion of the World in 2004 and 2005.

5 Work in pairs. Talk about your favourite sportsmen. Say why they were successful in their sports career. Use the words: *to be well-known, to be famous for, to have a great interest in, a strong will to win, to set realistic goals, to take part in sporting competitions, the competitive spirit, etc.*

5 **Write a short story about your favourite sportsman's career.**

Lessons 13–14. Those Who Help Us Win

1 a) Listen to the children talking with their coach about the importance of regular exercise[1]. Take notes.

b) Work in pairs. Take turns to ask and answer the questions in the table.

Questions	You	Your friend
Do different sports need different types of fitness?		
What does physical fitness consist of?		
Is expensive equipment important to get fit for sport?		
What can help you find time for sport and be more organized?		

2 Say what children should keep in mind if they want to become successful in sport. Talk about the golden rule of sports and the ways to keep it.

3 Read the text and say what lessons Serhiy Bubka has learnt from his coach.

Serhiy Bubka, the Great Record-Holder

Part II

By the age of 10, I had taken part in most sports at school and outside. My training group moved to the city of Donetsk because it had one of the best pole vault centres in our country. I was very lucky to have Vitaliy Petrov as a coach.

The greatest thing that my coach helped me understand was "The Culture of Movement". He helped me discover many things: the position in the air; the sense of where the bar is; the angles of the limbs when I am in the air.

V. Petrov was excellent because he was interested in every detail. It was important to V. Petrov that everything I did was technically correct.

[1] See Tapescript on p. 226.

One of the biggest lessons I learnt from V. Petrov is the importance of communication between the brain and body during a competition. I "feel" and think about every little art from the start of my run up to the moment I land on the mat.

Finding motivation is something that you must work harder at as you get older and become more successful. You must set goals you can achieve and then continue to work hard and improve your results. It is very important to work together as a team. My victories are due not only to my character and preparation. This is also the victories of my first coach, my current pole vault coach, my running coach, my weightlifting coach, my psychologist, my doctor, and my physiotherapist. We must combine all our knowledge to improve the final result.

S. Bubka, *Human Performance in Athletics: Limits and Possibilities*
(Budapest, 11–12th October 1997)

4 Read the text of Ex. 2 and choose the correct item to complete the sentences.

1. By the age of 10, he had taken part in *most/some* sports at school and outside.
2. V. Petrov helped S. Bubka discover *a few/many* things to become successful.
3. One of the biggest lessons he learnt from Petrov is the importance of communication between *the coach and the athlete/the brain and body* during competition.
4. You must set goals you can achieve *before/after* you become successful in sport.

Conversation Lab

5 Work in pairs. Act out the situation.

Pupil A. You are in Donetsk with your English-speaking friend. During the city tour, you come to the monument to Serhiy Bubka.

Tell your friend what you know about him and his sports achievements.

P u p i l B. You are on a visit in Donetsk. Ask your Ukrainian friend questions about the world record-holder, Serhiy Bubka.

6 **Write a short story to comment the quotation by S. Bubka:**

"I have always felt that a sportsman's life is the best, most beautiful life you can have."

Lessons 15–16. The Luckiest Man

1 Work in pairs. Talk about the famous sportsmen you know. Use the questions below to help you.

E x a m p l e :

A: *What kind of sport are you interested in?*
B: *I am interested in football.*
A: *What famous football players are you curious to know?*
B: *There are some really great players today. I have heard of Zinedine Zidane, David Beckham, Andriy Shevchenko, Serhiy Rebrov, but I don't know much about Diego Maradona. I am also curious to find out what kind of man he was.*

1. What kind of sport are you interested in?
2. What famous sportsmen are you curious to know?
3. Who is your favourite sportsman? What do you know about his life?
4. Do you watch him play at the stadium or on TV?
5. What games (matches) were you impressed with?
6. What do you think makes a sportsman "the luckiest man"?

2 Read the text and say what career Lou Gehrig chose for himself.

Lou Gehrig: The Luckiest Man

(After *David A. Adler*)

P a r t I

Lou Gehrig was born in the Yorkville section of New York City in the family of poor immigrants. His parents came to the United States from Germany. His mother had great hopes for her son. She

wanted him to attend college and become an accountant or an engineer. When Lou was in elementary school, he studied hard and didn't miss a single day.

Lou's mother thought games and sports were a waste of time. But Lou loved sports. He got up early to play the games he loved – baseball, soccer, and football. He played until it was time to go to school. In high school Lou was a star in his school baseball team.

After high school Lou went to Columbia University. He was in the baseball team there, too, and on April 26, 1923, a scout for the New York Yankees watched him play.

The Yankees offered him a $1500 bonus to sign plus a good salary. His family needed the money. Lou quit college and joined the Yankees. Lou's mother was convinced that he was ruining his life.

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

1. What family was Lou Gehrig born in?
2. What did Lou's mother want him to be?
3. She didn't encourage her son to go in for sports, did she?
4. When did Lou play the games he loved?
5. Why did he decide to have a sporting career?
6. What was his mother's thought about his choice?

4 Read and choose the correct item to complete the sentences.

1. Lou Gehrig was born in _____.
   a) the USA b) Great Britain c) Germany
2. Lou's parents wanted him to become _____.
   a) an accountant or an engineer b) a great sportsman
   c) an engineer or a scientist
3. Lou's mother thought games and sports were _____.
   a) not important b) useful c) needed
4. Lou _____ sports.
   a) didn't love b) loved to watch c) loved
5. Lou played in the _____ team when he was in Columbia University.
   a) basketball b) volleyball c) baseball
6. Lou _____ college and played for the New York Yankees.
   a) quit b) studied at c) entered

5 a) Read and act out the dialogue.

M u m : You haven't been working hard these days at your homework, John. I have had a talk with your teacher and she is not satisfied with your test results. I think you mustn't spend so much time in the gym. You can ruin your future life and career.

J o h n : Sorry, Mum, I really didn't want to upset you with my school marks. You know, I have been really busy these weeks because I had to train hard for the competition. My coach has said he expects me to win the tournament.

M u m : I don't want to say that going in for sports is just simple waste of time. I have always wanted you to keep fit and healthy. I think that your training isn't a good excuse for your bad achievements at school. A real sportsman must find the right balance between all his duties. The saying goes, "Where there is a will, there is a way." So plan your daily routine carefully, and you will see how it works.

J o h n : Thank you, Mum, for your sound advice. I'll do my best to study better. Will you help me?

b) Answer the questions.

1. Why is John's mother angry with him?
2. What has the boy been working hard at these days?
3. What problems does he face?
4. What can help the boy be well-organized?

Conversation Lab

6 Act out the situation.

You want to join a sports club but your mother is against it as she is afraid it will take a lot of time and you won't manage your lessons and the sports club. Try to persuade her that sport is necessary for you and you'll do your best to do all your lessons properly and in time.

7 Write a report about a sports figure you admire. What impressed you most of all in his/her sporting career?

Lessons 17–18. The Great Sportsman

1 Listen to Dan talking about famous sportsmen[1]. Look at the photos and say who he is talking about.

2 Work in pairs. Discuss the statements. Add information.

Example:

A: *Every country has great sportsmen to be proud of.*
B: *You are quite right. Every four years hundreds of sportsmen meet at the Olympic Games. All the participants want to become the winners not only to achieve the goal of their ambition but to bring the glory to the country they are from as well.*
A: *In Ukraine the Klychko brothers are the greatest example of good sportsmanship and citizenship.*

1. It's better to participate in the competition than to win it.
3. If you are "famous", that means that you are supported in your family.

3 Read the text and say why Lou Gehrig was the "luckiest man".

Lou Gehrig: The Luckiest Man

(After *David A. Adler*)

Part II

On June 1, 1925, the Yankee manager sent Lou to assist the shortstop[1]. The next day Lou played in place of first baseman. For the next fourteen years Lou Gehrig played in 2 130 consecutive

[1] See Tapescript on p. 227.
[2] Shortstop – a baseball player who tries to stop any balls that are hit between second and third base.

games[1]. The boy who never missed a day of school became a man who never missed a game.

Lou Gehrig played despite stomachaches, fevers, a sore arm, back pains, and broken fingers. Lou's constant play earned him the nickname Iron Horse.

Lou was shy and modest, but people who watched him knew how good he was. He was selected as the American League's Most Valuable Player in 1927 and 1936.

In 1939 he stopped playing because of the serious illness. But he loved going to the games and being in the clubhouse with his teammates.

July 4, 1939 was made Lou Gehrig Appreciation Day at the Yankee Stadium. Many of the old players and fans came to honour their favourite teammate and player. There was a marching band and gifts. The Mayor of New York City told Lou, "You are the greatest example of good sportsmanship and citizenship."

Dressed in his Yankee uniform, Lou Gehrig walked slowly to the microphone. He wiped his eyes, and with the baseball cap in his hands, his head down, he slowly spoke. He spoke about how good people had been to him. He praised his teammates. He thanked his parents and his wife, whom he called a tower of strength. He felt very lucky to have had a great career, wonderful teammates, great fans who loved him, and a supportive family. More than 60 000 fans in the Yankee Stadium stood to honour Lou Gehrig. He finished his courageous speech with the words, "I have an awful lot to live for. Thank you."

4 Speak in class. Say what these dates and numbers stand for: *1927, 2 130, 1939, 60 000, 1925, 1936*.

E x a m p l e : *Lou Gehrig was selected as the American League's Most Valuable Player in 1927.*

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

1. Did Lou Gehrig miss any games after he started playing baseball?
2. Why did he earn the nickname Iron Horse?
3. When did he stop playing? Why?
4. How did the team honour Lou Gehrig?
5. Were there many fans at the Yankee Stadium that day?
6. Lou Gehrig felt very lucky to have had a great career, didn't he?

[1] Consecutive games – ігри поспіль, підряд.

Learning Strategies: Discussing a Character of the Story

1. Find the facts in the story that reveal something about the person's character. Pay attention to the things that the person does or say.
2. Find the sentences which show how other characters in the story react to that character.
4. Express your personal opinion. Analyse character's traits, motivation and conflicts.

6 Work in groups. Discuss the main character of the story "Lou Gehrig: the Luckiest Man". Start like this:

Lou Gehrig was a famous baseball player of his time. He had a lot to live for, as he said in his speech at the Yankee Stadium. Thousands of fans stood to honour and cheer him up. That tells me that he was a great baseball player and a hero to many.

7 Speak in class. Comment on the statement, "Nothing is difficult to those who have the will." Find proofs in Lou Gehrig's biography.

8 **Project Work.**

a) Work in groups. Think of a sports star you are curious to know more about. Find information about his/her life and career. Choose the facts from his/her life you were impressed most with. Write a short story about this sports figure. Include the details to reveal the person's traits of character and motivations. Draw pictures to support the reader's attention.

b) The Reading Club. Present your stories in class. Which story was the most impressive one? Why?

Lesson 19. Grammar Revision

1 Put the verbs in brackets into the Present Perfect Continuous Tense.

1. We _____ (to practise) this kind of sport for two years.
2. He _____ (to go) in for swimming for six years.
3. They _____ (to build) a new stadium for two years.

4. We _____ (to watch) the Olympic Games on TV for an hour.
5. Tom and Dan _____ (to discuss) the results of the game for half an hour.
6. The athletes _____ (to compete) with their opponents for two days.

2 Write different types of questions to the sentences below.

1. They have been training in the gym for two hours.
2. He has participated in the city chess tournament this year.
3. My brother attended the tennis club last year.
4. They are watching the competition at the stadium now.
5. There are indoor and outdoor sports and games.
6. You can go skiing in winter.
7. They have had this training simulator for two years.

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

Then, during the 1938 baseball season – Lou Gehrig _____ (to stop) hitting. One newspaper _____ (to report) that Lou _____ (to swing) as hard as he _____ (can), but when he _____ (to hit) the ball it _____ (not, to go) anywhere.

Lou _____ (to exercise). He _____ (to use) different sports equipment and training simulators. He _____ (to take) extra batting practice. He even _____ (to try) changing the way he _____ (to stand) and _____ (to hold) his bat. He _____ (to work) hard during the winter of 1938 and _____ (to watch) his diet. But the following spring Lou's playing _____ (to be) worse. Time after time he _____ (to swing) at the ball and _____ (to miss).

4 a) Listen and read a poem.

b) Find regular and irregular verbs in the past tenses.

Sports Day

I took a turn in the sack race.
I was doing all right until
Josh bumped into Lizzie,
And I fell over Bill.

We almost came first in the three-legged race,
Me and Daisy Peep.
Then our legs got mixed up somehow,
And we landed in a heap.

But my best race was running,
Bang! went the starting gun.
I ran like the wind to the finish line
And everyone cheered, "You've WON!"

By *Georgie Adams*

5 Speak in class. Talk about the sports events you had in your school. Describe the activities schoolchildren participated in. Use the Past Continuous and Past Indefinite Tenses.

6 **Write a story about the sports event you participated in. Describe how you have been training before the competition; talk about the people who helped you get the victory and about those who supported you at the stadium.**

Self-assessment

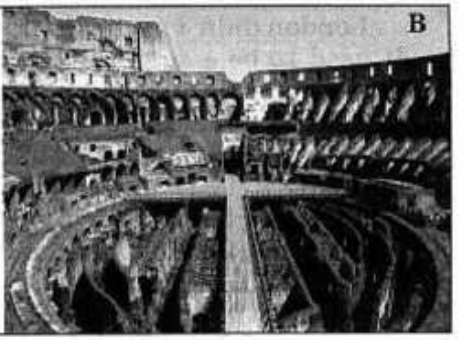
Think of your records. Tick how well you know it:
4 = very well, 3 = OK, 2 = a little, 1 = needs to improve.

	Now I can...	4	3	2	1
	• describe people, features of character, feelings, sports equipment and events	☐	☐	☐	☐
	• talk about the role of sport in our life and different kinds of sport	☐	☐	☐	☐
	• talk about my favourite kinds of sport and my sports trainings	☐	☐	☐	☐
	• talk about famous sportsmen	☐	☐	☐	☐
	• talk about school PE lessons and sports clubs	☐	☐	☐	☐
	• participate actively in the discussion	☐	☐	☐	☐
	• support the point of view with real-life examples	☐	☐	☐	☐
	• ask questions while doing a survey and present information about events and facts	☐	☐	☐	☐
	• understand short conversations and radio programme on the topic	☐	☐	☐	☐
	• read and understand the text of the advertisement	☐	☐	☐	☐
	• find relevant and necessary information in the texts	☐	☐	☐	☐
	• write a story based on personal experience	☐	☐	☐	☐
	• write a report about a sporting event	☐	☐	☐	☐

Lesson 1. The Roman Britain

1 a) Look at the pictures and listen to the description[1]. Tick which picture Ann is talking about:

____ the Celtic house (A)
____ the Roman building (B)



2 Read the text. Match the titles (A–D) with the paragraphs (1–4).

A. The Life of the Romans in Britain
B. The First Invasion of Britain
C. The Settlement on the River Thames
D. The Britons

The Roman Britain

1. _____

The ancient people who lived on the territory of the British Isles were the Britons. They belonged to the Celtic race. Their culture, the way of thinking, understanding of nature was primitive. They believed that different gods lived in thick and dark woods. The Britons were governed by the class of priests called the Druids.

2. _____

In the first century B.C. the Romans came to Britain. It was Julius Caesar, a great soldier and a general who invaded Britain in 55 B.C.[2] The Celts had to leave the place they lived and go to the north and to the west. But the Romans didn't stay in Britain for long. The following year they returned to Rome.

[1] See Tapescript on p. 227.
[2] B.C. (before Christ) – до нашої ери.

3

Nearly one hundred years later the Romans tried to invade the country again. The Emperor Claudius invaded Britain in 43 A.D.[1] The Romans remained in Britain for almost four centuries. The Roman Empire was highly developed at that time. The Romans brought their civilization to Britain. They built roads, central heating, baths and bridges across the rivers.

4.

London didn't exist as a city before the Romans invaded Britain. It used to be a small Celtic settlement called Llyndyn. When the Romans came to Britain, they liked the place on the north bank of the River Thames. It was favourable to transport goods between Britain and the continent. The Romans chose a spot on two small hills where the river became narrower. They built a bridge over the Thames. And later a town was built on the north bank. The Romans laid out buildings, streets and a port. They called the town Londinium that soon became the capital of the Roman Britain. Nowadays this city is called London. It is the capital of the United Kingdom of Great Britain and Northern Ireland.

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

1. Who lived on the British Isles many hundred years ago?
2. What race did the Britons belong to?
3. Who came to Britain in the first century B.C.?
4. When was the territory invaded by the Romans?
5. What did they bring to the Celts?
6. How long did the Romans stay in Britain?
7. How was London built?

4 a) Work in pairs. Find the verbs in the text and fill in the table:

Past Indefinite Active	Past Indefinite Passive
lived	*were governed*

b) Put the verbs in brackets into the Past Indefinite Active or Past Indefinite Passive Voice.

1. Julius Caesar and his army _____ (to invade) Britain in 55 B.C.
2. The Romans _____ (to come) to Britain to look for riches such as lands, slaves but most of all iron, copper, silver and gold.

[1] A.D. (Anno Domini) – нашої ери.

3. Britain _____ (to rule) by the Romans for almost four centuries.
4. The Romans _____ (to speak) and _____ (to write) Latin.
5. The months _____ (to call) after the names of the Roman gods and rulers.
6. The month July _____ (to name) after Julius Caesar.

5 a) Work in groups of four. Look through the text of Ex. 2 and take notes. Fill in the chart below.

The Results of the Roman Invasion
1. The Romans built good roads. *2. ...* ...

b) Speak in class. Talk about the Roman Britain. Use the titles of the paragraphs in Ex. 2 as a plan. How did the Romans change the life of the people who lived there?

6 **Write a short report about the Roman Invasion of Britain. Start like this:**

The Celts were the people who lived in Britain before 55 B.C. They believed in many gods and led a primitive way of life. ...

Lessons 2–3. This Is London

1 a) Look at the pictures. What city do they remind you of? What do you know about it and its famous landmarks?

b) Work in pairs. Take turns to ask and answer the questions about London. Talk about: *Big Ben, the River Thames, the Tower of London, Tower Bridge, St Paul's Cathedral, the Houses of Parliament, Westminster Abbey, Buckingham Palace, Trafalgar Square, Nelson's Column, Whitehall, etc.*

Example:

A: *What city does this picture remind you of?*
B: *It reminds me of London, the capital of the United Kingdom of Great Britain and Northern Ireland. It is Big Ben.*
A: *What river does London stand on?*
B: *London stands on the River Thames.*
A: ...

2 Read the text given below. Say what you have learnt about the City of London and the City of Westminster.

This Is London

Part I

London grew up around two historic cities – the City of London and the City of Westminster. The City of Westminster began as a residence for England's rulers. The City of Westminster stood about 3 miles southwest of the City of London which was surrounded by a great wall. As London grew, it spread far beyond its walls and took in the royal City of Westminster. Today the area where the Roman London stood is known as the City of London. It is often called the City. These two parts are the centre of London today. Central London has tall office buildings and busy streets as well as outstanding museums, art galleries, theatres and beautiful parks.

The City is the oldest part of London. It stands where the walled City of London stood for hundreds of years. Today it's London's famous financial district. But it also has some reminders of its colourful past. The great dome of St Paul's Cathedral, for example, still towers over buildings in the air.

The City of Westminster is the seat of the British government. It is the oldest part of the West End. This part of London is also known for its theatres as well as trade and nightlife.

3 Read and choose the correct item to answer the questions.

1. Where did London grow up?
   a) It grew around two historic cities.

b) It grew around the place where the Roman London stood.
c) It grew around the place which was the residence of the England's rulers.

2. Where was the City of Westminster situated?
a) It was situated in the area where the Roman London stood.
b) It was situated three miles southwest of the City of London.
c) It was situated two miles southeast of the City of London.

3. What is the City of London famous for?
a) It is a famous financial district.
b) It is the place where you can find famous historical landmarks.
c) It is the famous financial district of London as well as the place where you can find outstanding historical landmarks.

4. Which of the facts below doesn't tell you about the West End?
a) It is the seat of the British government.
b) It is known for its theatres and London's trade and nightlife.
c) It is the place where you can't find many theatres.

4 a) Andrew and Brian are in London. They are planning their trip for tomorrow. Listen and tick what place they are going to see.

___ St Paul's Cathedral
___ The National Gallery

A n d r e w : Did you see much of London during your last trip, Brian?
B r i a n : No, I didn't.
A n d r e w : Neither did I. I had only a few hours to spend in London. I had no time to see all the famous landmarks of the capital. I am happy to be here again. Here is the map of London. Let's plan our trip for tomorrow. Have you visited St Paul's Cathedral yet?
B r i a n : Yes, I have.
A n d r e w : So have I. I have seen this Sir Christopher Wren's masterpiece today. Have you been to the National Gallery?
B r i a n : No, I haven't.
A n d r e w : Neither have I. There is a good collection of medieval paintings there. Do you like art?
B r i a n : Yes, I do.
A n d r e w : So do I. Let's visit this gallery tomorrow!

b) Listen again. Pay attention to Andrew's answers.

Grammar Lab: So Do I/Neither Do I

We use ***so*** to agree with affirmative statements and ***neither*** to agree with negative statements.

If **be, have, do, can, could, should, will** or **must,** etc. is used in the original statement, we use a form of the same verb after ***so*** or ***neither***. Pay attention to the word order:

So + auxiliary verb + subject

Neither + auxiliary verb + subject

Compare:

1.
A: *I visited the British Museum last year.*
B: *So did I.*

2.
A: *He has never been to the Houses of Parliament.*
B: *Neither have I.*

5 Match the responses (a–j) to the statements (1–10), then say the statements and the responses.

Statement	Response
1. I don't want to go there.	a) So have I.
2. I am proud of my city.	b) Neither am I.
3. I wouldn't like to buy it.	c) Neither can I.
4. I can't stand listening to horror stories.	d) Neither will I.
5. I am not planning my trip now.	e) Neither would I.
6. I can tell you a legend.	f) Neither do I.
7. I have got a nice photo of Big Ben.	g) So do I.
8. I'll never forget my trip to London.	h) So can I.
9. I usually take a double-decker bus tour.	i) So am I.
10. I haven't visited the British Museum yet.	j) Neither have I.

6 Work in pairs. Talk about the places in London you would like to see. Use Ex. 4a as a model.

7 **Write responses to the following statements.**

Example: *St Paul's Cathedral is a famous landmark of London. (Westminster Abbey) – So is Westminster Abbey.*

1. London stands on the river banks. (Kyiv)
2. This part of the city isn't a famous financial district. (That part of the city)
3. London is known for its theatres. (Kyiv)
4. Many office buildings are situated in the centre of London. (Shops and restaurants)
5. New attractions and exhibitions were built in the city. (New art galleries)

Lesson 4. This Is London

1 **Work in pairs. Give your responses to agree with the statements below.**

1. I would like to visit London next year. (My cousin)
2. Ann hasn't read much information about London's outstanding museums yet. (Kim)
3. Dan is interested in the history of London. (Steve)
4. They didn't learn a lot about the art galleries in London last year. (I)
5. They were told about the Roman London at the previous lesson. (We)
6. You must prepare a short report for the next lesson. (Jim)

2 **Read the second part of the text. Say how many parts London is divided into and what the main features of these parts are.**

This Is London

Part II

The South Bank or the City of Southwark has many office buildings, and it is also the site of a large, modern cultural centre with a number of theatres, museums and an art gallery. South London includes historic towns of Greenwich and Wimbledon.

The East End was the centre of London's docks and heavy industry. It was heavily bombed during the World War II. Today the East End is an area with numerous small offices, factories and workshops that are mixed up with the houses.

North London includes suburbs such as Hampstead and Highgate which keep a village atmosphere. This part of the city is hillier than the south, and many hills give excellent views across the city.

London together with its suburbs makes Greater London.

At the beginning of the new millennium, London continues to grow. It has a population of over seven million six hundred thousand people, making it by far the biggest city in Britain. Many new attractions and exhibitions have been built so there is more to see and do in London than ever before.

3 Read and complete the sentences.

1. The South Bank or the City of Southwark has _____ and it is also the site of _____.
2. South London includes _____.
3. The East End was the centre of _____.
4. Today the East End is an area with _____.
5. London together with its suburbs makes _____.
6. London has a population of _____ and it continues _____.

4 Read the statements below. Tick them T (True) or F (False). Correct the wrong statements.

___ 1. The City of London and the City of Westminster were two different towns.

___ 2. There was a great wall around the City of Westminster.

___ 3. The City and the City of Westminster don't make the centre of London.

___ 4. The oldest part of London is Southwark.

___ 5. There are many workshops, factories, and small offices in the East End.

___ 6. There are many hills in South London.

___ 7. London is the largest city in Britain.

5 Work in teams. Play a guessing game. The speaker of each team says a few sentences about one part of London. The others must guess what part of London it is. Use the conversational formulas in your answers: *I think..., In my opinion..., As far as I know...*

Example:

Speaker: *It is the oldest part of London. It's London's famous financial district.*
Pupil A: *I think it's the City of London.*

Conversation Lab

6 Read and act out the situation.

You have just come back from a trip to London. Tell your classmates about this city in the new millennium. Which part of London is full of reminders of its colourful past?

7 Complete the paragraph from the London Sightseeing Tour. Fill in the missing articles where they are necessary.

London Sightseeing Tour

We start at ___ Victoria Station. Our coach takes you along ___ Buckingham Palace Road where you can see ___ Buckingham Palace and ___ St James's Park. Then we drive to ___ Trafalgar Square where you see ___ National Gallery. Next we drive down ___ Whitehall to ___ Parliament Square. We stop to visit ___ Westminster Abbey. Then we past ___ Houses of Parliament and ___ Big Ben. We drive along ___ Victoria Embankment and you see ___ River Thames. Then we visit ___ St Paul's Cathedral and ___ Tower of London.

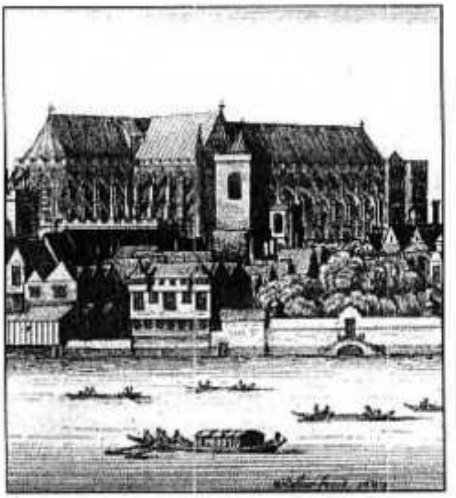
We come back through ___ West End. Finally we return you to ___ Victoria Station.

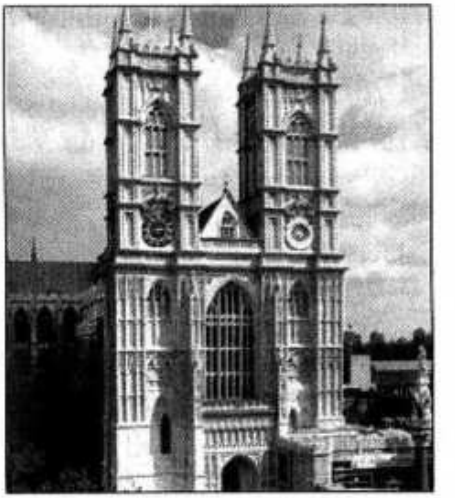
Lesson 5. From the History of London

1 Look at the pictures and say how they are different.

Example:

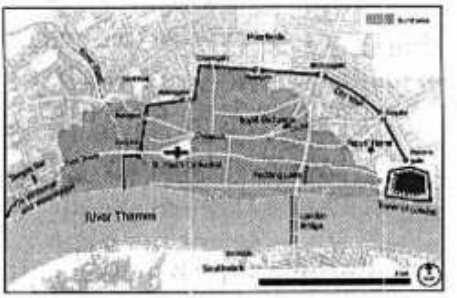
I can see an old city in picture 1. The city is modern in picture 2. The streets are narrow and dirty in picture 1. They are wide and clean in picture 2.





2 **Listen and read the text. Say what happened to London in 1666.**

The Great Plague and the Great Fire of London



The old City of London was rather dirty. The streets were narrow and crooked, so a terrible epidemic of bubonic plague broke out in 1665. The disease was spread by fleas from infected rats, which swarmed through slums surrounding the City. Before the epidemic died down, it had taken about 100 000 lives.

On 2nd September 1666 the old City of London caught fire. It was a terrible disaster in the history of the English people. The fire started in the house of the king's baker in Pudding Lane. Acrid smoke and stench of burning was everywhere.

After a long hot summer the wooden houses were very dry so the fire spread quickly. Amazingly the fire caused only a few deaths, but most of the City which was built largely of wood lay in ashes.

Londoners rebuilt the city with brick and stone instead of timber. The great architect of the new city was Sir Christopher Wren. He designed many new buildings, including St Paul's Cathedral.

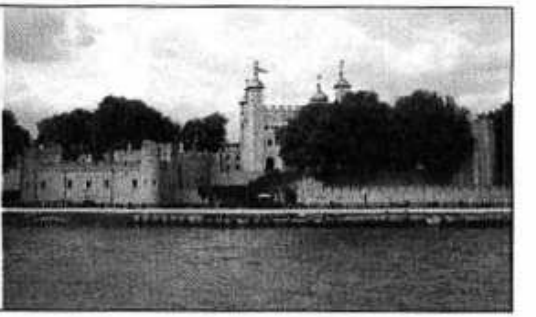
3 **Read and complete the sentences.**

1. The streets in the old City of London _____.
2. The Great Plague started _____.
3. Fleas spread the disease _____.
4. The Great Fire broke out _____.
5. The fire spread quickly because _____.
6. Londoners rebuilt the city _____.
7. The great architect _____.

4 **Work in pairs. Look at the pictures and talk about them. Use the following words and word combinations: *a disaster, to catch fire, to cause, narrow, crooked, an acrid smoke, wide, to be made of bricks and stones, timber, etc.***

Example:

The old City of London caught fire on 2nd September 1666. It was a terrible disaster. No one knows for sure what caused it. The streets were narrow in those days, and the houses were made of wood.



5 **a) This is a page of a tourist guidebook. There are some mistakes in it. Write down the sentences correctly.**

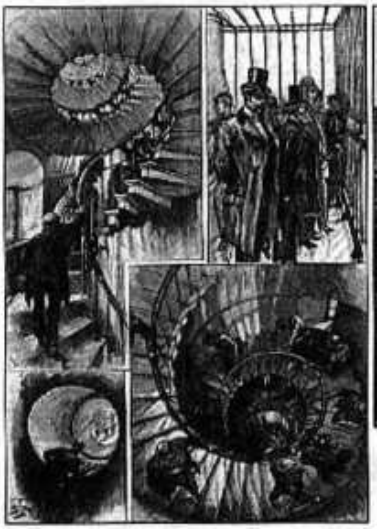
In June 1664 the old City of London caught fire. The Fire started in Trafalgar Square. The streets of London were wide and clean, so the fire spread very slowly. All the people know the causes of the fire. It was not a terrible disaster. Pleasant smoke was everywhere. Londoners rebuilt the City with wood and glass after the fire.

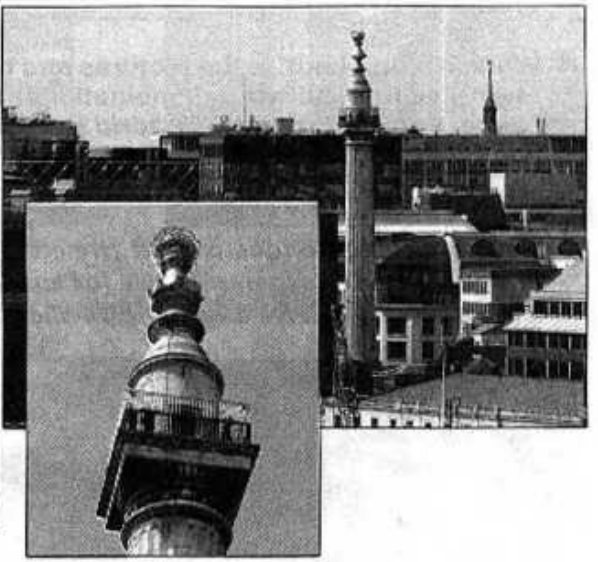
b) Work in pairs. Ask your friend questions to check your answers.

Conversation Lab

6 Act out the situation.

You are having a sightseeing tour in London. You are standing at the Monument to the Great Fire of London. Talk about this episode from the history of London.





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

1. The epidemic of bubonic plague broke out (to break out) in Europe in the seventeenth century.
2. Many houses in the past built (to build) of wood.
3. When they passed (to pass) the house, they had (to noticed) acrid smoke and stench of burning.
4. Before the epidemic died (to die down), it had taken (to take) 100 000 lives.
5. Last summer was (to be) very dry and the fire _____ (to spread) very quickly.
6. Look! They are rebuilding (to rebuild) the medieval cathedral now.
7. Forest fires usually _____ (to cause) a lot of troubles.
8. Our neighbours used (to use) brick and stone to build their new house.

Lesson 6. Madame Tussaud's Waxworks Museum

1 Work in pairs. Read the information in the leaflet. Take turns to ask and answer the questions below.

Madame Tussaud's

Marylebone Road
London, England NW1 5LR
Open every day
except Christmas Day
9 a.m. – 5.30 p.m.
Adults £8.75 *Children £2.50*

1. What place does the leaflet give information about?
2. Where is the place situated?
3. When is it open?
4. When does it close?
5. How much does it cost to get in?

2 Listen and read the text. Say what Madame Tussaud's Waxworks Museum is famous for.

Madame Tussaud's Waxworks Museum

Nowadays there are several Madame Tussaud's Waxworks museums throughout the world. But the original museum in London is still the best one.

Madame Tussaud was a real person. She was born Marie Grosholz in 1761 in Strasbourg. She married the civil engineer François Tussaud in 1795. Marie worked as a wax figure maker for the royal court in France and made death masks. Later she used her skills to make realistic figures of actors and politicians and began touring with them. She brought her collection to London permanently in 1835, and then opened the museum in Baker Street.

By 1850, when she died at the age of 89, her works had already been known. In 1884, her grandson put the wax figures into a museum not far from Baker Street where they still remain for more than a century now.

When you first walk in, you enter the Premier Night room. Here you can meet celebrities such as Tom Cruise, Mel Gibson, Samuel L Jackson, or Madonna.

When you enter The World Is a Stage room, you can see the Dalai Lama, William Shakespeare, Princess Diana, and several US Presidents. You can also take pictures with the Royal Family.

The museum offers a separate tour, which is the Chamber of Horrors Serial Killers. It is OK to visit, although you may feel that it is an extremely dusty and damp-smelling place. Anyone with allergies to dust or mould should either take their medicine beforehand or skip this room. So should sensitive and nervous people.

All in all, the museum is the place where you can get a memorable experience.

3 Agree or disagree. Correct the wrong statements.

1. Madame Tussaud's Waxworks Museum is the place where different figures are made of clay.
2. You can see only figures of the Royal Family there.
3. Madame Tussaud founded her museum because she could make wax figures.
4. Her husband put the wax figures into a museum not far from Baker Street.
5. The wax figures of serial killers are in the Chamber of Horrors.
6. All the rooms in the museum are OK to tour.

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

Example:

A: *Where can we get information about life in the past?*
B: *We can read books, watch TV programmes, listen to our parents' stories. We can also visit museums and exhibitions. Do you often go to the museums?*
A: ...

Questions	You	Your friend
Where can we get information about life in the past?		
Do you often go to the museums?		
What museums have you visited?		
Were there any exhibitions?		
What things were on display?		
What did they tell you about?		
Which museums in London would you like to visit?		
Why?		

5 a) Read and act out the dialogue.

C h r i s : Hi, Tom! How about going to the cinema today?
T o m : I don't like that idea. I went to the cinema yesterday with my cousin. The film was boring.
C h r i s : Let's go to the Science Museum instead. I haven't visited it yet. They say that there are many interesting things connected with new discoveries there.
T o m : OK. I hope it'll be exciting!

b) Use the prompts below to make a similar dialogue.

The theatre/the performance/Madam Tussaud's Waxworks Museum.

6 Your friend was in London during his/her school holidays. He/She had a chance to visit Madam Tussaud's Waxworks Museum. Write ten questions you want to ask your friend about this museum.

Lessons 7–8. A Legend of Kyiv

1 a) Look at the pictures. Which of them is connected with the conversation you hear[1]?

b) Work in groups of three. Take turns to ask and answer the questions. Use the words: *a legend, a story, a book, an encyclopedia, a film.*

Example:

A: *How can you learn about your town?*
B: *I can do that at the lessons of history. And you?*
C: *I can learn about my town from legends.*

2 Read the legend about the foundation of Kyiv. Match the titles (A–D) with the paragraphs (1–4).

A. Foundation of the City
B. A Beautiful Place for Home
C. The Prince's Family
D. Talented Craftsmen

A Legend of Kyiv

1. _____

Once upon a time there lived three brothers. One was Kyi, the second was Schek, and the third was Khoryv. They had a very beau-

[1] See Tapescript on p. 227.

tiful younger sister Lybid. The brothers loved her very much and took care of their sister. The family was very friendly.

In those days people lived near the lakes or rivers. So did the family. Ancient people had to make everything they needed by themselves. Thus, the brothers and their sister could do a lot of things.

2. _____

Everybody of them was known for his talent. They were skilful craftsmen. Firm boats were made by the eldest brother Kyi, who was the strongest of all the brothers. Fine pots were made by Schek. They were made of clay and were shaped by his skilful hands. Khoryv was known as a very creative young man. Beautiful silver works (rings, earrings, necklaces) were made by him. Lybid was known as a gifted spinner. People loved her linen that was whitened in the sun.

3. _____

One day the brothers and the sister were travelling along the Dnipro River and saw the majestic green hills on its banks that were covered with green trees and bright flowers. The family liked the place and agreed to settle on the three hills and build a city there.

4. _____

Soon more and more people started coming. The settlement grew into a marvellous city. The brothers and the sister decided to name it Kyiv after their strong and brave elder brother, Kyi.

Thus Kyiv, the great city, was founded more than fifteen centuries ago.

3 Agree or disagree with the statements. Correct the false ones.

E x a m p l e : *A family had three brothers. – False. A family had three brothers and a sister.*

1. A family had three brothers.
2. The members of the family were known for their talents.
3. Kyi, Schek, Khoryv and their sister Lybid travelled on foot around the country to look for a new place to settle.
4. Kyi chose a place to settle there.
5. The brothers and their sister settled on seven hills.
6. More and more people started coming.
7. Kyiv was founded more than fifteen centuries ago.

4 Complete the sentences. Use the words from the text of Ex. 2.

1. Once there lived a _____ family.
2. The brothers _____ of their sister.
3. Everybody of them _____ for his talent.
4. Fine _____ were _____ by Schek.
5. Khoryv made earrings and _____.
6. Lybid was known as a _____.
7. The family _____ along the Dnipro River and found a beautiful place to_____ there.
8. The brothers saw the _____ green hills that _____ with green trees and bright flowers.
9. More and more people _____.
10. The _____ grew into a big city.

5 Work in pairs. Complete the dialogue with the necessary words and act it out.

A: Hi, _____! I was absent yesterday and you read _____ of Kyiv then. Could you, please, tell me what it was about?
B: Yes, sure. It was about the _____ family: three _____ Kyi, Schek, Khoryv and their _____ Lybid.
A: How interesting! What did you learn about them?
B: They _____ Kyiv.
A: Really? Do you mean Kyiv _____ by the family?
B: Yes, exactly. And all of them _____ for their talents.
A: I'd like to know more about them. Could you tell me about those _____ people?
B: Certainly. Firm boats _____ by Kyi, fine pots _____ by Schek, silver works _____ by Khoryv, white linen _____ by Lybid.
A: As I got it, they really were _____craftsmen and they could start a new city. And when was the city _____?
B: Ages ago! Can you imagine, fifteen hundred years ago!
A: Now I know how _____ Kyiv is but it is still a very attractive and _____ city. Thank you for such interesting information. Have a nice day! Bye!
B: Bye!

6 Speak in class. Talk about the foundation of Kyiv.

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

1. "Look! I _____ (to make) beautiful earrings and necklaces," said Khoryv.
2. Kyi _____ (to build) a firm boat and the family _____ (to travel) along the Dnipro River looking for a new place to settle.
3. Lybid said to her brothers: "I _____ (to spin) the linen and it _____ (to whiten) in the sun now."
4. Kyiv _____ (to visit) by thousands of tourists every year.
5. Khoryv said to Schek: "Look! More and more people _____ (to come) to build their homes at the foot of the hills."
6. The brothers _____ (to work) hard before they made a firm boat.
7. Kyiv _____ (to found) by the three brothers and their sister Lybid 1500 years ago.
8. People _____ (to remember) the legend of Kyiv for many centuries in the future.

Lesson 9. The Ancient Kyiv: Podil

1 a) Look at the pictures. Write down questions you want to ask about the places on them. Start your questions with:

What ...? Where ...? When ...? How ...? Why ...?

Podil

The Merchants' Yard

Fountain Samson

Kontraktova Square

b) Work in pairs. Discuss the questions with your friend. Can you answer them?

2 Listen and read the text. Say what facts from the history of Kyiv are similar to those from the history of London.

Podil

The jewel of Kyiv is Podil. Its fascinating sights and rich cultural history make it unique. The word literally means "the place in the valley". Craftsmen and fishermen used to live there. River fishing was one of the most important occupations of the inhabitants at the dawn of Kyiv's history. The craftsmen produced different goods for sale.

Kontraktova Square has become the place for all-Russian fairs since 1798. Merchants from all parts of the country visited the fairs. For the needs of customers the Merchants' Yard was put up. There were fifty stores in it with various goods and products.

Podil was settled at the foot of the hills covered with forests, thus the houses were mostly made of wood. That caused a great fire in 1811 and the old district was destroyed. A wind was blowing from the river and it blew flames from house to house so all the wooden buildings were burnt down.

People loved their native Podil very much and rebuilt the district after the fire. It became even more beautiful. Unfortunately, the original building of the Merchants' Yard didn't survive either, so a new building of the same look was built.

Next to the Merchants' Yard there is the Fountain Samson. It was designed in 1749 by the Ukrainian architect Ivan Hryhorovych-Barsky. There are many legends about the fountain, one of which says that the person who tastes "Samson's water" will stay in Kyiv forever.

3 Read and match the parts of the sentences.

1. Podil	a) became famous because of all-Russian fairs.
2. Craftsmen and fishermen	b) was destroyed by the fire.
3. Kontraktova Square	c) you will stay in Kyiv forever.
4. The old district	d) is situated in the northern part of Kyiv.
5. People rebuilt Podil	e) lived there many years ago.
6. If you drink "Samson's water",	f) because they loved it very much.

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

1. How is Podil called in the text? Why?
2. Where is Podil situated?
3. Who used to live there?
4. What did the craftsmen produce?
5. Why has Kontraktova Square become famous since 1798?
6. Why did Kyivites build wooden houses in those days?
7. When was the old district burnt down?
8. What did people do after the fire?
9. What sight in Kontraktova Square is connected with many legends?

5 Speak in class. Tell your new friend what you know about Podil.

6 Read and choose the correct item to complete the sentences.

1. Podil _____ situated in the valley near the Dnipro River.
   a) is b) are c) was
2. Fishing was one of _____ most important occupations of people there.
   a) a b) the c) an
3. Fairs _____ visited by merchants from all parts of the country.
   a) are b) was c) were
4. The flames were _____ by the wind.
   a) blew b) blow c) blown
5. Rebuilt after the fire, Podil became _____ beautiful than before.
   a) more b) most c) the most
6. The Ukrainian architect _____ the fountain.
   a) designed b) was designed c) is designed

Lesson 10. The Heart of the Capital – Khreschatyk

1 Work in pairs. Look at the pictures. Talk about Khreschatyk Street in different periods of history. Use the adjectives: *narrow – wide, modern – old, impressive – common, magnificent – simple, etc.*

Example:

A: *Nowadays Khreschatyk looks like a wide and an attractive street.*
B: *In ancient times the street looked narrower.*

2 **Read the text and tell your classmates how Khreschatyk got its name.**

The Heart of the Capital

Khreschatyk Street is the symbol of Kyiv, the capital of Ukraine. It became the main street of the city 200 years ago.

How has the street got its name? Many years ago there was a valley surrounded by a thick forest with a stream across it on the place where Khreschatyk stands nowadays. Kyivan princes used to hunt wild animals in this swampy place. Khreschatyk is a shortened name of Khreschaty Yar (Crossed Valley).

Now, the street is old and young at the same time but only tourists "hunt" here for souvenirs in the stores of the street. Lined up with chestnut trees, Khreschatyk Street looks especially lovely in spring when they are in blossom. You can see a lot of modern and old buildings, fine shops, cosy cafes, fashionable restaurants, modern offices in the street. Streams of cars run along Khreschatyk. Thousands of people travel along its pavements. The street is alive. People live, work, do the shopping, have fun, and rest there.

On Sundays the traffic doesn't run in Khreschatyk Street. It becomes a walking place. So the families can stroll in the street with their children. Kids can go skateboarding and roller skating. Kyivites and visitors of the city enjoy different street shows that are organized for their entertainment.

At night the moon rises over the street adding its silver light to the warm lights of illuminations, advertisements, shop windows and traffic. It's a really beautiful sight.

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

1. Why does Khreschatyk attract the visitors?
2. What kind of place was it many years ago?
3. Did anybody live there then?
4. What did Kyivan princes do in the swampy place?
5. Where does the word "Khreschatyk" come from?
6. What does the street look like today?
7. Why is it especially lovely in spring?
8. When doesn't traffic run in Khreschatyk?
9. What can children enjoy doing on Sundays in the centre of Kyiv?

b) Speak in class. Talk about Khreschatyk Street. Use the word combinations given below and *used to be/is now*.

Surrounded by a thick forest, a valley, to hunt wild animals, a swampy place, to be lined up with chestnut trees, a walking place, a place for entertainment.

4 a) Listen, read and act out the dialogue.

A n d r i y : Hello! This is Andriy calling! Is Oleksandr in?
O l e k s a n d r' s m o t h e r : Yes, he is. Andriy, hold the line, please!
O l e k s a n d r : Hello!
A n d r i y : Hi, Oleksandr! How's life going? Have you got anything special for this weekend?
O l e k s a n d r : Not really! Why do you ask?
A n d r i y : You know, my friends and I are going to have some fun in Khreschatyk Street on Sunday.
O l e k s a n d r : Are you going to hunt for souvenirs in the stores?
A n d r i y : No, I am not. I just want to have some fun. Have you got a skateboard?
O l e k s a n d r : I've got it, but I cannot find a good place to ride it.
A n d r i y : Don't worry. Khreschatyk is just the place for that on Sundays. There is no traffic at weekends.
O l e k s a n d r : That sounds fine. What time shall we meet then?
A n d r i y : I think, 10 o'clock is fine.
O l e k s a n d r : Let's meet at Khreschatyk Metro Station.
A n d r i y : OK. See you tomorrow then! Bye-bye!

b) You are one of the boys. Tell the class about your weekend in Khreschatyk Street last Sunday. Use the correct tenses. Start like this:

Last Saturday Andriy called me. We agreed to ride a skateboard on Sunday. That day we took skateboards and went to Khreschatyk Street. ...

5 Write questions to the words in italics.

Example:

Khreschatyk is the main street of the capital of Ukraine. – *What is the main street of the capital of Ukraine?*

1. The main street in Kyiv attracts *citizens of Ukraine and tourists from abroad.*
2. Kyivan princes used to hunt wild animals *in this swampy place.*
3. *Chestnut trees* are in blossom in Kyiv in spring.
4. *On Sundays* the traffic doesn't run in Khreschatyk Street.
5. *Kyivites and visitors of the city* enjoy different street shows on Sundays.

6 Speak in class. Tell your classmates what you know about Khreschatyk.

7 Write an article to a school newspaper about the street you live in.

Lesson 11. Maidan Nezalezhnosti

1 a) Look at the pictures and say what is happening in the square.

b) Speak in class. Answer the questions below.

What can you see in the square?
How do you feel about it?
What can you do there?

Examples:

I can see people of different ages, races and nationalities there.
I feel comfortable in the square.
I can take pictures of the square.

2 Listen and read the text about Maidan Nezalezhnosti in Kyiv. Say what places of interest you can see there.

Maidan Nezalezhnosti

Among the squares of Kyiv Maidan Nezalezhnosti (Independence Square) stands out as the most attractive one.

Any season of the year here you can meet people of different ages, races, nationalities from Ukraine and from other countries. Such a diversity proves the fact that the square possesses a special atmosphere of understanding, friendship and support. You feel comfortable here as if you are staying at sweet home.

In ancient times it used to be a swampy place with only the Polish Gate (Liadski Vorota) through which people could enter the city. Nowadays you can hardly imagine that. Only a model of the old gate reminds Kyivites and guests of the capital of the fact. Visitors of the square can see the monument to the legendary founders of Kyiv, the Statue to the Patron Saint Archangel Michael, the Hotel "Ukraina", the Conservatoire, the International Centre of Culture and Arts (the former Zhovtnevy Palace) and the underground entertainment and trade centre "Globus" in Maidan Nezalezhnosti. The Monument to the Independence of Ukraine is definitely the most impressive one. It is the white column, with the statue of Ukrainian girl on the top. She is stretching her hands with the snowball tree branch into the sky as if predicting the flourishing future of our country.

The square is the place where people of Ukraine can share the days of sunshine and shadow.

Maidan Nezalezhnosti is especially solemn on holidays. On these days thousands of people come here at night to watch concerts of celebrities, and to observe unbelievable firework displays.

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

1. How did Maidan Nezalezhnosti get its name? What landmark in the square tells the Kyivites and the guests about this historical event?
2. Why does Maidan Nezalezhnosti stand out as the most attractive square in Kyiv?
3. What landmarks in Maidan Nezalezhnosti remind of the historical past? Which of them are of special interest to the visitors?
4. What features create a special atmosphere of Maidan Nezalezhnosti?
5. How do Kyivites and guests feel there?
6. Why is Maidan Nezalezhnosti especially solemn on holidays?

4 Make sentences about the main square of Kyiv. Use the words given below.

To stand out, a nationality, a diversity, to possess, an atmosphere, to enter, to remind of, a patron saint, the Conservatoire, an entertainment, impressive, a statue, stretching, flourishing, to share, solemn, celebrities, a firework display.

5 Find the verbs in the sentences below and define their tenses.

Example: *Kyiv was founded more than fifteen hundred years ago. Was founded – Past Indefinite Passive Voice.*

1. The statue to Patron Saint Archangel Michael was erected to protect the Ukrainians from the evil.
2. The Ukrainian girl is stretching her arms with the snowball tree branch into the sky.
3. Many Kyivites enjoy their time in the main square of the city.
4. Look at the firework display! It has been shining for almost a quarter of an hour.
5. Maidan Nezalezhnosti has changed a lot recently.

Conversation Lab

6 Read and act out the situation.

You are touring Kyiv. Talk about your walk in Maidan Nezalezhnosti.

7 Write a letter to your English-speaking friend. Tell him/her about the capital of your native country, Ukraine, and its places of interest.

Lesson 12. Grammar Revision

1 Complete the questions with the correct question tags.

1. The Celts had to leave the place where they lived when the Romans came there, ... ?
2. The Britons were governed by the class of priests called the Druids,...?
3. London suffered two great disasters, ... ?
4. There are many interesting picture galleries and souvenir stores in Andriyivsky Uzviz, ... ?
5. The inhabitants of Kyiv and the tourists like to have a walk along Khreschatyk Street, ... ?
6. The traffic doesn't run in Khreschatyk Street on Sundays, ... ?
7. Maidan Nezalehnosti is the main square in Kyiv, ... ?
8. Different shows and performances are organized in the centre of Kyiv on holidays, ... ?

2 Put the verbs in brackets into the correct tense form and voice.

1. We _____ (to have) a lesson on the Roman history yesterday.
2. They _____ (to talk) about the Roman Invasion of Britain when the school bell _____ (to ring).
3. Look! The flag _____ (to fly) on the top of Buckingham Palace, so the Queen _____ (to be) in her residence.
4. London _____ (to change) during the centuries but the River Thames _____ always _____ (to be) the central part of it.
5. The City of London _____ (to surround) by a great wall in ancient times.
6. The history of Kyiv _____ (to write) much about.
7. Londoners _____ (to rebuild) the city with brick and stone after the Great Fire of London.
8. The pupil _____ (to look for) the information about the historical places of London when they _____ (to find) an old photo of London in the eighteenth century.
9. Kyiv and London _____ always _____ (to be) and _____ always _____ (to remain) great historical capitals.

3 Work in pairs. Look at the pictures. Ask each other questions to find out if you (your friends, the members of your family, etc.) have visited the places in the photos. Agree with your friend's answer.

Examples:

1.

A: *Have you visited the Golden Gate?*

B: *No, I haven't.*

A: *Neither have I.*

2.

A: *Did your sister go on an excursion to St Sophia's Cathedral last year?*

B: *Yes, she did.*

A: *So did I.*

1. The London Eye. 2. The Houses of Parliament. 3. St Andrew's Church. 4. The Golden Gate. 5. Tower Bridge. 6. Kyiv-Pecherska Lavra. 7. St Sophia's Cathedral.

4 **a) Work in groups. Write five questions to ask the other group about Podil. Use the words and word combinations: *to be situated on, the jewel, craftsmen, to produce, to be destroyed, to be built, to burn down.***

Example:

1. *Where is Podil situated?*
2. *Why is it called the jewel of Kyiv?*
3. ...

b) Ask and answer the questions you have written.

5 **a) Match the names of the tenses (1–8) with the correct verbs (a–h).**

1. Past Continuous	a) am looking
2. Past Perfect	b) are
3. Past Simple	c) were discussing
4. Present Perfect	d) will restore
5. Present Perfect Continuous	e) had lost
6. Present Simple	f) haven't seen
7. Present Continuous	g) have been travelling
8. Future Simple	h) lived

b) Write sentences using the verb forms above and the correct time expressions.

6 **Put the verbs in brackets into the correct tense form and voice.**

Kyiv _____ (to be) the city with a history that _____ (to span) more than a millennium. It _____ (to be) one of the most picturesque cities in the world. Green streets fully _____ (to harmonize) with impressive architecture.

During the reign of Prince Volodymyr the Great the first stone church in Ukraine _____ (to build). The Golden Gate, built in the 11th century, _____ (to be) the primary entrance to the fortress. It _____ (to be) very famous in Eastern Europe. It _____ (to restore) in 1989.

St Sophia's Cathedral _____ (to locate) not far from the Golden Gate. It _____ (to face) a square in the centre of which there _____ (to be) a monument to Bohdan Khmelnytsky, the Hetman of the Ukrainian Cossacks.

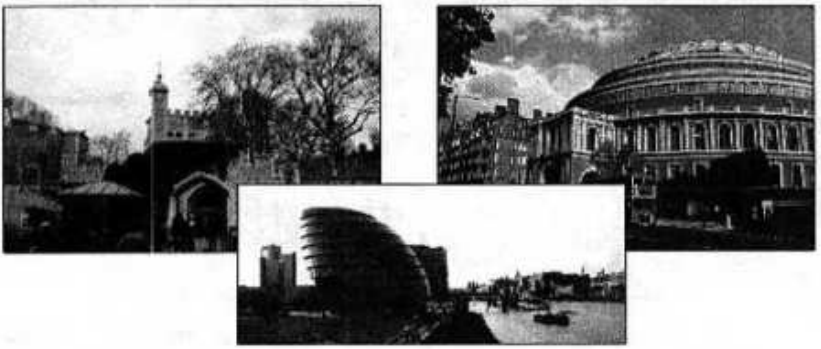
St Sophia's Cathedral _____ often _____ (to use) to receive foreign ambassadors and sign treaties in the past. The first school and library _____ (to be) situated in the church as well.

The church _____ (to build) in 1037 by Prince Yaroslav the Wise to commemorate the victory over the Pechenigs. At that time it _____ (to be) a major cultural and political centre of Kyivan Rus.

7 **Project Work.**

a) Work in groups. Design a London/Kyiv Travel Brochure. Think of the places of interest you would like to include there. Draw pictures, or stick postcards or photos. Write a short paragraph about each place.

b) Gallery Walk. Present your Travel Brochures. Talk about the places you have included in them.



Self-assessment

Think of your records. Tick how well you know it:
4 = very well, 3 = OK, 2 = a little, 1 = needs to improve.

	Now I can...	4	3	2	1
	• describe the places of interest in London and Kyiv	☐	☐	☐	☐
	• talk about the episodes from the history of London and Kyiv	☐	☐	☐	☐
	• talk about famous sights of two capitals	☐	☐	☐	☐
	• talk about favourite places to visit in two capitals	☐	☐	☐	☐
	• understand the information during the presentation	☐	☐	☐	☐
	• read and understand the text of the advertisement and travel brochure	☐	☐	☐	☐
	• write an informal letter	☐	☐	☐	☐
	• write a short report on the place of interest	☐	☐	☐	☐

Introduction, Lesson 5, Ex. 1 (p. 10)

E m i : We are having a fabulous rest here, I think. Interesting lessons, wonderful parties, educational trips... There is something new to learn every day. What I like most is the chance to participate in extracurricular activities. I've joined the jazz band.
C a r l o s : That's great! Jazz is one of the greatest forms of music originating from the USA. Most people have heard of stars like Ella Fitzgerald and Louis Armstrong. In Britain jazz attracts a small but enthusiastic audience. The home of jazz in Britain is Ronnie Scott's club in London. What musical instrument do you play?
E m i : I play the trumpet, and Denis plays the saxophone. We are going to take part in the cultural presentation next week. You'll be able to hear me play. What club have you chosen for yourself?
C a r l o s : I am fond of sports and games. My favourite sport is basketball. I am in the school team. There is the basketball game on Wednesday. Come to the sports ground and watch me play.
E m i : With great pleasure! I'd like to come. Thank you for the invitation.

Unit 1, Lessons 1–2, Ex. 5a (p. 24)

M a r y n a : My name is Maryna. My granny is the person who has had a heart of gold. She has got many friends and they can always get a piece of advice from her. I share my secrets with my granny, too. I visit her every Sunday. She always cooks my favourite pies and we sit down at table, drink tea and have endless talks about everything: my school friends, new films and my granny's life. My granny has taught me to look at things in a positive way. She says that there is always the way out of a difficult situation, no matter how serious the problem seems to be at first sight.
T a r a s : My name is Taras. Some people think that there are things that only men should do and there are things that only women should do. For example, they say that men are good at working with a hammer and nails and women are excellent at cooking. I don't think so. My father loves cooking. He is full of wonderful ideas and often creates new dishes. He has taught me to cook spaghetti and make sandwiches. When my friends come to see me, I always try to cook something to surprise them.
O l h a : My name is Olha. I think that parents always set a good example for their kids. These are not only the things they can do, like making something, but just simple practical life skills. We learn from our parents to choose the clothes to wear according to the weather, brush our shoes in the evening, make our bed in the morning, and keep things in their proper places. This is really very important.
O l e k s a n d r : My name is Oleksandr. I like to spend time with my uncle. He lives in the village. Our neighbours say that he is good with his hands, it means that he is very good at making things. He has taught me to make bird feeders and I can do it very well now.
T e t i a n a : My name is Tetiana. I live in Ivano-Frankivsk. When you come to our living room, the first thing you notice is the embroidered cloth on the table. This is my aunt's piece of work. She has taught me to make handmade things. I am fond of knitting and embroidering. Look! Here is the sweater I've made by myself. Do you like it? I also try to knit something for my younger sister as a present. She likes it when I knit clothes for her Barbie.

Unit 1, Lessons 4–5, Ex. 7b (p. 33)

1. Their house is all marble staircases and grand pianos, isn't it?
2. Clark usually doesn't assist his father in repairing a car, does he?
3. The Davidsons made quite a lot of money two years ago, didn't they?
4. My brother can't climb trees as well as my cousin, can he?
5. They gathered fruit in their garden last autumn, didn't they?
6. He is whitewashing the fence now, isn't he?

Unit 1, Lessons 6–7, Ex. 1b (p. 33)

A: Good morning, Molly. Have you made your bed yet?
B: No, I haven't. I haven't made my bed and I haven't changed the sheets yet. I am still sleepy. Can't I do this a little bit later?
A: You can if you want to wear your pyjamas all day long. Do you think it still wants to sleep?
B: Oh no. It knows that I am going to do the laundry in the morning. I am going to wash it.
A: That sounds great. So you are going to do the laundry in the morning and what are your chores for the second part of the day?
B: I am going to help my mum weed the kitchen garden. What are you going to do?
A: Well, today is my help-about-the-house day. I am going to sweep the floor and polish the furniture.
B: OK. Our housework will keep us busy for some time.

Unit 1, Lessons 6–7, Ex. 5b (p. 36)

S t e v e : I think our mother will be very pleased with us. We have whitewashed all the trees in our garden.
M o l l y : And I have weeded all the flowerbeds, haven't I? The garden looks so nice!
S t e v e : The father wanted me to help him dig around the trees on Saturday. How surprised he will be when he comes to the garden tomorrow!
M o l l y : What if we whitewash the fence?
S t e v e : Not today, I think. We can't do everything in one day.
M r s P a r k e r : Molly! Steve! Where are you? Oh no...

Unit 1, Lessons 8–9, Ex. 2 (p. 38)

1. My name is Taras. I live in the village. You know, there is so much work to do every day. Cooking and cleaning is half a day's work for my mother. Besides, she spends hours working in the kitchen garden and taking care of our domestic animals. We don't have many, but it seems they take practically all her time, especially in spring and summer. I try to do my best and help my mum. I always tidy up my room, and do the shopping. Sometimes I set the table for dinner. I can't say I like cooking but it doesn't take much time in summer. We grow all the vegetables in our kitchen garden so it's always a pleasure to treat my brother and parents to a tasty tomato salad and boiled potato.

2. My name is Olia. I live in the town of Zhytomyr. My family is very friendly. We share all our household chores, that's why we have more time to spend

together. My father bought a new modern washing machine last month. Now I like to do the laundry. You practically have to do nothing but put the laundry in and out. My mum says that people are going to become lazy after all, but I think we can save our time for other useful things. I also enjoy taking my dog for a walk. He is my real friend and we like playing together.

3. My name is Semen. I live in Lviv. Our family is big. There are five of us: my father, my mother, my elder brother, my younger sister and me. All the members in our family have their duties about the house. My elder brother always vacuums the carpets and mats, my younger sister has to keep her dolls in the right place. I have to water the flowers, do the cleaning and sometimes do the shopping. Our central department store is my favourite shopping place. I don't set the table for dinner but I always wash up after meals. I would like to take care of a dog or a cat, but unfortunately, we don't have any. My mum has promised to present me with a puppy next month. This will be the best birthday present ever!

Unit 1, Lessons 12–13, Ex. 1b (p. 43)

Passing the Culture on to Children

Aborigines are native people of Australia. Storytelling makes up a large part of their everyday life. Grandparents and parents tell their grandchildren and children stories not only to entertain them but to educate them as well. They use storytelling in a variety of ways. Traditional stories teach children how they should behave and why, and they also pass on knowledge about everyday life such as how and when to find certain foods. The adults also use the stories to teach about heritage and the laws. Legends and myths pass on information to young people about creation of plants, animals and humans, information about the tribal lands and means of travelling around the country. The adults use every opportunity to educate the children about the way of life of their people. They tell the stories when they are walking down to the waterhole or grinding up seeds to make damper (bread) or sitting around the campfire at night. Once you become an adult, you are to pass on the information you had learned to the younger people.

Unit 1, Lesson 16, Ex. 1 (p. 50)

Everybody liked Julian. He had a wonderful brain, inventive and brilliant, and he could make all kinds of things, and think of all kinds of amusing tricks which he was always ready to play in class as soon as he had got acquainted with all his classmates.

"It's a shame you have so low grades, Julian," said Elizabeth at the end of the week. "You've got wonderful brains. You ought to be top!"

Julian looked at her with his brilliant green eyes. "What for?" he said in his slow, deep voice. "I will remember neither history dates nor the name of the highest mountain in the world when I grow up. Lessons are a bore."

Elizabeth remembered she was a monitor that was why she spoke seriously to Julian.

"Julian, do work hard. Do try both to do your homework properly and to behave well in class."

Julian laughed. "You're just saying that because you've remembered you're a monitor! You'll have to think of some very good reasons for me to work hard before I do!"

Elizabeth turned away.

But Julian came after her. "Listen, Elizabeth, why can't we be friends? You've got the best brain in the form – after mine, of course! – and you are fun. Be my friend. Will you help me with my lessons? I'll try to do my best then."

"All right," said Elizabeth, rather proud that the brilliant and unusual Julian asked her to help him.

From "The Naughtiest Girl Is a Monitor" after *Enid Blyton*

Unit 1, Lessons 17–18, Ex. 2 (p. 54)

D a n : Every country has holidays honouring important events in its history. On this special day, adults don't go to their workplaces, and children can spend time with their parents all day long. There are many social activities prepared by the Municipality. During the day, people go to the city centre to participate in the fun activities and listen to the concert on the main city square. There are wonderful performances which can satisfy everybody's tastes. There are also market places where people can buy everything they need. It could be a bouquet of flowers, a traditional souvenir or a CD player, or a car. Children can enjoy playing games and watching theatrical shows in the city centre. That is why I usually look forward to this occasion. However, the best part of the day is the firework in the evening. Most of the city's population enjoys that show. After that, most of the young people go to parties to continue the celebration. Most of the city's population would probably say that this day in August is the happiest holiday for them.

Unit 1, Lesson 19, Ex. 1a (p. 57)

1.
A: This is the biggest Christmas tree market in the area.
B: And this is the best Christmas tree. I think we should buy this one. Do you like it?

2.
A: Oh Helen! Look here. It's really an Australian Christmas tree.
B: What do you mean by that, Alice?
A: It can be decorated with toys like this only in Australia. What a funny koala on the tree is! Have you ever decorated your English Christmas tree with toy animals like that?

3.
A: Have you been to the supermarket, Kathy?
B: Not yet.
A: Haven't you seen the wonderful Christmas tree there? This year it is much bigger than it used to be.

4.
A: I was lucky last year. I had a chance to celebrate Christmas in the middle of summer.
B: You are joking, of course, aren't you?

A: No, I am not. Father Christmas travelled to our place by boat.
B: Where did you celebrate Christmas, then?
A: In Australia. December is the first summer month there.

5.
A: These holidays always keep me busy. This time I am going to travel by train. Fortunately, we can have a nice ride on the top!
B: Goodbye, dear! The journey to the New Year has already started.

Unit 2, Lessons 3–4, Ex. 5 (p. 68)

I want to tell you about my friends' eating habits. Both Maksym and Natalia think that they have a well-balanced diet. They eat a lot of fruit and vegetables. They eat dairy products three times a week, although Natalia doesn't like porridge. Both Oles and Maksym are vegetarians. Their mothers cook meatless dishes for them. The boy's favourite dishes are cabbage salad and holubtsi with vegetable and mushroom fillings. Iryna has decided to eat less meat recently, too, as she would like to lose weight. However, both girls like going to fast food restaurants once a week and usually order the Happy Meal for themselves.

All in all, my friends want to be healthy and think not only about their eating habits, but try to do physical exercises as well.

Unit 2, Lesson 5, Ex. 1a (p. 70)

A: Hello! We are doing a poll on eating habits in our school. Will you answer the questionnaire?
B: Sure, why not?
A: So, the first question is: Do you take sugar in hot drinks?
B: Yes, I always take sugar in my tea. I like it sweet.
A: And how many sweets do you eat per week?
B: One or two. Not many.
A: The next question. How often do you drink fizzy drinks, like Cola, Fanta, or Sprite?
B: Never. I hate Cola and I can't stand the hiccup because of the bubbles.
A: Right. How often do you eat fresh fruit?
B: Let me think... Almost every day. I like fruit.
A: Is most of the fresh food you eat steamed, boiled, or fried?
B: Boiled, I guess.
A: Well, and the last question: What do you eat during the breaks?
B: As a snack? Bananas. Sometimes apples or oranges. My mum says they are good for my health. Besides, I like them.
A: OK, I've marked your answers. Thanks for the interview.
B: You are welcome.

Unit 2, Lessons 7–8, Ex. 3b (p. 76)

Every country has its own cooking equipment. For example, Italian kitchens usually have a big pot for cooking pasta. Many Mexican kitchens have a special pan to make tortillas. Asian kitchens often have a grill for meat and a special vegetable steamer. Ukrainian kitchens have beautifully decorated wooden cooking utensils such as measuring cups, spoons and cutting boards. Many kitchens around the world have a set of knives, a grill and a food processor.

Unit 2, Lessons 9–10, Ex. 1b (p. 78)

"Jolly Gingerbread"

You'll need:

- 1 1/2 cups bread flour
- 1/2 teaspoon salt
- 3/4 teaspoon baking soda
- 1/2 teaspoon ginger
- 1/2 teaspoon cinnamon
- 1/2 cup butter or margarine, softened
- 1/2 cup brown sugar
- 1 egg, beaten
- 1/2 cup treacle
- 1/2 cup boiling water

What to do:

1. Combine first five ingredients in a large bowl. Mix well.
2. In a medium bowl, combine butter or margarine and brown sugar.
3. Mix until smooth and creamy.
4. Add egg and treacle to creamy mixture. Mix well.
5. Pour creamy mixture and boiling water into flour mixture. Mix well.
6. Pour dough into a greased square cake pan.
7. Bake in a preheated 350-degree oven for 35 minutes.

Unit 2, Lesson 12, Ex. 1 (p. 84)

The History of Potato

In the ancient ruins of Peru and Chile, archaeologists have found potato remains that date back to 500 B.C. The Incas grew and ate them and also worshipped them. They even buried potatoes with their dead, they dried them, and carried them on long journeys to eat on the way (dried or soaked in stew). Ancient Inca potatoes had dark purplish skins and yellow flesh. The Incas called the potato "papa".

In the 16th century the people of many European countries such as Italy, England, Belgium, Germany, Austria, France saw potatoes for the first time. Wherever the potato was introduced, it was considered weird, poisonous, and downright evil. Much time has passed since people started to like eating potatoes.

Today, the potato is so common and plentiful in the Western diet that it is taken for granted. We seem to forget that the potato has only been with us for a few hundred years.

Unit 3, Lessons 3–4, Ex. 5b (p. 99)

D o c t o r : Hello. What's the problem?
P a t i e n t : I've hurt my ankle.
D o c t o r : When did it happen?
P a t i e n t : Yesterday. I fell over while I was playing football.
D o c t o r : Can you just take your shoe off? Hmm, yes. Can you move your foot?
P a t i e n t : Yes, but it hurts.

D o c t o r : Hmm. I think you've only sprained it. But you'll need an X-ray. I'll put a bandage on it for now. But you should go to hospital for an X-ray.
P a t i e n t : Should I go today?
D o c t o r : Yes. Take this letter with you.
P a t i e n t : Thank you, Doctor. Goodbye!
D o c t o r : Goodbye!

Unit 3, Lessons 6–7, Ex. 1 (p. 103)

R i c k : When you look at me you can't say that I have any health problem. I look like a normal kid, just like anyone else you would run into in the street. No one but my family truly knows I have allergies. I have to tell people it's allergies when my eyes start to water or rash appears. I usually take special treatment in spring. Sure, I can't do all the things that I love to do because of my health problem. For example, I am a big traveller and I enjoy going to see the cherry blossoms in Washington, D.C. But when I come anywhere within a 10-foot range of cherry blossoms it feels like I lose almost all my senses! My eyes water, everything sounds like it's underwater, and I can't see or smell anything. Even though it's only temporary, I still feel miserable. And when I went to Guatemala, I felt uncomfortable because our group was given a fresh coconut, which I'm allergic to. So I had to ask for an apple. But I don't want to talk about it or make a big deal of it.

Unit 3, Lessons 8–9, Ex. 1 (p. 106)

Although many medicines are used nowadays, people are looking for the alternative ways of medical treatment. This happens because of the serious health complications which are the reasons of taking too many pills, tablets or medicinal syrups. On the one hand, they kill germs and viruses, but, on the other hand, they become a reason for a stomachache and eating disorders. That's why more and more people turn their minds to herbal and Chinese medicine as well. The Chinese doctor observes how you move, looks at your tongue, which shows the condition of your heart, lungs, liver and other parts of your body. Then you are asked to describe the symptoms of your illness. The doctor listens to the way you speak. Next, the doctor touches your skin to see if it is in good condition, and takes six pulses, three on each wrist. These pulses show different patterns of disharmony of the patient's body, and tell the doctor what is wrong with the person's health. After that the treatment is prescribed. It usually includes herbs, acupuncture, massage or meditation, or possibly a combination of four.

Unit 3, Lessons 11–12, Ex. 2 (p. 112)

You may have gone to the hospital before. Maybe you visited your grandfather there. Perhaps you met your baby sister at the hospital for the first time. Whatever the reason, a hospital can sometimes seem like a large and scary place especially if you are a patient.

Children, as patients, end up in the hospital in different ways. Sometimes doctors send them to the hospital if they are very sick, need surgery, or need special tests to find out what's going on. Sometimes patients enter the hospital in case of emergency. Either the parent or a doctor can send a child there if immediate medical care is needed. The treatment for a broken arm, allergic reaction, or asthma attack is provided in the emergency room. If it is necessary for the

child to remain overnight, then the child is admitted at that point. When a child is admitted, it is often necessary for his or her parent to fill out lots of forms. It is necessary for the doctors to know some important things about a patient such as medicines taken recently, allergies, name, and age.

Unit 3, Lessons 13–14, Ex. 1c (p. 116)

1c	A paediatrician – a doctor who deals with children and their illnesses.
2d	An anaesthetist – a doctor or nurse who has been specially trained to give people anaesthetics.
3f	A nurse – someone whose job is to look after people who are ill or injured, usually in a hospital.
4a	EMT/an emergency medical technician – a doctor who helps people in state of emergency and gives first aid.
5b	An ophthalmologist – an eye specialist.
6h	A surgeon – a doctor who does operations in a hospital.
7e	A psychiatrist – a doctor trained in the treatment of mental illness.
8g	An X-ray technician – a specialist who works on an X-ray machine and examines the patients' bones and organs inside the body.

Unit 3, Lesson 16, Ex. 1 (p. 122)

Budapest is the city of medicinal baths. Whoever comes to have a rest there always tries to spend at least a few hours in these marvellous places. Baths were uncovered in this wonderful city in the 2nd century, during the Roman times, although the true bathing culture was developed in the 16th and 17th centuries. Even today there are four Turkish baths in the capital, each one is a masterpiece of Ottoman architecture.

One can admire the beauty of artistic mosaics, stained-glass windows and sculptures of the Gallert Spa Baths or have a breathtaking walk along the alley in the park of Lukacs Medicinal Baths.

All in all, any medicinal bath of the city of Budapest is an ideal place for relaxing.

Unit 4, Lesson 1, Ex. 5 (p. 131)

J u l i a : When I have free time I enjoy reading a book, watching a film or a theatrical performance. I like visiting new places with my favourite characters. I always try to become a part of adventure. It is not difficult for me to imagine myself living in the world created by actors or actresses. I can do this quite easily. I think I am a very attentive viewer. It is very important to be an active participant of a film or a theatrical performance you watch.

S t e p h e n : My name is Stephen and I live in Manchester. Manchester is an old city in England. I have got many friends. Many of them are my classmates. They are very nice people. We often play football after classes. Sometimes we go to the theatre or to the cinema with our teacher. I always follow a play or a film plot very attentively. Sometimes I agree with the way the main characters act, some-

times I don't. But I can always find the answers to my questions about the way we have to behave. I even enjoy watching a theatrical performance more than watching films. I think that theatre actors and actresses are much closer to the audience than they are to the film viewers.

P e t e r : To my mind, watching a film is as exciting as watching a theatrical performance. Many people can find answers to their questions when they watch them. I also learn a lot of new facts while watching films and performances. I think that it is very important to be an active participant of a film or a theatrical performance you watch. The world of cinema and theatre gives us a chance to cast a glance at ourselves and become better.

Unit 4, Lesson 5, Ex. 2 (p. 139)

J o h n : This is my favourite Disney character. The film about him was produced by Walt Disney Productions in 1940. The story is based on the book by Carlo Collodi. The plot of the film involves a wooden puppet who was brought to life by a blue fairy. She tells him that he can become a real boy if he is courageous, kind, and honest. Thus begins this puppet's adventures to become a real boy. I think that this film is a masterpiece of the art of animation. The story is a novel of education which teaches the viewers moral values.

Unit 4, Lessons 8–9, Ex. 1 (p. 145)

M r P a r k e r : Here are our tickets for the theatrical performance next Saturday.

M r s P a r k e r : When did you have time to buy them? I know that you've been really busy this month.

M r P a r k e r : Do you think it's difficult nowadays? You can buy your tickets from the ticket agent, from the theatre box office or from the ticket booth in Leicester Square. You can even save your time and buy your ticket online. I bought the tickets from the ticket agent. He visited our office two weeks ago.

M r s P a r k e r : Where are our seats?

M r P a r k e r : They are in the stalls, so we'll be able to see the performance clearly.

M r s P a r k e r : We'll have a wonderful time, I think.

Unit 5, Lessons 5–6, Ex. 2 (p. 163)

In today's stress-filled world, people often talk about "finding time" for fitness activities. Here's what you could do to train your body even if you can't find time for regular trainings:

- Use the stairs, not the lift! Go up and down the stairs!
- Go to the park with your friend or for a long walk in the forest at the weekends! Don't sit in front of TV!
- Don't eat fast food during the day! Keep to a balanced diet!
- Get up ten minutes earlier in the morning and walk to school.
- Train in the gym after or before classes!
- Ride a bicycle more when you are on holiday!
- On cold and rainy days don't sit in the armchair but listen to your favourite music and dance!

Keep moving and enjoy it!

Unit 5, Lessons 7–8, Ex. 4a (p. 169)

Dick and Dan were fond of table tennis. They usually watched their fathers' game and dreamt of playing table tennis by themselves. But the boys had two problems. Their fathers were always playing table tennis by themselves. And besides, the table was too high for Dick and Dan.

One day the boys were watching their fathers' game and were really upset. Suddenly Dick's mother invited the men for dinner. They left the hall and the boys stayed alone. Dick and Dan could solve their problems.

And they did it successfully.

When the men came back they saw happy boys and a low table.

"What have you done with the table?" shouted Dick's father.

"We have shortened its legs," explained Dick.

"The adults cannot play table tennis now!" shouted again Dan's father.

"But the children can. The adults have played a lot of games before, Daddy," replied Dan.

Unit 5, Lesson 9, Ex. 2b (p. 171)

What Are Sports Injuries?

1B. Why do the injuries happen?

Sports injuries are injuries that happen when you are participating in organized sports, competitions, training sessions, or organized fitness activities. We can have these injuries because of poor training, bad footwear or safety equipment.

2A. What are the main kinds of sports injuries?

The first type is called a traumatic injury. It happens accidentally or if you break the rules of the game or use the wrong sports equipment. The second type of sports injury is called a chronic injury. They happen over a period of time. Chronic injuries are usually the result of repetitive training, such as running, overarm throwing, or serving a ball in tennis.

3C. The best way to avoid injuries is to keep to the rules.

Do you want to avoid sports injuries? Keep to the rules – only then you won't get hurt. That's because the best way to deal with sports injuries is to prevent them. If you know the rules of the game you're playing, use the proper equipment, then you can play safe.

Unit 5, Lesson 13–14, Ex. 1a (p. 177)

C h i l d r e n : How does physical fitness depend on a kind of sport you go in for, Mr Smith?

M r S m i t h : Different sports need different types of physical fitness. A footballer has to be strong in the legs. A cricketer needs the strong muscles to be on the field for six hours a day without getting tired. Both of them need good flexibility to avoid injury to their muscles.

C h i l d r e n : Is it only muscle strength you are talking about?

M r S m i t h : No, it isn't. Physical fitness consists of a combination of muscle strength and power, heart strength, speed, and of course, flexibility. Fitness also depends a lot upon your diet, your sleep pattern and other habits.

C h i l d r e n : I think, expensive equipment helps to get good results, too. Am I right?

Mr Smith: You don't need expensive equipment to get fit for sport, and there are hundreds of different exercises to achieve the desired results. But the most important thing in getting fit, as in sport, is enjoying it.
Children: It's not so easy to find time for sports activities, you know. We are so busy at school that we practically have no time for a rest!
Mr Smith: Get into the habit of planning your daily schedule well. It takes less than half an hour a day to keep fit and healthy. If you are into serious sport, then you have to spend a little more time on your training. Once you get into the habit of working out daily, it's easy to keep going. If possible, get a friend or two to work out with you. If you are responsible to someone, it becomes difficult to get off the track.
Children: Thank you for your advice, Mr Smith.

Unit 5, Lessons 17–18, Ex. 1 (p. 182)

1. He was born in London in 1975. His parents were Manchester United supporters. He regularly played football as a child. He is an English professional football player now. (David Beckham)

2. She was born in Donetsk in 1978. She was the first gymnast in over 20 years to be the World and Olympic Champion at the same time. Her grandmother took her to the gym when she was 5, but very sadly died before she could see her granddaughter win the Olympics, and the granddaughter dedicated her first gold medal to her. Her hobbies are listening to pop music, collecting soft toys and reading detective novels. Her favourite food is ice cream and chocolate. (Lilia Podkopayeva)

Unit 6, Lesson 1, Ex. 1 (p. 187)

People had lived in Britain for thousands of years before the Romans arrived. They were the Celts. They lived in roundhouses, with thatched roofs of straw. In places where there were plenty of trees the walls were made of wood but in the north of Britain the walls were made of large stones held together with clay. The finished house was protected by a wooden palisade on top of the stone wall that surrounded the settlement.

Roundhouses were built in groups surrounded by stone walls or wooden palisades. The walls protected the families from wolves and wild bears.

Unit 6, Lessons 7–8, Ex. 1 (p. 202)

A: Do you know who these people are, Maria?
B: Of course, I do. They are the founders of Kyiv, the capital of Ukraine. They are the legendary three brothers Kyi, Schek, Khoriv and their sister Lybid.
A: You have always been interested in the history of your native city. Do you know any legends about them?
B: Yes, I do. This is the picture from Nestor's Chronicle. I read it last year. It is very interesting.
A: Is there a monument to the three brothers and their sister in Kyiv?
B: Yes, there is. It is at the Dnipro River. We can visit this place next Sunday.
A: That's a good idea.

UNCOUNTABLE AND COUNTABLE NOUNS

Most nouns in English are countable. This means they can have singular and plural forms:
One sandwich – four sandwiches, the child – the children.

Common uncountable nouns: *advice, furniture, help, homework, information, jewelry, luck, mail, money, music, peace, traffic, weather, work, milk, tea, bread, sugar, flour, coffee, cheese, food, fruit, meat, pepper, rice, salt, soup, water ...*

Uncountable Nouns

Use	Example
You use uncountable nouns with a singular verb form.	*This news is not interesting.*
You don't use *a* or *an* with them.	*I don't like milk.* *They want some sugar with tea.*
Uncountable nouns have no plural form.	*money* *some money* *a lot of money* *much money* *a little money*

Countable Nouns

Use	Example
Countable nouns have singular and plural forms.	*a book* — *books* *one book* — *two books* *some books* *a lot of books* *many books* *a few books*
You use them with articles *a* and *an* in the singular.	*There is an orange and some apples on the plate.*
We use them with the definite article *the* or without an article in the plural.	*Pineapples are very delicious.*
You use them with singular and plural verb forms.	*Mango is a tropical fruit.*

A lot of – Many – Much

Only countable nouns can follow ***a/an, many, a few, these, one, two,*** etc.

We use ***(not) many*** with countable nouns in questions and negative sentences.

Only uncountable nouns can follow ***much, little/a little.***

Both plural countable nouns and uncountable nouns can follow ***some, any, a lot of.***

We say: *sugar, **some** sugar, **a lot of** sugar **much** sugar, **a little** sugar.*

	Countable Nouns	Uncountable Nouns	Example
Positive	A lot of/lots of/many	A lot of/lots of/much	*There are **a lot of** classrooms in our school.* *There is **a lot of** jam in this jar.*
Interrogative	many	much	*Are there **many** classrooms in your school?* *Is there **much** jam in this jar?*
Negative	many	much	*There aren't **many** old books in our school library.* *There isn't **much** oil left in the bottle.*
	a few (= some)/ few (= not many, not enough)	a little (= some)/ little (= not much, not enough)	

BOTH/EITHER ... OR/NEITHER ... NOR

We use ***both, either*** and ***neither*** to talk about two people or things. ***Both*** (one and the other) is used before a plural noun. Use a plural verb after it.

***Both** girls sing very well.*

Either (one or the other) is used before a singular noun. Use a singular verb after it.

Either school in our city has a good assembly hall.

Neither (not one and not the other) is used before a singular noun. Use a singular verb after it.

Neither story in this book is boring.

We use ***either ... or*** to talk about two possibilities.

*You can **either** read a book **or** watch a film.*
*Either Mary **or** John can meet him at the station.*

We use ***neither ... nor*** to join together two negative ideas.

*You can **neither** visit your friend **nor** telephone him. He is not in Kyiv at the moment.*
*Neither Steve **nor** Dan watched that film on TV yesterday.*

PRESENT SIMPLE (INDEFINITE)

never, seldom, often, frequently, always, usually, rarely, sometimes

Positive		**Negative**		
I/You/We/They	work.	I/You/ We/They	don't (do not)	work.
He/She/It	works.	He/She/ It	doesn't (does not)	

Question	**Answer**
Do you work?	Yes, I do./No, I don't.
Does he work?	Yes, he does./No, he doesn't.

Use	**Example**
Long-term situations.	*She lives in London.*
Habits and routines.	*How often do you go abroad?*
Feelings and opinions.	*I don't like spicy food.*
Facts.	*It rains a lot in the spring.*
Timetables and programmes.	*The train arrives at 18.20.*

Frequency adverbs go after the verb ***to be***, but before all other verbs:
*They are **often** late. She **usually** phones me on Sundays.*

PAST SIMPLE (INDEFINITE)

yesterday, last week, last month, last year, in 2000

Positive		Negative		
I/You/We/They	answered.	I/You/ We/They	didn't (did not)	answer.
He/She/It	wrote.	He/She/ It	didn't (did not)	write.
Question		**Answer**		
Did he answer?		Yes, he did./No, he didn't.		
Use		**Example**		
Finished actions and situations in the past.		*I lived in Paris from 1980 to 1989.* *How long ago did you meet her?* *The Parkers travelled to the USA last summer.* *They didn't drive a car yesterday.*		

Regular verbs in the Past Simple end in *-ed*.
We have to memorize the forms of the irregular verbs. (See Irregular Verbs list on p. 242.)

Reading Rules *–ed*

[t]	[d]	[ɪd]
after voiceless consonants except *t*	after vowels and voiced consonants except *d*	after *t, d*
watched	answered	decided
noticed	skied	painted
helped	played	nodded

FUTURE SIMPLE (INDEFINITE)

We use the Future Simple to express a single or a permanent action in the future:

*We **will (shall)** go to the theatre next week. He **will have** a party tomorrow.*

We 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.

FUTURE INTENTION: *to Be Going to*

Positive				Negative			
I	'm (am)	going to	visit.	I	'm (am)	going to	visit.
You/ We/They	're (are)		read.	You/We/ They	aren't (are not)		read.
He/She/ It	's (is)		speak.	He/She/It	isn't (is not)		speak.

Question	Answer
Is he going to visit his granny? Are they going to read a book?	Yes, he is./No, he isn't. Yes, they are./No, they aren't.

Use	Example
Future plans, intentions, decisions.	*I'm going to visit the USA this summer.*

PRESENT CONTINUOUS

now, at the moment

Positive			Negative		
I	'm (am)	writing.	I	'm not (am not)	writing.
You/We/ They	're (are)		You/ We/They	aren't (are not)	
He/She/ It	's (is)		He/She/ It	isn't (is not)	

Question	Answer
Are you writing? Is he writing?	Yes, I am./No, I am not. Yes, he is./No, he isn't.
Use	**Example**
Actions happening now.	*He is writing a thank-you letter now.*

State Verbs

Verbs of Feelings and Thinking	Verbs of Senses	Other Verbs
like, love, want, prefer, dislike, hate, think, know, believe, understand, forget, remember, mean, realize, recognize	hear, see, taste, feel, smell	own, have, be, belong, consist of, contain, exist, include

State verbs are not normally used in the continuous tense forms. We often use ***can*** with the verbs of senses:

*I **can** smell something burning.*

PAST CONTINUOUS

from 4 till 5 yesterday, at that moment yesterday, when I came

Positive			Negative		
I/He/She/It	was	working.	I/He/She/It	wasn't (was not)	working.
You/We/They	were		You/We/They	weren't (were not)	
Question			**Answer**		
Was he working?			Yes, he was./No, he wasn't.		
Were they working?			Yes, they were./No, they weren't.		

Use	Example
An action in progress when another action happened.	*I was doing my homework, when the telephone rang.*
An action in progress at a specific time in the past.	*Sue was writing a composition from 4 till 5 o'clock yesterday.*

PRESENT PERFECT

already, just, yet, never, ever, lately, recently, this morning, this evening, this week, this month, this year, today

Positive			Negative		
I/You/ We/ They	've (have)	worked.	I/You/ We/ They	haven't (have not)	worked.
He/She/It	's (has)	left.	He/She/It	hasn't (has not)	left.

Question	Answer
Have you worked? Has it worked?	Yes, I have./No, I haven't. Yes, it has./No, it hasn't.

Use	Example
Situations that began in the past and continue to the present.	*She has worked as a teacher for ten years.*
Situations and actions in a time up to the present.	*They have just discussed this question with their relatives.*
Past actions with results in the present.	*He's broken his leg.*

PAST PERFECT

before she came home, by 6 o'clock yesterday

Positive			Negative		
I/You/ We/ They	'd (had)	arrived.	I/You/ We/ They	hadn't (had not)	arrived.
He/She/It		left.	He/She/It		left.

Question	Answer
Had they arrived?	Yes, they had./No, they hadn't.
Use	**Example**
A past action which happened before another past action.	*He had left when I arrived. She was nervous, because she had never flown by plane before.*

We use the Past Perfect to say which past action happened first.
We often do not use the Past Perfect if it is already clear which action happened first: *He left, I arrived. I arrived before he left.*

PRESENT PERFECT CONTINUOUS

for two hours, since 5 o'clock, since morning

Positive			Negative		
I/You/ We/ They	've (have)	been working.	I/You/ We/ They	haven't (have not)	been working.
He/She/It	's (has)		He/She/It	hasn't (has not)	
Question			**Answer**		
Have	I/we/you /they	been working?	Yes,	I/you/we /they	have.
			No,		haven't.
Has	he/she/it		Yes,	he/she/it	has.
			No,		hasn't.
Use			**Example**		
To express the actions that began in the past and continue up to the present.			*I've have been learning English since I was seven years old.*		
To express the actions that began in the past and have just stopped.			*I've been riding a bike for two hours.*		

For and *Since*

Use		Example
for with a period of time	three days five hours a month ten minutes a long time ages	*They have been playing tennis for three hours.* *Jane has been training for two months.* *The boys have been running for twenty minutes.* *He hasn't been reading the newspapers for a long time.*
since with a point in time	Tuesday 8 August 4 o'clock last summer 2004 I last saw you	*I have been learning English since 2000.*

VERB CONTRASTS

Past Indefinite and Present Perfect

We use the Past Simple:

1) to talk about the specific time in the past:

*Builders **finished** their work yesterday.*
*John **went** to Rome last year.*

2) when the speaker is thinking of an action completed at a time in the past:

*Paper **was invented** in China.*
*They **grew** many vegetables last year.*

We use the Present Perfect tense when no specific past time is mentioned or when a connection is made between the past and the present:

*I **have met** that man before.*
*John **has** already **read** that book.*
***Have** you ever **visited** London?*
*I **have** never **seen** a camel.*
*He **hasn't written** the letter yet.*

Past Indefinite and Past Perfect

We use the Past Simple when we talk about the past, and follow the events in the order in which they happened:

*I **read** a book and **ate** a cake.*

We use the Past Perfect to go back to an earlier time:

*I read a book I **had got** from the library and ate a cake my sister **had made**.*

Present Perfect and Present Perfect Continuous

We use the Present Perfect for actions that happened at an unspecific time in the past.

I have already watched this football match on TV.

We use the Present Perfect Continuous to emphasize that something has been happening repeatedly or continuously since an unspecific time in the past.

I have been watching this football match for an hour.

Remember!

Some verbs do not usually use the continuous form. They are: **know, see, like, hate, remember, want, love, etc.** (See State Verbs on p. 233.)

I've seen this football match on TV.

PASSIVE VOICE

The Active sentences focus on what the **person (subject)** does or did. The Passive sentences focus on the **object** of the action:

*My granny **bought** vitamins for me.* (Active Voice)
*Vitamins **were bought** for me.* (Passive Voice)

We use the Passive Voice if we don't know, don't care or don't want to say who (or what) did the action. The Passive Voice focuses on processes rather than on people.

We form the Passive Voice by means of the verb *to be* and the third form (Past Participle) of the main verb.

Use	Example
When the person or thing that does the action isn't important, or when we don't know who does it.	*Coffee is grown in Brazil.* *Coffee was grown in Brazil.* *Coffee will be grown in Brazil.*

Present Indefinite Passive Voice

We form the Present Indefinite in the Passive Voice by means of *is/are* and the third form (Past Participle) of the main verb.

Positive			Negative		
I	'm (am)	visited.	I	'm not (am not)	visited.
You/We/ They	're (are)		You/We/ They	aren't (are not)	
He/She/ It	's (is)	built.	He/She/ It	isn't (is not)	built.
Question			**Answer**		
Am I often visited by my friends?			Yes, I am./No, I'm not (am not).		
Is it built by builders?			Yes, it is./No, it isn't (is not).		
Are they visited by their relatives every day?			Yes, they are./No, they aren't (are not).		

Past Indefinite Passive Voice

We form the Past Indefinite in the Passive Voice by means of *was/were* and the third form (Past Participle) of the main verb.

Positive			Negative		
I/He/ She/It	was	visited.	I/He/ She/It	was not	visited.
You/We/ They	were	built.	You/we/ they	were not	built.
Question			**Answer**		
Was I visited by my friends?			Yes, I was./No, I wasn't (was not).		
Was it built by builders?			Yes, it is./No, it wasn't (was not).		
Were they visited by their relatives yesterday?			Yes, they are./No, they weren't (were not).		

Future Indefinite Passive Voice

Positive			Negative		
I/We	will (shall) be	visited.	I/We	will not (won't) be/ shan't (shall not) be	visited.
You/They /He/She/ It	will be	built.	You/They /He/She/ It	won't (will not) be	built.

Question	Answer
Will (Shall) I be visited by my friends tomorrow?	Yes, I will (shall)./No, I won't (will not)/shan't (shall not).
Will it be built by builders?	Yes, it will./No, it won't (will not).
Will they be visited by their relatives tomorrow?	Yes, they will./No, they won't (will not).

MODAL EXPRESSIONS

To Let Smb. Do Smth., to Be Allowed to Do Smth.

Active Voice	Passive Voice
My parents **let** me **play** computer games every day.	I **am allowed to play** computer games every day.
They don't **let** him **talk** over the telephone for so long.	He **is not allowed to talk** over the telephone for so long.
Sue **let** Jim **use** her pen yesterday.	Jim **was allowed to use** Sue's pen yesterday.
The teacher **will let** them **finish** writing a composition tomorrow.	They **will be allowed to finish** their composition tomorrow.

To Make Smb. Do Smth.

Active Voice	Passive Voice
My mother usually **makes** me **read** in summer.	I **am** usually **made to read** in summer.

Active Voice	Passive Voice
His mother **made** me **eat** a plate of soup.	I **was made to eat** a plate of soup.
The teacher **didn't make** us **learn** the poem by heart yesterday.	We **weren't made to learn** the poem by heart yesterday.
His sister **will make** him **clean** the room tomorrow.	He **will be made to clean** the room tomorrow.

QUESTION TAGS

Question tags are short questions which are used at the end of the sentences. We use question tags if we are not absolutely sure as to something and wish someone else to confirm it.

We add question tags to the sentences (negative or affirmative) to ask for confirmation or agreement.

We form question tags by means of the auxiliary verb of the sentence and the personal pronoun (I, he, she, it, etc.) which corresponds to the subject of the sentence.

- If the sentence is affirmative, we use a negative question tag.

  *You will help me, **won't you?***

- If the sentence is negative, we use an affirmative question tag.

  *You haven't done your homework, **have you?***

- If there is a modal verb (can, could, should, etc.) in the sentence, we use the same modal verb to form the question tag.

  *He can't swim very well, **can he?***

- If there is no auxiliary verb in the sentence, we use the auxiliary verb ***to do*** (except for ***to be*** and ***to have***). Thus, for a sentence which is in the Present Simple we use ***do/does*** and for a sentence which is in the Past Simple we use ***did***.

  *He works in an office, **doesn't he?***
  *You didn't eat my ice cream, **did you?***

- The question tag for ***I am*** is ***aren't I?***

  *I'm a pupil, **aren't I?***

- The question tag for ***Let's*** is ***shall we?***

  *Let's go, **shall we?***

We pronounce question tags with a rising intonation when we are not sure and expect an answer, or a falling intonation when we are sure and don't really expect an answer.

Question Tags (Short Answers)

We give short answers to avoid repetition of the question asked before.

We form positive short answer with:
Yes + personal pronoun + auxiliary verb.
We form negative short answer with:
No + personal pronoun + negative auxiliary verb.

Examples:

There's a room for me in your car, isn't there? – Yes, there is.
He went to England last summer, didn't he? – No, he didn't.

He didn't go to London last year, did he? – Yes, he did. (Ні, він їздив.)/No, he didn't. (Так, він не їздив.)

SHORT RESPONSES

We often use auxiliary verbs in short answers when we don't want to repeat something:

Does he read books every evening? – Yes, he does. (= He reads books every evening.)
Do you go to the library on Saturdays? – Yes, I do. (= I go to the library on Saturdays.)

We also use auxiliary verbs with ***so*** and ***neither***:

I play tennis every Sunday. – So do I. (= I play tennis every Sunday, too.)
I never read newspapers. – Neither do I. (= I never read newspapers, too.)

It is important to remember the word order after ***so*** and ***neither*** – verb before the subject.

*I go in for sports. **So do my friends.***

Infinitive	Past Indefinite	Past Participle	Translation
arise	arose	arisen	виникати, поставати
bear	bore	born(e)	нести, носити
beat	beat	beaten	бити
become	became	become	ставати, робити
begin	began	begun	починати(ся)
blow	blew	blown	дути
break	broke	broken	(з)ламати
bring	brought	brought	приносити
build	built	built	будувати
burn	burnt	burnt	палити; горіти
burst	burst	burst	розбиватися; вибухати
buy	bought	bought	купувати
catch	caught	caught	ловити, (с)піймати
choose	chose	chosen	вибирати
come	came	come	приходити
cost	cost	cost	коштувати
cut	cut	cut	різати
dig	dug	dug	копати
do	did	done	робити
draw	drew	drawn	тягти; малювати
dream	dreamt dreamed	dreamt dreamed	бачити уві сні; мріяти
drink	drank	drunk	пити
drive	drove	driven	гнати; їхати
eat	ate	eaten	їсти
fall	fell	fallen	падати
feed	fed	fed	годувати
feel	felt	felt	почувати; відчувати
fight	fought	fought	битися; боротися

Infinitive	Past Indefinite	Past Participle	Translation
find	found	found	знаходити
fly	flew	flown	літати
forget	forgot	forgotten	забувати
forgive	forgave	forgiven	вибачати; прощати
freeze	froze	frozen	заморожувати; замерзати
get	got	got	діставати; одержувати
give	gave	given	давати
go	went	gone	іти; іти геть
grind	ground	ground	молоти; точити
grow	grew	grown	рости
hang	hung hanged	hung hanged	висіти; повісити
have	had	had	мати
hear	heard	heard	чути
hide	hid	hidden	ховати(ся)
hit	hit	hit	ударяти; влучати
hold	held	held	мати; держати
hurt	hurt	hurt	завдавати болю; боліти
keep	kept	kept	тримати; зберігати
know	knew	known	знати
lay	laid	laid	класти; покласти
lead	led	led	вести; водити
leap	leapt leaped	leapt leaped	плигати, стрибати
learn	learnt learned	learnt learned	вчити
leave	left	left	залишати
lend	lent	lent	позичати (комусь)
let	let	let	пускати; дозволяти
lie	lay	lain	лежати
lose	lost	lost	втрачати; губити

Infinitive	Past Indefinite	Past Participle	Translation
make	made	made	робити
mean	meant	meant	означати; мати намір
meet	met	met	зустрічати
mistake	mistook	mistaken	помилятися; неправильно розуміти
pay	paid	paid	платити
put	put	put	класти; ставити
read	read	read	читати
ride	rode	ridden	їздити верхи
ring	rang	rung	телефонувати, дзвонити
rise	rose	risen	вставати; підніматися
run	ran	run	бігти
say	said	said	говорити; сказати
see	saw	seen	бачити
sell	sold	sold	продавати
send	sent	sent	посилати
set	set	set	ставити; установлювати
shine	shone	shone	світити; проливати світло
shoot	shot	shot	стріляти; підковувати
show	showed	shown	показувати
shut	shut	shut	закривати
sing	sang	sung	співати
sink	sank	sunk	спускати(ся); занурюватися
sit	sat	sat	сидіти
sleep	slept	slept	спати
speak	spoke	spoken	говорити
spell	spelt spelled	spelt spelled	писати або вимовляти по буквах
spend	spent	spent	витрачати

Infinitive	Past Indefinite	Past Participle	Translation
spin	spun	spun	прясти
spring	sprang	sprung	стрибати; виникати
stand	stood	stood	стояти
strike	struck	struck	бити; вдаряти(ся)
sweep	swept	swept	мести; мчати
swim	swam	swum	плавати; пливти
swing	swung	swung	гойдати, розмахувати
take	took	taken	брати; взяти
teach	taught	taught	вчити; навчати
tell	told	told	розповідати, говорити
think	thought	thought	думати
throw	threw	thrown	кидати
understand	understood	understood	розуміти
wake	woke waked	woken waked	прокидатися; будити
wear	wore	worn	носити *(одяг)*
win	won	won	вигравати
write	wrote	written	писати

A a

Aborigine [ˌæbəˈrɪdʒəni] корінний житель Австралії, абориген
accompany [əˈkʌmpəni] супроводжувати
achievement [əˈtʃiːvmənt] досягнення, здобуток
actor [ˈæktə] актор
actress [ˈæktrəs] актриса
actual [ˈæktʃuəl] дійсний, справжній
admire [ədˈmaɪə] милуватись, захоплюватися
adventure film [ədˈventʃə ˌfɪlm] пригодницький фільм
affect [əˈfekt] впливати на
alert [əˈlɜːt] жвавий, меткий, пильний
align [əˈlaɪn] вишиковувати, шикувати(ся)
allergic to [əˈlɜːdʒɪk] хто має алергію на
allergist [ˈælədʒɪst] алерголог
allergy [ˈælədʒi] алергія, підвищена чутливість
amateur [ˈæmətə] аматор, любитель
amazing [əˈmeɪzɪŋ] дивовижний, вражаючий, чудовий
ambulance [ˈæmbjələns] швидка допомога
anaesthetic [ˌænəsˈθetɪk] знеболювальний засіб, наркоз
ancestor [ˈænsəstə] предок, прабатько
angle [ˈæŋgl] кут
animation [ˌænɪˈmeɪʃn] анімаційний; захоплення, жвавість
appetizing [ˈæpɪtaɪzɪŋ] апетитний, привабливий
applaud [əˈplɔːd] аплодувати
application [ˌæplɪˈkeɪʃn] прикладання, застосування
appreciate [əˈpriːʃieɪt] цінувати, бути вдячним за, розуміти
appreciation [əˌpriːʃɪˈeɪʃn] оцінювання, визнання
appropriate [əˈprəʊpriət] придатний, властивий, відповідний
aquashoes [ˌækwəˈʃuːz] водонепроникні черевики
armband [ˈɑːmbænd] перев'язка (на руку)
artefact [ˈɑːtɪfækt] пам'ятка, художній витвір
artificial [ˌɑːtɪˈfɪʃl] штучний
as busy as a bee [əz ˈbɪzi ˌæz ə ˈbiː] працьовитий як бджола, роботящий
aspirin [ˈæsprɪn] аспірин
assist in [əˈsɪst] допомагати, брати участь у
attacker [əˈtækə] нападаючий
attitude [ˈætɪtjuːd] відношення, ставлення
audience [ˈɔːdiəns] публіка, слухачі
auditorium [ˌɔːdɪˈtɔːriəm] зала, аудиторія
avoid [əˈvɔɪd] уникати
aware [əˈweə] обізнаний

B b

background [ˈbækgraʊnd] задній план, тло, фон
baking cup [ˈbeɪkɪŋ kʌp] формочка для випічки
ballet [ˈbæleɪ] балет
bar [bɑː] перекладка, *спорт.* колода
barbecue [ˈbɑːbɪkjuː] барбекю
barrel [ˈbærəl] діжка
baseball [ˈbeɪsbɔːl] бейсбол
basketball backboard [ˈbɑːskɪtbɔːl ˈbækbɔːd] баскетбольний щит
beach [biːtʃ] узбережжя
behave [bɪˈheɪv] поводитись
beloved [bɪˈlʌvd] улюблений
beneath [bɪˈniːθ] внизу, нижче, під
beyond [bɪˈjɒnd] по той бік, за межами, поза
billboard [ˈbɪlbɔːd] афіша, дошка оголошень
blame [bleɪm] докоряти, ганити, звинувачувати
bleed [bliːd] пускати кров; кровоточити
bleeding [ˈbliːdɪŋ] кровотеча
blood [blʌd] кров
boil [bɔɪl] кип'ятити, варити
bone [bəʊn] кістка
boots [buːts] бутси

bored [bɔ:d] що нудьгує
box office ['bɒks ˌɒfɪs] білетна каса
boxing gloves ['bɒksɪŋ ˌglʌvz] боксерські рукавички
break into applause ['breɪk ɪntə ə'plɔ:z] аплодувати
breathe [bri:ð] дихати, передихнути
broken ['brəʊkən] розбитий
buffet ['bʊfeɪ] буфет
bump [bʌmp] зіткнутися
burn [bɜ:n] опік
by birth [baɪ 'bɜ:θ] за походженням

C c

call [kɔ:l] викликати, кликати
candlelight ['kændl laɪt] штучне освітлення, сутінки
carbohydrates [ˌkɑ:bəʊ'haɪdreɪts] вуглеводи
carry on [ˌkærɪ 'ɒn] продовжувати
cart [kɑ:t] віз, повозка
cast [kɑ:st] склад акторів
catchy ['kætʃɪ] захоплюючий, привабливий; що запам'ятовується (*про мелодію*)
cater ['keɪtə] догоджати, забезпечувати
cheer up [ʧɪə 'ʌp] заохочувати, підбадьорювати
cheerful ['ʧɪəfl] бадьорий, веселий
cheerleader ['ʧɪəˌli:də] капітан підтримки (спортивної команди)
choke [ʧəʊk] вдавитися; задихатися
chop [ʧɒp] дрібно нарізати
chopper ['ʧɒpə] ніж, колун
chorus ['kɔ:rəs] хор
chronic ['krɒnɪk] хронічний
chunk [ʧʌŋk] шматок, кусень
cinnamon ['sɪnəmən] кориця
clay [kleɪ] глина
coach [kəʊʧ] тренер
coincide [ˌkəʊɪn'saɪd] збігатися
cold tablets [ˌkəʊld 'tæblɪts] таблетки від застуди
combination [ˌkɒmbɪ'neɪʃn] сполучення, поєднання
combine [kəm'baɪn] об'єднувати, змішувати, комбінувати
comedian [kə'mi:dɪən] комедійний актор, комік
comedy ['kɒmədi] комедія
compete in [kəm'pi:t] змагатися в
competitive [kəm'petətɪv] конкуруючий, що змагається
complain about [kəm'pleɪn] скаржитися на
complication [ˌkɒmplɪ'keɪʃn] ускладнення
comprise [kəm'praɪz] включати, складатися з
confident ['kɒnfɪdənt] упевнений; той, що заслуговує на довіру
confuse [kən'fju:z] змішувати, збивати
consecutive [kən'sekjətɪv] послідовний
constant ['kɒnstənt] постійний
construct [kən'strʌkt] споруджувати
contain [kən'teɪn] містити
convenience [kən'vi:nɪəns] зручність
convince [kən'vɪns] переконувати
cookery book ['kʊkərɪ ˌbʊk] кулінарна книга
correspond to [ˌkɒrə'spɒnd] відповідати
cough drops ['kɒf drɒps] краплі (льодяники) від кашлю
cough syrup ['kɒf ˌsɪrəp] сироп від кашлю
counter ['kaʊntə] робоча поверхня; стійка, прилавок
countryside ['kʌntrɪsaɪd] приміська територія
courageous [kə'reɪʤəs] сміливий, відважний
crock [krɒk] горщик, глиняний посуд
crowded ['kraʊdɪd] переповнений, повний
curtain call ['kɜ:tn kɔ:l] поклон, виклик на біс
curve [kɜ:v] крива

D d

damage ['dæmɪʤ] зіпсувати, пошкодити, зашкодити
damper ['dæmpə] *австрал.* прісний корж
dander ['dændə] шерсть (тварини), що випадає

deal with [di:l] мати справу з, спілкуватися
defence [dɪ'fens] захист, оборона
define [dɪ'faɪn] визначати, встановлювати
delighted with [dɪ'laɪtɪd] задоволений (чимось)
deliver [dɪ'lɪvə] розносити
demonstrate ['demənstreɪt] демонструвати, доводити
demonstration [ˌdemən'streɪʃn] показ
dentist ['dentɪst] зубний лікар, стоматолог
depend on [dɪ'pend] залежати від чогось
depict [dɪ'pɪkt] змальовувати, описувати
despite [dɪ'spaɪt] не зважаючи на, попри, не дивлячись на
determine [dɪ'tɜ:mɪn] визначати, встановлювати
diagnose ['daɪəgnəʊz] ставити діагноз, діагностувати
difficult ['dɪfɪkəlt] скрутний, тяжкий
dig [dɪg] копати
disability [ˌdɪsə'bɪlətɪ] неспроможність, непрацездатність
disgusting [dɪs'gʌstɪŋ] огидний, неприємний
disposal [dɪ'spəʊzl] розпорядження
dominate ['dɒmɪneɪt] домінувати, переважати
donation [dəʊ'neɪʃn] дарунок, пожертвування
dubbing ['dʌbɪŋ] дубляж

E e

earring ['ɪərɪŋ] сережка
ease [i:z] легкість, спокій
easy-going [ˌi:zi'gəʊɪŋ] безтурботний, добродушний
effect [ɪ'fekt] ефект, враження
effort ['efət] зусилля, спроба
embroider [ɪm'brɔɪdə] вишивати
embroidered [ɪm'brɔɪdəd] вишитий
enchanted [ɪn'tʃɑ:ntɪd] зачарований
encourage [ɪn'kʌrɪʤ] підбадьорювати, заохочувати
encouragement [ɪn'kʌrɪʤmənt] підбадьорювання
enlighten [ɪn'laɪtn] висвітлювати, просвітлювати
entertain [ˌentə'teɪn] розважати
enthusiastic [ɪnˌθju:zi'æstɪk] захоплений
enthusiastically [ɪnˌθju:zi'æstɪkli] захоплено
entrance ['entrəns] вхід, вступ
environment [ɪn'vaɪrənmənt] оточення
equip [ɪ'kwɪp] облаштовувати, обладнувати
excited [ɪk'saɪtɪd] збуджений, схвильований
excitement [ɪk'saɪtmənt] хвилювання, зворушення, збудження
expert ['ekspɜ:t] знавець, експерт
extremely [ɪk'stri:mli] вкрай, надзвичайно, дуже
eye drops [aɪ 'drɒps] краплі для очей
eyesight ['aɪsaɪt] зір

F f

fabulous ['fæbjələs] міфічний, легендарний, казковий
fair [feə] ярмарок
familiar [fə'mɪlɪə] знайомий
fan [fæn] вболівальник
feature film ['fi:ʧə ˌfɪlm] художній фільм
festive ['festɪv] святковий
fever ['fi:və] жар, лихоманка
filling ['fɪlɪŋ] наповнювач, начинка
filmmaking ['fɪlmˌmeɪkɪŋ] створення фільму
fin [fɪn] плавник, ласт
firm [fɜ:m] фірма
fitness ['fɪtnɪs] фітнес, натренованість
flexibility [ˌfleksə'bɪlətɪ] мобільність
flicker ['flɪkə] блимати, мерехтіти
flowerbed ['flaʊəbed] клумба
follow ['fɒləʊ] іти (за кимось), переслідувати
football kit ['fʊtbɔ:l kɪt] футбольне спорядження
fortunately ['fɔ:ʧənətlɪ] на щастя
foyer ['fɔɪeɪ] фойє

fragrant ['freɪgrənt] запашний
freak [friːk] дивак
fuel ['fjʊəl] заправляти, живити; пальне
full of [fʊl] сповнений
furthermore [ˌfɜːðəˈmɔː] до того ж, крім того, більш того

G g

gain [geɪn] заробляти, отримувати, досягати
gargle ['gɑːgl] полоскати (*горло*)
gather ['gædə] збирати, зривати
germ [ʤɜːm] мікроб, бактерія
giant ['ʤaɪənt] велетень
gifted ['gɪftɪd] талановитий, обдарований, здібний
give a helping hand ['gɪv ə 'helpɪŋ 'hænd] допомагати
glance [glɑːns] погляд
glorify ['glɔːrɪfaɪ] вихваляти, прикрашати
goggles ['gɒgl̩z] окуляри для плавання
grab [græb] хапати; швидко їсти
grain [greɪn] зернинка, піщинка, дрібка (*солі*)
greenish-blue ['griːnɪʃ bluː] зеленувато-блакитний
grill [grɪl] гриль, смажити на грилі
grind up [graɪnd 'ʌp] молоти, товкти
guideline ['gaɪdlaɪn] керівництво до дії
gurgle ['gɜːgl] булькання, дзюрчання

H h

hall [hɔːl] зал, зала
have a great interest in цікавитись
have someone's tooth pulled out [ˌpʊld 'aʊt] вирвати зуб
hay [heɪ] сіно
heart [hɑːt] серце
heat [hiːt] жар, спека
heating pad ['hiːtɪŋ pæd] грілка
helmet ['helmɪt] шолом, каска
hemisphere ['hemɪsfɪə] півкуля
herbal medicines ['hɜːbəl 'medsənz] ліки з трав
heritage ['herɪtɪʤ] спадщина, спадок
herring ['herɪŋ] оселедець
hip [hɪp] стегно, поперек
historical [hɪ'stɒrɪkl] історичний
hit [hɪt] хіт
hit smb. on the back [hɪt] стукнути когось по спині
hockey stick ['hɒkɪ ˌstɪk] ключка для гри в хокей
holy ['həʊlɪ] святий, священний
honestly ['ɒnəstlɪ] чесно
hoop [huːp] обруч, кільце
hunger ['hʌŋgə] голод

I i

ice pack ['aɪs pæk] пузир з льодом
illusion [ɪ'luːʒn] ілюзія, враження
immigrant ['ɪmɪgrənt] імігрант
impression [ɪm'preʃn] враження
improve [ɪm'pruːv] удосконалювати, поліпшувати
in case [ɪn 'keɪs] у разі
in need [ɪn 'niːd] у разі потреби
infected [ɪn'fektɪd] інфікований, заражений
influence ['ɪnfluəns] вплив, впливати
injury ['ɪnʤərɪ] пошкодження, поранення, травма
inspire [ɪn'spaɪə] надихати
install [ɪn'stɔːl] встановлювати, монтувати
instead [ɪn'sted] замість
interact [ˌɪntər'ækt] взаємодіяти
interaction [ˌɪntər'ækʃn] взаємодія
interior [ɪn'tɪərɪə] внутрішній
interval ['ɪntəvl] антракт, перерва
invader [ɪn'veɪdə] окупант, загарбник
involve [ɪn'vɒlv] втягнути
involved [ɪn'vɒlvd] зайнятий

J j

jar [ʤɑː] банка
jaw [ʤɔː] щелепа
jazz band ['ʤæz'bænd] джаз-бенд, джазовий оркестр
judgment ['ʤʌʤmənt] вирок, рішення, судійство
junk food ['ʤʌŋk fuːd] некорисна їжа

K k

keep fit [kiːp ˈfɪt] тримати, зберігати форму
kit [kɪt] набір, ранець
knock [nɒk] стукати
knowledge [ˈnɒlɪʤ] знання

L l

landmark [ˈlændmɑːk] віха, орієнтир, визначне місце
landscape [ˈlændskeɪp] ландшафт
laughable [ˈlɑːfəbl] смішний
laughingly [ˈlɑːfɪŋlɪ] смішно
laughter [ˈlɑːftə] сміх, регіт
law [lɔː] закон
lean [liːn] нежирний, пісний
leech [liːʧ] п'явка
leisure [ˈleʒə] дозвілля
lifestyle [ˈlaɪfstaɪl] стиль життя
light [laɪt] світло
limb [lɪm] кінцівка
linen [ˈlɪnɪn] полотно, білизна
link [lɪŋk] звязок, ланка
liquid [ˈlɪkwɪd] рідина
lobby [ˈlɒbi] велике фойє
logo [ˈləʊgəʊ] логотип
look through [lʊk ˈθruː] продивитись, переглянути
lotion [ˈləʊʃn] лосьйон, примочка
lumpy [ˈlʌmpi] грудкуватий

M m

majestic [məˈʤestɪk] величний
majority [məˈʤɒrətɪ] більшість
make regular tours [meɪk] проводити регулярні тури
mean [miːn] мати на увазі; означати
measured [ˈmeʒəd] обдуманий, розрахований, зважений
medical checkup [ˈmedɪkl ˌʧekʌp] медичний огляд
memorial plate [məˈmɔːrɪəl ˌpleɪt] меморіальна дошка
mild [maɪld] легкий, м'який, незначний
millennium [mɪˈlenɪəm] тисячоліття
mix [mɪks] змішувати, перемішувати
modern light system [mɒdn ˈlaɪt ˌsɪstəm] сучасна система освітлення
modern sound system [mɒdn ˈsaʊnd ˌsɪstəm] сучасна звукова система
modern standard [mɒdn ˈstændəd] сучасний стандарт, рівень, норма, зразок
monument [ˈmɒnjʊmənt] пам'ятник
motion picture projector [ˌməʊʃn ˈpɪkʧə prəˈʤektə] кінопроектор
motivation [ˌməʊtɪˈveɪʃn] мотивація
mouth-watering [ˈmaʊθˌwɔːtərɪŋ] дуже смачний, від якого слина тече
movement [ˈmuːvmənt] рух, переміщення
muffin pan [ˈmʌfɪn ˌpæn] лист, деко для здоби
muffin [ˈmʌfɪn] здоба
mumble [ˈmʌmbl] бурмотати, мимрити
muscle [ˈmʌsl] мускул, м'яз, сила
musical comedy [ˌmjuːzɪkl ˈkɒmədi] музична комедія

N n

nasal spray [ˈneɪzl spreɪ] спрей для носа
necklace [ˈneklɪs] намисто
neighbourhood [ˈneɪbəhʊd] околиці, сусідство
net [net] сітка
newsreel [ˈnjuːzriːl] кіножурнал
nickname [ˈnɪkneɪm] прізвисько
noisy [ˈnɔɪzi] шумний, галасливий
numerous [ˈnjuːmərəs] численний
nutrient [ˈnjuːtrɪənt] поживна речовина

O o

occasion [əˈkeɪʒn] випадок, нагода, оказія
occupation [ˌɒkjʊˈpeɪʃn] заняття, фах
occur [əˈkɜː] траплятися, відбуватися
official [əˈfɪʃl] посадова особа, службовець
ointment [ˈɔɪntmənt] мазь
opening scene [ˈəʊpnɪŋ siːn] перша сцена (кіносюжету, вистави)
open-minded [ˌəʊpnˈmaɪndɪd] відкритий, неупереджений
opera [ˈɒprə] опера

opera house ['ɒprə haʊs] оперний театр
operation [ˌɒpə'reɪʃn] операція
opponent [ə'pəʊnənt] опонент, гравець команди-суперника
opportunity [ˌɒpə'tjuːnətɪ] можливість
orchestra ['ɔːkɪstrə] оркестр
organize ['ɔːgənaɪz] організовувати
out-of-the-way places [ˌaʊt əv ðə 'weɪ 'pleɪsɪz] віддалені місця
outstanding [aʊt'stændɪŋ] видатний

P p

packed lunch [ˌpækt 'lʌnʧ] сніданок у пакеті
pad [pæd] наколінник; тампон
painful ['peɪnfl] болісний, болючий
pain shock ['peɪn ʃɒk] больовий шок
parted from ['pɑːtɪd] окремо від
participate in [pɑː'tɪsɪpeɪt] брати участь у
pass on [pɑːs 'ɒn] передавати, поширювати
patience ['peɪʃns] терпіння
patient ['peɪʃnt] пацієнт, хворий; терплячий
patio ['pætɪəʊ] внутрішній двір
pattern ['pætn] зразок, взірець, модель
pavilion [pə'vɪljən] павільйон
peace pipe ['piːs paɪp] трубка миру
peal [piːl] вибух (*сміху*)
penicillin [ˌpenɪ'sɪlɪn] пеніцилін
perform [pə'fɔːm] грати, ставити (п'єсу)
pickled ['pɪkld] солоний, маринований
picturesque [ˌpɪktʃə'resk] мальовничий
pill [pɪl] таблетка, пігулка
plant [plɑːnt] садити, саджати
play [pleɪ] п'єса
pole vault ['pəʊl vɔːlt] стрибки з жердиною
pollen ['pɒlən] пилок
polluted [pə'luːtɪd] забруднений
popular ['pɒpjələ] популярний
portion ['pɔːʃn] порція
pot [pɒt] каструля, горщик, казанок
pour [pɔː] наливати, розливати
power ['paʊə] сила, міць, енергія
practise ['præktɪs] застосовувати, займатись
praise [preɪz] хвалити
prayer [preə] молитва
premier ['premiə] першокласний, кращий
press a clean piece of cloth ['pres ə ˌkliːn 'piːs əv 'klɒθ] притиснути чистий бинт
prevent [prɪ'vent] запобігти, відвернути
production [prə'dʌkʃn] показ, постановка, виробництво
protein ['prəʊtiːn] білок, протеїн
public ['pʌblɪk] громадський, державний
puck [pʌk] шайба
puppet ['pʌpɪt] лялька
puppet theatre ['pʌpɪt ˌθɪətə] лялковий театр
puree ['pjʊəreɪ] пюре
puzzled ['pʌzld] здивований, спантеличений, збентежений

Q q

quit [kwɪt] залишати, звільняти

R r

raw [rɔː] сирий
reconstruction [ˌriːkən'strʌkʃn] реконструкція
record ['rekɔːd] рекорд, запис
record [rɪ'kɔːd] записувати
referee [ˌrefə'riː] суддя, рефері
refreshment stand [rɪ'freʃmənt ˌstænd] буфет
relaxing [rɪ'læksɪŋ] розслаблюючий
rely on [rɪ'laɪ] покладатися на, довіряти
remarkable [rɪ'mɑːkəbl] чудовий, дивовижний
remind of [rɪ'maɪnd] нагадувати (про)
repertoire ['repətwɑː] репертуар
represent [ˌreprɪ'zent] представляти, символізувати, зображати
reputation [ˌrepjʊ'teɪʃn] репутація, слава
reserve [rɪ'zɜːv] резервувати, зберігати
respect [rɪ'spekt] повага
respecting [rɪ'spektɪŋ] відносно, щодо

reveal [rɪ'vi:l] відкривати
rim [rɪm] край, обід, оправа
roar [rɔ:] рикати
roll [rəʊl] розгортатися (*про події*)
roll out [rəʊl 'aʊt] виповзти
royal ['rɔɪəl] королівський
ruin ['ru:ɪn] руйнувати
running shoes ['rʌnɪŋ ʃu:z] черевики для бігу

S s

salary ['sælərɪ] заробітна платня, плата
scald [skɔ:ld] опік (*окропом або парою*)
scenery ['si:nərɪ] декорації, пейзаж
schedule ['ʃedju:l] розклад, графік
science fiction film [ˌsaɪəns 'fɪkʃn ˌfɪlm] фільм жанру фантастика
screen [skri:n] екран
script [skrɪpt] сценарій
seat [si:t] місце; вміщувати
seed [si:d] зерно, насіння
select [sɪ'lekt] вибраний, добірний
self-correction [ˌselfkə'rekʃn] самовиправлення (корекція, поправка)
sensation [sen'seɪʃn] сенсація
service ['sɜ:vɪs] послуга
serving ['sɜ:vɪŋ] порція
set goals ['set 'gəʊlz] ставити цілі
settle ['setl] розташовувати
settlement ['setlmənt] поселення
severe [sɪ'vɪə] важкий, сильний
shake with [ʃeɪk] трясти
shape [ʃeɪp] надавати певної форми
sheaf [ʃi:f] сніп, оберемок, в'язка
shock [ʃɒk] шок, удар, струс
shot [ʃɒt] укол; знімок, кадр
shout [ʃaʊt] вигук, крик
show [ʃəʊ] вистава, спектакль, показ
show particular interest in [ʃəʊ] проявляти зацікавленість у
snack [snæk] легка закуска, під'їдок
sneeze [sni:z] чхати
snorkelling mask ['snɔ:kəlɪŋ 'mɑ:sk] маска для підводного плавання
souffle ['su:fleɪ] суфле
sound-absorbing panel [saʊnd əb'sɔ:bɪŋ ˌpænl] звукопоглинаюче покриття
soupy ['su:pi] рідкий
special prop for popcorn ['speʃl 'prɒp fɔ 'pɒpkɔ:n] спеціальна підставка для попкорну
speciality [ˌspeʃi'ælətɪ] фірмова страва
spectator [spek'teɪtə] глядач
speed [spi:d] швидкість
spikes [spaɪks] кросівки з шипами
spinner ['spɪnə] пряля
spirit ['spɪrɪt] душа, дух
split [splɪt] солодка страва (*з фруктів і морозива*)
sporting ['spɔ:tɪŋ] спортивний
sportsmanship ['spɔ:tsmənʃɪp] спортивна спритність, чесність
spotlight ['spɒtlaɪt] вогні рампи, прожектор для підсвічування сцени
sprinkle ['sprɪŋkl] бризкати, посипати
stage [steɪʤ] сцена
stamina ['stæmɪnə] витримка, витривалість
star [stɑ:] зірка (також кіно-, театральна зірка)
steep stands ['sti:p 'stændz] амфітеатр у формі сходів
stir [stɜ:] розмішувати
storytelling ['stɔ:rɪˌtelɪŋ] переказ історій, казок
stove [stəʊv] кухонна плита, піч
street-side ['strɪt'saɪd] бік вулиці
strength [streŋθ] сила
stressful ['stresfl] стресовий
strip [strɪp] кінострічка
style [staɪl] стиль, манера
subtitles ['sʌb'taɪtlz] субтитри
suburb ['sʌbɜ:b] передмістя
succession [sək'seʃn] послідовність, безперервний ряд
suck [sʌk] смоктати, ссати
suffer ['sʌfə] страждати, терпіти
suitable ['sju:təbl] відповідний, підходящий
supportive [sə'pɔ:tɪv] підтримуючий
swallow ['swɒləʊ] ковтати, проковтнути
swell [swel] надувати, роздувати
sympathy ['sɪmpəθi] співчуття, симпатія

T t

tablespoon ['teɪblspuːn] столова ложка
tablet ['tæblət] таблетка
take part in [teɪk pɑːt 'ɪn] брати участь у
take the advantage of ['teɪk ðɪ əd'vɑːntɪʤ əv] користуватись перевагою
takeaway box ['teɪkəweɪ bɒks] пакунок з їжею на винос
teammate ['tiːm meɪt] гравець тієї самої команди
tear [teə] рвати, зривати, розривати
teaspoon ['tiːspuːn] чайна ложка
technical equipment ['teknɪkl ɪ'kwɪpmənt] технічне обладнання
technically ['teknɪklɪ] технічно
technique [tek'niːk] техніка
technology [tek'nɒləʤɪ] техніка, технологія
terrace ['terəs] тераса
theatre ['θɪətə] театр
theatregoer ['θɪətə,gəʊə] театрал
theatrical [θɪ'ætrɪkl] театральний
thirst [θɜːst] спрага
though [ðəʊ] все-таки, однак, втім
thriving ['θraɪvɪŋ] процвітаючий
through [θruː] через, крізь
ticket ['tɪkɪt] квиток
ticket booth ['tɪkɪt buːð] білетний кіоск
tie a bandage ['taɪ ə 'bændɪʤ] перев'язати, накласти пов'язку
tile [taɪl] кахля
time-speed event ['taɪm spiːd ɪ'vent] змагання на швидкість
touch upon [tʌʧ] торкатися
traumatic [trɔː'mætɪk] травматичний
treat with [triːt] лікувати
treat smb. [triːt] ставитись до когось
treatment ['triːtmənt] лікування, догляд, нагляд

U u

unforgettable [ˌʌnfə'getəbl] незабутній
unspoilt [ˌʌn'spɔɪlt] незіпсований
up-to-date [ˌʌptə'deɪt] сучасний
urgent ['ɜːʤənt] нагальний, терміновий
usher ['ʌʃə] білетер

V v

valuable ['væljuəbl] цінний
variety [və'raɪətɪ] різноманітність
viewer ['vjuːə] глядач
vitamin ['vɪtəmɪn] вітамін

W w

war film ['wɔː fɪlm] фільм про війну
waste of time ['weɪst əv 'taɪm] марна трата часу
water ['wɔːtə] поливати; сльозитися
waterhole ['wɔːtəhəʊl] водоній, свердловина
well-known [ˌwel'nəʊn] відомий, популярний
western ['westən] вестерн, ковбойський фільм
wheat [wiːt] пшениця
whitewash ['waɪtwɒʃ] білити
will [wɪl] воля, бажання
wipe [waɪp] протирати, витирати
wisp [wɪsp] жмуток, віхоть, віничок
wonderfully ['wʌndəfəlɪ] чудово