

Марія Кучма, Лілія Морська

English 8

Англійська мова

Четвертий рік навчання



Марія Кучма
Лілія Морська

АНГЛІЙСЬКА МОВА

4-й рік навчання

ПІДРУЧНИК ДЛЯ 8 КЛАСУ
ЗАКЛАДІВ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ

Mariia Kuchma
Liliia Morska

ENGLISH

Year 4

A TEXTBOOK FOR THE 8TH FORM
OF SECONDARY SCHOOLS



ТЕРНОПІЛЬ
НАВЧАЛЬНА КНИГА — БОГДАН
2021

УДК 811.111(075.3)
К 88

Кучма М. О.

К 88 Англійська мова. 4-й рік навчання : підручник для 8 кл.
закладів загальн. серед. освіти ; English. Year 4 : a textbook for
the 8th form of secondary schools / М. О. Кучма, Л. І. Морська. —
Тернопіль : Навчальна книга – Богдан, 2021. — 224 с. : іл.

ISBN 978-966-10-6483-5

УДК 811.111(075.3)

*Охороняється законом про авторське право.
Жодна частина цього видання не може бути відтворена
в будь-якому вигляді без дозволу видавництва.*

ISBN 978-966-10-6483-5

© Кучма М.О., Морська Л.І., 2021
© Навчальна книга – Богдан,
виключна ліцензія на видання,
оригінал-макет, 2021

Дорогі друзі!

Розпочинається ваш четвертий рік вивчення однієї з найпопулярніших мов світу. За попередні три роки ви навчилися розповідати англійською про свою зовнішність, сім'ю, друзів, школу, прочитали та прослухали безліч цікавих текстів про Великобританію, США, Канаду, Австралію тощо. Переконані, що ви розумієте важливість вивчення іноземної мови у сучасному світі, а тому ще з більшим ентузіазмом поглиблюватимете свої знання з англійської мови.

То що ж чекає на вас у цьому році? Що нового ви дізнаєтеся? Ми приготували для вас багато цікавої інформації про Україну, Великобританію та Сполученні Штати Америки, традиції відзначення найважливіших свят у цих країнах, одяг, їжу, відпочинок та погоду. Наприкінці навчального року ви зможете розповідати англійською про свою родину та робочий день, описувати зовнішність та характер людей тощо.

Ми також розповімо вам, завдяки чому можна покращити свої знання з іноземної мови, і, сподіваємося, ви дотримуватиметеся цих порад у майбутньому.

Тож бажаємо вам успіхів у навчанні та захоплюючої праці із нашим підручником, сторінки якого ви гортатимете упродовж року!

Автори

УМОВНІ ПОЗНАЧЕННЯ



Listen!



Interactive exercises



Grammar



Home Assignment

Піктограмами   у підручнику позначено ті його складові, які можна відкрити в електронній версії.

Lesson 1

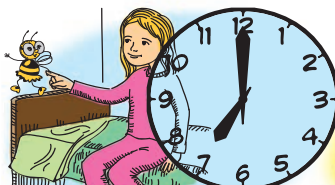
The Place I Live in. My Room

1. Look at the pictures and say what Jane usually does at the given time.



00:00–12:00 = a.m. (ante meridiem) — before noon
 12:00–24:00 = p.m. (post meridiem) — after noon

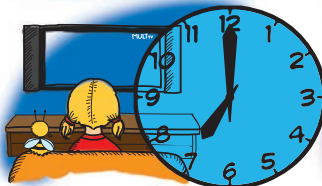
Model: Jane usually gets up at 7 a.m.



7 a.m.



1 p.m.



7 p.m.



1 a.m.

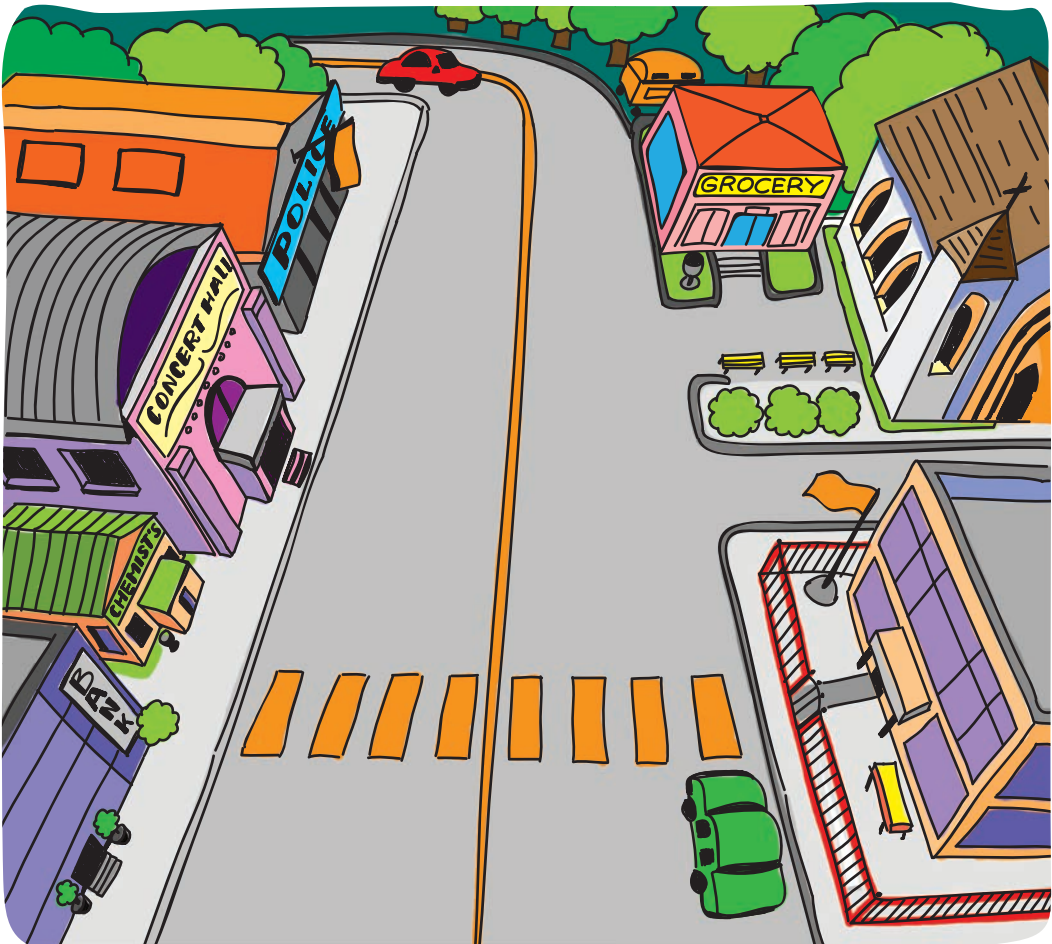
2. Read and say what you do at the time given below.

1. 15:10 — It's ten (minutes) past three p.m.
2. 9:20 — It's twenty (minutes) past nine a.m.
3. 17:45 — It's (a) quarter to six p.m.
4. 4:30 — It's half past four a.m.
5. 9:00 — It's nine a.m.
6. 22:00 — It's ten p.m.

3. Look at the picture and answer the questions. Use the prepositions from the box.

opposite, across, behind, to the left of, to the right of, next to, between

1. Where is the school?
2. Where is the concert hall?
3. Where is the bank?
4. Is the school opposite or behind the chemist's?
5. Where is the litter bin?
6. Where is the green car?
7. Where is the grocery store?
8. Is there a church next to the police station?
9. Is the chemist's to the left or to the right of the bank?
10. Where is the police station?



4. Listen and read the text.



THE PLACES WE LIVE IN

People can live in villages, small towns, or big cities.

If a city is the place you live in, then you live in a multi-storey block of flats or a private cottage in the suburb of the city.

There are many high buildings in such big cities as Kyiv, Kharkiv, Lviv and Donetsk. There are more than thirty storeys in such buildings, that's why people call them skyscrapers. There is usually a lift in a skyscraper to help you get to the top of that building.

Many people live in small towns and villages. They have got their private houses or cottages. There is usually a garden with many vegetables and fruit trees in it. People like to work in their gardens.

5. Answer the questions given below.

1. Do you live in a flat or a private house?
2. What floor is your flat on?
3. How many storeys are there in the building you live in? Is there a lift in it?
4. How many rooms are there in your flat/house?
5. Is there a balcony in your flat/house?
6. What modern conveniences has your flat/house got?
7. Is there a post office near your flat/house? Is there a grocery store in your street?

6. Sort out the words into the given columns.

Bookcase, sofa, garage, swimming pool, desk, TV set, dining table, armchairs, fridge, toilet, chairs, stove, bed, towel, pillow, bedside table, soap, cushion, sheet, fireplace, mirror, garden, sink, spoon.

Living room	Bedroom	Bathroom	Kitchen	Outside the house



by/at the wall
behind
in front of the sofa
in the corner of the room
in the middle of the room
to the left (right) of the sofa

7. Tell the class about the place you live and about one of the rooms in your flat. Use questions from exercise 5 and words from exercise 6.



Lesson 2

Sports and Games

1. Complete the sentences with an appropriate word. Use the dictionary if necessary.

1. An archer uses a bow and
a) a ball b) a net c) an arrow
2. A roller skater skates
a) on ice b) on a field c) in a rink
3. A ... player does not use a racket.
a) tennis b) handball c) squash
4. A ball is not used in
a) karate b) squash c) bowling
5. You play ... on a pitch.
a) football b) tennis c) hockey
6. ... is also known as Ping Pong.
a) Volleyball b) Tennis c) Table tennis
7. A ... has got two wheels.
a) backpack b) bike c) horse
8. A net is not used in
a) Ping Pong b) tennis c) squash
9. ... don't need a uniform.
a) Hockey players b) Football players c) Joggers



2. Look at the list of sports. Say which of them follow the word *to play*, the word *to go* or the word *to do*. Use the dictionary if necessary.

aerobics	ice skating	badminton
skiing	(wind)surfing	horse racing
football	jogging	tennis
karate	gymnastics	basketball
hockey	cycling	walking
judo	volleyball	weightlifting

3. Listen to the dialogue and complete the table after it. Then act out the dialogue with your partner.



Buggy: Do you like sports?
Jane: Oh, yes, I do.
Buggy: What sports do you like?
Jane: I like to watch swimming, skating, and tennis, and I like to play volleyball. I go running and skiing. What about you, Buggy?
Buggy: Well, I like football. I watch it and play it. I also like to watch boxing and rowing. But I hate swimming and basketball.
Jane: Well, I don't like boxing. It's a dangerous sport. And I hate hockey.

	plays/does	likes to watch	doesn't like/hates
Jane 			
Buggy 			

4. Listen and read the text. Complete the chart given after it.



KINDS OF SPORTS AND COMPETITIONS

You can imagine different kinds of sports people play in the world, as preferences of people are also different. Some of the sports fans are fond of archery, fencing or cycling, while others still like boxing, swimming or horse riding. If you are strong, you may participate in wrestling or weightlifting, or even shot put, but if you are quick-witted, you may be good at chess or draughts. You should be very attentive, if you want to compete in tennis, especially table tennis. Of course, you should practise a lot, if you choose gymnastics or figure skating as your favourite kind of sport. You should also combine your artistic talent with your physical strength. Those who are crazy about winter sports may consider skiing, ski jumping or skating. There is also a great variety of indoor team games. Basketball, hockey, volleyball and especially football (or as Americans say — soccer) are very popular.

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

5. Listen and read the dialogue. Role-play it with your partner.



Stephanie: David, do you do a lot of sports?

David: Yes, I exercise every day.

Stephanie: How many sports do you do?

David: Five. They are swimming, tennis, cycling, yoga, and jogging.

Stephanie: Why do you like swimming?

David: Because it's good for my back and it's fun.

Stephanie: And cycling? What is cycling good for?

David: Your legs. I like it because it is not expensive and I think it's relaxing.

Stephanie: You also do yoga. What do you like yoga for?

David: Yes. That's right. Yoga's good for many things, but very good for breathing. It's also very relaxing.

Stephanie: Well, but jogging isn't relaxing.

David: No, it isn't. But it's good for you if you want to lose weight and it's also very good for breathing. It's especially good for your heart, too.

Stephanie: And tennis?

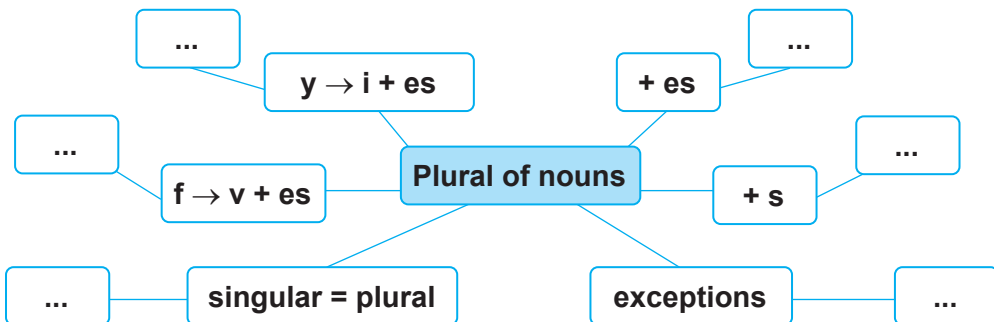
David: Yes, I like tennis very much. Tennis is fun and sometimes it's very exciting. It's very good for your arms and legs, and for your heart, too.

6. Sort out the words into the correct column.

Singular	Plural	Singular and plural

Families, storey, mice, fish, men, tooth, ox, children, houses, sheep, feet, lice, woman, eyes, deer, ear, faces, fox, geese, shelves, roof.

7. Copy the chart into your exercise book and complete it with examples for the given rules.



8. Speak on the topic "Sports and Games".



Lesson 3

Shopping

1. Put the verbs in brackets into the *be going to* form.

1. What you (do) with this room? — I (paint) the walls in black and white.
 2. The men in the helicopter (try) to help the man in the water. 3. These two men (cycle) across Africa. 4. The man is standing up. He (make) speech. 5. He (grow) a beard when he leaves school. 6. You (reserve) a seat? 7. I (plant) an apple tree here. 8. I (have) a bath. 9. I (not sleep) in this room. It is very small. 10. It (rain). Look at those clouds. 11. That man with the tomato in his hand (throw) it at the dog. 12. The cat (have) kittens. 13. That door (close). 14. When you (bake) a cake? 15. I (stop) her for a moment to ask a question. 16. You (ask) him to help you? 17. I've lent you my book once. I (not do) it again. 18. I have seen the play. Now I (read) the book.

2. Use the table to make up sentences about the grandfather.

My grandfather was	the a an no article	shopkeeper.
He lived in		north of England.
He had a fish and chips shop in		old village.
His family lived above		shop.
He made		best fish and chips in the area.
Some people came by		bus to the shop.
He closed the shop one		week.
They went to have		lunch with friends.
He liked to have		chat with his friends.

3. Pair work.

a) Role-play a conversation as suggested in the instructions.

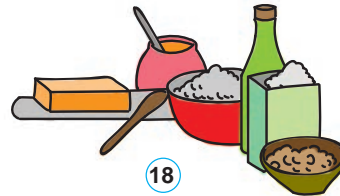
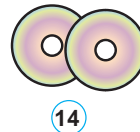
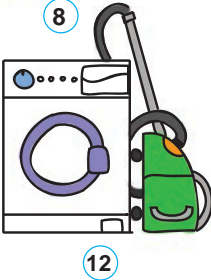
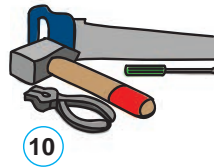
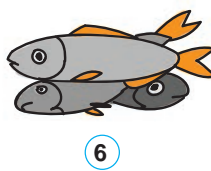
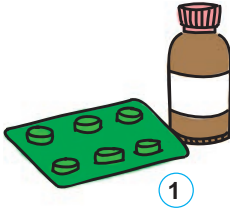
Student A: Talk with your partner about the last time you went to a clothing store. What did you buy? What was the store like? Did the salesperson help you? How?

Student B: Ask your partner about a visit to a store. What store did she/he go to? What did she/he look for? What did she/he buy? Then tell the class about your partner's visit to the store.

b) Change the roles and role-play the conversation again.

4. Look at the pictures and match them with the names of different shops. Use the dictionary if necessary.

Where to buy what?



- a) Chemist's
- b) Record Shop
- c) Jeweller's
- d) Haberdashery
- e) Greengrocer's
- f) Baker's

- g) Ironmonger's
- h) Book Shop
- i) Butcher's
- j) Shoe Shop
- k) Fishmonger's
- l) Newsagent's

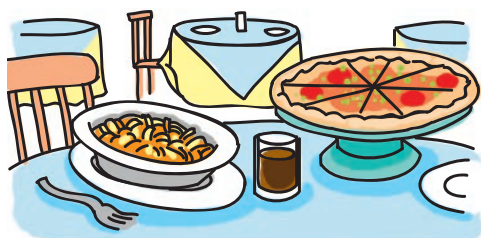
- m) Grocer's
- n) Optician's
- o) Florist's
- p) Electrical Appliances Store
- q) Men's Clothing Shop
- r) Ladies' Clothing Shop

5. Look at the picture and say what you can buy at this greengrocer's.

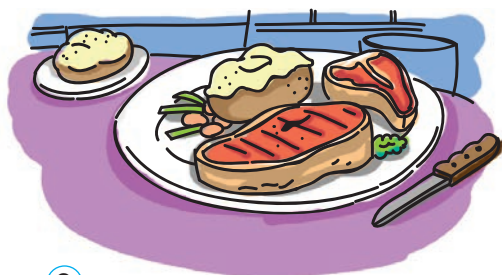


Model: As far as I can see, I can buy some tomatoes at this greengrocer's.

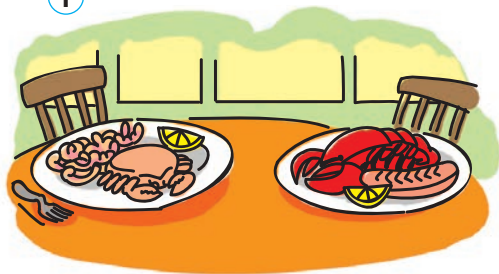
6. Types of restaurants. Match the pictures with the conversations.



1



2



3



4

- What kind of food do they serve? — Prawn, crabs, lobsters and fish.
- Where would you like to go for lunch? — Let's go to a pizza place.
- Where do you want to go for lunch? — I feel like a light lunch. Let's go to a café.
- What kind of food would you like? — How about a steak?

7. Listen and read the dialogues. Act them out with your partner. Then make up similar ones.



Dialogue 1

Annie: It's your turn to choose the restaurant, Tony. Where do you want to go for dinner?

Tony: I am not sure.

Annie: Do you like "The Bayroom"? It has got good food. Oh, how about Antonio's?

Tony: I like Antonio's more than "The Bayroom". It's not as crowded. It's less expensive. And it's a lot more fun.

Annie: OK. Let's go to Antonio's then. I am going to make a reservation for 7:30 p.m.

Tony: Great!

Dialogue 2

Restaurant employee: "Southern Accent". Good evening.

Mr. Blake: Yes, hello. I'd like to make a reservation for a party of seven.

Restaurant employee: For what night?

Mr. Blake: For tonight at 8:00.

Restaurant employee: Could you hold the line, please, while I check?

Mr. Blake: Yes, certainly.

Restaurant employee: Thank you for holding on. I'm sorry, sir, but 8:00 is going to be difficult tonight. Could you come at 7:15 or 8:45 instead?

Mr. Blake: I think 7:15 is OK.






Restaurant employee: Very good. And the name?

Mr. Blake: Blake.

Restaurant employee: Thank you, Mr. Blake.



8. Write sentences about James, Linda and Tom, and finally about yourself.

	 drink tea	 be late	 play tennis	 watch TV	 read a book
James	never	always	rarely	sometimes	often
Linda	usually	often	occasionally	often	rarely
Tom	always	never	sometimes	frequently	sometimes
You					

Model: James never drinks tea. He is always late. He...



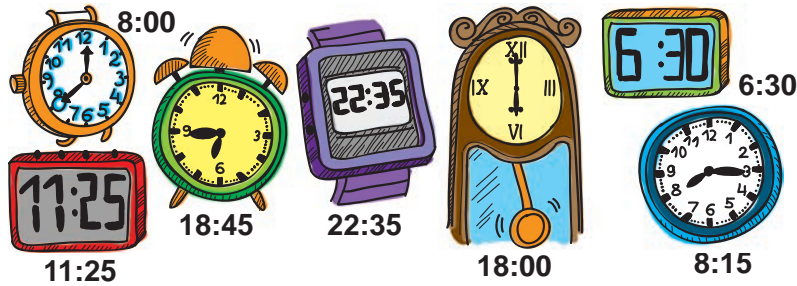
9. Get ready to speak on the topic "Shopping".



Lesson 4

Appearance and Character

1. Look at the pictures and tell the time. Use *a.m.* or *p.m.*



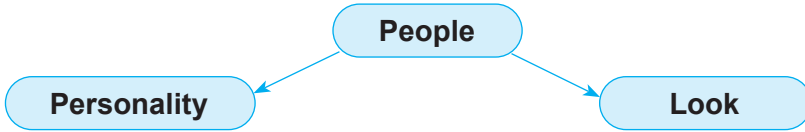
2. Match the words with their definitions. Use the dictionary if necessary.

- | | |
|---------------|---|
| 1. cruel | a) behaving in an unpleasant or rude way because you think you are more important than other people |
| 2. fair | b) wanting to know about something |
| 3. unfair | c) making someone suffer or feel unhappy |
| 4. arrogant | d) not easily upset, worried or annoyed |
| 5. modest | e) caring only about yourself, not about other people |
| 6. shy | f) able to think of new, different and interesting ideas |
| 7. easy-going | g) embarrassed about meeting and speaking to other people |
| 8. deceitful | h) treating everyone in a way that is right or equal |
| 9. cunning | i) not wanting to talk about one's abilities or achievements |
| 10. reliable | j) able to tell lies in order to get what they want |
| 11. inventive | k) able to be trusted or depended on |
| 12. selfish | l) not right or fair |
| 13. curious | m) clever but dishonest and unfair |

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

The Tigers	are can be are not only	brave	and but also	patient.
The Rats		sociable		strong.
The Oxen		greedy		stubborn.
The Rabbits		independent		slow.
The Dragons		generous		friendly.
The Snakes		lazy		decisive.
		calm		careful.
		honest		

4. Look at the mind map below and then make up sentences as in the model. Use the dictionary if necessary.



confident, easy-going, hard-working,
sensitive, friendly, funny, impatient,
helpful, honest, kind, lazy, romantic,
quiet, sensible, shy, sociable, tidy,
untidy, unhappy, talkative

attractive, good-looking, handsome,
pretty, ugly
overweight, short, slim, skinny, tall,
well-built
dark-, fair-, pale- skinned

Model: I have got a friend. Her/His name is She/He is very *attractive*.
She/He is *quite slim*. She/He has got *dark hair*. She/He is usually
easy-going and sociable. Sometimes she/he can be *rather moody*.

5. Use the given word lists to make up dialogues as it is given in the model.

Model: A: What are your strengths?

B: I am a hard-worker. I'm dependable. And I am always eager to
learn new things.

A: Are you a patient person?

B: I try to be.



strengths

honest
hard-working
reliable
organised
eager
punctual
flexible
patient



weaknesses

dishonest
lazy
unreliable
disorganised
indifferent
unpunctual
inflexible
impatient

6. Write descriptions of two people whom you know well. The plan below will help you:



1. Appearance
2. Character
3. Interests and hobbies
4. Why you like/dislike him/her



Lesson 5

Holidays and Traditions

1. Answer the questions.

1. What winter holidays do you know?
2. How do the British people celebrate Christmas?
3. What do the people usually do at Christmas?
4. When does the Queen have a speech on television?
5. How do the British people celebrate the New Year?
6. What holiday do the British people celebrate on the 14th of February?
7. What do they do on this holiday?
8. Why don't they sign the Valentine cards?

2. a) Listen and read the text. Answer the questions.



HOW AMERICANS CELEBRATE THE NEW YEAR

New Year's Eve is the time for merriment. At midnight bells ring, and friends exchange kisses. Everyone stays up late to celebrate the arrival of another year.

One of the noisiest and most crowded New Year celebrations takes place in New York City in Times Square. Thousands of New Yorkers gather there.



With the arrival of the New Year many Americans try to start a new life and give up bad habits. People talk about how they will “turn over a new leaf” in their lives. They make New Year resolutions, promise themselves and their families to improve their behaviour. The New Year arrival is a very serious and happy occasion for most Americans.

1. What do the Americans celebrate on the New Year's Eve?
2. Where does the noisiest and most crowded New Year celebration in the USA take place?
3. When do the bells ring and friends exchange kisses?
4. What do many Americans talk about with the arrival of the New Year?
5. What do they make?
6. What do the Americans promise themselves and their families?
7. Is the New Year's arrival a very serious and happy occasion for most Americans?



Types of Questions

My mother went to the USA last winter.

1. General — *Did my mother go to the USA last winter?*
2. Special — *Whose mother went to the USA last winter? Who went to the USA last winter?* (Питання до підмета або слів, що стосуються підмета, не потребує допоміжних дієслів).
When did my mother go to the USA?
Where did my mother go last winter?
What did my mother do last winter?
3. Alternative — *Did my mother go to the USA or France last winter?*
Did my mother go to the USA last or this winter?
4. Disjunctive or tag question — *My mother went to the USA last winter, didn't she?*

b) Define the type of the questions given after the text.

- 3. Read the words of the song in English, learn them and sing together with your teacher.**

Silent night, holy night,
 All is calm, all is bright.
 Round you virgin Mother and Child
 Holy infant so tender and mild,
 Sleep in heavenly peace,
 Sleep in heavenly peace.

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

The British people		Easter	on the 24 th of December.
		Christmas	on the 31 st of December.
The Ukrainian people	celebrate	Mother's Day	in April.
	don't celebrate	St. Patrick's Day	in early May.
We		the New Year	in June.
They		Halloween	on the 17 th of March.
		April Fool's Day	on the 1 st of April.
		St. Valentine's Day	on the 31 st of October.
		Father's Day	on the 14 th of February.

5. Look at the pictures and say what holidays the people are celebrating. Use the model to help you.

Model: The green hat means that the people are celebrating St. Patrick's Day.



6. Answer the questions.

1. When do the Irish people celebrate St. Patrick's Day? What do they wear on that day?
2. Do you celebrate Mother's Day? What do you usually do for your mother on that day?
3. What jokes and tricks do you like to play on your friends on April Fool's Day?
4. What jokes do your friends play on April Fool's Day?
5. What do the British people usually do in summer?
6. What summer holidays have the British people got?
7. What holiday have the British people got in June?
8. What holiday do the British children like to celebrate in autumn? Why do they like it?
9. What do the children do at Halloween?

7. Tell about British holidays.



Lesson 6

Nature

1. Listen and read the text. Make up the outline of its plot.



WINTER

Winter is a wonderful season. On a bright winter day nature is beautiful with trees covered by snow. We like winter for the snow and also for the best holidays of the year.

In winter when it is frosty most children like to play outdoors: they play snowball fights, make a snowman, sledge, skate and ski. But when the temperature is more than -10°C (minus 10 degrees Celsius) and it is windy, it is then better to stay indoors. Then it is not only cold to play, it is freezing and the snow squeaks under your boots when you walk. It's then better to put on warm clothes like a sweater, gloves and an anorak, and to wear winter boots on your feet.



The weather is also nasty at the end of winter when the snow melts and water is everywhere. There are streams and puddles of dirty water in the streets. Then we say it is a thaw. But we are not very upset because spring comes soon.

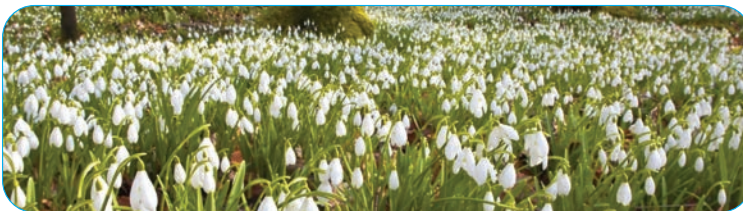


It	is	cold	today. yesterday.
	was	sunny	
		frosty	
		windy	
		hot	

2. Listen and read the text. Then answer the questions.



SPRING



Spring comes after winter. People say that nature wakes up after the winter's sleep, it refreshes to become even more beautiful than the previous year. The first flowers — the snowdrops — appear from under the snow and the buds appear on the trees.

In early spring it is generally cool. Then it becomes warmer, the sun shines, but it occasionally rains, often even thunders with lightning. The spring rains, especially in May, are warm and necessary for the future harvest.

The schoolchildren finish their school year in late spring and look forward to their best season — summer.

1. What season does spring come after?
2. What happens to nature in spring?
3. Is it generally cool in late or early spring?
4. How often does it rain in spring?
5. What season comes after spring?

3. Listen and read the text. Say whether the following sentences are true or false. Correct the false sentences.



SUMMER

Summer is probably the most popular season among schoolchildren. It's the time for fun, entertainment and a good rest.

Most families try to go to the seaside to bathe and get suntanned, but some prefer to have their rest in the mountains and breathe the pure mountain air.



The weather is wonderful in summer in all parts of Ukraine. It is usually warm, sometimes hot. The sun warms the water in the sea, the rivers and lakes. If your family doesn't go to the seaside you can bathe in the river or lake in your town or village. The average summer temperature is +25–27 °C. It seldom rains. If it rains, it is still warm outside in summer.

When the schoolchildren are back to school in September they look healthy and ready to start a new academic year. They are also full of impressions from their summer holidays and eager to share them with their friends.

1. Summer is the most popular season among the parents.
2. Most families go to the mountains to bathe in the river and get suntanned.
3. When summer ends and the schoolchildren go to school they don't look tired or ill.
4. In summer the water is warm in a lake or river.
5. Summer is the time for new impressions and entertainment.
6. The new academic year starts in September.

4. Listen and read the text. Answer the questions.



AUTUMN

Autumn is another season, or as Americans call it — the fall. It is the time for the harvest. The fruit and vegetables are the tastiest in autumn. But it becomes colder and colder every autumn month. It is still warm in September, but it can even snow in late October. The leaves on the trees turn red and brown in October and then they fall in November. It often rains in autumn, sometimes it pours cats and dogs. The rain is usually cold and can last for several days. It is sometimes foggy in the mornings. The temperature is +5–10 °C.

The children don't go out as often as in summer or winter, because it is wet and cloudy outside. But nature is very beautiful in early autumn. People often call this season "golden autumn".



1. What is another name for autumn in the USA?
2. Can it snow in September?
3. What is the weather like in autumn?
4. Why don't the children go out much in autumn?
5. Does it often rain in autumn?
6. What kind of rains are there in autumn?

- 5.** Look at the pictures and say what you do in each season. There is a model to help you.



Model: In summer we often go to the forest to pick up berries because it's warm in summer and berries are ripe. We also go to the seaside to swim in the sea, lie in the sun and get suntanned.



Lesson 7

Travelling. Great Britain. Ukraine

1. Answer the questions.

1. Why do most people like to travel?
2. Do you like to travel? Why?
3. What is the cheapest way to travel?
4. What are the advantages of travelling on foot/by car/by coach/by train/by plane?
5. What are the disadvantages of travelling on foot/by car/by coach/by train/by plane?
6. Do you need money to travel by car? Why?
7. Can you travel very fast by car? Do you like to travel by car? Why?
8. When did you last travel by coach/by train/by plane? Where did you go? Did you like travelling in this way?

2. Make up as many sentences as you can using the table given below. There is a model to help you.

Model: When he goes by bus he can travel wherever he wants.

When they go on foot they can choose a route themselves.

When	you	travel		car		go				
	he	travels		coach		see		whenever	you	want.
	she	go	by	ship	you	travel		wherever	he	wants.
	they	goes	on	foot	he	stop		what	she	like.
		tour		bus	she	visit		that	they	likes.
		tours		plane	they	have some rest				
				train		choose a route				
				bicycle						

3. Look at the photos and say what kind of travelling you like. Say why you like it. Use the model.

Model: There are different kinds of travelling, but I like travelling by train the most. Firstly, your travel is very comfortable: you can sit, walk, or even sleep in a train compartment. Secondly, you can see wonderful scenery behind the window. Finally, you can meet a lot of interesting people during the trip.

Of course, there are some disadvantages in travelling by train, but they never spoil my impressions of any trip.



4. Read the text and get ready to retell it. Use your answers to the questions in exercise 5.

When you travel to a foreign country you should go through the customs. First you must pass the passport control, then the customs officer may ask you some questions about your luggage.

The time of arrival and departure of buses, trains, or planes is on the timetable board. If you need special information you can ask a lady at the information desk. You can buy tickets just before the departure or you may book your seats a long time before your trip. The fare of a bus ticket is usually the lowest. The most expensive are plane tickets.



5. Answer the questions given below.

1. What do you have to go through when you travel to a foreign country?
2. What questions may a customs officer ask you when you go through the customs?
3. Is the fare of a train ticket more expensive than that of a plane ticket?
4. Where can you find the information about the arrival and departure time?
5. Where can you get special information about the timetable of buses, trains, or planes?

6. Look at the map and listen to the text. Then say whether the statements given after it are true or false.



THE LAND AND THE PEOPLE OF GREAT BRITAIN

The United Kingdom of Great Britain and Northern Ireland (the UK) is the official name of the country which you can find on the British Isles. That's why when people say "Great Britain", or the United Kingdom, "Britain", or just "the UK" they mean the same — the country which you can see on the map.

It has got four parts: England, Scotland, Wales and Northern Ireland. The British people (the English) live in England, the Scots live in Scotland, the Welsh live in Wales, and the Irish — in Northern Ireland.

The English Channel separates the UK from Europe. The Atlantic Ocean in the north and the North Sea in the east wash the country's coastline. The Irish Sea separates the largest of the British Isles — Ireland and Great Britain.

1. You can find the UK on the British Isles.
2. The Irish Sea separates Great Britain from Europe.

3. The names “Great Britain”, or the United Kingdom, “Britain” and “the UK” mean different countries.
4. The Scots live in Northern Ireland.
5. The Atlantic Ocean washes the UK coastline in the north.
6. The United Kingdom has got three parts.

7. Look at the picture and decode the letters and letter combinations.

W, N, NW, NE, E, SE, SW, S

Model: SW — southwest

8. Complete the sentences as in the model.



- | | | |
|-----------------|---|------------------------|
| 1. You can find | Ternopil
Lugansk
Kherson
Chernigiv | in the ... of Ukraine. |
|-----------------|---|------------------------|

Model: You can find Ternopil in the ... of Ukraine. — You can find Ternopil in the west of Ukraine.

2. I am from You can find my native town/city/village in the ... of Ukraine.

9. Tell the class about the United Kingdom of Great Britain and Northern Ireland. Use the information from exercise 6.



Lesson 8

School Life

1. Listen and read the dialogue. Act it out in pairs.



Buggy: What lessons did you have today, Jane?

Jane: I had mathematics and two English lessons.

Buggy: What did you do in your Maths lesson?

Jane: Well, we did many things. We divided, subtracted, multiplied and added different numbers.

Buggy: Can you multiply well?

Jane: I think I can. Why?

Buggy: Then say what is fifteen multiplied by twelve.

Jane: Let me guess. It is one hundred and eighty.

Buggy: Great. And what did you do in your English lessons?

Jane: We spoke English, read English texts, wrote some sentences on the blackboard and listened to the CD player. Those were very interesting lessons.

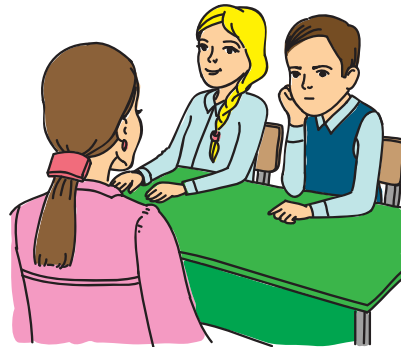


2. Look at the pictures and correct the mistakes. There is a model to help you.

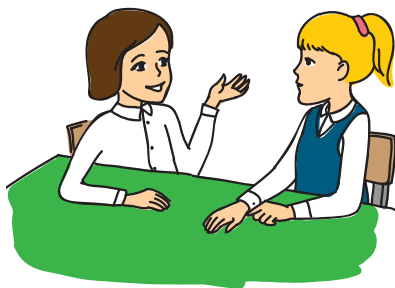
Model: The students are not listening to the CD player now. They are reading the text.



The students are listening to the CD player.



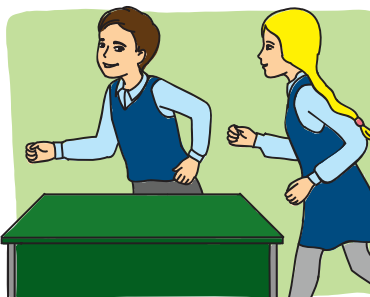
The teacher is writing new words on the blackboard.



The girls are singing.



The students are repeating the words after their teacher.



The students are writing their test now.



The teacher is explaining a new grammar rule.

3. Listen and read the dialogue. Act it out in pairs.



Mother: Susan, how's your English at school?

Susan: Not bad, Mum. I have got excellent marks for my home assignment.

Mother: I am very glad to hear that. Tell me, please, what did you do in your English lesson yesterday?

Susan: Well, we checked our home assignment, then we learnt and memorised new words. After that we read a new text and answered the questions. Then the teacher wrote the English sentences on the blackboard. Finally, we translated them into Ukrainian and wrote them down in our exercise books. We also learnt and then recited a new rhyme.

Mother: And what's your home assignment for the next lesson?

Susan: Oh, I can't remember. I'm going to call Jack and ask him.

Mother: Susan?!

4. Listen and read the text. Then answer the questions.



A COMPUTER

Life in the world changed greatly when the first computer appeared. Now computers can do much work and make our lives easier.

You can work or play on your computer. If you want to watch a film you don't have to switch on your TV set or your video recorder. You can watch it on your

computer. If you want to read a book, you don't have to buy that book. You may have it in the digital form and read it on the screen of your computer monitor. If you want to write something you don't need a pen or a pencil. You can type the words on your computer and then print them out.



If you want to send a message to your relatives or friends who live in another town (village) or even country you don't have to go to the post office. You can use your e-mail and send the message from your computer (but you must have the access to the Internet).

If you want to play you don't have to buy toys. You can play with the toys on your computer.

A computer substituted many things in our life. And the life is now easier and more interesting.

1. Does a computer make our life more difficult or easier?
2. What things can a computer substitute in our everyday life?
3. Do you need a TV set if you have a computer and want to watch a film?
4. In what form must a book be if you want to read it by means of your computer?
5. What must you have to send a message to your friend or relative who lives far from you?

5. Match the problem column, the suggestion column and the answer column to make up small dialogues. There is a model to help you.

Model: A: I'm late for school.
B: Why don't you go by bus?
A: No, I can run.

Problem	Suggestion	Answer
I am ill.	How about a sandwich?	No, I'd rather talk to my friend.
I am tired.	Why don't you go by bus?	No, I'd rather take some medicine.
I have much free time today.	Let's have some rest.	No, I can run.
I am hungry.	Why don't you go to consult a doctor?	No, I'd rather go to the cinema.
I am late for school.	Let's watch cartoons on TV.	No, I am on a diet.

6. Tell the class about your lessons at school.

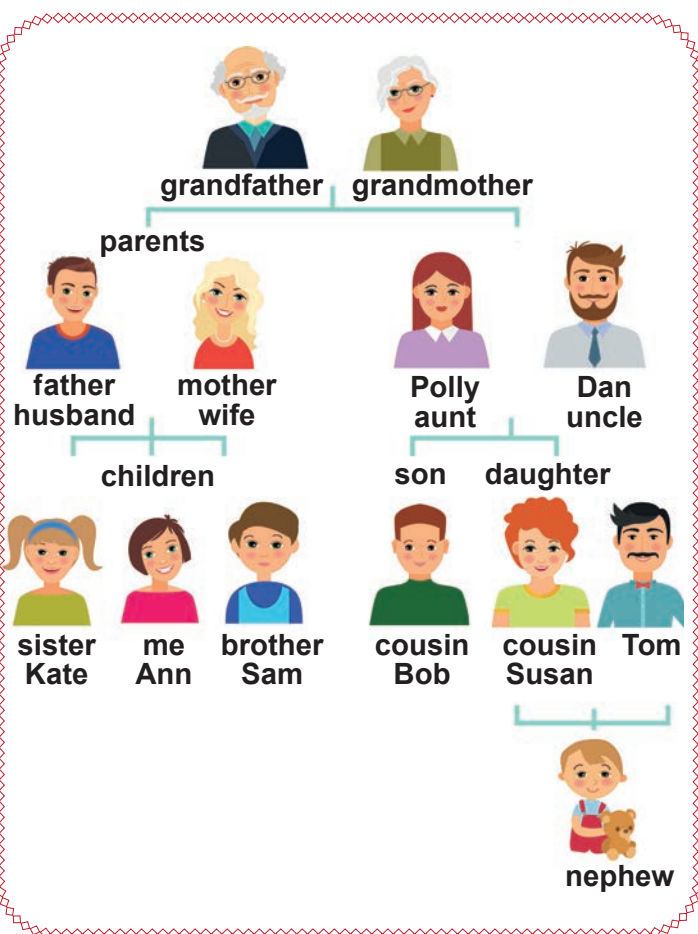


Unit 1

FAMILY. WORKING DAY

Lesson 9

1. Look at the picture and remember the words.



2. Match the pairs of words.

- | | |
|----------------|----------------|
| 1. uncle | a) wife |
| 2. nephew | b) aunt |
| 3. husband | c) grandmother |
| 4. father | d) daughter |
| 5. grandfather | e) sister |
| 6. son | f) niece |
| 7. brother | g) mother |

3. Complete the sentences with the words from exercise 1.

1. Your mother's father is your 2. Your mother's son is your 3. Your father's brother is your 4. Your father's mother is your 5. Your parents' daughter is your 6. Your father's sister's children are your 7. Your uncle's son is your 8. Your cousin's son is your 9. Your father is your mother's 10. Your aunt is your uncle's

4. Say which words and word combinations given below you will use to talk about your family and relatives?

Wife, happy, cousin, the dearest people, argue, husband, love each other, aunt, uncle, do anything for each other, be angry with each other, share everything, niece, can rely on each other, nephew, tell each other everything, support, envy, feel secure, deal with life better, sister, brother.

5. Work in pairs. Interview your classmate. Use the questions from the table and add your own questions.

Do
Does
Can

you
your parents
your relatives
your uncle
your aunt

love each other?
share everything with you?
rely on each other?
be angry with each other?
support you?
deal with life well?
feel secure and confident?
do anything for each other?

6. Tell the class about your classmate's parents and relatives.

Lesson 10

1. Look at the picture listen and read about Ann's relatives. Then answer the questions.

My name is Ann. I am happy because I have got a big family. I have got a sister Kate and a brother Sam. I have got two cousins. They are Susan and Bob. I have got a lovely and cute nephew, and Susan's husband Tom. I have got an aunt Polly and an uncle Dan. I have got grandparents. And, of course, I have got the dearest people, my parents.

I am lucky to have got all of them. We are very close, we love each other very much and we would do anything for each other and that's the way it should be. It's a good feeling. We share everything and we tell each other everything. I think it is important to have got a family that you can rely on and who will support you. I think a person who has got a strong family behind him/her is more secure and can deal with life better.



1. Why is Ann happy?
2. How many cousins has Ann got?
3. Has she got a niece?
4. Has she got the dearest people? Who are they?
5. It is important to have got people you can rely on, isn't it?

2. Agree or disagree as in the model.

Model: Bob is Ann's brother. — Wrong. He is her cousin.
Susan is Ann's cousin. — Right. She is her cousin.

1. Sam is Ann's uncle.
2. Dan is Ann's brother.
3. Polly is Ann's aunt.
4. Bob is Ann's nephew.
5. Kate is Ann's sister.

3. Write German/French equivalents to the English words and word combinations. Make up three sentences with them.

Uncle, aunt, nephew, niece, husband, wife, family.

4. Find, read and write down the words.

secure support deal share confident argue rely agree feeling family

5. Read about Ann's relatives again. Say why Ann is lucky to have got a big family.

6. Complete the sentences with the prepositions from the box.

from to under in on at onto above over below across through into

1. We'll meet you ... the bus stop.
2. We stopped ... York during our trip.
3. The money was ... the box ... the desk ... my office.
4. I left the keys ... the table.
5. It's just a small town ... the river Avon.
6. She smiled ... me.
7. There's a full moon ... the mountain.
8. Most of New Orleans is ... the sea level.
9. The puppy likes to hide ... the sofa.
10. I can walk ... my flat ... work.
11. Let's move the small book ... the shelf.
12. Pour some water ... my cup.
13. We spent a month travelling ... America.
14. You have to go ... the kitchen to get ... the bathroom.
15. The waitress is putting a burger ... a tray.

7. Look at the picture in exercise 1 and tell your class about Ann's relatives.



Lesson 11

1. Listen, read and remember the words and word combinations.



to consist of
viewpoint
to lose one's temper
argue
hurt

['vju:pɔɪnt]

['ɑ:gju:]

[hɜ:t]

2. Give the answers to the questions as in the model.

Model: — Does your family consist of three or more members?
— Of five.

1. Does your family consist of three or more members?
2. Is your uncle senior or younger to his sister or brother?
3. Is your point of view often similar or different from that of your parents'?
4. Do you often or sometimes lose your temper?
5. Whom do you hurt more often: your parents or your friends?

3. Say how often you *lose your temper, argue with other people, hurt people or animals. Use always, often, usually, sometimes, never.*

4. Read Ann's letter about her mother and father.

To: My Friend

Subject: My Family

Insert: Attachment Photos Videos

Tahoma 10 B I U

Dear friend,

I'd like to tell you about my family. It consists of my mum, dad, sister, brother and me. In this letter I'll tell you about my parents. My mum's name is Diane. She is 35. She is a beautiful woman. Her hair is blonde and curly. Her cheeks are rosy. Her eyelashes are long. Besides, my mum is special. I think that thanks to her the atmosphere in our home is comfortable. Mum always has got her own viewpoint on the most exciting problems. As far as I know she never loses her temper. She understands me well, that's why I try not to argue with her or hurt her. As any other mother, she wants me to grow up a good and intelligent girl.

My mum is a manager in a bank. She works 5 days a week: on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays. She leaves for work at 8 a.m. and comes home at 6 p.m. She loves her job, because it is interesting and well-paid.

My dad is a tall and broad-shouldered man. His face is oval, his eyes are green, his eyebrows are thick and his nose is straight.

My father is a journalist. He is a smart and intelligent man. He knows two foreign languages. As he meets and talks to a lot of people he has to wear a suit, a shirt and a tie.

I love the days when my parents have their days off. Then we go to the cinema or to the theatre, to a concert or to the circus. In summer we often go hiking or fishing.

I love my parents. And how about you? Do you love your parents? Will you write me about them, please?

Yours,
Ann

Send

Save

Cancel



5. Work in pairs. Talk about Ann's parents.

1. How does Ann's mother manage to make the atmosphere at their home comfortable?
2. Which days of the week does Ann's mother work?
3. Whose job is well-paid?
4. How does Ann's father look like?
5. Why does he wear a suit, a shirt and a tie?
6. Why does Ann like her parents' days off?

6. You are on an exchange programme in the USA. Tell the host family about your relatives.



Lesson 12



Модальне дієслово **can** вживається, щоб: а) виразити вміння або можливість виконати дію в теперішньому часі; б) попросити дозволу щось зробити.

Наприклад: а) I **can** read. — Я вмію читати.

б) **Can** I go home? — Можу я піти додому?

Модальне дієслово **can** має форму минулого часу — **could**.

Наприклад: I **could** read when I was four years old. — Я вміла читати, коли мені було чотири роки.

Заперечну форму утворюємо за допомогою частки **not**, яку ставимо після **can**.

Наприклад: I **cannot (can't)** read. — Я не вмію читати.

Щоб утворити питальну форму, потрібно **can** поставити перед підметом.

Наприклад: — **Can** you read? — Ти вмієш читати?

— Yes, I **can**. / No, I **cannot (can't)**. —

Так, вмію. / Ні, не вмію.

1. Work in pairs. Ask and answer the questions using the table.

Can	I	ride	poems?
	you	go	me?
	he	speak	your room?
	she	help	TV?
	we	clean	a bike?
	they	watch	to the cinema?
		play	English?
		write	the window?
		open	football?

2. Elizabeth can do a lot of things. Make sentences about yourself.

Model: Elizabeth can swim.

I can swim too. / I cannot (can't) swim.

1. Elizabeth can swim. 2. Elizabeth can play tennis. 3. Elizabeth can go ice skating every day. 4. Elizabeth can often go to a clothing store. 5. Elizabeth can bathe in the river. 6. Elizabeth can drive a car. 7. Elizabeth can speak French. 8. Elizabeth can be arrogant and selfish. 9. Elizabeth can write poems. 10. Elizabeth can ride a horse. 11. Elizabeth can play the violin.

3. Walk around the class. Ask each student:

1. what he/she can do;
2. what he/she can't do.

Report the information to class.

Model: Ann can program a computer and ride a bike, but she can't drive a car and fly a plane.

4. a) Write down in your exercise book three things you could do when you were five.

Model: When I was five, I could read.

b) Write down in your exercise book three things you can do now that you couldn't do when you were five.

Model: I couldn't write when I was five, but I can write now.

c) Write down in your exercise book three things you couldn't do when you were five and you still can't do it.

Model: I couldn't swim when I was five and I still can't swim.

5. Read the sentences below. Correct the wrong sentences.

1. The son of your brother is your nephew.
2. The son of your uncle is your cousin.
3. The daughter of your aunt is your cousin.
4. The brother of your mother is your nephew.
5. The daughter of your mother is your niece.
6. The sister of your father is your aunt.
7. The son of your father is your nephew.
8. The father of your mother is your uncle.

6. Work in pairs. Ask and answer the questions given below.

1. How many cousins, nephews, nieces, aunts and uncles have you got?
2. Where do they live?
3. What is their occupation?
4. How do they look like?
5. What is their character?

7. Tell the class about your relatives. Use questions from exercise 6 as a plan.

Lesson 13



Модальне дієслово **may**, як і **can**, вживається для вираження:
а) можливості виконати дію; б) прохання дозволу.

Наприклад:

а) You **may** go there by car. — Ви можете поїхати туди автомобілем.

б) **May** I use your phone? — Можна мені скористатися вашим телефоном?

Заперечну форму утворюємо за допомогою частки **not**, яку ставимо після **may**.

Наприклад: You **may not** use my phone. — Ти не можеш скористатися моїм телефоном.

Щоб утворити питальну форму, потрібно **may** поставити перед підметом.

Наприклад: — **May** I read? — Можна мені читати?

— Yes, you **may**. / No, you **may not**. —

Так, можна. / Ні, не можна.

1. Make up seven questions and seven sentences from each table.

A:

May	I	ask your neighbour a question?
	you	use your pen?
	he	go home?
	she	see him today?
	we	try on the skirt/shirt in the fitting room?
	they	visit them after school?
		go to the cinema?
		buy this nice dress?

B:

I He She You We They	may	go there tomorrow.
		come on Saturday.
		tell him about you.
		use his computer.
		take a bus.
		go on foot.
		wear the latest styles.
		watch a TV set.
		ask him more questions.

2. Listen and read Ann's letter about her sister, brother and two cousins.



To: My Friend

Subject: My Family

Insert: Attachment Photos Videos

Tahoma 10 B I U

Dear friend,

This time I'd like to tell you about my sister, brother and two cousins.

My sister Kate and brother Sam are schoolchildren. My sister is a student of the seventh form and my brother studies in the tenth form. Kate is responsible, reliable and curious. My sister is very good at Maths. She likes to subtract and add, to multiply and divide, to count and do sums. Every year she takes part in the school Maths competition and wins the 1st or the 2nd prize. She is not a couch potato at all. Her hobby is dancing and travelling.

My brother Sam is not very good at Maths but he loves playing the guitar and singing songs. He is an energetic and creative person. Every summer he and his friends go camping. They put up tents, collect wood and make a fire. They like to cook potatoes and shashlyk. In the evening they play the guitar and sing songs. Sometimes I join them. We have fun.

My cousins Susan and Bob live in a nice cottage in the village. The life in that village is quiet. I like to visit them especially in spring and summer when there are a lot of flowers and the grass and trees are green. My cousins' hobby is visiting different countries and taking photographs.

Write me soon.

Yours,

Ann

Send

Save

Cancel

3. Make up true sentences about Ann and the members of her family.

Ann

Ann's sister

Ann's brother

Ann's cousins

Ann's parents

like(s)

to play the guitar.

going camping.

to visit relatives.

to go hiking or fishing.

going to the cinema or theatre.

dancing and travelling.

taking photographs.

4. Look at the pictures and tell about Ann's sister, brother and two cousins.



The Past Simple Tense

Утворення: II форма дієслова

Допоміжне дієслово: **did**

5. Write three forms of the verbs.

Model: to help — helped — helped

to help

to work

to play

to dress

to go

to open

to watch

to look

to wash

to buy

6. Tell the class what your parents did on Sunday and on Thursday.

7. Make the sentences negative. Read them to your class.

Model: I **did not do** my lessons in the kitchen.

1. I **did** my lessons in the kitchen on Monday.
2. I **got** up at 6 a.m. on Sunday.
3. My mother **opened** the window in the morning yesterday.
4. We **lived** in the cottage 2014.
5. He **did** his morning exercises on Thursday.
6. I **washed** my hands and face in the evening yesterday.
7. The children **played** snowballs yesterday.
8. On Tuesday my lessons **began** at 9 a.m.
9. They **spent** their summer holidays in Poland.
10. I **bought** a book a week ago.



8. Look at the pictures and write down what happened. Use the words and word combinations from the box.

train, gym, field and track athletics, win the competition, award the winners



Lesson 14

1. Divide into two teams. Each team thinks of five questions with *can* and *may*. Work in turn. One team asks a question, the other answers.

Model: Team A: May I use your book?

Team B: Yes, you may. / Yes, sure. / Sorry, no. / Yes, of course.

Team A: Can I use this chair?

Team B: Sorry, I need it. / Yes, sure. / Yes, of course.

2. Work in pairs. Ask and answer the questions.

1. Can you ride a horse?
2. Can your father drive a lorry?
3. May you watch TV after 10 p.m.?
4. What may you not do at school when you are at the lessons?
5. Can you swim? Where do you usually swim?
6. Can you ride a bicycle? Have you got your own bicycle? How often do you ride it?

3. Look at the pictures and remember the word combinations.

MORNING



to get up



to do morning exercises



to take/have a shower



to brush the teeth



to dress



to have breakfast



to go to school

AFTERNOON



to come home
from school



to have dinner



to clean
the room



to go out
with friends

EVENING



to have supper



to brush the teeth



to do lessons/
home assignment



to watch TV



to go to sleep/bed

4. Read the following answers. Ask questions as in the model.

Model: I have a shower in the morning. — What time/When do you have a shower?

1. I have a shower in the morning.
2. I have lunch at 11 o'clock.

3. I come home from school at 2 p.m.
4. I go to bed at 10 p.m.
5. After supper I go out with friends.
6. In the afternoon I do my lessons.
7. I leave home at 8 a.m.
8. I watch TV in the evening.
9. I clean the room at 5 p.m.
10. After breakfast I go to school.

5. Work in pairs. Act out the dialogue.

A: When do you get up?

B: I get up at 7 o'clock every day.

A: Me too. Do you do morning exercises?

B: Yes, I do them every day. And you?

A: Sometimes I do, sometimes I don't.

B: Do you go out with friends?

A: Yes, I go out with them every day. And you?

B: Yes, I do. I like to spend my free time with them.

6. Look at the table and say what Ann and Sam did and didn't do yesterday. Use the model.

Model: Ann did morning exercises yesterday. Sam didn't do morning exercises yesterday.

	to do morning exercises	to clean the room	to go out with friends	to watch TV	to read a book
Ann	✓	×	✓	✓	✓
Sam	×	✓	✓	✓	×

7. Tell your class how you spent your Sunday. Use the word combinations given below. Add your own ideas.



get up at 9 o'clock

take a shower

have breakfast

leave house at ... o'clock

play football / tennis

come back home

have dinner

telephone friends

go out with friends

watch television

have supper

go to bed



Lesson 15



Модальне дієслово **must** виражає обов'язок, необхідність.

Наприклад: You **must** go there. — Ти повинен піти туди.

Заперечну форму утворюємо за допомогою частки **not**, яку ставимо після **must**.

Наприклад: You **must not (mustn't)** go there. — Ти не повинен іти туди.

Щоб утворити питальну форму, потрібно **must** поставити перед підметом.

Наприклад: **Must** we go there? — Чи потрібно нам туди йти?

1. Say what you must and what you mustn't do every day.
2. Ask your classmate what he must and what he mustn't do.

Model: Must you attend school every day?

Yes, I must. / No, I must/need not.

3. Match the phrases with the pictures.



a) to go to school

b) to ride a bike

c) to have lunch

d) to take a shower

e) to watch television

f) to brush the teeth

g) to work on computer

h) to clean the room



4. a) Complete the sentences with the words from the box.
b) Tell the class about Nick's school day.

wash, have got, begins, play, get up, are, dress, breakfast, go, brush, do

My name is Nick. I usually (1) ... at 7 o'clock. I (2) ... my face and (3) ... my teeth. Then I (4) I have (5) ... at 8 o'clock. My school (6) ... at 9 o'clock. I (7) ... many good friends at school. Some of them (8) ... creative and hard-working. Others (9) ... energetic and sociable. I (10) ... my home assignment at four o'clock. On Thursdays I (11) ... tennis. I (12) ... to bed at 11 p.m.



Модальне дієслово **need** вживається для вираження необхідності виконати певну дію. Як правило, це модальне дієслово використовується тільки в питальних та заперечних реченнях.

Наприклад: You **needn't** work. — Тобі не обов'язково працювати.

Для утворення питального речення модальне дієслово **need** ставиться на початок речення перед підметом.

Наприклад: **Need** I repeat my question? — Чи потрібно мені повторювати своє питання?

5. Complete the sentences with the correct modal verb. Use **must**, **mustn't** or **needn't**.

- I _____ go to school from Monday to Friday.
- When I get home, I _____ do my homework.
- We _____ be very quiet. We _____ make any noise.
- You _____ make your bed. I'll do it for you.
- In this school pupils _____ wear school uniform. They can wear jeans and T-shirts.
- We haven't got much time. We _____ hurry.
- We've got plenty of time. We _____ hurry.

6. Here are two daily schedules. Compare and contrast them. Use phrases given below.

1. ... whereas ...

3. Although/While ..., ...

2. ... in comparison to ...

4. Both ... and ...

Model: Sam gets up at 7.10 whereas Ann gets up at 7.20.

Sam (aged 14)

7.10. Gets up

7.15. Does morning exercises

7.25. Takes a shower

7.40. Has breakfast

8.00. Leaves house

8.30–11.45. Has lessons

12.00. Has lunch

13.00. Has lessons

14.00. Lessons are over

14.30. Goes out with friends

17.00. Comes home

Ann (aged 12)

7.20. Gets up

7.25. Washes

7.35. Has breakfast

7.50. Leaves house

8.30–10.00. Has lessons

11.30. Has lunch

12.00. Has lessons

13.30. Lessons are over

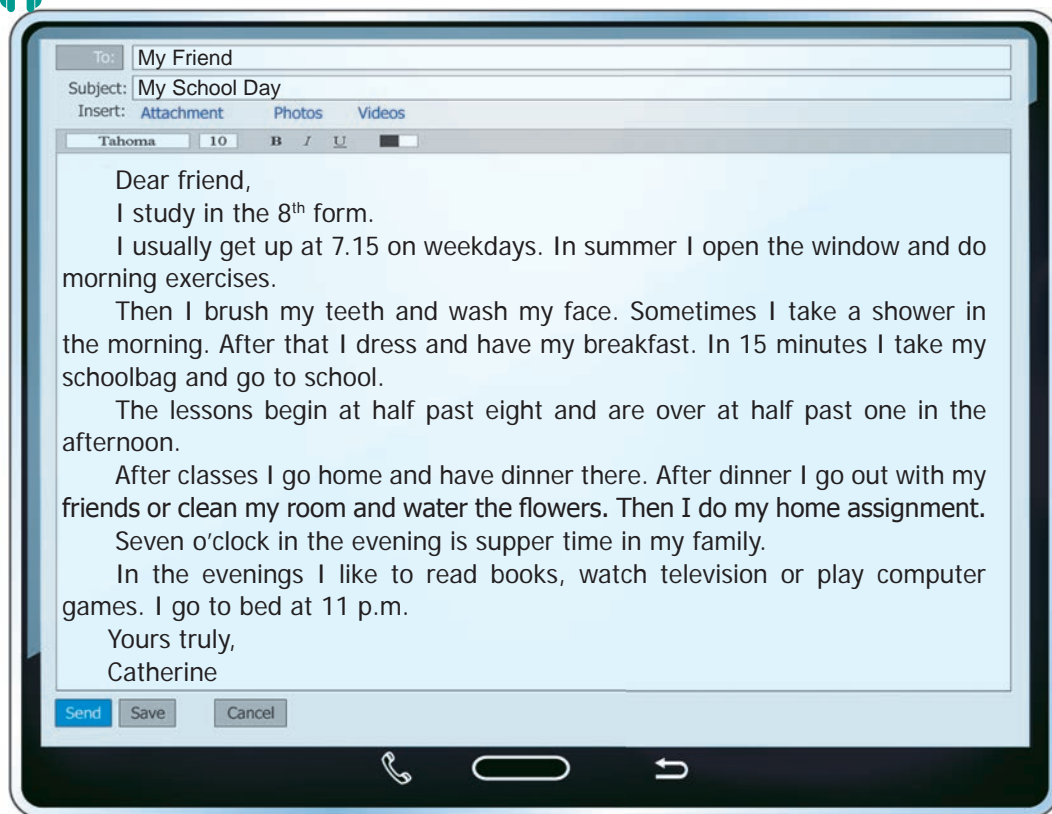
13.45. Has dinner at school

14.10. Goes out with friends

17.00. Comes home



7. Listen and read the letter about the girl's usual school day.



8. Say what the girl does at this time.

at 7.15	in the evenings
in fifteen minutes after breakfast	at 19.00
at 8.30 a.m.	after classes
at 1.30 p.m.	at 11 p.m.

9. Read the letter again. Correct the wrong sentences.

1. Catherine studies in the 6th form.
2. She usually gets up at 7.15.
3. She never brushes her teeth.
4. Sometimes Catherine takes a shower in the morning.
5. Her school begins at half past eight.
6. She has dinner at school.
7. The girl does her home assignment in the afternoon.
8. She has her supper at eight o'clock.
9. In the evening she goes out with her friends.
10. Catherine goes to bed at 11 p.m.

10. Tell the class about your usual school day. Use exercise 6 as a model.



Lesson 16

1. Interview your classmate. The questions below will help you.

1. Do you get up early in the morning? 2. What time do you get up? 3. What do you do in the morning? 4. What time do your lessons begin? 5. Do you have dinner at home or at school? 6. What time do you have dinner? 7. When do you come home? 8. What do you do in the evening? 9. At what time do you go to bed?

2. Use the answers to the questions (exercise 1) and tell about your classmate's working day.

3. Read about Frank.

Frank is a bus driver. He is thirty four. He works five days a week. He gets up at six o'clock every day. Then he eats his breakfast, drinks two cups of tea, kisses his wife and children goodbye, and leaves for work at half past six. He has lunch in a café in town. He comes home at five o'clock. In the evening he watches TV. He goes to bed at ten o'clock.

4. Look at the pictures and tell about Frank's working day in the Past Simple Tense.



5. Look at the pictures and skim through the people's schedules. Talk about their working day.

Jenifer

1. secretary
2. 23
3. 5 days a week
4. seven thirty
5. a pizza
6. a cup of tea
7. parents
8. 8.15
9. 17.00
10. 23.00

**Ann**

1. hairdresser
2. 25
3. 6 days a week
4. 8.20
5. a sandwich
6. a cup of coffee
7. her husband and daughter
8. 7.35
9. 19.00
10. at midnight

**Peter**

1. doctor
2. 35
3. 5 days a week
4. 7.00
5. porridge with ham
6. a cup of tea
7. his wife and two sons
8. 8.00
9. 20.00
10. 22.30



6. Write down your daily schedule, then make up 8–10 sentences about your working day.



Lesson 17

1. Listen, read and remember the words and word combinations.



to get used to
curiosity
highly qualified
after school activity
to do well
enthusiastic
delicious

[,kjʊəri'psəti]

[ɪn,θju:zɪ'æstɪk]

[dɪ'lɪʃəs]

2. Listen and read the text. Find and read the sentences where the word combinations from exercise 1 are used.



MY WORKING DAY

I'd like to tell you about my weekdays during my final year at school.

On weekdays my working day began early in the morning. I don't like to get up early, but I got used to it. I usually got up at about 7 o'clock. Then I did my morning exercises and went to the bathroom to wash my face and hands with soap and clean my teeth with toothpaste. At a quarter past seven I was ready to have my breakfast. As a rule, I had a quick light breakfast which consisted of a cup of coffee or tea, a boiled egg or an omelette and a cheese or sausage sandwich. After breakfast I put on my coat, took my bag and left for school.

As my school is not far from my house, it took me 10 minutes to get there. I never took a bus or a trolleybus on my way to school.

I usually had six or seven lessons a day. I loved all my subjects at school, because our teachers were highly qualified and enthusiastic. They always knew how to stimulate us to study and how to develop our intellectual curiosity.

The classes at school were over at about three o'clock. Sometimes I stayed at school after classes to play basketball or table tennis or to take part in any other after school activity.

When I came home I had dinner. My mother always cooked delicious dishes for me. After my dinner I went out with my friends. On rainy days I stayed at home and listened to music, watched TV or played computer games. At about 8 o'clock in the evening I started doing my home assignments. I had to work hard at all the subjects as it was my final year at school.

I did well in most school subjects, but I had to have private lessons in English and Mathematics as I wanted to enter the university.

SELF-ASSESSMENT MODULE 1

LEVEL 1

1. Match each English word with its Ukrainian equivalent.

- | | |
|--------------|---------------|
| 1. nephew | a) батьки |
| 2. niece | b) дружина |
| 3. wife | c) племінник |
| 4. husband | d) тітка |
| 5. parents | e) чоловік |
| 6. aunt | f) родичі |
| 7. relatives | g) дядько |
| 8. uncle | h) племінниця |

2. Correct the mistakes in the sentences given below.

1. Six or seven lessons a day were the ordinary timetable.
2. I come home from school at two o'clock yesterday.
3. I didn't had much time for television and friends.
4. May I to read?
5. I cannot swam.

3. Write five sentences about your family.

LEVEL 2

1. Choose the odd word out.

1. share with, rely on, angry with, niece
2. support, daughter, deal with, argue
3. hurt, lose temper, consist, wife
4. husband, supper, dinner, breakfast

2. Choose and write down the correct item.

1. ... you ride a bike?
a) Can b) May c) Must
2. ... you brush your teeth every day?
a) Can b) May c) Must
3. I ... take a shower yesterday.
a) don't b) didn't c) doesn't
4. I ... doing my home assignments at 8 p.m. yesterday.
a) start b) starts c) started

3. Write 5 questions to ask your classmate about his/her working day.

LEVEL 3

1. Give English equivalents to the Ukrainian words and word combinations.

- | | |
|-------------------------|--------------------------|
| 1. ділитися | 7. хороше відчуття |
| 2. покладатися на | 8. втрачати самовладання |
| 3. підтримувати | 9. сперечатися |
| 4. почуватися впевнено | 10. завдавати болю |
| 5. гніватися на когось | 11. чистити зуби |
| 6. справлятися з чимось | 12. приймати душ |

2. Fill in: *can, may, mustn't, can't*.

Sam: (1) ... I go to the cinema tonight?

Dad: You (2) ... go out during this week.

Sam: Dad, you are too strict.

Mum: You (3) ... speak about your father like that.

Sam: Ok. (4) ... I have some friends over, then?

Dad: I'm afraid you (5)

Sam: (6) ... I at least watch TV for a while?

Dad: Yes, you (7) ..., but only after you've done your homework.

3. Describe your parent's working day.

4. Translate the English sentences into German/French.

- On weekdays my working day begins early in the morning.
- I wash my face and clean my teeth.
- I have a boiled egg and sausage sandwich for breakfast.

PROJECT WORK

1. Study and make a documentary report.

	Length of people's life	Reasons	Single parents	Reasons	Unhappy families	Reasons
In Ukraine						
In any country you choose						

2. Write a summary: What people should do to live a long and happy life.

3. Present your results in class.



Unit 2

FOOD AND DRINKS. CLOTHES

Lesson 18

1. Look at the pictures and remember the words.



apple



bananas



grapes



peach



strawberry



orange



cabbage



carrot



lettuce



onion



tomato



garlic



potato



cucumber

MEAT



chicken



beef



pork



white meat



red meat



mutton

2. Name the odd word out in each line.

1. potatoes, lettuce, cabbage, meat, red cabbage, peas
2. chicken, beef, pork, fruit, mutton, white meat
3. strawberries, peach, raspberries, blackberries
4. cucumber, spinach, grapes, carrot, beetroot, Brussels sprout

3. Look at the pictures and words (exercises 1 and 2) and say what you like and what you don't like.

Model: I like grapes, peaches, strawberries, tomatoes and chicken, but I don't like bananas, oranges, lettuce and beef.

4. Ask your classmate what he/she eats every day, twice a week, on special occasions, never. Report the information to class.

Model:

1. Which fruit do you eat every day?
2. Which vegetables do you eat twice a week?
3. Which meat do you eat on special occasions?

5. Look at the pictures and words in exercise 1 and 2. Offer your classmate some things.

Model: Nick: Olia, have some grapes.
Olya: No, thanks, but can I have some bananas, please?
Nick: Of course you can. Here you are.

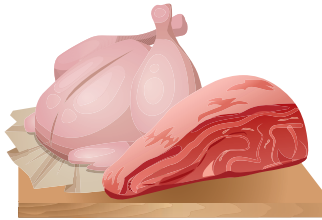
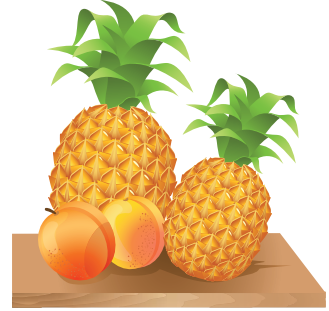
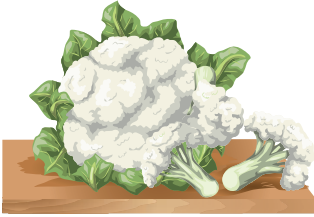
6. Look at the pictures. Match the sentences to the pictures.

- a) Can you play with me? — No, sorry. I must do my homework.
- b) May I play on your computer? — No, you may not. It's nine thirty. You must go to bed.
- c) You must brush your teeth and wash your face and hands every morning.

**7. Find on the Internet or any other source one quotation about food. Explain it in your own words.**

Lesson 19

1. Look at the pictures and answer the questions.



1. Is there any cauliflower on the table?
2. Are there many limes near the oranges?
3. Are there many pineapples and peaches on the table?
4. Is there any beef in front of the carrots?
5. Is there much pork to the right of the chicken?
6. How much chicken is there on the plate?
7. How many aubergines are there next to the onion?
8. How many cloves of garlic are there to the left of the radish?
9. Are there many vegetables on the table?

2. You are going to buy some vegetables and fruit. Make up short dialogues using the table.

A:

B:

Can I help you?

Can I have

some

apples,
bananas,
oranges,
carrots,
cabbage,
garlic,
onion,
lettuce,

please?

3. Add four words to each category.

Fruit: oranges,

Vegetables: tomatoes,

Meat: pork,



The Present Simple Tense

Утворення: I форма дієслова

Допоміжні дієслова: **do, does**

4. Ask your classmate.

1. if he/she spends his/her holidays in the village; 2. if he/she wants to take a walk; 3. if he/she likes to dance; 4. if his/her friends play volleyball; 5. if his/her mother works at school; 6. if his/her cousins play tennis; 7. when his/her father gets up; 8. what his/her friend does in the evening; 9. who helps him/her with studies; 10. if his/her grandparents live in the village.

5. Say that your friend doesn't do that.

1. I eat cauliflower, limes and oranges twice a week. 2. I often drink cola. 3. I buy apples and bananas every week. 4. I cook soup once a month. 5. I drink orange juice every morning. 6. I buy pineapples twice a week.

6. Write 4–5 sentences comparing the eating habits in your family with those in the families of France or Germany.

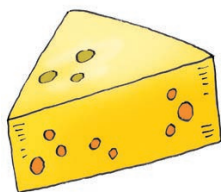


Model: In my family we usually have some bread, butter, ham or sausage and a cup of tea for breakfast, while in Germany people usually eat cheese or sausage sandwich, an egg, honey and drink a cup of coffee.



Lesson 20

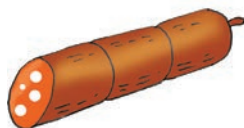
1. Look at the pictures and remember the words.



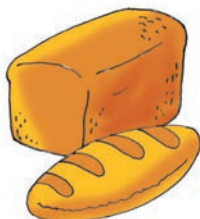
cheese



egg



sausage



bread



tea



sugar



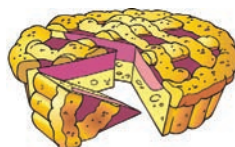
milk



salt



ham



pie



butter



juice



sandwich



cake

2. Look at the words above and say what young people usually have for breakfast, lunch and dinner.
3. Say what your parents eat or drink every day, three times a week, on special occasions, never.

4. Make up short dialogues and act them out.

Model: A: How about / what about some sugar to your tea?
B: No, thanks. / Yes, please.

5. You are going on a picnic. Write down what products you will pack. Explain why.

Model: I will pack sandwiches because you don't have to cook them and you can eat them even when you walk.

Cereals, sandwiches, yoghurt, hamburger, milkshake, bacon, peanuts, crisps, spaghetti, ice cream or others.

6. Listen and read the text. Then tell the class what the British people have for breakfast, dinner and supper.**MEALS IN GREAT BRITAIN**

Breakfast usually consists of a glass of orange or grapes juice, then cornflakes with sugar and milk, after that an omelette with fried bacon. Then British people drink tea or coffee with toast and marmalade.

Lunch is more like our dinner. They have very, very little soup, then meat or fish and a pudding or fruit. At the end they eat different kinds of cheese.

Dinner is very similar to lunch but they do not often eat soup at dinner. They may have some roast meat, fish, potatoes, vegetables and fruit.

For supper they usually have an omlette or sausages, sometimes bacon and eggs, sometimes just bread and cheese and a cup of tea or coffee.

The British never miss the main meal of the day. Even if they travel in train and it is lunch time they go to the dining car to have meal.

7. Write ten sentences describing what you have for breakfast, dinner and supper.

Lesson 21

1. Listen, read and remember the words and word combinations.



to pass	[pa:s]
first course	
second / main course	
dessert	[dɪ'zɜ:t]
salad	['sæləd]
mashed potatoes	
to drink	[drɪŋk]
pizza	['pi:tʃə]
roast beef	[rəʊst 'bi:f]
pork chops	[pɔ:k 'tʃɒps]
menu	['menju:]
biscuit	['bɪskɪt]
pie	[paɪ]
soup	[su:p]
porridge	['pɒrɪdʒ]
fish	[fɪʃ]
beefsteak	['bi:fsteɪk]
chips	[tʃɪps]

2. Look at the restaurant menu and say what money your parents will pay for dishes and drinks.

First course	Price	Second/ main course	Price	Drinks	Price	Dessert	Price
Tomato soup	20.00	Beefsteak	25.50	Coffee	15.00	Ice cream	15.00
Vegetable soup	16.50	Roast beef	26.00	Tea	10.00	Apple pie	14.40
Borshch	18.00	Chicken	22.50	Grapes juice	10.00	Fruit salad	18.00
		Fish	28.00	Milk cocktail	16.00	Biscuits	12.90
		Pork chops	24.00	Lemonade	8.00		
		Mashed potatoes	10.00	Mineral water	8.00		
		Cheese omelette	5.00				

Model: My parents will pay thirty five hryvnias and fifty copecks for beefsteak and mashed potatoes for the second course. Drinks and dessert will cost them twenty four hryvnias and forty copecks: 10 hryvnias for grapes juice and 14 hryvnias and forty copecks for apple pie. Total is 59 hryvnias and 90 copecks.

3. You are in the café. Talk to the waiter, using the tables below.

A:

What would you like for	the first course?
	the second course?
	dessert?

B:

I'd like	some	cake.
	a	fish.
	an	vegetable soup.
		ice cream.
		borshch.
		apple pie.
		biscuits.
		pizza.
		mashed potatoes.

A: Would you like any drinks?

B:

Yes, please. Give me a	glass	of	pineapple (tomato, orange) juice.
	cup		milk cocktail.
			coffee.
			tea.

No, thanks.

4. Fill in the missing words.

order	drink	eat	cost	pass	have
-------	-------	-----	------	------	------

1. What do you often have in lunch time? — I ... an ice cream. 2. What did he do when I left the café? — He ... his milk cocktail and ... his strawberry pie. 3. How much do peaches ...? 4. ... me the bread, please. 5. Look at the menu! What will you ...? 6. What would you like to ... for the main course, and ... for drinks? 7. She ... orange juice. 8. When I was five years old, I liked to ... porridge. 9. ... me some cabbage and salt, please. 10. That will ... 5 hryvnias and fifty three copecks.

5. Find, read and write down the words.

porridge fish pie dessert salad drinks mashed potatoes pizza biscuit soup

6. Work on the Internet or in the library. Compare the prices on food products in Ukraine and France or Germany. Prepare a brief report.



Lesson 22



Personal Pronouns (особові займенники)

Називний відмінок

I we
you you
he they
she
it

Об'єктний відмінок

me us
you you
him them
her
it

1. Look at the pictures and remember the pronouns.



I am a student.



She is a doctor.



We can jump.



They can read.



He can play tennis.



Give **me**
a newspaper.



Give **her**
a newspaper.



Give **us**
a newspaper.



Give **them**
a newspaper.



Give **him**
a newspaper.

2. Read and do.

1. Show me your exercise book.
2. Give him your English book.
3. Tell us about your friend.
4. Hand her a pen.
5. Explain them how to ask questions in English.

3. You are at your friend's birthday party. Work in pairs. Make up and role-play similar conversations.

Model: He: Have some fish.

You: No, thanks, but can I have some ham and mashed potatoes, please?

He: Of course you can. Here you are.

Use these words and word combinations:

bread, butter and ham/egg and cheese sandwich

pork chops and salad/tomato and cheese pizza

sausage and mashed potatoes/chips and fish

pizza/roast beef

biscuits/apple pie

fruit salad/ice cream

ice cream/cake

tea/coffee

juice/milk cocktail



4. Complete the following sentences with *some* or *any*.

1. Have you got ... oranges? 2. I'd like ... mineral water, please. 3. I don't have ... money with me. 4. Is there ... water? 5. We've got chicken but we haven't got ... salad. 6. I'll get you ... bread, if you like.

5. Look at the pictures and write down the sentences to describe them. Use *him, her, them*.



Lesson 23

1. Listen, read and remember the words.



great	[greɪt]
wonderful	['wʌndəfl]
fantastic	[fæn'tæstɪk]
terrible	['terəbl]
awful	['ɔ:fl]
disgusting	[dɪs'gʌstɪŋ]
tasty	['teɪstɪ]
untasty	[ʌn'teɪstɪ]

2. Make up ten true sentences.

I think	pie lettuce beefsteak roast beef chicken fish pork chops mashed potatoes cheese omelette onion tomato garlic	is are	great. wonderful. fantastic. terrible. awful. disgusting. tasty. untasty.
---------	--	-----------	--

3. Make up and act out a short dialogue.

Model: A: How about having some milk cocktail?

B: I think it's untasty. I'd rather have some orange juice.

4. Find, read and write down the words.

tasty terrible wonderful great untasty disgusting awful fantastic

5. Work in pairs. Role-play the dialogue with your classmate.

Student 1: May I go out?

Teacher: What's wrong with you?

Student 1: I don't feel well today.

Teacher: What's the matter?

Student 1: I don't know. Yesterday I and my friends ate at a fast food restaurant. We like to eat out there. Such restaurants are cheap, noisy and usually filled with people of our own age.

Teacher: Oh, yes. Teenagers have very unhealthy eating habits today. They eat more processed foods than ever before. How about home cooked meals in your family?

Student 1: You see, my both parents work outside the home, so they don't often have the time to prepare healthy nutritious meals. Supermarkets today are filled with prepackaged, instant foods. We can get mashed potatoes in a packet (just add water), tinned or packaged soups, as well as a large variety of frozen ready made dishes such as lasagna, meat pies, and many others. Why waste time on cooking!

Student 2: No wonder that students feel bad today. We are lazy to cook healthy nutritious meals. Most of us skip breakfast or have just toast and jam or a doughnut or croissant. Lunch is also a problem. The most popular foods at lunchtime are snacks. These come in the form of burgers, fries, hotdogs or sandwiches, pizza or some other readymade food, which are usually on white bread with plenty of mayonnaise or butter.

Teacher: Right you are! You should always remember that "cookie today, crumb tomorrow" and "live not to eat but eat to live".

6. Read the dialogue in exercise 5 again. Note down all factors of young people's unhealthy eating habits. Agree or disagree with them. Give your reasons.

7. Look at the pictures and describe them. Use the information from exercise 5.



Lesson 24



Reflexive pronouns (зворотні займенники)

Однина

I — myself
You — yourself
He — himself
She — herself
It — itself

себе; сам(а)

Множина

we — ourselves
you — yourselves
they — themselves

себе; самі

1. Look at the pictures and complete the sentences.



Model: **однина**

I see myself.
You see your...
He sees him...
She sees her...
It sees it...

множина

We see our...
You see your...
They see them...

2. Make up twelve sentences using the table.

I
You
He
She
We
My friends

can
can't
must
will

draw a picture
get dressed
do the homework
read the text
clean the room
cook a cake
go to the supermarket
buy a cottage
cut meat
fry eggs
water the flowers

ourselves.
myself.
themselves.
himself.
herself.
yourselves.
yourself.

3. Do as in the model. Start the sentences with the words in brackets.

Model: She can't do this exercise herself. She needs help. (They) —
They can't do this exercise themselves. They need help.

1. I can get dressed myself. I am not a baby. (We) —
2. You may sing yourself. Your voice is strong. (You) —
3. He may go to the shop himself. It is not dark outside. (She) —
4. You can't do that yourself. You don't know the rules. (He) —
5. Your brother can clean the room himself. (We) —
6. Her niece can cook a cake herself. (I) —

4. Look at the pictures and remember the words.

CLOTHES



a suit



a jacket



a sleeve



a collar



a coat



socks



a sweater



jeans



boots



a T-shirt



a shirt



a blouse



a skirt



a dress



shoes



a tie



a belt



a hat



a cap



tights

5. Write down what you wear in different seasons: in winter, spring, summer and autumn.



Lesson 25



The Future Simple Tense

Утворення: **will** + I форма дієсловаДопоміжне дієслово **will**

1. Make up six sentences using the table.

I	will (not)	read	a beautiful carpet on the floor.
You		live	TV in the evening.
He		have	in the living room.
She		watch	a lot of time in Kherson.
We		spend	in Kyiv.
They			

2. Write questions as in the model. Let your classmate answer your questions.

Model: Will your father buy a car next year?

1. Your father will buy a car next year. 2. Your cousin will have a large and light room. 3. There will be parking places in your neighbourhood. 4. We will live in the country in summer. 5. You will wear stylish clothes for New Year's party. 6. You will have a new T-shirt. 7. Your mother will buy high-heeled boots. 8. Your aunt will furnish her bedroom. 9. Your friends will go skating.

3. Listen and read the text. Fill in the chart after it.



Hi! My name is Ann. I like wearing the clothes that I know my mother doesn't wear. My mum likes wearing quite smart clothes — she works in an office — because she feels better that way. She is often dressed to look as if she has some control over her situation and everything else. At the present moment, she is wearing a suit, and a shirt, and high heels. It's because she thinks that the image that she is presenting will give people more confidence.

I like to look young and I like wearing bright colours and things that stand out in a crowd like. I like leather trousers and skirts. I like bright colours in my hair as well — like slides and things but also I dye my hair quite often. I don't see why I should look like everyone else in the street. I like wearing sort of stripey things and spotty things, and bright bouncy things really, and I'm not really bothered about the fashion. It's fun. Clothes should be fun not something really serious.

I also like to wear the sort of things, you know, that I feel comfortable in.

	Style of clothes	Reasons
Mother	1 2	1 2 3
Daughter	1 bright colours 2 3 4	1 stand out in a crowd like 2 3 4 5



4. Copy out the things you like and don't like in Ann's and her mother's styles.

Model:

Ann's mother

<i>I like:</i>	<i>I don't like:</i>
<ul style="list-style-type: none"> smart clothes 	

5. Look through your classmate's notes. Find out what his/her notes have in common with yours.

6. Present to class your findings (exercise 5).



Lesson 26

1. Ask your classmate:

1. if he/she will spend his/her holidays at the sea; 2. if he/she will buy a new sweater in a week; 3. if he/she will go out with his/her friends tonight; 4. if his/her friends will play basketball tomorrow; 5. if his/her mother will work in the garden on Saturday; 6. if his/her cousins will play tennis on Sunday; 7. when his/her father will repair the bike; 8. what his/her friend will do in the evening; 9. who will help him/her with studies if he/she needs; 10. if his/her grandparents will come to see him/her on weekends.

2. Look at the exercise 1 again and say that you will not do that.

Model: I will not spend my holidays at the sea.

3. Look at the pictures of a man and woman and say what they wear.



4. Fill in the missing words.

clothes, appearance, wears, jeans

1. My neighbour has a very unusual (1) He has a long fair hair and usually wears a pair of (2) ... and a T-shirt. His clothes are not suitable for working in a bank. I am sure he washes his (3) ..., because they are always clean and tidy. The funny thing is that his son is very fashionable. He always (4) ... the latest styles, and almost never wears casual clothes.

5. Answer the questions about the father and son (exercise 4).

1. Why is the neighbour's appearance unusual?
2. Why is he sure that the father always washes his clothes?

3. Are father's clothes suitable for working in a bank?
4. What kind of clothes is suitable for working in a bank?
5. Who is very fashionable? Why do you think so?
6. Do you know the people who wear the latest styles?
7. Do you wear casual clothes?

6. Look at the picture. What can you say about the clothes the man wears? Does he wear the clothes that stand out in a crowd like?



7. Write some sentences about the style of clothes you wear. Explain the reasons you wear that style.



Lesson 27

1. Look at the pictures and answer the questions.

1. Does your father wear striped ties or plain ones?



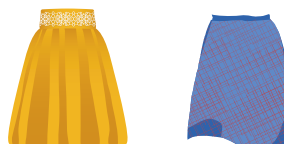
2. Do you usually wear flowered dresses or polka dot ones?



3. Does your uncle try on a checked or a plain shirt?



4. Do you like plain skirts or with a pattern?



2. Make up seven sentences using the table.

I
My sister
My aunt
My uncle
My father
My mother

wear(s)
put(s) on
like(s)

a checked
plain
a striped
a flowered
a polka dot
a leather

belt.
suit.
sweater.
T-shirt.
blouse.
jacket.
jeans.

3. Ask your classmate what kind of clothes he/she likes to wear.

4. Work in pairs. Act out the dialogues and make up similar ones.

1. A: **How do you like** my shirt?

B: Your shirt is **too** small. It's not your size.



2. A: How do you like my trousers?
B: Your trousers are **too** big.
Why don't you have them taken in?



3. A: This jacket is the kind of thing I want. Can I try it on?
B: Of course, you can! The fitting room is **over there**.



4. A: **You look hot** in that sweater.
Why don't you take it off?
B: You are right. I must change it.



5. Look at the pictures and say: a) what you like (don't like) to wear; b) what you will put on tomorrow.

Model: I don't like to wear suits with a pattern. I like plain ones. Tomorrow I will put on plain jeans, socks, shoes and a polka dot T-shirt.



6. Read the quote about clothing. Do you agree with it? Why/Why not? Write 5–7 sentences.

Clothes make the man. Naked people have little or no influence on society.
(Mark Twain)



Lesson 28

- Look at the pictures of things and say: a) what their pattern is; b) what their colour is.

Model: It is a flowered yellow dress.



a dress



a sweater



jeans



a T-shirt



a shirt



a blouse



a skirt



socks

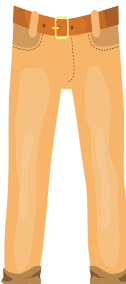


boots



a coat

- Look at the pictures of sweaters and trousers. What would you choose for yourself/your friends/your parents?



3. Listen. Match the people with their descriptions.



A: It's Dennis. He always tries his best to keep up with the latest styles. When he finds some jeans, sweaters, shoes or T-shirts that he really likes he buys them. Dennis says that it's worth spending a bit extra money for better quality thing or for a thing you really like. Look at him now. He is wearing a nice striped suit and a black cotton shirt and black shoes.

B: It's Sam. He loves sport. Sam plays for our school basketball team. I like his style. He usually wears a white T-shirt, black jeans and sneakers, but now he is wearing a shirt, dark blue trousers and shoes.



1



2

4. Make the sentences negative.

1. Those high-heeled boots are ours. 2. The jacket was hers. 3. Do you wear tights? 4. Did they take off their coats? 5. Does she take in clothes? 6. It's my size. 7. A fitting room was over there. 8. I changed my dress. 9. Do you want to try this suit on? 10. My neighbour has an unusual appearance.

5. Complete each sentence with one word.

THE CLOTHES WE WEAR

Without realising it, the clothes we choose to wear tell other people a lot about (1) We often judge people by (2) ... they are wearing. (3) ... example, people dressed (4) ... expensive clothes are thought to (5) ... wealthy.

Our shoes, accessories and jewellery, all tend to create an impression of our social class and personality. Similarly, our choice of clothes also depends (6) ... our age and who we are influenced (7) On the other (8) ... , we do not always (9) ... the chance to choose our clothes. If we work as a nurse, police officer or firefighter we have to wear a standard uniform. Lastly, our ideas of beauty (10) ... revealed by our style of dress. Dressing (11) ... a particular outfit might be a way of saying "This is what I think (12) ... nice, and I believe it (13) ... me look more attractive". In conclusion, more (14) ... being just a way to keep warm, clothes reveal a (15) ... about a person's life, character and status.

6. Tell the class what new information from exercise 5 have you learned.

7. Work in small groups. Agree or disagree with the viewpoints given below. Give your reasons.



1. People behave differently when they wear different clothes.

2. Some people trust their first impressions about a person's character. Other people don't trust their first impressions because they think first impressions are often wrong. Which viewpoint do you agree with?



SELF-ASSESSMENT MODULE 2

LEVEL 1

1. Find and write down 7 words on topic "Food and Drinks".

lettucebeefsteakchickenvegetableappleomeletteonion

2. Choose the correct item.

- She ... pineapples and peaches.
a) like b) likes c) will likes
- He ... aubergines, garlic and mashed potatoes for dinner.
a) have b) has c) don't have
- We ... carrots and cabbage tomorrow.
a) buy b) buys c) will buy
- My friends will fry eggs ...
a) themselves b) himself c) herself

3. Write five sentences about the clothes you usually wear to school.

LEVEL 2

1. Fill in the missing letters and write down the words.

Food & Drinks

ch__se, m____d p__to__, r__s_ b_e_, c_ck____, s_us__

Clothes

T-_____, s__k, s__t, ti__s, l_at____, st____d, s_i_ab__

2. Choose the correct item.

- His clothes ... suitable for working in a bank.
a) is b) are c) have d) has
- She always ... the latest styles.
a) wear b) wears c) will wear d) will wear
- Our choice of clothes ... our age.
a) depend on b) depends on c) is depend on d) are depend on
- You must go to the supermarket ...
a) ourselves b) yourself c) themselves
- We will do the homework ...
a) ourselves b) myself c) yourselves

3. Imagine that your friend invited you to his/her birthday party. Make up and write down a dialogue discussing the clothes you are going to wear to the party.

LEVEL 3

1. Write down as many words and word combinations as you can under each heading.

drinks	fruit	vegetables	dishes	clothes

2. Make up and write down two sentences in the Present Simple, two — in the Future Simple, and two — using Reflexive Pronouns.
3. Write 10 sentences about young people's eating habits.

PROJECT WORK

1. a) Discuss with your teacher.

Teacher: When I was your age I used to get 30 copecks a week pocket-money, how much do you get?

Students:

Teacher: How do you spend your pocket-money each week?

Students: ...

- b) Fill in the Sample Questionnaire 1.

Sample Questionnaire 1

Sum of money	Number of students	Items money is spent on in your class
5 hryvnias		sweets
5 hryvnias — 10 hryvnias		disco
10 hryvnias — 15 hryvnias		cinema
over 15 hryvnias		ice cream
no pocket-money		sports
savings		others

Total number of students in group

2. Work in small groups. Discuss possible questions to your own questionnaires. Use Sample Questionnaire 1 as an example.
3. Agree on the final questionnaire by the whole.
4. Each student makes 3–5 copies of the final questionnaire.
5. Interview your schoolmates/friends/brothers/sisters/cousins.
6. Report your final results in the form of a graph, block diagram, or by posting the questionnaires on the wall.

Lesson 29

1. Look at the pictures and remember the words.



coins



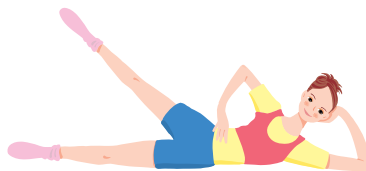
sewing



to take photos



lable



aerobics



hiking

2. Name the odd word out in each line.

1. fishing, sewing, hiking, term
2. entertainment, shame, hobby, leisure
3. stylish, aerobics, gardening, knitting
4. embroidery, collecting, incident, sewing
5. education, hiking, gardening, fishing
6. to be fond of, to enjoy, to like, forehead
7. coin, lable, generous, stamp

3. Look at the pictures. Match the pictures to the sentences.



1. The woman is taking photos.
2. The man is fond of fishing.
3. The girls are doing aerobics.
4. The boy is enjoying hiking.
5. The grandmother is knitting.



4. Say how often you do the activities listed below. Use *every day/ week, twice a week, once a month/year, three times a year/a day/a month*.

Model: I paint twice a month.

- | | | |
|-------------|----------------|-----------------------------|
| 1. paint | 4. sunbathe | 7. hike |
| 2. watch TV | 5. knit | 8. go to the theatre/cinema |
| 3. cook | 6. take photos | 9. go shopping |

5. Look at the example questions, then write one more for each group.

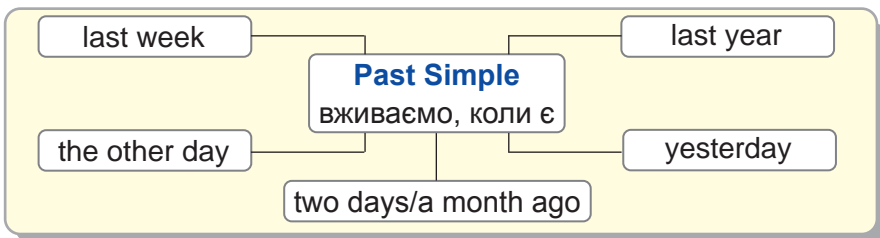
1. Sports and hobbies.

So what do you do in your free time? Are you interested in sport? Do you collect anything? _____

2. Cultural interests and holidays.

What sort of music/films do you like? Do you read books about history? Where do you go for your holidays? _____

6. Use the questions in exercise 5 to find out about your classmates. Report the information to class.



7. Read and correct.

Model: — You **worked** in the garden.

— No, I **didn't**. I did my lessons.

1. It **rained** last week.
2. You **lived** in England last year.
3. You **took** part in the sports competitions two days ago.
4. We **began** the school year on the tenth of October.
5. You **had** four lessons on Wednesday.
6. You **came** home from school late on Sunday.

8. Find on the Internet or any other source if there are any fashion shows/picture exhibitions somewhere in the world. Prepare a brief report about it.



Lesson 30

1. Look at the pictures and remember the words and word combinations.



dancing



singing



collecting coins



shopping



playing a musical instrument



painting



travelling



theatre



circus



concert



stamp



fishing

- 2. Make a list of your five favourite free time activities. Make up sentences with them.**

Model: I love dancing. I dance from the age of five.

- 3. Look at the list of words in exercise 1 again and say which leisure time activities are healthy and which are not. Give your reasons.**

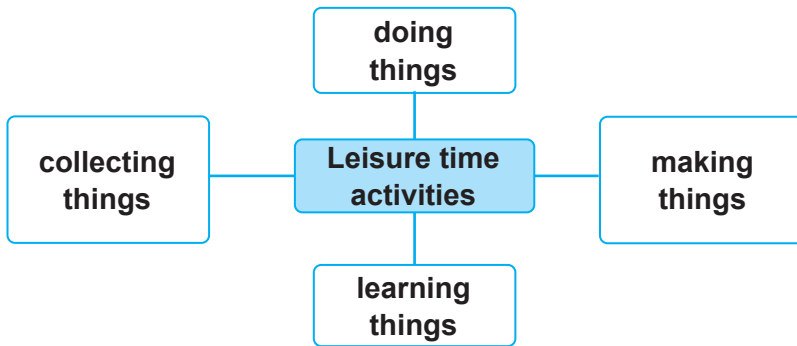
Model: To my mind, fishing is healthy because you spend a lot of time outdoors.

- 4. Listen and read the text about how people spend their leisure time and answer the questions.**



LEISURE TIME ACTIVITIES

There are four groups of leisure time activities.



Doing things is playing games, painting, travelling etc. *Making things* is cooking, knitting, embroidery. *Collecting things* is collecting stamps, books, coins, bottles, labels. *Learning things* is learning foreign languages, learning to play a musical instrument etc.

Nowadays people have more or less energetic interests and hobbies. They go in for dancing, sports, hiking, travelling, fishing, shopping and others. But there is a type of people who like lying on the sofa to watch television, to read a newspaper or listen to music. Such people are called couch potatoes.

How about you? Are you a couch potato or do you have an energetic hobby? Do you prefer doing, making, learning or collecting things? Why?

- 5. Complete the sentences.**

1. Cooking, embroidery and knitting belong to 2. Collecting things is
 3. Learning foreign languages and learning to play a musical instrument belong to 4. Dancing, hiking, travelling and shopping are 5. The couch potatoes are people who 6. You may collect

- 6. Describe four groups of leisure time activities.**



Lesson 31

1. Listen, read and remember the words and word combinations.



to go in for	
to like	[laɪk]
to love	[lʌv]
to hate	[heɪt]
to stand	[stænd]
I can't stand it!	
It's all right.	
I don't mind it.	
Not very much.	
not at all	
activity	[æk'tɪvəti]
fan	[fæn]
supporter	[sə'pɔ:tə]

2. Say what you like doing, what you don't mind doing and what you can't stand doing.

Model: I love taking photographs because it is interesting. I don't mind cinema, but sometimes the films are terrible. I can't stand fishing because it is boring.

3. a) In your exercise book evaluate each activity:

1. the sports and pastimes you participate in, are interested in, or watch (✓);
2. the ones that other members of your family take an interest in (+);
3. the games and pastimes you dislike or disapprove of (x);
4. the ones you might take up or get interested in one day (?).

Team sports: football ☐, baseball ☐, hockey ☐, rugby ☐, basketball ☐.

Individual competitive and non-competitive sports: boxing ☐, badminton ☐, motor racing ☐, golf ☐, squash ☐, cycling ☐, field and track athletics ☐, surfing ☐, jogging ☐, fitness exercises ☐.

Outdoor activities: gardening ☐, walking the dog ☐, hunting ☐.

Indoor games: chess ☐, draughts ☐; board games: monopoly etc. ☐.

Hobbies: collecting things ☐, doing crossword puzzles ☐, do-it-yourself ☐.

b) Underline your favourite activity in each category and add any which are missing.

c) Work in groups. Compare your lists. Present the information to class.

4. Write German/French equivalents to English words and word combinations. Make up three sentences with them.

Football, jogging, field and track athletics, gardening, crossword puzzles.

5. Work in pairs. Act out the dialogue and make up a similar one.

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

B: I love cycling and badminton. What about you?

A: I love taking photographs and doing crossword puzzles. Do you like playing chess?

B: I don't mind it. How about football?

A: Oh, I can't stand it. It's too boring for me.



6. Turn the sentences into the Past Simple.

1. The sky is grey.
2. I sunbathe in summer.
3. My cousin goes to the forest.
4. We play games during the English lessons.
5. Max visits his relatives.
6. His parents gathered mushrooms and berries in the forest.
7. People spend summer at the seaside.
8. Sam buys books every month.
9. Children swim in the sea.
10. Her classmates go to the zoo.

7. Correct the sentences.

1. I meet my friend yesterday.
2. Did they went to school yesterday?
3. We go to the cinema last Saturday.
4. Do you played chess yesterday?
5. Did she works today?
6. They do not danced at the party last night.
7. What do you do yesterday?
8. I collect stamps when I was five.

8. Glance at the webcam or watch TV news. Are there any sport competitions somewhere in the world? Prepare a brief report about it.



Lesson 32

1. Make the sentences negative.

1. He took in his trousers. 2. She wore an evening dress to the party. 3. I wore the latest styles. 4. I tried on a beautiful skirt. 5. He took off his tie and jacket. 6. They wear casual clothes. 7. He put on an old pair of jeans.

2. Ask one general question to each sentence.

Model: They **lived** in Odesa in 2015.

Did they live in Odesa in 2015?

1. We had tea for breakfast.
2. I went home by car.
3. They opened the door.
4. Olia watched TV.
5. The students played games.
6. They dressed.
7. Petro washed his face.
8. My father bought a car.
9. My friend got an excellent mark in English.
10. My sister bought an interesting book.

3. Complete the sentences with *do*, *does* or *did*.

1. ... you go to the theatre yesterday?
2. Do you always have dinner at 2 a.m.? — No, I ... not.
3. ... you bathe in the river last summer? — Yes, I
4. ... children swim every summer? — No, they
5. ... she have a good time last Sunday? — Yes, she
6. ... Tania go to the forest in winter? — No, she
7. When ... the students have their summer holidays?
8. What ... you do during your summer holidays?
9. ... he like to play basketball? — No, he ... not.
10. I ... not go to the seaside every summer.

4. a) Ask your teacher:

1. if she/he got up at 8 a.m. last Sunday; 2. if she/he worked five years ago;
3. what she/he did yesterday; 4. where she/he spent last summer; 5. which of her/his friends watched TV last week; 6. who studied English in her/his family; 7. how many lessons she/he had yesterday; 8. what she/he did on Christmas; 9. at what age she/he began to study English; 10. if she/he liked English at school.

b) Report about your teacher using his/her answers (exercise 4 (a)).

5. Listen and read how members of Mark's family spend their spare time.



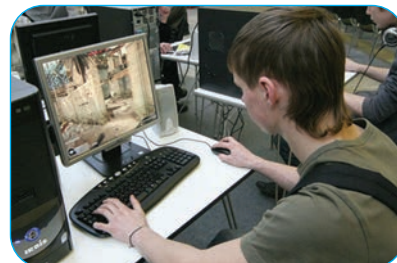
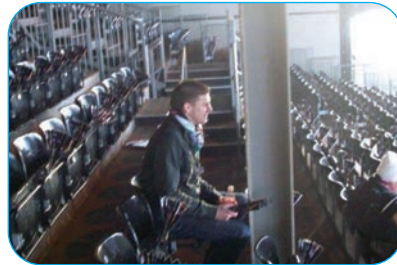
Hi! My name is Mark. I'm fourteen. I cannot say that I'm a couch potato, but I'm quite happy to stay at home most evenings. I usually watch TV, read interesting books or play computer games.

My sister's name is Mary. She is nine. She has very energetic interests and hobbies. She loves playing tennis, basketball, dancing and hiking. But she hates collecting labels or coins.

My father is a football fan. He is a Dynamo supporter. He goes to all their matches when they play at home.

My mother is an absolutely wonderful cook. She makes fantastic dishes.

6. Say which pictures show how Mark and the members of his family spend their spare time. Describe these pictures.



7. Write 10–12 sentences about how members of your family spend their spare time. Then tell your class about it.



Lesson 33

1. Match each picture with the activity.



- a) skiing
- b) taking photographs
- c) hiking
- d) visiting museums



- e) playing computer games
- f) watching TV
- g) windsurfing



- h) reading magazines
- i) knitting
- j) embroidery
- k) going to discos



- 2. Say what you think of the activities from exercise 1. Use the words from the box.**

fantastic, lovely, amazing, boring, awful, terrible, painful

Model: I think windsurfing is amazing. But I don't like it because I am afraid of water.

- 3. Work in small groups. Ask which leisure time activity is the most/least popular with the students in your small group. Report it to your class.**

- 4. Ask your teacher:**

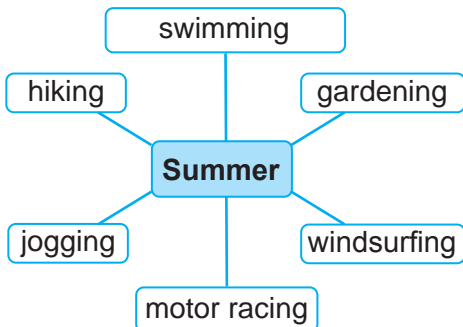
1. if he/she played computer games, when he/she was ten; 2. if he/she played tennis last spring; 3. when he/she last went to the cinema; 4. if his/her friend skied last winter; 5. if his/her friend stayed at home yesterday; 6. how long it took his/her friend to get to his/her job yesterday; 7. how often he/she went to discos when he/she was seventeen; 8. what his/her parents did to keep him/her healthy; 9. what he/she does to keep fit; 10. what he/she prefers: mashed potatoes or chips.

- 5. Report about your teacher using his/her answers (exercise 4).**

- 6. Turn the sentences into the Future Simple.**

1. I live in a very beautiful cottage. 2. Yesterday we went to bed late because it was our father's birthday. 3. Kate slides down a slide. 4. She goes home by minibus. 5. Ann climbed the mountain. 6. I often look out of the kitchen window. 7. She had a polka dot dress. 8. There were no skyscrapers in Ukraine. 9. I am a student of the 8th form. 10. There are multi-storey buildings in my town.

- 7. Write 12 sentences about your hobbies or interests in different seasons. Tell your class about them.**



Lesson 34

1. Listen, read and remember the words and word combinations.

mass media	
sources of information	
to influence	['ɪnfluəns]
to remain	[rɪ'meɪn]
network	['netwɜ:k]
to connect	[kə'nekt]
to download	[,daʊn'ləʊd]
to send mails	
to surf the net	

2. Listen and read the text about the mass media. Answer the questions after it.

MASS MEDIA



We live in the era of information. It's impossible to imagine our life without media. The term the mass media in English refers to the sources of information and news such as newspapers, television, radio and the Internet, that reach and influence large numbers of people.

The press still remains one of the most powerful kinds of mass media. One can find daily, weekly and monthly newspapers and magazines on different topics such as fashion, sport, children, politics, economy and others.

Television provides a great opportunity for people to learn latest news, watch interesting programmes and films.

Radio keeps us informed about current events, extends the education and provides the cultural recreation.

Internet is an international computer network connecting other networks and computers that allows people to share information around the world. Nowadays, no one can deny the importance of the Internet. Sitting in front of a computer you can shop, download many interesting films, books, read news, send mails to your friends.

1. What sources of information do you prefer? Which of them do you trust more?
2. Do you read newspapers and magazines?
3. What are your favourite TV programmes?
4. Do you like to surf the net?

3. Match the pictures to the words and word combinations.



- | | | |
|------------------|---------------------|---------------------|
| a) headline | d) feature articles | g) small ads |
| b) news report | e) horoscopes | h) sports report |
| c) the editorial | f) crossword | i) the letters page |

4. Write German/French equivalents to the English words and word combinations. Make up three sentences with them.

The mass media, learn latest news, current events, source of information, news report, monthly magazines.

5. Choose *can/may/must* for each blank. Work in pairs. Role-play some of the short dialogues.

- A: ... I ask you a question?
B: Yes, sure.
- A: ... you go out with me?
B: Sorry, I ... do my homework.
- A: ... I use your computer, please?
B: Sorry, I need it.
- A: ... I use you phone, please?
B: Sorry, I ... call my father.
- A: ... I wash TV?
B: No, you ... wash up first.

6. Choose the newspaper (it could be in your own language if you can't find an English one) and complete the following sentences.



- The main story today is about...
- The editorial is about...
- The largest sport article is about...
- There is a crossword on page...
- There are some small ads on page...
- The most striking photograph shows...



Lesson 35

1. Listen, read and remember the word combinations.



team sports
individual sports
outdoor activities
indoor games
play the piano
go on an excursion

2. Make up sentences using the table. Write them down in your exercise book.

Team sports	are	chess, puzzles, card games.
Individual sports		collecting coins, stamps, labels.
Outdoor activities		knitting, embroidery, sewing, dancing, singing.
Indoor games		football, basketball, volleyball, hockey.
Hobbies		boxing, tennis, badminton, skating, skiing, aerobics.
		fishing, hiking, gardening, walking the dog.

3. Work in pairs. Ask and answer the questions.

1. Is collecting coins a hobby?
2. Are boxing and tennis individual sports?
3. Is gardening an outdoor activity?
4. Are dancing and singing leisure time activities?
5. Are hockey and basketball team sports?
6. Is knitting an indoor activity?
7. Is chess an indoor game?

4. Make up sentences using the table. Use the words from the middle column and say about yourself.

Model: I like playing football. I enjoy singing. I

Peter	likes	painting.
Ann	enjoys	dancing.
Nick	hates	gardening.
	is fond of	fishing.
	goes in for	aerobics.
	takes up	hiking.
		embroidery.
		collecting labels.

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

1. Do you enjoy dancing?
2. Are you fond of aerobics?
3. You don't go fishing, do you?
4. Do you like gardening?
5. Are you fond of hiking?
6. You enjoy collecting coins, don't you?
7. You hate knitting, don't you?
8. What is your hobby? Why do you enjoy it?
9. What do you hate doing?
10. What are you fond of?
11. What do you like doing in your free time?

6. Say as in the model.

Model: Kate is fond of taking photos.

I am fond of taking photos too. / I am not fond of taking photos.

1. My friends are fond of dancing.
2. My father is fond of fishing.
3. Our English teacher is fond of hiking.
4. His elder brother is fond of driving a car.
5. Nick and Mike are fond of going on excursions.
6. My Mathematics teacher is fond of painting.
7. My mother is fond of sewing.
8. My classmates are fond of football.
9. His girlfriend is fond of dancing.
10. Tom and Jane are fond of skating.

7. Make some notes about yourself. Use the ideas below and those from exercises 2–6 and add more ideas of your own. Present the information to class.

1. Sports and hobbies
I play a little _____
I used to play _____ but now _____
I like to go _____ (+ verb with *-ing*)
I collect _____
2. Cultural interests and holidays
(books) I like _____
(music) I like _____
(films) I like _____
(magazines) I like _____



Lesson 36

1. Use the words from the box and complete the chart. Do it in your exercise book.

to paint, sewing, to embroider, singer, to collect, to hike, painting, embroiderer, music, to sew, singing, to play an instrument, hiker, sewer, collecting, hiking, musician, collector, embroidery

Model:

Activity	Action	The doer of the action
knitting	to knit	knitter
singing		

2. What do we call people who do these activities?

Hobby	Person
1. Cooking	cook
2. Photography	
3. Acting	
4. Dancing	
5. Cycling	
6. Mountaineering	
7. Playing tennis	tennis player
8. Swimming	
9. Boxing	

3. Listen and read about what British people like to do in their free time.



HOMES AND GARDENS

The British are known as a nation of gardeners. Most people have a garden on their property.

Many people in Britain are proud of their houses and gardens. They want them to look nice. Every town in Britain has one or more DIY (Do It Yourself) centres and garden centres. These are like supermarkets for the home and garden. These places are very popular with British home-owners at the weekends.



4. Describe the picture.



5. Look at the chart. Compare and contrast leisure activities and hobbies in both countries. Use phrases given below.

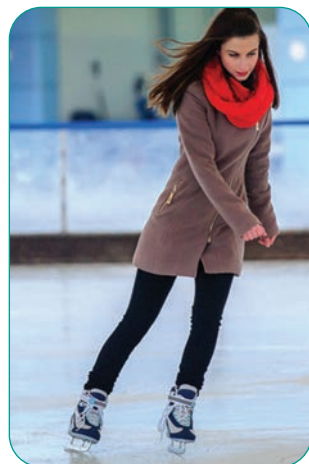
1. In ... whereas in ...
2. ... in comparison to ...
3. Although/While ..., ...
4. Both ... and ...

Great Britain	Ukraine
1. watching television	1. watching television
2. entertaining friends	2. entertaining friends
3. shopping	3. hiking
4. gardening	4. embroidery
5. eating out	5. taking photos



Lesson 37

1. Look at the pictures and say what people's hobbies are.



2. Say what your friend's hobbies are.



Дієслово **to be** (бути) у минулому часі має дві форми: **was** для однини і **were** для множини.

Наприклад: **I was at school.** — Я був/була у школі.

We were at school. — Ми були у школі.

Заперечення: **I was not (wasn't) at school.** — Я не був/була у школі.

We were not (weren't) at school. — Ми не були у школі.

Запитання: **Was I at school?** — Я був/була у школі?

Were we at school? — Ми були у школі?

3. Make up five sentences using the table.

I			
He		at home	last week.
She		at school	last summer.
You	was (not)	in Ternopil	last winter.
We	were (not)	in Kharkiv	last year.
They		at the sea	yesterday.
Kate			
Nick			

4. Ask your teacher:

1. if she/he was at home at 5 p.m. yesterday; 2. if he/she was in Symferopol last summer; 3. when he/she was at the zoo last time; 4. if he/she was in the park yesterday; 5. if he/she could read at the age of five; 6. when he/she was in Dnipro; 7. if he/she went on an exhibition on Sunday; 8. who from the members of his/her family was busy yesterday; 9. where he/she bought a checked T-shirt; 10. when he/she was in the country.

5. Report about your teacher using his/her answers (exercise 4).

6. Write about your most exciting weekend. Write down who you were with, what you did, what made it exciting. Then tell it to your class.



Lesson 38

1. a) **Work in pairs. Ask and answer what your classmate can/could do and what he/she cannot do, at what he/she is good, or bad. Sum up the answers of your classmate.**

Model: My classmate can skate ... , ... but he/she cannot ski. Long ago my classmate could He/she is good at ... , ... , but he/she is bad at

b) Tell about your classmate.

2. **Listen and role-play the telephone conversation.**

Alice: Hello.

Fred: Hello. May I speak to Jane, please?

Alice: Just a minute... Jane, it's for you.

Jane: Hello.

Fred: Hi, Jane. This is Fred. Would you like to go to the cinema tonight?

Jane: Thanks. I'd love to. I haven't been to the cinema for a long time.

Fred: Good. I'll pick you up around three thirty, then. The film starts at five.

Jane: Fine, I'll be ready.

3. **Name indoor and outdoor activities you know.**

4. **Work in pairs. Discuss the points listed below.**

1. ways you entertain yourself in your free time
2. ways young people relax
3. sports for pleasure

5. **Read and compare.**

Every day (Present Simple)		Yesterday (Past Simple)	
I am a student.	Am I a student?	I was a student.	Was I a student?
You are a teacher.	Are you a teacher?	You were a teacher.	Were you a teacher?
Peter is ill.	Is Peter ill?	Peter was ill.	Was Peter ill?
We are hungry.	Are we hungry?	We were hungry.	Were we hungry?
They are busy.	Are they busy?	They were busy.	Were they busy?

6. **Make up and write down in your exercise book 6 questions with the verb *to be*: three in the Present Simple and three in the Past Simple.**



Would expresses past repeated actions and routine.

Used to expresses past states or habits.

Model: Grandma **would** always **make** me porridge for breakfast (also: **used to make**). When I was young I **used** to live in Lviv (Not: **would**).

7. Work in groups. Discuss the changes in your lives over the years.
Talk about:

1. hobbies

4. personality

7. daily routine

2. sports

5. food

8. favourite books

3. clothes

6. likes/dislikes

Use used to.

Model: — What were your hobbies and what are they now?

— 5 years ago I used to play football but I don't play it any more. I'd rather play the guitar.

8. Look at the pictures and tell your class about the changes in the boy's life.



1



2



Lesson 39

1. Read the dialogue, act it out and make up a similar one.

A: We are going camping. Would you like to join us?

B: I'd rather go on a picnic. I don't have a sleeping bag.

A: We don't mind it! Picnic sounds fantastic too! We can make a fire, cook potatoes and play the guitar. Good idea!

B: Thanks. It's so nice of you!

2. Fill in the missing words.



made, played, went, cooked, sang, took, drank

Last weekend I (1) ... camping with my friends. We (2) ... tents and sleeping bags. Some of us put up the tents while the others collected wood and (3) ... fire. We (4) ... potatoes and shashlyk, and (5) ... lemonade. In the evening, Ted (6) ... the guitar and everybody (7) ... songs. At about 11 p.m., we all (8) ... to bed.

3. Work in pairs. Ask and answer the questions.

1. Would you like to go on a picnic or go camping this summer?
2. Would you like to sleep in a sleeping bag?
3. Who usually puts up a tent in your family?
4. Can you make a fire? Who does it in your family?
5. Do you or does your brother/your friend collect wood?
6. Would you like to cook potatoes?
7. Can you play the guitar? Would you like to play it?
8. Do you like singing songs? What is your favourite song?

4. Ask your teacher:

1. if he/she went on a picnic or camping this summer; 2 if he/she can make a fire; 3. if he/she collected wood; 4. if he/she slept in a sleeping bag; 5. if he/she can put up a tent; 6. if he/she plays the guitar; 7. if he/she likes to sing songs.

5. Report the class about your teacher using his/her answers (exercise 4).**6. Look, compare and remember.**

Simple			
	Present	Past	Future
позначає	дію як факт у теперішньому	дію як факт у минулому	дію як факт у майбутньому
утворюється за допомогою	I форма дієслова	II форма дієслова	will + I форма дієслова
	go/goes	went	will + go
допоміжні дієслова	do, does	did	will

Past	Now	Future
He came (дія відбу <u>валася</u> колись)	He comes (дія відбу <u>вається</u> тепер)	He will come (дія відбу <u>деться</u> колись)

Past	Now	Future
He came, sat down, and took a pen. (кілька дій відбу <u>лося</u> одна за одною)	He comes, sits down, and takes a pen. (кілька дій відбу <u>вається</u> одна за одною)	He will come, he'll sit down, and he'll take a pen. (кілька дій відбу <u>деться</u> одна за одною)

7. Write the sentences in the Past and Future Simple.

1. My mother milks the cow. 2. I am in Sumy. 3. They live in a nine-storey building. 4. Her face is clean. 5. I have my birthday party today. 6. She goes to bed early. 7. We get home by taxi. 8. My teacher finishes her work at 3 p.m. 9. I visit France. 10. There is a fence round the private house.

8. Tell the class what people usually do when they go camping.

SELF-ASSESSMENT MODULE 3

LEVEL 1

1. Match each English word and word combination with its Ukrainian equivalent.

- | | |
|------------------------|------------------------|
| 1. embroidery | a) подорож пішки |
| 2. circus | b) комп'ютерні ігри |
| 3. to take photographs | c) вишивання |
| 4. computer games | d) цирк |
| 5. painting | e) фотографувати |
| 6. hiking | f) плавання |
| 7. carpentry | g) мотоперегони |
| 8. fitness exercises | h) малювання (фарбами) |
| 9. swimming | i) вправи з фітнесу |
| 10. motor racing | j) теслярство |

2. Read and choose the sentences in the Future Simple.

1. He plays football.
2. He played football.
3. He will play football.

1. I go skating.
2. I will go skating.
3. I went skating.

1. They take up motor racing.
2. They took up motor racing.
3. They will take up motor racing.

3. Write five sentences about your hobbies.

LEVEL 2

1. Complete the sentences with the words which start from the given letters.

1. I like to play m_____.
2. Outdoor activities are g_____, w_____ the dog and h_____.
3. I disapprove b_____, k_____ and do-it-y_____.
4. My friend takes an interest in f_____ exercises, c_____, and d_____.

2. Correct the mistakes in the sentences given below.

1. I go shopping two days ago.
2. My father will go hunting last week.
3. We do crossword puzzles three days ago.

3. Write 7–10 sentences about what you usually do in your free time.

LEVEL 3

1. List as many words as you can under each heading.

sports / games	leisure time activities
tennis	taking photographs

2. Write five sentences about what you used to do three years ago but don't do it any more.

3. Complete the sentences with *used to* or *Past Simple*.

1. We ... for long walks when we lived in the village.
a) used to go b) went
2. I ... to get to work, but I don't any longer.
a) used to drive b) drove
3. I never ... Mondays, but I do now.
a) used to enjoy b) enjoyed
4. She ... when she saw me.
a) used to stop b) stopped
5. We ... first class.
a) used to travel b) travelled

4. Describe the pastimes your classmates take up/disapprove.

5. Translate the English sentences into German/French.

1. My friend takes up squash.
2. We went camping last weekend.
3. Ted played the guitar.
4. I celebrated my birthday on Sunday.

Unit 4

WEATHER. NATURE

Lesson 40

1. Look at the pictures and remember the words.



cloudy



snowy



rainy, dark sky



lightning



foggy



cloudless sky, sunny

2. Write which words from exercise 1 go with *good* weather and which with *bad* weather.

Good weather

Bad weather

3. Imagine you are a weather reporter. Report tomorrow's weather.



snowy



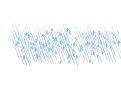
sunny



cloudy



foggy



rainy



Model: It will be cool and cloudy in Athens with a temperature of 12°C.

4. Which words from exercise 1 best describe the weather in your native town/village.
5. Tell the class about the usual weather in the place you live.



Lesson 41

1. Listen, read and remember the words and word combinations.



rainfall	['reɪnfɔ:l]
overcast	['əʊvəka:st]
thunderstorm	['θʌndəstɔ:m]
flash flooding	
torrential rain /	
pour cats and dogs	
to overwhelm	[,əʊvə'welɪ]
frosty	['frɒsti]
nasty	['nɑ:sti]
to trap	[træp]
hurricane	['hʌrɪkən]
thunder	['θʌndə]
thaw	[θɔ:]
gusty winds	
severe weather	
violent storm	
hail	[heɪl]

2. Name the odd word out in each line.

1. rainfall, thunderstorm, sun, torrential rain
2. sunny, cloudy, rainy, autumn
3. storm, hurricane, hail, nasty
4. spring, winter, thunder, summer

3. Find, read and write down the words.

thawthunderoverwhelmhurricanefrostynastyrainfallthunderstorm

4. Write German/French equivalents to the English words and word combinations. Make up three sentences with them.

Rainfall, thunderstorm, frosty, nasty, thaw, hail, torrential rain.

5. Match the words to make up the word combinations.

- | | |
|---------------|-------------|
| 1. freezing | a) report |
| 2. flash | b) cold |
| 3. boiling | c) rain |
| 4. torrential | d) storm |
| 5. weather | e) hot |
| 6. thunder | f) flooding |

6. Use the words below and word combinations from exercises 5 in your own sentences.

Snowy, foggy, rainy, sunny, cloudy, windy, hot, warm, frosty, nasty, overcast, hurricane, thunder, lightning, thaw, torrential rain, gusty winds, severe weather, violent storm, pour cats and dogs.

7. Listen to weather news. Tell in what part of Ukraine it could happen. Give your reasons.

Severe thunderstorms caused flash flooding across parts of the country on Sunday night. A torrential rain and hail overwhelmed city streets, trapping cars.

Nearly 100 mm (3.9 inches) of rain fell during the storm, which lasted only a few hours. This was almost three quarters (3/4) of the total rainfall, which is usually expected throughout the month of April.

A senior forecaster from the Bureau of Meteorology said the flooding was the result of slow-moving thunderstorms.

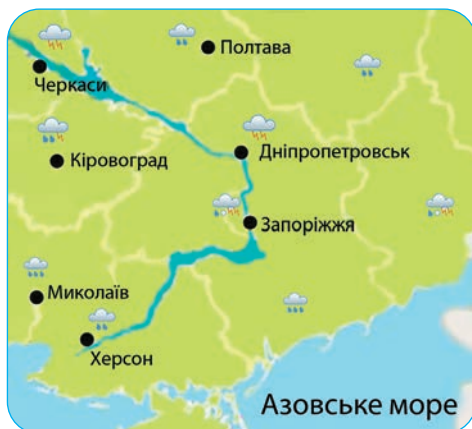
**8. Read and think of short weather reports using each phrase.**

We are expecting torrential rain.
This large hail will damage the crops!
What strong gusty wind blows!
Some people were injured.

9. Listen to the weather forecast for Ukraine for tomorrow. Write and then tell it to your class in English.

Lesson 42

1. Look at the map and write the weather forecast for one of the towns for tomorrow.



2. Choose the words you will use to talk about the weather.

Lake, splendid, fog, degree, argue, continent, rainfalls, storm, stretch, torrential rain, nephew, falls, expect, hail, niece, overwhelm, gusty winds, volcanic, husband, temper, violent, injure, viewpoint, subtropical, exchange.

3. Work in pairs. Make up a short dialogue with the words from exercise 2. Role-play it with your classmate.

4. Compare and contrast the weather in winter in the west and south of Ukraine. Use the phrases given below.

1. In ... whereas in ...

3. Although/While ..., ...

2. ... in comparison to ...

4. Both ... and ...



Щоб показати, що дія щойно відбулася, вживаємо **теперішній доконаний час (The Present Perfect Tense)**.

Present Perfect утворюємо за допомогою **have** або **has** і III форми дієслова.

Has вживається з третьою особою однини.

Правильні дієслова утворюють III форму за допомогою закінчення **-ed**. Неправильні дієслова мають особливу форму, яку потрібно запам'ятати.

Наприклад: I (you, we, they) *have just opened* the window. —
Я щойно відчинив(ла) вікно.
He (she, it) *has just opened* the window. —
Він (вона) щойно відчинив(ла) вікно.

5. Read the sentences. Pay attention to the translation of the Present Perfect.

- | | |
|--------------------------------|----------------------------------|
| 1. The plane has just landed. | 1. Літак щойно приземлився. |
| 2. I have made a phone call. | 2. Я зателефонував(ла) (щойно). |
| 3. They have taken a minibus. | 3. Вони їхали маршрутним таксі. |
| 4. She has seen him this week. | 4. Вона бачила його цього тижня. |

6. Write the following sentences in the Present Perfect.

1. They will spend a lot of money on the tour.
2. I am trying on a new pair of jeans.
3. She visits Poland every year.
4. He saw a lot of amusing films.

7. Listen and read two weather reports. Talk with your classmate about the damage after the storm.



Model: — Have you heard what happened in Southampton?
— Oh, it's terrible! Hundreds of roofs were damaged!

This is David Smeeton in Southampton. In the southern region it's been a day of assessing the damage to hundreds of roofs, many of them torn completely off, while some homes are partially collapsed. Overnight scores of people were looked after in emergency centres.

And finally this is Andrew Roberts with a look at how the storms have affected the capital. Two people were killed as winds of 94 miles an hour — the highest ever recorded — gusted across London. In Croydon a motorist died when his car was crushed by a falling tree.

8. Find on the Internet or any other source if there was a storm somewhere in the world. Tell the class about the damage after it.



Lesson 43

1. a) Read the words and word combinations and say what you already know about the weather.

Overcast, thunderstorm, flash flooding, torrential rain / pour cats and dogs, to overwhelm, frosty, nasty, to trap, hurricane, thunder, thaw, gusty winds, severe weather, violent storm, hail, rainfall, wheat crops, injure.

- b) Look at the pictures and say what you can see in them.



2. Look through the words and word combinations. Predict what the news in exercise 3 will be about.

severe storms, injure, violent storms, torrential rain, gusty winds and large hail, damage

3. Listen to the world weather news. Say what country it is about. Why do you think so?



A line of severe storms began developing on Friday stretching from Texas through Kansas and up into parts of Nebraska. Several people were injured late on Friday.

More than 14,000 homes and businesses lost power late on Saturday after violent storms and tornadoes. Parts of Kansas and Texas are expecting torrential rain, strong gusty winds and large hail, which could potentially damage wheat crops. Severe weather over the next few days is likely to add to problems.

4. Read the weather forecast. Write down a similar one for your native town/village.



... let's take a look at ... where it's the beginning of the rainy season and the rains are expected at any time, although they haven't arrived yet. At the moment, it's very hot and humid there with temperatures reaching +35°C.

5. Compare and contrast the weather in summer in different parts of Ukraine. Use phrases given below.

1. In ... whereas in
2. ... in comparison to
3. Although/While ...,
4. Both ... and

Model: In summer it can be sunny and hot in the south of Ukraine whereas it is rainy and cool in the west of the country.



Lesson 44



Питальна форма **Present Perfect Tense** (теперішнього докона-ного часу) утворюється за загальним правилом: допоміжне дієсло-во (**have** або **has**) ставиться перед підметом.

Наприклад: — **Have** you opened the window?
— Yes, I **have**.
— No, I **have not (haven't)**.

Заперечна форма **Present Perfect Tense** (теперішнього доко-наного часу) утворюється за допомогою частки **not**, яка ставиться після допоміжного дієслова (**have** або **has**).

Наприклад: I **have not** opened the window.
He **has not** opened the window.

1. Complete the sentences with either *has* or *have*. Write them down in your exercise book.

1. He ... talked a lot.
2. We ... enjoyed the company of other people.
3. She ... smiled at me.
4. I ... noticed his feelings.
5. You ... worked hard.
6. They ... given presents.
7. He ... felt safe and relaxed.

2. Make the following sentences negative.

1. I have used new words.
2. She has appreciated your help.
3. We have looked at the pictures.
4. They have matched the pictures to the descriptions.
5. I have thought of you.
6. He has talked with his friend.
7. He has told me what kind of person you are.

3. Write one question to each sentence.

1. They have acted out the dialogue.
2. He has told us how they look like.
3. She has described his character.
4. I have answered your question.
5. They have guessed the puzzle.
6. We have made up eight sentences.
7. They have spoken about their relatives.

4. Listen, read and learn the poem “The Beaches of Mexico”.

THE BEACHES OF MEXICO

Have you ever seen the beaches of Mexico?
 Have you ever walked the streets of Paris?
 Have you ever been to England?
 Have you ever been to Spain?
 Have you ever walked barefoot in a heavy rain?
 Well, I have not seen the beaches of Mexico.
 I have not walked the streets of Paris.
 I have not been to England.
 I have not been to Spain.
 But, I have sure walked barefoot in a heavy rain.

5. Guess the grammar puzzle.

1. Present ...
2. ніколи
3. вже
4. цієї п'ятниці
5. нещодавно
6. відтоді
7. щойно



6. Read, complete and learn the poem.



LESSONS FROM LIFE

I have learned many lessons from life.
 I have learned from many different people.
 And in many different ways.
 What I have learned from my family is ...
 What I have learned from my friends ...
 What I have learned from ...
 And what ...
 These are the lessons I have learned from life.



Lesson 45

1. Answer the questions about autumn.



1. What are the autumn months?
2. What is the usual weather for autumn in Ukraine?
3. What do people usually wear in autumn in Ukraine?

2. Describe autumn in your native town/village.

3. Read the words.

exciting	[ɪk'saɪtɪŋ]
boring	['bɔ:rɪŋ]
amazing	[ə'meɪzɪŋ]
tiring	['taɪərɪŋ]
excited	[ɪk'saɪtɪd]
bored	[bɔ:d]
amazed	[ə'meɪzd]
tired	['taɪəd]