

І. Й. ХАЛИМОН, В. Я. ТЕРЕЩЕНКО, А. П. ШТЕПУРА

ENGLISH FOR EVERYDAY COMMUNICATION

Навчальний посібник для студентів

Ніжинський державний університет
імені Миколи Гоголя

І. Й. Халимон, В. Я. Терещенко, А. П. Штепура

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к. пед. н., доц. **Ларина Т. В.**,
к. пед. н., доц. **Смелянська В.**

Халимон І. Й., Терещенко В. Я., Штепура А. П.

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Посібник призначений для студентів молодших курсів, які вивчають англійську мову як обов'язкову або вибірккову дисципліну. Метою посібника є формування комунікативної та соціокультурної компетенції у студентів.

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ПЕРЕДМОВА

Посібник «English for Everyday Communication/Англійська мова для щоденного спілкування» призначається для студентів молодших курсів, які вивчають англійську мову як обов'язкову або вибіркову дисципліну.

В основу побудови посібника покладено принцип інтегративного навчання іноземній мові, який передбачає комплексне оволодіння мовними навичками і мовленнєвими вміннями.

Метою посібника є подальший розвиток сформованих у середніх навчальних закладах умінь усного та писемного мовлення у різних сферах і ситуаціях, удосконалення граматичних і лексичних навичок.

Курс побудований за тематичним принципом і складається з ввідно-корективного курсу (introductory course) та п'яти модулів (units), організованих навколо тем «Ми вивчаємо іноземні мови», «Мій робочий день», «Моє дозвілля», «Родина», «Дім». Добір матеріалу і його методична організація здійснювалися з урахуванням необхідного мінімуму комунікативних намірів і мовних засобів їх реалізації.

Граматичний мінімум концентрується навколо основних часових форм дієслова і охоплює всі часи групи Indefinite – теперішній, минулий, майбутній, а також Present Continuous. Крім них, у посібнику розглядаються модальні дієслова, структура There is/are тощо. Детальні пояснення граматичних правил українською мовою, значна кількість вправ на закріплення спрямовані на міцне і глибоке засвоєння матеріалу.

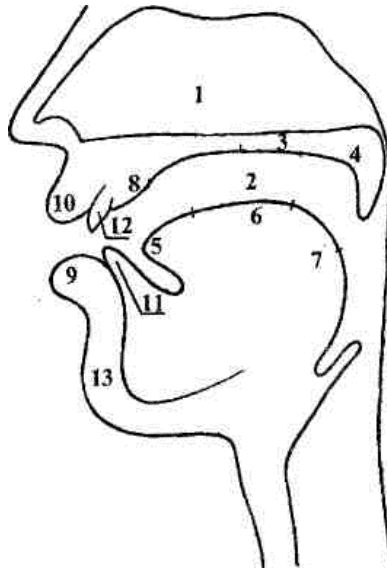
Продуктивному засвоєнню підлягає близько 800 лексичних одиниць – слів, словосполучень, ідіом, прислів'їв. На формування лексичних навичок спрямовані блоки Active Words and Word Combinations, Topical Vocabulary, Vocabulary Exercises, Vocabulary Activity, що містять переклад, пояснення значення слів, інформацію про сполучуваність, синоніми та антоніми, словотвір тощо. Кожен модуль посібника містить також блок «What to say and how to behave», що включає розмовні кліше.

До кожного модуля включено два базових тексти (монолог і діалог), пов'язаних із темою, а також блок Speech Exercises, що містить різноманітні вправи і завдання, метою яких є розвиток мовленнєвих умінь читання, говоріння (монологічного, діалогічного, а також групової бесіди) та письма. Більшість матеріалів цього блоку дібрана з автентичних джерел і містить соціокультурну інформацію, пов'язану із життям країн, мова яких вивчається.

Кожен модуль містить два блоки тестів для самоконтролю рівня сформованості мовних навичок і мовленнєвих умінь, до яких подано ключі у додатку.

Автори

INTRODUCTORY COURSE THE ORGANS OF SPEECH



1. Nasal Cavity – носова порожнина
2. Mouth Cavity – ротова порожнина
3. Hard Palate – тверде піднебіння
4. Soft Palate – м'яке піднебіння
5. Tip of the Tongue – кінчик язика
6. The Front of the Tongue – передня частина язика
7. The Back of the Tongue – задня частина язика
8. Alveoli -- альвеоли
9. The Lower Lip – нижня губа
10. The Upper Lip -- верхня губа
11. The Lower Teeth – нижні зуби
12. The Upper Teeth – верхні зуби
13. The Lower Jaw – нижня щелепа

Remember the Following:

- to aspirate – вимовляти з придихом
- aspiration – придих
- a consonant – приголосний
 - a voiced consonant – дзвінкий приголосний
 - a voiceless consonant – глухий приголосний
- flat – плоский
- to lower – опускати
- to pronounce – вимовляти
- pronunciation – вимова
- to protrude – витягувати
- to raise – піднімати
- to reduce – скорочувати, послаблювати
- reduction – редукція
- to retract – відводити назад
- to round one's lips – округлювати губи

a sound – звук
to spread one's lips – розтягувати губи
a stress – наголос
to be stressed – бути наголошеним
a syllable – склад
to touch – торкатися
a vowel – голосний
to breathe in/out – вдихати/ видихати

LESSON 1

1. Letters Ee [J], Bb [bJ], Dd [dJ], Ff [ef], Ll [el], Mm [em], Nn [en], Pp [pJ], Tt [tJ], Vv [vJ].
2. Sounds [e], [J], [m], [p], [b], [f], [v], [n], [l], [t], [d].
3. Reading rules. The Letters Bb, Dd, Ff, Ll, Mm, Nn, Pp, Tt, Vv. The Letter Ee in the I and II types of Syllables.
4. Word Stress. Sentence Stress.
5. Intonation. Low Fall.

Grammar (граматичний довідник)

1. Imperative Sentences.
2. The cases of Nouns and Pronouns.

ABC

A [eI]	Nn [en]
Bb [bJ]	Oo [oV]
Cc [sJ]	Pp [pJ]
Dd [dJ]	Qq [kjH]
Ee [J]	Rr [R]
Ff [ef]	Ss [es]
Gg [GJ]	Tt [ti:]
Hh [eIC]	Uu [jH]
Ii [aI]	Vv [vJ]
Jj [GeI]	Ww [ˈdAbI ˈjH]
Kk [keI]	Xx [eks]
Ll [el]	Yy [waI]
Mm [em]	Zz [zed]

1. Letters Ee [i:], Bb [bJ], Dd [dJ], Ff [ef], Ll [el], Mm [em], Nn [en], Pp [pi:], Tt [ti:], Vv [vi:].
2. Sounds [e], [i:], [m], [p], [b], [f], [v], [n], [l], [t], [d].

Introductory Course

[e] It's a short sound. The soft palate is raised. The front of the tongue is raised towards the hard palate. The lips are spread a little.

[i:] It's a long sound. The lips are spread. The teeth are slightly revealed. The front of the tongue is raised in the direction of the hard palate.

[m] The lips are pressed together. The soft palate is lowered; the air passes through the nasal cavity.

[t], [d] The tip of the tongue touches the alveoli. The front and the central parts of the tongue are flat. The English [t] is aspirated, especially before stressed vowels.

[n] The tongue position is the same as for the sound [d] but the soft palate is lowered, the air passes through the nasal cavity.

[p], [b] The lips are pressed together. The soft palate is raised; the air passes through the mouth cavity.

[l] The tip of the tongue is raised to touch the alveoli. The sides of the tongue are lowered and the air escapes through the narrowing between the sides of the tongue and the hard palate. The soft palate is raised.

[f], [v] The lips are spread. The upper front teeth touch the lower lip.

Training exercise 1

i:, n, d, l, t	m, b, p, f, v	e	l	t – d, f -- v	p, t
ni:	mi:	ten	li:p – pi:l	net – ned	pi:l
di:	bi:	ted	let -- tel	bet – bed	pen
li:	pi:	ben		fi:l – vi:l	ti:
ti:	fi:	bed		li:f – li:v	ten
	vi:				

3. Reading rules. The Letters Bb, Dd, Ff, Ll, Mm, Nn, Pp, Tt, Vv. The Letter Ee in the I and II types of Syllables. The Diagraph ee.

Правила читання Bb, Dd, Ff, Ll, Mm, Nn, Pp, Tt, Vv. Буква Ee в I та II типах складів. Буквосполучення ee. Подвоєнні приголосні.

В англійській мові, як і в українській, є глухі і дзвінкі приголосні. Такі приголосні читаються глухо, тобто без голосу: [f], [t], [p], [k], [s], [h]. Такі приголосні читаються дзвінко, тобто з голосом: [d], [b], [g], [z], [n], [m], [l], [r]. В англійській мові дзвінкі приголосні в кінці слова читаються дзвінко. Подвоєні приголосні букви читаються як один приголосний звук.

egg [eg], tell [tel], spell [spel], Bess [bes]

Типи читання голосних букв

Є чотири основних типи читання голосної букви:

1) відкрите положення голосної букви;

- 2) закрите положення голосної букви із будь-якою наступною приголосною, крім **r**;
- 3) закрите положення голосної букви з наступною **r**;
- 4) закрите положення голосної букви з наступним сполученням **r** + німа буква **e**.

I тип складу – відкритий. Голосні букви у відкритій позиції мають так зване алфавітне читання, тобто читаються так, як вони називаються в алфавіті.

Буква **Ee** читається як [i:] у відкритому складі: me [mi:], be [bi:], Pete [pi:t]

Примітка. Кінцева **e** в односкладових словах завжди німа, за винятком тих випадків, коли вона єдина голосна у слові.

II тип складу – закритий, бо за голосною буквою йде одна чи більше приголосних, крім **r**.

Буква **Ee** читається як [e] в закритому складі: pen [pen], bed [bed], bet [bet], men [men]

Сполучення двох голосних букв, якщо воно не знаходиться на межі між префіксом чи коренем і суфіксом, як правило є голосним **диграфом**. Диграф читається як один простий звук (монофтонг) чи як складний звук (дифтонг) і утворює склад.

Буквосполучення (диграф) **ee** читається [i:] : meet [mi:t], deep [di:p], been [bi:n], fee [fi:].

Training exercise 2

- | | | |
|---|--|--|
| [i:] | [e] | [l] |
| 1. dee – deed – deep
be – been – beet
me – meed – meet
fee – feed – feet | 2. ten – pen
den – men
Ted – bed
net – vent | 3. let – tell
led – bell
leep – peel |

4. Word Stress. Sentence Stress.

Поняття про словесний і фразовий наголос.

Pronunciation includes:

1. speech sounds
2. word stress
3. intonation

Word stress is a greater degree of prominence given to one or more syllables in a word. The stressed syllable is usually marked with an apostrophe ['] just before the stressed syllable. Short words usually have one stress, longer words can have two stresses: a primary stress and a secondary stress. Primary stress is the strongest stress in a word. Secondary stress is weaker than primary stress but stronger than absence of stress.

Словесний наголос – це виділення інтонацією якого-небудь складу у слові. У транскрипції словесний наголос позначається знаком, який ставиться перед

наголошеним складом. В односкладових словах – один наголос, у багатоскладових словах – два: головний і другорядний. Головний наголос – найсильніший. Другорядний наголос слабший ніж головний, але сильніший за ненаголошений.

Intonation is a unity of speech melody, a sentence stress, tempo, voice timbre, which help the speaker to express the meaning of sentences, his attitude and his emotions.

Інтонція – це складна єдність висоти голосового тону (мелодики), сили вимовляння слів (фразового наголосу), тембру, темпу, ритму, яка допомагає мовцю виразити своє ставлення та емоції до змісту повідомлення.

Sentence stress is a greater degree of prominence given to one or more words in a sentence.

Фразовий наголос – це більш сильне вимовляння (виділення) одних слів у реченні у порівнянні з іншими.

Most sentences have two types of word:

Content words (Key words) – самостійні (або повнозначні)

Structure words (Function words) – службові (неповнозначні)

Content words are the key words of a sentence. They are the important words that carry the meaning or sense.

Structure words are small, simple words that make the sentence correct grammatically. They give the sentence its correct form or "structure".

Rules for Sentence Stress in English

Content words – stressed

words carrying the meaning	example
main verbs	sell, give,
nouns	car, music, Mary
adjectives	red, big, interesting
adverb	quickly, loudly, never
negative auxiliaries and "not"	don't, aren't, can't
numerals	one, two
demonstrative pronouns	this, that

Structure words – unstressed

words for correct grammar	example
pronouns	he, we, they...
prepositions	on, at, into....
articles	a, an, the
conjunctions	and, but, because ..
auxiliary verbs	do, be, have, can, must ..
words	Mr, Mrs, Miss

The time between stressed words is always the same. The above rules are for what is called "neutral" or normal stress. But sometimes we can stress a word that normally is only a structure word, for example to correct information. It is logical stress.

Інколи ми виділяємо слово, яке є службовим словом, наприклад, щоб виправити повідомлення. Це і є логічний наголос.

"They are ready for the lesson, aren't they?"

"No, **THEY** aren't, but **WE** are.

Note also that when "be" is used as a main verb, it is usually unstressed (even though in this case it is a content word).

5. Intonation. Low Fall.**Поняття про інтонацію. Нисхідний тон.**

The sentence may consist of one or more intonation groups. There are two main tones in English: the low-falling tone and the low-rising tone. В англійській мові є дві основні мовленнєві мелодії(два тони): низхідний і висхідний.

The falling tone expresses finality and is definite and categoric in character. Низхідний тон виражає завершеність висловлювання, категоричність.

It may be used:

1. In affirmative and negative sentences expressing a complete thought

It is ↘difficult.

He is `not ↘here.

2. In special questions

`What is your ↘name?

3. In commands

`Open the ↘door!

4. In exclamations

`What `wonderful ↘weather it is!

Text

`Meet ↘ Ted. `Tell ↘ Ted. ↘ Tell me.

`Meet ↘ Ben. `Tell ↘ Ben. ↘ Meet me.

Active words

meet зустрічати

tell сказати

me мені, мене

be бути

ten десять

pen ручка

bed ліжко

Exercises:

1. Spell the words:

meet, tell, bed, Ted, feet, pen, Ben, mete

2. Determine the number of letters and sounds:

Ben, meet, tell, be, ten, feet, tent, bed, Bede

3. Read the words and explain the reading rules:

bee, dene, bet, dent, beet, end, men, Bede, peep, dell, bent, den, mete, met, let, Eve

4. Give the verbs in the Imperative Mood and translate.

e.g to dance – Dance! Танцюй!

to meet, to give, to study, to sing, to come, to drink, to eat

5. Make up Imperative sentences.

e.g to give – a pen – Give a pen!

to take – a pencil, to meet – Ben, to drink – coffee, to sing – a song

6. Translate into Ukrainian:

1. My name is Rite.

2. My sister's name is Nina.

3. My sister's friend's name is Victor.

4. My sister's friend's brother's name is Oleh.

5. My sister's friend's brother's dog's name is Spy.

7. Open the brackets and give the nouns in the Possessive Case:
(My mother) name, (my father) name, (Dima) books, (Nina) dress, (my Granny) dog, (the children) ball, (my elder brother) family), (my uncle) farm, (his friends) car, (the girl) name, (the boys) room, (the cat) tail, (Alice) parents, (my cousins) address.

8. Fill the box with the pronouns in the corresponding case.

I		he		it		they
my	your		her		our	

9. Connect the corresponding word expressions.

- | | |
|--------------------------|-------------------|
| 1) a girl's face | a) their football |
| 2) the face of the clock | b) his friends |
| 3) the dog's tail | c) her face |
| 4) the boys' football | d) its face |
| 5) my brother's friends | e) its tail |

10. Fill the gaps with the pronouns. Define the case.

1. This is my sister. Look at ...! ... has yellow flowers in ... hands.
2. That is my brother. Look at ... ! ... has a big red ball in ... hands.
3. ... am a pupil. Look at ... ! ... bag is new and nice.
4. These are my pencils. ... are at the desk. Look at
5. We are friends. Look at ..! ... are in the yard!
6. This is a dog. Look at ..! ... name is Busia. Busia is a very nice dog.

LESSON 2

1. Letters **Ii** [aɪ], **Yy** [waɪ], **Ss** [es], **Zz** [zed].
2. Sounds [ɪ], [s], [z], [w]. **Diphthong** [aɪ].
3. **Melody and Rhythm of the English Sentence.**
4. **Reading Rules. The Letters Ss, Zz. The Letters Ii, Yy in the I and II Types of Syllables. Sound Combinations ss.**

Grammar (граматичний довідник)

1. **Gender and Number of Nouns.**
2. **The Object. The Direct Object and the Indirect Object.**
3. **The Attribute.**

1. Letters **Ii** [aɪ], **Yy** [waɪ], **Ss** [es], **Zz** [zed].
2. Sounds [ɪ], [s], [z], [w]. **Diphthong** [aɪ].

[ɪ] It is a short sound. The lips are spread. The tip of the tongue is near the lower teeth. The front of the tongue is raised towards the hard palate.

Diphthongs. Дифтонги. A diphthong is one sound that consists of two parts. The first part is the main strong component, the second part is short and weak. A diphthong is always stressed on its first component: [aɪ], [eɪ]. A diphthong forms one syllable.

Diphthong [aɪ]. The tongue is flat. The tip of the tongue touches the lower teeth. The lips are spread a little. After the pronouncing the first element the tongue moves upward in the direction of the sound [ɪ].

[s], [z] The tip of the tongue is raised towards the alveoli. The soft palate is raised.

[w] The lips are protruded and rounded. The back of the tongue is raised towards the soft palate. The soft palate is raised.

3. Melody and Rhythm of the English Sentence. Мелодика та ритм в англійському реченні.

Speech melody is the variation in the pitch of the voice. **Мовленнєвий ритм** – це регулярне повторювання наголошених складів.

English is a very rhythmical language, which means that stressed syllables in speech occur at regular intervals. Rhythm is “stressed – unstressed – stressed – unstressed – stressed – unstressed” pattern, where “stress” is one stressed syllable, and “unstressed” can be several unstressed syllables that are usually shortened and run together in the interval between the stressed syllables. Phonetic rules of reduction and linking are used to shorten the unstressed syllables and to join them together smoothly.

Training Exercise 1

ɪ	aɪ	s - z	w
dɪp	malt – maɪl	set – zed	wi:
tɪp	talm – taɪl	pens – penz	wi:l
bɪt	falv - faɪl	si:s – si:z	wɪt
ɪt		sʒts – sʒdz	wal

4. Reading Rules. Letters Ss, Zz. The Letters Ii, Yy in the I and II Types of Syllables. Sound Combinations ss.

Правила читання Ss, Zz. Буква Іі в І та ІІ типах складів.

Буквосполучення Ss.

Буква **Ss** читається як [s]:

а) перед приголосною: test [test];

б) на початку слова: sit [sit], send [send];

в) в кінці слова після глухої приголосної: lists [lɪsts];

г) в сполученні ss: Bess [bes]

Буква **Ss** читається як [z]:

а) на кінці слова після дзвінкої приголосної та голосної: pens [penz], bees [bi:z];

б) між двома голосними: visit [ˈvɪzɪt]

Буква **Zz** завжди читається як [z]: size [saɪz]

Буква **Ii** та **Uu** читаються

I тип складу відкритий [aɪ]	II тип складу закритий [ɪ]
life	in
tie	it
my	wit
type	myth

Виключення: live [lɪv]

Training Exercise 2

[i]

- tin
pit
in
it

[i: – i]

- Pete – pit
Bede – bid
teen – tin
feet – fit

[aɪ]

- time – tie
pine – pie
life – lie

[aɪ]

- my – mine – type
by – five – life

Text

my ↘ tie ˈfive ↘ ties ˈTell ↘ Ted. ↘ Tell me. ↘ Find it.
my ↘ pen ˈten ↘ pens ˈMeet ↘ Bess. ↘ Meet me. ↘ Send it.
my ↘ life ˈseven ↘ beds ˈSend ↘ Ben. ↘ Send me. ↘ Spell it.

ˈFind my ↘ test. ˈSend me my ↘ test. ↘ Meet me. ˈSend ˈTed ˈfive ↘ ties. ˈSend
ˈBess ˈnine ↘ pens. ˈLet me ˈmeet ↘ Ted. ˈLet me ↘ send it.

Active words

my	мій, моя, моє, мої
tie	краватка
life	життя
five	п'ять
seven	сім
find	знаходити
send	посилати
it	він, вона, вони
spell	говорити по буквам
test	контрольна робота
nine	дев'ять
let	дозволяти

Exercises:

1. Spell the words:
size, Bess, type, sees, vine, fine, tie, test, spell, life
2. Determine the number of letters and sounds:
life, spell, tie, seven, nine, seen
3. Write out the words with sounds [i:, e, l, al]
mine, type, bid, did, fine, pit, five, vine, me, meet, lend, mete, Eve, seem, pep, beef, ebb, see, send, pie
4. Read the words and explain the reading rules:
type, tin, fine, pin, lip, pile, line, sit, fit, set, best, sin, fist, miss, pens, less, lend, Bess, seems, size, zest, send
5. Translate into English:
 - а) моя ручка, сім ліжок, моя краватка, дев'ять ручок, десять краваток, мої ручки
 - б) 1. Знайдіть мою краватку. 2. Познайомтесь з Беном. 3. Принесіть мені сім краваток. 4. Пришліть Бесс сім ручок. 5. Знайдіть мою контрольну роботу. 6. Пришліть мені мою ручку.
6. Give the singular form of the following nouns. Learn them by heart.
Mice, geese, oxen, feet, teeth, men, women, children, deer, fish, sheep.

7. Give the plural form of the nouns:

A wall, an apple, a tooth, a song, a man, a woman, a girl, a mother-in-law, a sheep, a pen, a book, a merry-go-round, a deer.

8. Fill in the gaps with the plural form of the nouns:

1. London has a lot of ..., ..., (*a theatre, a museum, a cinema*)
2. They have five ..., three ... and two (*a child, a girl, a boy*)
3. There are a lot of ... and ... on my table. (*a book, a copybook*)
4. My grandparents have ten ... and five ... on their farm. (*a cow, a horse*)
5. I like to play computer ... and watch ... on TV. (*a game, a film*).

9. Define the type of the object.

1. Give a pen, please. 2. Give him a pen, please. 3. Send these letters. 4. Send these letters to them. 5. Sing a song. 6. Write down this sentence. 7. Give them instructions. 8. Listen to me.

10. Define the type of the attribute.

1. Look at this smiling child. 2. I like books by J. London. 3. The windows of the room were open. 4. A beautiful girl is in the park. 5. She is playing with her doll. 6. His brother's friend is a good pupil.

LESSON 3

1. Letters Aa [eɪ], Cc [si:].

2. Sounds [x], [q], [T], [D]. Diphthong [eɪ]. Sound Combination [pl].

3. Reduction.

4. The Low Rise.

5. Intonation of Declarative Sentences.

6. Intonation Group.

7. Reading Rules. The Letter Cc before e. The letter Aa in the I and II Types of Syllables. The Diagraphs ea, ai, ay.

Grammar (граматичний довідник)

1. The Infinitive.

2. The Verb to be.

3. The Sentence.

4. The Pronoun it.

5. The Article. The Indefinite Article.

1. Letters Aa [eɪ], Cc [si:].

2. Sounds [x], [q], [T], [D]. Diphthong [eɪ]. Sound Combination [pl].

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[x] The lips are spread. The mouth is opened wide. The tip of the tongue is near the lower teeth. The front of the tongue is near the lower teeth. The blade of the tongue is slightly raised towards the hard palate.

Diphthong [eɪ]. The tongue is flat. The tip of the tongue touches the lower teeth. The lips are spread a little. After the pronouncing the first element the tongue moves upward in the direction of the sound [ɪ].

[q] The lips are neutral. The tip of the tongue is near the lower teeth. The jaw is slightly lowered.

[T], [D] The tongue is flat. The lips are spread. The mouth is opened a little. The tip of the tongue is between the teeth. The air passes through the flat narrowing, formed between the tip of the tongue and the teeth.

Sound combination [pl] is pronounced together.

3. Reduction. Редукція.

When sounds are unstressed they can be reduced or change their quality: [q] – a, o, e: me [mi:, ml]; and [xnd], [qnd], [qn]; a map and a pen [q`m x p qnd q\ ʌpen] This process is called reduction.

Training Exercise 1

x	eɪ	q	T, D	pl	w
xm	delt – del	`seldqm	TTTɪl	pli:z	wet
xn	leɪn – lel	`letq	DDDal	plæn	welɪn
l x mp	meɪn – mel	q`pen	TTTi:	pleɪn	west
m x n	peɪn – pel	q`bed	DDDi:	pleɪs	
		q`tal			

4. The Low Rise. Висхідний тон.

The rising tone is generally non-final, indefinite and non-categoric in character. Rising intonation in English can express a number of various emotions, such as non-finality, incompleteness, surprise, doubt, interest, suggestion, politeness, readiness to continue the conversation.

It may be used:

1. In general questions
`Is `Ann ʌfive?
2. In requests
`Come ʌin, please?
3. In dependent or introductory parts of sentences
If he ʌcalls, `ask him to ʌcome.
4. In the first part of alternative questions (before “or”)
`Is she ʌfive or ʌsix?
5. In direct address
ʌTom, `could you ʌhelp me, please?

6. In enumerating items in a list
↗One, ↗two, ↗ three, ↗four, ↘five

5. Intonation of Declarative Sentences.

Інтонація розповідного речення.

Falling intonation is the most common type of standard intonation in English. It is used on the last stressed syllable of the sentence in statements (declarative sentences), special questions, commands (imperative sentences), exclamatory sentences and in the last part of alternative questions (after “or”). Standard falling intonation in English falls stronger and deeper than standard falling intonation in Russian or Ukrainian.

It is a ↘lamp.

6. Intonation Group.

Поняття про смислову групу.

A thought group (sense group) is a combination of several content and function words united logically into one part of a sentence according to grammatical and lexical norms, for example: a good book, the new teacher, sent me a letter, in the afternoon, to the supermarket, etc. Phonetically, thought groups are marked by pauses, stress and intonation to show the beginning and end of a thought group and the most important words in it.

7. Reading Rules. The Letter Cc before e. The letter Aa in the I and II Types of Syllables. The Diagraphs ea, ai, ay.

Правила читання Cc. Буква Aa в I та II типах складів. Буквосполучення ai, ay, ea.

Буква Cc читається як [s]:

- 1) перед голосними e, i, y pencil, nice, icy
2) перед кінцевою німою e face, place

Буква Aa читаються

I тип складу відкритий [eɪ]	II тип складу закритий [ɛ]
plane	plan
name	man

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Буквосполучення **ai, ay** читається [eɪ]

main [meɪn]

May [meɪ]

Spain [speɪn]

day [deɪ]

Буквосполучення **ai** знаходиться перед приголосною в корні слова: aim, aid, sail, tail, main, paint.

Буквосполучення **ay** знаходиться кінці слова: day, may, say, play, stay.

Буквосполучення **ea** читається [i:] please [pli:z]

Але:

Буквосполучення **ea + d = [e] + [d] = head [hed]**

ea + th = [e] + [T, D] = breath [breT]

ea - [eɪ] = break, great, steak

Training Exercise 2

pea – plea – beam – weak – neat – eat

seal – tea – please – seat – steam – speak

Spain – May – sail – plain

head – read – spread – thread – dead - dread

Training Exercise 3

[X]

[X - e]

[eɪ]

[e - eɪ]

1. am Ann
man flat
map bad
lamp plan

2. man – men
tan – ten
pan – pen
bad – bed

3. main may
pain pay
name nay
date day

4. men – mane
pen – pane
let – late
met – mate

Text

my ↘name

a ↘name

a `bad ↘day

my ↘map

a ↘map

a `fine ↘day

my ↘plan

a ↘flat

a `bad ↘plan

my ↘flat

a ↘man

a `bad ↘pen

my ↘lamp

a ↘plan

a `nice ↘lamp

It is a ↘map.

It's a ↘map.

It is a ↘lamp.

It's a ↘lamp.

It is a ↘nice flat.

It's a `nice ↘flat.

It is a ↘fine day.

It's a `fine ↘day.

It is a ↘bad plan.

It's a `bad ↘plan.

Active words

a name	ім'я
a map	карта
a plan	план
a flat	квартира
a lamp	лампа
a man	чоловік
a day	день
fine	чудовий (день, погода)
nice	хороший
bad	поганий
please	будь-ласка
and	і (сполучник)

Exercises:

1. Spell the words:
sad, made, stale, fit, deep, film, fail
2. Determine the number of letters and sounds:
name, day, please, nice, fine, deep, beat, Spain
3. Read the words and explain the reading rules:
 - a) pale, date, ban, tape, fate, mad, say, same, fat, day, Sam, lane, land, tame, Spain, faint, aim, leave, bede, deed, lean, mean, seat, nice
 - b) line, pin, pine, dene, fine, man, dent, Ann, nine, Sam, bet, bed, dine, did, May, fit, style, vet, bay, sat, tilt, file, faint, case, pet, tin, veal, slip, stay, pea, beam, neat, tea, sail, plain
4. Translate into English:
 1. П'ять чоловіків, сім днів, дев'ять ручок, десять ламп, чудовий день, хороший чоловік.
 2. Моя ручка погана. Вишліть мені ручку, будь-ласка.
 3. Зустрінь Ганну і Петра, будь-ласка.
 4. Це мій галстук. Він гарний.
 5. Мене звуть Бесс.
5. Read and translate the sentences. Find the Infinitives.
 1. I am glad to meet you. 2. I can swim. 3. I have to go. 4. He wants to eat. 5. The students like to read. 6. Let me tell you. 7. The teacher makes him to learn the rules. 8. We are happy to be here.

6. Give the infinitive in the correct form.

1. I would like (go) out.
2. Can I (ask) you (help) me?
3. Let me (know) about it.
4. I advise you (buy) this dress.
5. He makes me (laugh).
6. I want (take) this pen.
7. My parents make me (study) hard.

7. Fill in the gaps.

1. I ... not from England. I ... from Ukraine.
2. We ... Ukrainians. We ... not Americans.
3. My mother ... a nurse. She ... not a doctor.
4. My grandparents ... farmers. They ... in the village now.
5. This ... a dog. That ... a cat. These ... puppies. Those ... kittens.
6. The book ... on the desk. The pencils ... on the desk too.

8. Define the type of the sentences. Translate them.

1. Do you speak English?
2. He is a good student.
3. Open the window, please. It is hot.
4. She is in Kyiv, isn't she?
5. What a nice day today!
6. We are students.
7. Do exercise one orally.
8. Close your books.
9. What lovely music!
10. Are you busy?

LESSON 4

1. Letters **Gg** [GJ], **Jj** [Ge], **Hh** [eC], **Kk** [ke].

2. Sounds [k], [g], [S], [Z], [C], [G]. Sound Combination [kl].

3. Intonation of Direct Address.

4. Reading Rules. The Letter **Cc** before e, i, y. The Letter **Gg** before e, i, y. The Letter **Jj**. Sound Combinations **ck, sh, ch, tch, th**.

Grammar (граматичний довідник)

1. The Definite Article.

2. Demonstrative Pronouns **this, that, these, those**.

3. The Plural of Nouns.

1. Letters **Gg** [GJ], **Jj** [Ge], **Hh** [eC], **Kk** [ke].

2. Sounds [k], [g], [S], [Z], [C], [G]. Sound Combination [kl].

[k], [g] The back of the tongue is raised to the soft palate. [k] is pronounced with aspiration, especially before stressed vowels.

[S], [Z] The soft palate is raised. The lips are lightly pushed forward. In pronouncing the sound [Z] the tongue is not so tense.

[C] [G] First the tip of the tongue is pressed to the back of the alveoli, then its front part is raised in the direction of the hard palate and the tip is slowly removed from the alveoli.

Sound combination [kl] is pronounced together.

3. Intonation of Direct Address.

Інтонація звертання.

Direct address in the middle or the end of the sentence is usually unstressed and continues the intonation of the previous sense-group.

[ˈplʒz ˈglv ml q \pen Geɪn]

4. Reading Rules. Letter Cc before e, i, y. The Letter Gg before e, i, y. The Letter Jj. Sound Combinations ck, sh, ch, tch, th.

Правила читання . Буквосполучення ck, sh, ch, tch, th.

Буква Cc читається як [s]:

- 1) перед голосними e, i, y pencil, nice, icy
- 2) перед кінцевою німою e face, place

Буква Cc читається як [k]:

- 1) перед голосними a, o, u cap, cod, cup
- 2) перед приголосними clean, crop
- 3) в кінці слова bloc

Буква Kk читається як [k]: Kate, take

Буквосполучення ck читається як [k] black, lack

Примітка. Кінцевий приголосний звук [k] може передаватись на письмі або буквою k або сполученням ck (дуже рідко буквою c). Якщо голосний звук в слові передається однією буквою, то потрібно писати сполучення ck, наприклад: lock. Якщо ж голосний звук передається двома буквами, то треба писати одну букву k, наприклад: look. Число букв, починаючи з першої голосної, рахуючи зліва направо, повинно дорівнювати трьом. Це правило називається правилом трьох букв.

fork, struck, look

but: clock, dock, back, sack, lack

Буква Gg читається як [g] перед голосними e, i, y page, gin, gup

Виключення: give

Буква Gg читається як [g]:

- 1) перед голосними a, o, u game, got, gulf
- 2) перед приголосними glad
- 3) в кінці слів bag, big

Примітка. Кінцевий приголосний звук [g] може записуватись сполученням ge або сполученням dge. Якщо перед [G] є приголосний звук, то пишеться сполучення ge, наприклад: hinge. Якщо ж перед [G] немає приголосного звука, то пишеться сполучення dge, наприклад: pledge. Число букв, починаючи з

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голосної, повинно дорівнювати чотирьом. Це правило називається правилом чотирьох букв.

Plunge, bridge, fridge, fledge, sledge

Буква **Jj** читається як [G]: Jane, jam

Буквосполучення **sh** читається як [S]: she, ship

Буквосполучення **ch** та **tch** читається як [C]: chess, teach, match

Примітка. Кінцевий звук [C] може записуватись сполученням **ch** або сполученням **tch**. Якщо перед [C] є приголосний звук, то слід писати сполучення **ch**, наприклад: clinch. Якщо ж перед [C] немає приголосного звука, то потрібно писати сполучення **tch**, наприклад: match. Число букв, починаючи з голосної, повинно дорівнювати чотирьом. Це правило називається правилом чотирьох букв.

Inch, punch, match, snatch

Буквосполучення **th** читається як дзвінкий звук [D],

а) між голосними буквами, в словах, які належать до різних частин мови (повнозначні слова): bathe, wither;

б) на початку і в кінці займенників, сполучників і деяких прийменників: they, them, this, that, these, the, with;

або як глухий звук [T]:

на початку і в кінці іменників, прикметників, дієслів, числівників:

theme, thick, thin, fifth, faith, path, math

Training Exercise 1

k	g	s	z	c	G	D	pl, kl
kæn	gelv	SJ	`leZq	Ces	GJ	DDDJz	plels
klɪn	glv	Selm	`pleZq	eIC	eIG	DDDIz	kli:n
nɪk	velg	mISn	`meZq	Cxt	peIG	DDDxt	klik
nlk	blg	flnIS	`vlZn	mxC	CelnG	`DIs Iz `Dxt Iz	

Training Exercise 2

gest – gim – gyp – stage

gas – glad – bag – game

gem – gym

gest – gist

jest – Jack – jess

chess – chest

hatch – latch – snatch – match

itch – hitch – pitch – stitch – rich

gin – gim

gip – gyp

stage – page

gap – gas – gad

jig – jib – jam

chap – chat

them – thick – thin – fifth
bathe – they – them – this
that – than – then – with
with – fifth – Smith – Blyth
theme – thick – thin – fifth – faith – path – math

Training Exercise 3

- | | | | |
|---------------------------------------|------------------------------------|---|---------------------------------------|
| [k] | [g] | [k - g] | [S] |
| 1. can cake
came make
keep peak | 2. gap bag
gave beg
give big | 3. back – bag
lack – lag
sick – big | 4. she fish
shy dash
sheep dish |
| [C] | [G] | [T - D] | |
| 5. chess
chain
fetch | 6. Jane
gin
age
page | 7. theme – thee
thin – then
faith – bathe | |

Text

˘Please ˘give me a ˘match, Jane. ˘This is a ˘bad match. ˘Please ˘give me ˘that match.
˘This is a ˘bag. The ˘bag's ˘big. It's a ˘big bag.
˘That's a ˘cap. The ˘cap's ˘black. It's a ˘black cap.
˘That's a ˘thin ˘pencil. ˘Give me that pencil, please.

Active words

give	давати
a match	сірник
this	цей
that	той
a bag	сумка
big	великий
a cap	шапка
black	чорний
thin	тонкий
a pencil	олівець
a film	фільм
clean	чистий
a page	сторінка
thick	товстий
these	ці
take	брати

Exercises:

1. Spell the words: cent, jam, game, keep, chain, patch, thick, place, nice, Nick
2. Determine the number of letters and sounds:
thick, page, match, these, clean, black, thin
3. Read the words and explain the reading rules:
Can, cap, ice, came, nice, cat, neck, mice, fact, space, peck, pace, kin, keep, pact, face, gate, gem, gas, age, gym, page, egg, gin, game, beg, gag, jam, Jim, Jane, sky, shame, dish, she, ship, shape, shave, fish, shine, chest, chin, match, catch, fetch, chick, chill, this, that, these, than, them, theme, faith, thick, thin, head, dead
4. Transcribe the words:
Film, bag, match, cap, page, pencil, black, big, this, these, that, clean, Jane, give.
5. Put in **a/an** or **the**:
1. this is ... cap ... cap's black. 2. This is ... match. 3. It's ... thin match. That's ... thick match. 4. This is ... fine film. 5. This is ... pen. ... pen's black. 6. Please give me ... pen, Kate. (2 випадки) 7. Please take that pencil, Jane. Please give me ... pencil. It's ... bad pencil.
6. Give the plural of the Nouns:
a match, a page, a patch, a dish, a cage, a mass, a bench
7. Translate into English:
1. Це чорний олівець. 2. Ця сумка чорна. Вона погана. Дайте мені ту сумку, будь-ласка. 3. Це шапка. Візьміть цю шапку. 4. Дайте мені сірник, будь-ласка. 5. Дайте Джейн ці олівці. 6. Дайте мені ці ручки і цю сумку. 7. Візьміть ці погані сірники. Дайте мені той сірник. 8. Це ручка. Це чорна ручка. Ця ручка чорна. 9. Це сумка. Це моя сумка. Ця сумка товста. 10. Бен, дай мені ту тонку ручку. 11. Ця квартира чиста. Це чиста квартира. 12. Сім олівців, п'ять сторінок, дев'ять чорних шапок.
8. Fill the gaps with the corresponding article. Give the rule.
1. There are ... few of books on ... desk. 2. This is ... car. ... car is new. 3. Let's go for ... walk. What ... good idea! 4. ... Thames is in ... London. 5. ... sky is clean and blue. 6. ...Kyiv is ... best city in ... Ukraine. 7. ... Dnepr is ... longest river. 8. She is reading such ... interesting book. 9. ... first lesson is English. 10. ... USA has ... lot of ... rivers and ... mountains.
9. Give the plural form of the word combinations.
This girl, that goat, this church, this teacher, that tomato, that potato, this new shelf, that white dress, this big box, that green brush.

10. Rewrite the sentences as in the modal.
e.g These are red cups. (blue) – Those are blue cups.
1. These are Max's parents. (*Rita's*)
 2. These are new computer games. (*old*)
 3. These are clean plates. (*dirty*)
 4. These are English books. (*French*)
 5. These are big red apples. (*little green*)

LESSON 5

1. Letters Rr [R], Xx [eks].
2. Sounds [R], [h], [j], [r], [N]. Sound Combination [Nk].
3. Reading Rules. The letter Hh, Xx. The letter Yy in the I and II Types of Syllables and at the Beginning of the Word. The Diagraphs ar. Sound Combination ng, nk.
4. Word Stress in Two-syllable Words.

Grammar (граматичний довідник)

1. Interrogative Sentences. General Questions.
2. Short Affirmative and Negative Answers.
3. The Plural of Nouns.
4. Zero Article before Nouns with Cardinal Numerals.

1. Letters Rr [R], Xx [eks].
2. Sounds [R], [h], [j], [r], [N].
[R] It's a long sound. The tip of the tongue is retracted from the lower teeth. The tongue is very low down in the mouth. The back of the tongue is slightly raised towards the soft palate. The lips are neutral.
[h] It always stands before vowels. It is very much the same as the Ukrainian sound [ɦ].
[j] The central part of the tongue is raised to the hard palate. The tip of the tongue is slightly lowered. The lips are spread.
[r] The tip of the tongue approaches the back of the alveoli. The back of the tongue is raised to the soft palate. The soft palate is raised. The tip doesn't vibrate.
[ŋ] The back of the tongue is raised towards the soft palate. The soft palate is lowered. The tip of the tongue is near the lower teeth. The air passes through the nasal cavity.

Training Exercise 1

r	R	h	j	N	w
rrr	R – Rm	al – hal	es - jes	NNN	wlg
ralt		el – hel	el - jel	h×N	wln
reIn	kR – kRm	J – hJ	↘jes It ↘lz	klŋ	wlN
red	fR – fRm	lz – hlz		b×ŋ	
rJd	bR – bRk	Rm – hRm		Tlŋ	

3. Reading Rules. The letter Hh, Xx. The letter Yy in the I та II Types of Syllables and at the Beginning of the Word. The Diagraphs ar. Sound Combination ng, nk. Правила читання . Буквосполучення ar, ng, nk.

Буква **Hh** читається як [h]: he [hi:], hat [hʌt]

Буква **Yy** читається

I тип	II тип	на початку слова перед голосною
[aI]	[I]	[j]
my	baby	yes

Буква **Rr** читається як [r] перед будь-якою голосною, крім німої e: read [rJd], red [red].

III тип читання голосних в наголошеному складі:

голосна +r кінцева (+ голосна)

Всі голосні в III типі складу мають довге читання. Буквосполучення **ar** читається [R], наприклад: car [kR], mark [mRk]

Буквосполучення **ng** в кінці слова читається [N]: thing [TIN]

Буквосполучення **nk** читається [NK]: ink [INK]

Буква **Xx** читається

а) як [ks] перед приголосними та на кінці слова:

text [tekst], six [slks]

б) як [gz] перед наголошеною голосною: exam [lg`zæm]

Training Exercise 2

a) far – farm – star – smart – car – part – mark – start

b) ring – bring – spring – song – strong - thing

ink – drink – pink – flank – sank – blank
c) six – text – excellent - next
exam – example – examine

Деякі групи приголосних букв змінюють читання попередніх голосних чи диграфів.

Читання **a** + група приголосних

1)

a +	ss		pass [pRs]
	st	[s] [st]	past [pRst]
	sk	= [R] + [sk]	= ask [Rsk]
	sp	[sp]	grasp [grRsp]

Training Exercise 3

class – pass – glass – grass – brass
fast – past – cast – vast – mast – master
ask – task – flask – bask – mask
grasp – clasp – gasp – rasp

2)

a +	nt	[nt]	plant [plRnt]
	nce	= [R] + [ns]	= dance [dRns]
	nch	[nC]	branch [brRnC]

Training Exercise 4

plant – grant – can't – aren't – shan't
France - chance – dance – glance – trance
branch – stanch – ranch – planch

3)

a +	ff	[f]	staff [stRf]
	ft	= [R] + [ft]	= craft [krRft]
	th	[T,D]	bath [bRT] father ['fRDq]

Training Exercise 5

staff – chaff – aft – craft – shaft

bath – path – lath – engraft

4)

a + l +	m	[m]	palm [pRm]
	f	= [R] + [f]	= half [hRf]
	ve	[v]	halve [hRv]

Training Exercise 6

calm – palm – balm – calves – halves

calf – half – calms – palms

Виключення: sergeant ['sRG(q)nt], heart [hRt]; aunt [Rnt], laugh [lRf].

4. Word Stress in Two-syllable Words. Наголос у двоскладових словах.

Більшість двоскладових слів має наголос на початковому складі. Це, як правило, іменники і прикметники, наприклад: `baby, `nice.

Такі частини мови, як дієслова, прислівники і службові слова (сполучники, прийменники і т.д.), як правило, мають наголос на кінцевому складі, так як вони мають префікс, а префікс не наголошується, наприклад: be`gin. Якщо ж у слові немає префікса, то наголос ставиться на початковий склад.

Stress on first syllable	Example
Most 2-syllable nouns	PRESent, EXport, CHIna, TAbLe
Most 2-syllable adjectives	PRESent, SLEnDer, CLEVer, HAPpy

Stress on last syllable	Example
Most 2-syllable verbs	to preSENT, to exPORT, to deCIDE, to beGIN

There are many two-syllable words in English whose meaning and class change with a change in stress. The word present, for example is a two-syllable word. If we stress the first syllable, it is a noun (gift) or an adjective (opposite of absent). But if we stress the second syllable, it becomes a verb (to offer). More examples: the words export,

import, contract and object can all be nouns or verbs depending on whether the stress is on the first or second syllable.

Training Exercise 7

[h]	[r]	[R]	[N]
1. he hay	2. red read	3. start tart	4. bang ring
his hat	rain risk	arm cart	sang sing
him hand	rest rent	large lark	fang thing
		farm park	
[N – n]	[N – Nk]	[j]	
5. bang – ban	6. bang – bank	7. yes	
fang – fan	sang – sank	yell	
thing – thin	sing – sink	yelp	
	thing – think	yarn	

Text

his ↘name	a `big ↘city	and↘ `clean	`Is it ↗black?
his ↘baby	a `red ↘tie	and↘ `read	`Is it ↗clean?
his e↘xam	a `thick ↘pen	`take↘ `text↘ `ten	`Is it ↗large?
		`read↘ `page `six	

My `name's ↘Nick. `This is my ↘flat. It's ↗large and ↘clean. My `flat's in ↘Kiev. `Kiev is a ↘city. It's a ↘big city.
“Is `Kiev a ↗city?” “↘Yes, it ↘is.”
“Is it a ↗big city?” “↘Yes, it's ↘very big.”
`Find `Text ↗Six, Jack, and ↘read it, please.
My `pen's ↘bad. `Please `give me `that ↘red pen.

Active Words:

large	великий
in	в (прийменник)
a city	місто
very	дуже
a text	текст
read	читати
red	червоний
his	його
a baby	дитина
an exam	екзамен
six	шість

Exercises:

1. Determine the number of letters and sounds:

Large, text, read, nick, please

2. Read the words and explain the reading rules:

a) risk, red, ripe, read, rest, rally, hand, hay, hip, hate, heap, help, hide, yes, yell, easy, daddy, yet, yelp, my, by, myth, next, text, exam, sex, six, sixty, ring, thing, fang, bring, sing, gang, sling, drink, link, clink, pink, prank, class, pass, glass, fast, past ask, task, grasp, plant, grant, France, chance, glance, branch, stanch, staff, chaff, bath, calm, palm, calves, halves, calf, half

b) shelf, shy, sheet, dash, fish, chain, chink, change, catch, patch, mine, cage, fill, mile, Spain, miss, ice, page, back, space, click, game, gem, let, lest, gay, set, lay, say, lack, icy, cast, clasp, can't, aren't, dance, trance, ranch, planch, aft, craft, shaft, path, balm, halves, calf

3. Answer the questions:

- | | |
|----------------------|--------------------------|
| 1. Is this a pen? | 7. Is it a large map? |
| 2. Is this pen red? | 8. Is this my bag? |
| 3. Is that a pencil? | 9. Is that match thin? |
| 4. Is his name Nick? | 10. Is this flat clean? |
| 5. Is this lamp bad? | 11. Is this bag big? |
| 6. Is this a map? | 12. Is Minsk a big city? |

4. Make the sentences interrogative:

1. My tie is red. 2. His flat is large and clean. 3. His baby is in Minsk.
4. My pen is bad. 5. His hat is black. 7. Jack is in Kiev.

5. Give the plural of the nouns:

a baby, a lady, a bag, a tie, a test, a bed, a city, a day, a man, a page, a match, an army, a cage, a party

6. Fill in the blanks with the articles where necessary:

1. This is ... nice city. 2. ... pen's red and ... pencil's black. 3. Please give Bess ... pen and ... pencil. 4. Read ... page ten, please. 5. Minsk is ... big city. 6. Please send Jane ... text. 7. This is his ... flat. 8. Please give me ... black pencil. 9. This is ... text. Read ... text, please.

7. Translate into English:

1. Ця квартира велика. 2. Його звать Петро? – Так. 3. Візьміть текст, будь-ласка. 4. Прочитайте шосту сторінку. 5. Візьміть ці тексти, будь-ласка. 6. Дайте мені чорний олівець. 7. Це його олівець? – Так. 8. Це червона ручка. 9. Мінськ – велике місто? – Так. 10. Моя квартира в цьому місті, а його в Києві.

8. Make up general questions.

1. This park is big. 2. These are our students. 3. These are English books. 4. It is winter. It is cold. 5. Those are nice puppies. 6. Elephants are wild animals.

9. Give the short affirmative answers.

1. Are you an Englishman? 2. Do you speak English? 3. Is your country big? 4. Are you fond of music? 5. Is she a good student? 6. Does she study well? 7. Do you like hot weather? 8. Is it hot today?

10. Give the plural form of the nouns.

A loaf, a song, a lady, a life, a dog, a country, a glass, a box, a room, a witch, a city, a shelf, a piano, a potato, a knife, an ear, a play, a man.

11. Read the sentences and explain the absence of the article.

1. Test five is easy. 2. She always has dinner at 2 o'clock. 3. Learn this rule by heart. 4. Go to bed in time. 5. Doctor Brown is in hospital now. 6. My favorite season is spring. 7. Our teacher is Professor Green. 8. London is the capital of Great Britain. 9. September, October and November are autumn months. 10. Are you in love?

LESSON 6

1. Letters Oo [qV].

2. Sounds [H], [L], [P], [V]. Diphthong [qV]. Sound Combination [zD, zT].

3. Intonation of Greeting.

4. Consonants which Form Syllables.

5. Reading Rules. The letter Oo in the I and II Types of Syllables. The Diagraphs oo, or.

Grammar (граматичний довідник)

1. Negative and Affirmative Sentences with the Verb to be

2. Alternative Questions.

3. The Prepositional Object.

4. Personal Pronouns.

1. Letters Oo [qV].

2. Sounds [H], [L], [P], [V]. Diphthong [qV]. Sound Combination [zD, zT].

[H] It's a long sound. The back of the tongue is raised in the direction of the soft palate. The tip of the tongue is retracted from the lower teeth. The lips are rounded but not protruded.

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[L] It's a long sound. The back of the tongue is raised towards the soft palate. The tip of the tongue is retracted from the lower teeth. The lips are rounded but not protruded.

[P] It's a short sound. The tongue is retracted and lowered. The back of the tongue is raised towards the back part of the soft palate.

[V] It's a short sound. The lips are rounded but not protruded. The tip of the tongue is retracted from the lower teeth. The back of the tongue is raised towards the soft palate.

[qV] The lips are rounded but not protruded. The diphthong [qV] begins as [P] and immediately proceeds in the direction of the English [V].

Training Exercise 1

H	V	L	P	qV	jH	zD, zT
ku: Su; tu: su:n mu:n fu:d	kVk SVk tVk bVk	fL fLm spLt kLn	Pn – nPt Pd – gPt Pks – tPp	sqV – sqVp nqV – nqVt gqV - kqVt	nju: fju: kju: `stju:dnt	lzzz DD` Dls lzzz DD` Dxt lz↘Tln lz↘Tln

3. Intonation of Greeting. Інтонація привітання.

Привітання в англійській мові вимовляється низхідним тоном:

Good ↘morning. [gud ↘mLnIN]

4. Consonants which Form Syllables. Приголосні, що утворюють склади.

В англійській мові склади утворюють не тільки голосні, але й сонанти [m], [n], [l]: table [ˈtelbl], little [ˈlɪtl], title [ˈtɪtl]. Склад утворений одним із сонантів з іншим приголосним завжди є ненаголошеним.

5. Reading rules. The letter Oo in the I and II Types of Syllables. The Diagraphs oo, or. Правила читання. Буквсполучення oo, or.

Буква **Oo** читається

I тип складу відкритий [qV]	II тип складу закритий [P]	III тип складу закритий [L]
no	on	or
note	not	fork

Виключення: буква **o** перед **m, n, v, th** читається як **[A]**: come, mother, love, front;
буква **o** як **[V]**: wolf, woman
буква **o** як **[qV]**: most, post, ghost, both, don't, won't

Буквосполучення **oo** читається:

а) як **[H]** перед будь-якою приголосною, крім **k, r** і в кінці слова, наприклад: too, spoon, moon

б) як **[V]** перед **k**, наприклад: book, to look, cook

Виключення: **[V]** – good, wood, wool, foot

Виключення: **[A]** – blood, flood

Буквосполучення: **oa, oe, ou, ough** читається як **[qV]**: oak, coal, road, toe, roe, goes, soul, shoulder, poultry, though, dough.

Але: **ough** також читається як **[A]**: rough, country, cousin, young, trouble, double

Training Exercise 2

Rome – rose – spoke – smoke – vote – tone – nose – stone
pot – rob – pond – boss – not – cock – hop – fox – cross
corn – form – sort – born – for – storm – thorn – or – orbit
loo – too – zoo – poodle – noodle
loom – zoom – room – roof – loom
hook – book – look – rook – shook
most – post – ghost – both - don't - won't
good – wood – wool – foot
toe – goes – floe – doe – woe – throe
coal – coast – boat – floast – soap – soak

Training Exercise 3

[H]	[V]	[qV]	[P]
1. tool	2. book	3. go - tone	4. odd
pool	look	no - note	not
moon	took	so - smoke	on
food	hook		
[L]	[qV – P]	[L - P - qV]	
5. or	6. go – got	7. sport – spot -spoke	
form	note – not	torn – top - tone	
sport	hope – hop	lord – lot - lone	
North	coke – cock	cord – cot - cope	
		North – not - note	

Text

`Is ∪ `this ↗good or ↘bad `short ∪ `too
`Is ∪ `that ↗short or ↘long and ∪ go

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`Is ∪ the `pen ↗red or ↘black a `blackboard
`Close ∪ the book ↗thick or ↘thin

`This is a ↘room. `That is a ↘blackboard. ↘Look at it. It's ↘black. `These are ↘maps. `Those are ↘pencils. `Those `pencils are `not ↘short. They are ↘long. `Please `take the ↗book, Tom, ↗open it and `read `Note ↘Five. `Close the ↗book and `go to the ↘blackboard. `Please `go to the ↗door and ↘close it.

“Is `this a ↗pencil?” “↘Yes, it ↘is.”

“Is `that a ↗pencil?” “↘Yes, `that's a `pencil, ↘too.”

“Is it ↗short or ↘long?” “It's ↘short.”

“Are `those `pencils `short, ↗too?” “↘No, they ↘aren't.”

“Is `that a ↗book?” “↘Yes, it ↘is.”

“Is it a ↗good book?” “↘No, it ↘isn't.”

Active Words:

a room	кімната
a blackboard	дошка
to look	дивитись
those	ті
not	не
short	короткий
they	вони
to close	закривати
to go	іти, ходити, їздити
to	в, до, на (прийменник)
a door	двері
too	також
or	чи
no	ні
good	хороший

Exercises:

1. Spell the words, transcribe them, determine the number of letters and sounds:
pencil, blackboard, short, long, room
2. Read the words and explain the reading rules: a) note, lot, lone, nod, code, cot, tone, cope, dot, sock, hop, pope, doll, bone, tool, moon, look, doom, took, fool, cool, shook, loop, cook, choose, hook, sport, torn, corn, gorge, cork, or, fork
b) lead, steel, meat, bet, lest, tip, tiny, type, myth, mice, stay, plain, ster, farm, cart, cell, cod, sing, cling, bank, rank, spin

3. Fill in the blanks with a suitable form of the verb **to be**:
 1. This ... a note. 2. These ... long texts, and those ... short text. 3. ... this book good? 4. Those doors ... black. 5. That pencil ... not black. It ... red.

4. Make the sentences interrogative and negative:
 1. This is a good tie. 2. That is a long text. 3. Those are big bags. 4. These rooms are clean. 5. That pencil is short. 6. His ties are red and black.

5. Answer the questions:
 1. Is this a text?
 2. Is that a note?
 3. Is it long?
 4. Are these pens?
 5. Are those pencils?
 6. Are they good?
 7. Is this a cap?
 8. Is that a tie?
 9. Are these pencils short or long?
 10. Is this a map or a plan?
 11. Is this a note or a text?
 12. Is this a tie or a cap?
 13. Is it his or my tie?
 14. Is his name Tom or Ted?
 15. Are those books thick or thin?
 16. Is this pen ten or nine?

6. Put alternative questions to the underlined words:

Model: This pencil's bad.
Is this pencil bad or good?

 1. My pen is thin. 2. That note is short. 3. Those matches are bad. 4. This film is good. 5. His pen is red.

7. Fill in the gaps with the negative form of the verb to be.
 1. He my brother. He is my friend.
 2. I from China. I am from Ukraine.
 3. That a cat. That is a dog.
 4. We hungry. We are thirsty.
 5. They at school. They are in the yard.
 6. I hot. I am cold.
 7. You a bad student. You are a good student.

8. Make up alternative questions of the given words.

1. big, is, house, this, small, bad
2. or, is, Zoë, good, a, student, bad
3. you, can, English, German, speak, or
4. do, to, play, football, or, you, like, volleyball
5. is, or, he, man, tall, short, a

9. Translate into English:

1. Ганна, ідіть до дошки, будь-ласка. Прочитайте текст. 2. Знайдіть примітку сьому. Прочитайте її. 3. Дайте Джейн ті олівці. 4. Візьміть цю книжку, відкрийте її, будь-ласка. 5. Подивіться на ту примітку. Це дев'ята примітка. 6. Подивіться на ту карту. 7. Том, підійдіть до дверей і закрийте їх. 8. Це кімнати. Ці кімнати чисті. 9. Ті кімнати гарні. Вони великі. 10. Примітка п'ята довга чи коротка, 11. Це олівець чи ручка? 12. Це гарна чи погана кімната? – Це гарна кімната.

LESSON 7

1. Letters Uu [jH], Ww [ˈdAbIjH].

2. Sound [A]. Diphthongs [aV, ɔI]. Sound Combinations [tD, dD, nD, lD, gr, dr, br, fr, pr, str, Tr]. Linking r.

3. Reading Rules. The Letter Uu in the I and II Types of Syllables. The Letter Ww. The Diagraphs oi, oy, ow, ou.

Grammar (граматичний довідник)

1. The Verb to be in the Interrogative Sentences in the Present Simple.

2. Prepositions of place and Direction.

1. Letters Uu [jH], Ww [ˈdAbIjH].

2. Sound [A]. Diphthongs [aV, ɔI]. Sound Combinations [tD, dD, nD, lD, gr, dr, br, fr, pr, str, Tr]. Linking r.

[A] The lips are slightly spread. The back of the tongue is raised to the roof of the mouth. The tip of the tongue is retracted from the lower teeth.

[aV] The lips are neutral. The first element is the nucleus. In the pronouncing it the tip of the tongue is near the lower teeth but a bit retracted. Then the tongue moves in the direction of [V].

[ɔI] The tip of the tongue is retracted from the lower teeth. The back of the tongue is raised to the soft palate. The lips are rounded. Then the tongue moves in the direction of [i] without actually reaching it.

If the word ends in – r and the next word begins with a vowel, [r] is pronounced. It is called **linking r**:

A teacher ◡ or ◡ a student?

You are ◡ a student.

Training Exercise 1

A	aV	OI	tD, dD, nD, lD	gr, dr, br, fr, pr, Tr
Ap As bAs sAm kAm	aVt naV haV haVs	bOI tOI vOIs pOInt	xt ↘DIs xt ↘Dxt `rJd ↘DIs On ↘DIs On ↘Dxt `LI ↘Dxt	dral bred grJn tral frend TrJ

3. Reading Rules. The Letter Uu in the I and II Types of Syllables. The Letter Ww. The Diagraphs oi, ou, ow, ou. Правила читання букв Uu, Ww. Буквосполучення oi, ou, ow, ou.

Буква **Uu** в наголошеному складі читається

I тип складу [jH]	II тип складу [A]
tune	cup but

Буква, **Uu** вимовляється [jH] в I типі читання. Проте звук [j] може поглинатися попередніми звуками,

- 1) звуком [r]: rude [rHd]
- 2) сполученням приголосної + I: plume [pIHm]
- 3) шиплячими звуками: June [GHn]

Буква **Ww** на початку слова читається як [w], наприклад: we [wJ].

Буквосполучення **oi** та **ou** читається як [OI]: point [pOInt], boy [bOI].

Буквосполучення **ow** читається як:

- а) як дифтонг [aV] в односкладових словах, наприклад: now [nau], cow, brow; або як

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б) дифтонг [qV] в кінці двоскладового слова в ненаголошеному положенні, наприклад: yellow [ˈjelqV], Moscow [ˈm0skqV] та в snow, blow, own, know. Але читання таких слів треба перевіряти за словником.

Буквосполучення **ou** читається як [aV], наприклад: out [aVt], noun [naVn], house [haVs]. **Виключення:** country [ˈkAntrɪ], cousin [kAzɪn].

Буквосполучення **au**, **aw** читається як [L]. Диграф **au** пишеться в середині слова, **aw** - в кінці, наприклад: launch [ɪLɪnS], law [ɪL].

Буквосполучення **er** та **or** в кінці слова в ненаголошеному положенні читаються як звук [q], наприклад: teacher [ˈtʃCq], doctor [ˈd0ktq].

Training Exercise 2

- a) tube – cute – use – cube – mule – dune - huge
rule – plume – flute – June – fluke – jute
trust – stump – but – bug – muss – nut – drum
- b) moil – spoil – groin – join – noisy
boy – soy – toy – cloy- boycott
- c) now - vow – owl – growl – clown – crown
low – tow – throw – slow – grow – snow – row – sow
sparrow – yellow – Moscow – pillow – fellow
- d) sound – scout – out – noun – house – loud – round – pound
- e) paw – saw – raw – daw – slaw – jaw – thaw
haunt – tuant – paunch – flaunt – daunt
cause – pause – audio – Paul – because

Training Exercise 3

[A]	[A - R]	[A - x]	[w]
1. up - cup us - bus un - bun `ugly - `hurry	2. cut - cart duck - dark much - March buck - bark	3. hum - ham fun - fan bun - ban cup – cap	4. we week wine wake
[w - v]	[0ɪ]	[r післ. пргл.]	[q]
5. wet - vet wine – vine west – vest `very well	6. boy - voice coy – coin toy – point	7. green price dream three brave tree Fred street	8. teacher doctor seller reader

Text

a ↗note or ↘a ↗text at ↘the ↗table
a ↗student or ↘a ↗teacher on ↘the ↗table

a ↗student or a ↘schoolboy from the ↘table

‘Fred is my ↘friend. He’s a ↘doctor. ~I’m ↘not a doctor. I’m a ↘teacher. ~Bess is ↘not a teacher. She’s a ↘student. We’re in my ↘room now. We’re at the ↘table.

‘Please ‘give me ‘three ↘cups, Bess. ↗Thank you. ‘Put a ‘spoon into your ↘cup, Fred.

“Are you a ↗teacher?” “↘Yes, I ↘am.”

“Is your ‘friend a ‘teacher, ↗too?” “↘No, he ↘isn’t.”

“Is ‘that ‘boy a ↗student or a ↘schoolboy?” “He’s a ↘schoolboy.”

“Is ‘this ↗his brief-case?” “↘Yes, it ↘is.”

Active words

a friend	друг
a doctor	лікар
a student	студент
now	тепер, зараз
a table	стіл
three	три
a cup	чашка
to thank	дякувати
to put	класти
a spoon	ложка
a boy	хлопчик
a schoolboy	школяр
a brief-case	портфель
yellow	жовтий
brown	коричневий
I	я
you	ти, ви
he	він
she	вона
we	ми
your	ваш
to come	заходити
to go out	виходити
at	в, у
into	в

Exercises:

1. Spell the words, determine the number of letters and sounds:
student, friend, cup, under, teacher, yellow, spoon, reader

Introductory Course

2. Read the words and explain the reading rules:
cup, cube, but, nut, mute, butter, rung, huge, wake, weak, wig, waver, wine, wink, way, weed, wit, coin, boy, point, join, toy, noisy, joy, now, how, yellow, bow, Moscow, town, vow, window, gown, down, out, ounce, foul, noun, scout, count, seller, actor, come, mother, love, front, haunt, flaunt, taunt, paw, saw, raw, thaw
3. Say in different persons:
1. I am a teacher. 2. I am a student. 3. I am a doctor.
4. Make the sentences interrogative and negative:
1. Those men are doctors. 2. Kate is a teacher. 3. The students are in that room.
4. My friend is a student. 5. These books are good.
5. Put alternative questions to the sentences using words in brackets:
1. Fred is a doctor (a student). 2. Ann is my friend (Kate). 3. They are teachers (students). 4. Those cups are brown (yellow). 5. These pencils are short (long).
6. Fill in the blanks with the articles where necessary:
1. My friend Ann is ... good student. 2. "Is Kate ... teacher?" "No, she is ... doctor." 3. This is ... room. It's ... good room. 4. This is ... cup. It's red cup. ... red cup is on ... table. 5. Please give me ... pen and ... pencil. 6. Am I ... teacher? 7. This cup is not ... red. It's ... yellow. 8. This is ... red cup and that's ... yellow cup. 9. Bess is my ... friend.
7. Answer the questions:
A
1. Are you a teacher?
2. Are you a student?
3. Are you a student or a teacher?
4. Is this boy a student?
5. Is your friend a schoolboy or a student?
6. Am I a doctor?
7. Am I a student?
8. Is your friend in the room?
9. Is Nick a good or a bad teacher?
10. Is Nick a doctor or is Jane?
B
1. Is your book on the table or under it?
2. Is your map in your bag or on the table?
3. Is the teacher at the table or at the blackboard?
4. Is Peter at the door or at the table?
5. Are we at the table or at the door?
6. Is his map on his book or under his book?
7. Is his book in my bag or on his table?

8. Make up the following sentences interrogative.

1. Bob is absent today? 2. Alla's parent's are teachers. 3. Your books are in your bag. 4. I am glad to see you. 5. His car is old but his house is new. 6. Victor is a tall man. 7. This is a good study room.

9. Read the text and answer the questions using the prepositions of place.

Look at Peter. He is in the park between the two girls. There is a cat under the tree and a bird is over the cat's head. There are some other birds among the trees. A car is going along the street and an old man is walking across the street.

1. Where is the boy?
2. Where is the cat?
3. Where is the bird?
4. Where are the birds?
5. Where is the car going?
6. Where is the old man walking?

10. Fill in the gaps with prepositions:

1. Please take that long pencil ... your brief-case, Nick, and put it ... the table.
2. the black pen is ... the table, the brown pen is ... my bag. The red pencil is ... that book. 3. Please take these books ... the table. 4. Please go ... the blackboard.
5. Please close your book and put it ... your brief-case. It's ... your brief-case now.
6. Please go ... the door and close it. 7. Please put a spoon ... your cup, Ben. 8. Please go ... the room. 9. Please take a pen ... that student. 10. Fred is ... his room now. 11. Please take your pen ... the table and put it ... your bag, Jane. Now please take it ... your bag and put it ... the book. 12. Please go ... your table and take your book ... your bag. 13. Please look ... the blackboard. Please go ... the blackboard. 14. Please take the cup ... Jane and put it ... the table.

11. Translate into English:

1. Ви викладач? – Ні, я не викладач. Я студент. 2. Фред, дай цьому хлопчику твою книгу. 3. Будь-ласка, візьміть чашки зі столу. Поставте їх на цей стіл. Дякую. 4. Покладіть книжки у свій портфель. 5. Візьміть ложку у цього хлопчика. 6. Петро – лікар. Він мій друг. Він гарний лікар і хороший друг. 7. Фред – студент. Він зараз у своїй кімнаті. 8. Ваші студенти в тій кімнаті? 9. ваш друг лікар чи викладач? –Він лікар. 10. Мене звать Микола. Я учень. Зараз я знаходжусь у кімнаті. Ця кімната велика і чиста. 11. Візьми, будь-ласка, мою книгу зі столу, відкрий її, знайди сторінку сьому і прочитай урок третій. 12. Цей текст короткий чи довгий? –Він короткий.

LESSON 8

1. Vowel [W]. Sound Combinations [wP, wL].

2. Reading rules. The Letters e, i, y, u in the III Type of Syllables. The Diagraphs er, ir, yr, ur. Sound Combinations wa, wh.

Grammar (граматичний довідник)

1. The Negative form or Imperative Sentences.

2. Special Questions.

3. Participle I. The Present Continuous Tense.

1. Vowel [W]. Sound Combinations [wP, wL].

[W] It's a long sound. The whole tongue is slightly raised. The tip of the tongue is near the lower teeth, the jaw is slightly lowered. The lips are neutral.

Training Exercise 1

W			wP	wL
kW	Wk	tWm	wPt	wLl
fW	Wθ	bWd	wPz	wLk
sW	Wl	gWl	wPnt	wLm

2. Reading Rules. The Letters e, i, y, u in the III Type of Syllables. The Diagraphs er, ir, yr, ur. Sound Combinations wa, wh. Правила читання букв e, i, y, u в III типі читання. Буквосполучення er, ir, yr, ur, wa, wh.

Букви e, i, y, u в III типі читання читаються як [W], наприклад: her [hW], firm [fWm], Byrd [bWd], turn [tWn]

Буквосполучення wa читається як [wP], якщо за ним йде або кінцева приголосна (крім букви r) або буквосполучення приголосних, наприклад: want [w0nt].

Буквосполучення ar після букви w або буквосполучення wh читається як [wL], наприклад: war [wL], wharf [wLf].

Буквосполученнях wh може читатися [w] або [h]. У тих випадках, де за сполученням wh йде буква o, буква w не читається, наприклад: whole [hqVl], who [hH], whose [hHz], whom [hHm]. В інших випадках у сполученні wh читається тільки буква w, наприклад: which [wIC], what [wPt], white [walt].

Буквосполучення ea + r + приголосна = [W]+ приголосна = learn [lWn]

Training Exercise 2

- a) thirst – firm – third – bird – dirty – sir – first
verb – fern – therm – term – merge – nerve – service
fur – curl – surd – Turkish – turnip – nurse
- b) watch – water – wasp
when – which – why – what
while – what – whale – white
who – whole – whom
whose – wholly - who
warm – ward – warn – warp – wharf – wharves
earl – pearl – earn – learn – yearn
search – earth – heard – dearth

Training Exercise 3

- | [W] | [W - L] | [W - e] | [W - qV] |
|--|---|---|---|
| 1. fur – firm - first
sir – burn - burst
her - burn - thirst | 2. burn - born
turn - torn
cur – corn | 3. burn - Ben
turn - ten
bird - bed | 4. burn - bone
turn - tone
bird - bed |
- [wP - wL]
5. wasp - war
want - warm
what - ward

Text

- `Don't` give
`Read` `Text` One
`sit` down
- `What's` this?
`What's` that?
`What's` Kate?
`What's` colour is it?
- `copy` `out` this `text`

`Tom is a` schoolboy. `This` girl is his sister. She's a `schoolgirl`, too. Her `name's` Kate.

`Please` take your `book` out of your bag, Kate. `Don't` give me your book. `Open` it at `page` two and `read` `Text` One. Thank you. `Sit` down, please. Your `mark` is good. `Don't` copy out `this` `text` now. `Do` it at home, please.

“What's this? It's an exercise-book.”

“What colour is it? It's white.”

“What's Kate? She's a schoolgirl.”

“What's Kate doing now? She's reading.”

“Are you reading, too? No, I'm not.”

Active words

eight	вісім
to sit down	сідати
what	що, хто, яка(-ий, -е)
a colour	колір
a girl	дівчина
a sister	сестра
a schoolgirl	школярка
her	її
white	білий
to repeat	повторювати
two	два
one	один
a mark	оцінка, відмітка
to copy out	переписувати
to do	робити, виконувати
at home	вдома
an exercise-book	зошит

Exercises:

1. Spell the words, determine the number of letters and sounds:
Girl, sister, her, white, home, two, one
2. Read the words and explain the reading rules:
 - a) term, first, bird, third, stern, turn, Byrd, furs, curl, curt, serf, curb, herb; want, wash, was, watch, watt; whale, wharf, wheat, ward, when, whether, which, whiff, whip, warn, whole, warp, why, earl, pearl, yearn
 - b) cat, bunch, pinch, rice, will, chest, sister, frost, lick, sly, pace, lunch, rib, from, luck, cry, chat, shy, chill, sky, hale, rose, spine, till, spider, vine, till, sniff, maze, pan, reader, earn, learn.
3. Transcribe the words:
Girl, sister, copy out, sit down, her, what, exercise-book, schoolgirl, colour, eight, repeat
4. Make up the negative form of the Imperatives.
1. Please help me! 2. Clean the car. 3. Play in the garden. 4. Go shopping. 5. Write at the blackboard. 6. Wake up the baby. 7. Look at them.
5. Fill in “who”, “what”, “when”, “whose” or “where”.
 1. Is the milk? It’s on the table.

2. Is he? He's my father.
3. colour are your eyes? They're blue.
4.do you live? I live in Paris.
5.is your birthday? May 2nd.
6.is that in the tree? It's a cat.
7.is Roy? He's in the garden.
8.is your friend's name? Cathy.
9. are you? I'm Ben's friend.

6. Write short answers.

1. Are the girls laughing? No,
2. Are you doing your homework? No,
3. Is he driving a bus? Yes,
4. Are they watching television? No,
5. Is it raining now? Yes,
6. Is she running? Yes,
7. Are they watering the flowers? No,
8. Are you writing a letter? Yes,
9. Are they listening to the laboratory work? No,

7. Fill in the blanks with adjectives and adverbs where necessary:

1. Please take that thick book ... the table, Kate.
2. Please put your exercise-books ... your bag, Ann.
3. The black pen is ... the exercise-book and the brown pen is ... that book.
4. Fred is ... home now.
5. Please go ... that table, Jack, and sit
6. Don't give me your exercise-book. Please put it ... the table. Open your books ... page eight, please.
8. Please take that red cup ... that boy.
9. Please take that book ... the table, Jane, open it ... page five and read Note Five.
10. Don't copy out Text seven now, do it ... home.

8. Fill in the blanks with the articles where necessary:

1. Tom is ... good boy.
2. This is ... exercise-book. It's ... white exercise-book. ... exercise-book is on ... table.
3. I'm ... doctor. I'm at home now. This is my ... room. ... room is large and clean.
4. Please open that book at ... page two and read ... Text Five.
5. Please give me ... inkstand.
6. That's ... text. ... text is long.
7. Minsk is ... fine city.
8. Billy is ... good boy.
9. This is ... black tie and that's ... white tie. Please give me ... white tie, not ... black tie.

9. Make the sentences interrogative and negative:

1. I am taking the book off the table.
2. He is reading a book now.
3. They are looking at me.
4. She is opening the exercise-book.
5. I am closing the door.
6. You are going out.
7. They are coming in.

Introductory Course

10. Make the sentences negative:

1. Open your book, please.
2. Look at the blackboard, please.
3. Please close the door.
4. Please put that cup on this on this table.
5. Read Note One at home, please.
6. Copy out this text, please.

11. Answer the questions:

- A.
1. What are you doing?
 2. Are you opening or closing the book?
 3. Are you reading now?
 4. What are you reading?
 5. What is your friend doing?
 6. Is he reading now?
 7. Are they looking at me?
 8. Who are they looking at?
- B.
1. Are you a schoolboy?
 2. Is your sister a doctor?
 3. Are those girls your friends?
 4. Are they teachers or students?
 5. Is your friend at home now?
 6. Is that page one or page two?
 7. Is this a text-book or an exercise-book?
 8. Are those doors yellow?
 9. Is that cup white?
- C.
1. What's this?
 2. What's that?
 3. What are these?
 4. What are those?
 5. What colour is this exercise-book?
 6. What colour is this pencil?
 7. What's your sister?
 8. What are your friends?

11. Put questions to the underlined words:

1. Jane is a doctor.
2. They are teachers.
3. This is an exercise-book.
4. Those are notes.
5. We are students.
6. Bess is a school-girl.
7. This cup is yellow.
8. Kate is a teacher.
9. That pencil is red.
10. She is a student.

12. Form the Present Participle of the given verbs:

To meet, to tell, to find, to send, to give, to take, to read, to look, to go, to open, to close, to put, to copy out, to sit, to come.

13. Translate into English:

1. Не закривайте ваші книжки. Прочитайте перший текст.
2. Прочитайте примітку другу вдома. Будь-ласка, не робіть цього зараз.
3. Не беріть цю білу

чашку зі столу. Візьміть ту жовту чашку. 4. Сідайте і списуйте текст. 5. Хто ця дівчина? – Вона школярка. Її ім'я Джейн. 6. Том, іди до дошки. Не давай мені свій зошит. Відкрий книжку і прочитай дев'ятий текст. Дякую. Твоя оцінка «добре». Тепер дай мені свій зошит. 7. Подивіться на цей олівець. Якого він кольору? – Жовтий. - Це твій олівець? - Ні. Це її олівець. 8. Що робить ваш друг? – Він читає книгу вдома. 9. Не заходьте. Закрийте двері, будь-ласка. 10. Подивіться на дошку. Що читає ваш друг? 11. На що вони дивляться? 12. Що ви зараз робите? – Ми читаємо текст. – Який текст ви читаете? – Ми читаємо текст вісім. 13. Подивись, вони сидять за столом. – Що вони роблять? – Вони списують текст шостий.

LESSON 9

1. Diphthongs [lq, Fq, Vq]. Sound Combination [alq, aVq, wW].

2. Reading Rules. The IV Type of Syllables. The Digraphs wor, eer, ear, air, eir, ire, our.

Grammar (граматичний довідник)

1. Possessive Pronouns.

1. Diphthongs [lq, Fq, Vq]. Sound Combination [alq, aVq, wW].

[lq] The tip of the tongue is near the lower teeth. The front of the tongue is raised to the position of the vowel [l]. The tongue moves down and backwards the neutral sound [q].

[Fq] The tip of the tongue is at the lower teeth. The front of the tongue is mid-way between the position for [e] and [x]. Then the front moves back to the position for the neutral sound [q].

[Vq] The tip of the tongue is retracted from the lower teeth. The back of the tongue is raised to the soft palate as high as for the sound [V]. Then the front moves back to the position for the neutral sound [q].

[alq, aVq] The triphthongs [alq, aVq] are combinations of a diphthong and the neutral sound [q].

Training Exercise 1

lq	Fq	Vq	alq	aVq	wW
dlq	bFq	SVq	`balq	`aVq	wW
nlq	wFq	mVq	`falq	`paVq	wWk
hlq	prl`pFqd	pVq	`flalq	`flaVq	wWd
		kjVqd	`falqd	`SaVq	wWld

2. Reading Rules. The IV Type of Syllables. The Digraphs wor, eer, ear, air, eir, ire, our. Читання IV типу складу. Буквосполучення wor, eer, air, ire, our.

IV тип складу – закрите положення голосної букви з наступним сполученням r + німа буква e.

Голосна + r+ голосна (e)

Буква	a	o	e	i, y	u
IV тип	[Fq] <u>Mary</u>	[L] <u>more</u>	[lq] <u>here</u>	[alq] <u>fire</u> <u>tyre</u>	[jVq] <u>during</u>

Трифтонг – це транскрипційний звук, який складається з трьох голосних елементів. Якщо ж склад ненаголошений, відбувається редукція, наприклад: armour ['Rmq], humour ['hjHmq].

Буквосполучення **eer** та **ear** читається як дифтонг [lq], наприклад: engineer ["enGI'nlq]

Буквосполучення **air** та **eir** читається як дифтонг [Fq], наприклад: chair [CFq]

Буквосполучення **our** читається як трифтонг [aVq], наприклад: our [aVq].

Буквосполучення **wor** перед приголосною читається як [w], наприклад: work [wWk], word [wWd]

Training Exercise 2

- a) deer – veer – beer – veneer – career
smear – hear – clear – tear – rear – spear
- b) hair – fair – air – their
pair – despair – repair – affair
- c) our – scour – flour – dour – hour
flavour – labour - harbour – glamour

Training Exercise 3

- | | | | |
|----------|--------------|---------------------|---------|
| [lq] | [Fq] | [jVq] | [alq] |
| 1. deer | 2. air care | 3. cure | 4. fire |
| here | pair Mary | pure | mire |
| engineer | fair parents | during | tired |
| [aVq] | [wW] | [wW - wL - wqV] | |
| 5. our | 6. work | 7. were – war - woe | |

sour	word	word – ward - wove
flour	world	work – warn - woke
	worker	worm – warm – won't

Text

`Where ↘is he? `Who this ↘girl?
His `wife's ↘ there, ↘too. It's ↘ their flat.

My `name's Pet↘renko. I'm an engi↘neer. My `wife's ↘not an engineer. She's a ↘factory worker. Our `son is a ↘schoolboy.

`Mary and `Kate are ↘friends. Their `sons are `friends, ↘too.

“Who's your ↘friend?” “My `friend's ↘Jack. He's an engi↘neer.”

“Is he `here ↗now?” “↘No, he ↘isn't.”

“Where ↘is he?” “He's in ↘Kyiv. His `wife's `there ↘too.”

“What are they ↘doing there?” “They're `visiting their ↘friends.”

“Whose `flat's ↘this? It's ↘their flat.”

“Who's `this ↘girl?” “She's my ↘sister?”

“What's her ↘name?” “Her `name is ↘Mary.”

“What ↘is she?” “She's a ↘schoolgirl.”

“What `kind of ↘pupil is she?” “She's a ↘good pupil.”

Active words

an engineer	інженер
a wife (wives)	дружина
a factory	фабрика, завод
a worker	робітник, робітниця
our	наш
a son	син
their	їхні
there	там, туди
to visit	відвідувати
whose	чий
who	хто
here	тут, сюди
where	де
kind	вид
What kind of ...	який, якого виду?
a pupil	учень

Exercises:

1. Spell the words, determine the number of letters and sounds:

engineer, pioneer, wife, worker, son, our, their, who, whose, where, here, there

2. Read the words and explain the reading rules: a) leer, beer, peer, veer; teem, fee, wee, bee, feel; air, fair, hair, stairs, pair; Spain, faint; care, fare, mare, stare, bare, rare; pure, cure, during; fire, mire, tire, shire; here, sere, mere; our, flour, sour; world, worm, worship, word, worthy

b) fate, fat, far, fare; Peter, pet, pet, pert, here; style, gyps, Byrd, tyre; file, fill, first, fired; tube, tub, turn, cure; bone, lot, form, store, hour, hear, clear, their, repair, warm, fur, wasp, earth, heard, why, who

3. Fill in the blanks with adjectives and adverbs where necessary:

1. I'm ... the blackboard. 2. Please don't go ... there. 3. Are you putting that cup ... the table? I'm putting it ... here. 4. Whose exercise-books are ... the table? 5. Is she putting the spoons ... those white cups? 6. Please go ... the room. 7. "Where's the red pencil? Is it ... the bag?" "No, it's not ... the bag, it's ... the table." 8. Please go ... the table, Bob, and sit 9. What page is he opening his book ... ? 10. "Where's Jack?" "He's ... the blackboard. He's looking ... it."

4. Fill in the blanks with the articles where necessary:

1. "Where is ... yellow tie?" "It's on ... bed." 2. I'm ... engineer. 3. "Where is ... white exercise-book?" "It's on ... table/" 4. "Where is your friend?" "He's in ... room." 5. Jane is ... factory worker, and Ben is ... engineer. Jack is ... engineer, too. Ben and Jack are ... engineers. They are ... good engineers. 6. Peter is ... pioneer. He's ... good pupil. 7. Mary is ... doctor. Her friend Kate is ... doctor, too. 8. Moscow is ... city. 9. "Bobby is ... baby. Whose son is he?" "He's their son." 10. Open your books at ... page ten and read ... Text Nine, please.

5. Fill in the blanks with the possessive pronouns:

1. I'm a worker. ... name's Ivanov. 2. Ted is a schoolboy. ... Marks are good. 3. Ann and Jane are engineers. ... sons are pupils. 4. Please, give me ... exercise-book, Peter. 5. We are engineers. ... friends are engineers, too. 6. "What are ... names?" "... name's Nick and ... name's Jane."

6. Answer the questions:

1. Is your name Petrenko?
2. What is your name?
3. Are you an engineer?
4. What are you?
5. Is your friend a teacher or a student?

6. What is her name?
7. What kind of student is she?
8. What are we?
9. What are we doing?
10. Are we reading?
11. Where are our books?
12. Whose books are these?
13. Whose exercise-books are these?
14. Where are we?
15. What kind of room is this?
16. What kind of pencil is this?
17. What kind of pen is that?
18. What kind of student are you?

7. Put questions to the underlined words:

1. My friend is a teacher. (3)
2. This is a map. (1)
3. It's a good map. (1)
4. That's a bad cap. (2)
5. It's his cap. (1)
6. The match is on the table. (1)
7. The matches are on the table. (1)
8. Her name's Mary. (2)
9. Bess is a good pupil. (3)

8. Underline the pronoun in the corresponding case.

1. This book is (my/mine).
2. Mr. Smith is (their/theirs) teacher.
3. This is (our/ours) house.
4. (My/Mine) dog is black and white.
5. The black pen is (her/hers).
6. This is Inna's book. It is (her/hers) book.
7. This car is (their/theirs).
8. Dr. Black is Tom's doctor. He is (his/her) doctor.

9. Translate into English:

1. Ця дівчина – моя сестра. Її звуть Мері. Вона інженер.
2. Ваш син інженер чи робітник? – Він робітник.
3. Хто ваша подруга? – Катя моя подруга. – Хто вона по професії? – Вона викладач.
4. Де ваш викладач? – Він тут.
5. Моя сестра зараз у Києві. Моя подруга також там. Її син у Києві? – Ні, він зараз тут. Що він робить?
6. Хто ця дівчина? – Вона інженер.
7. Цей чоловік лікар? – Так. – Як його звуть? – Його звуть Петренко.
8. Наша квартира гарна. Вона велика і чиста.
9. Якого кольору ті двері? – Вони білі.
10. Чия це квартира? – Це їхня квартира.
11. Яка це книга? – Це велика книга.
12. Які це зошити? – Це тонкі зошити.
13. Де ваші сестри? – Вони дома.

LESSON 10

1. Letter Combinations **all, alk, wr, ew**. Sound Combinations [tw, kw].

2. Reading Rules. The Letter **Q q**. The letter **W w** before **r**. Letter Combinations **all, alk, wr, ew**.

Grammar (граматичний довідник)

1. The Preposition *of*

1. Letter Combinations **all, alk, wr, ew**. Sound Combinations [tw, kw].

Training Exercise 1

tw	kw	N	Ng
twals twelv `twentl	kvalt kwlk `kwesCn	`mJtIN∪lz `sJIIN∪lz `sININ `kIININ	`INgIIS `l×NgwIG `×Ngrl `hANgrl

2. Reading Rules. The Letter **Q q**. The letter **W w** before **r**. Letter Combinations **all, alk, wr, ew**. Правила читання букв **Qq, Ww** перед **r**. Буквосполучення **all, alk, wr, ew**.

Буква **Qq** завжди вживається в буквосполученні **qu** та читається як [kw], наприклад: quick [kwlk].

Буквосполучення **al** перед буквою **k** читається як [L], наприклад: chalk [CLk]. Перед іншими приголосними в наголошеному складі це буквосполучення читається [LI], наприклад: small [smLI], also ['LlsqV].

Буквосполучення **oll, old** читається [qVI], [qVId], наприклад: boll [bqVI], roll [rqVI]; old [qVId], bold, cold, hold.

Буквосполучення **eu** пишеться в середині слова, а **ew** – в кінці слова. У цих диграфах перша буква не читається, а читається друга буква. Отже, вони звучать однаково [(j)H], наприклад: few [fjH], deuce [djHs], new [njH], crew [krH].

У сполученнях **kn** і **wr** перші букви не читаються, наприклад: wrap [r×p], write [ralt], knife [nalf].

Буквосполучення **gh** не читається, а буква **i** перед ними зберігає своє алфавітне звукове звучання, тобто **igh**= [al], наприклад: eight [elt], light [alt], high [hal].

Диграф **ou + gh + t** = [L]+[t] = [bLt]

Сполучення **ng** передає носовий звук [N], наприклад: song [sPN]а перед сонантами **l, r, w**, читається як [Ng]: English ['INgIIS], angry ['×Ngrl], Language ['l×NgwIG], а сполучення **nk** читається [NK], наприклад: thank [T×NK], think [TINK].

Training Exercise 2

- a) quill – quilt squid - squill
quick - quip quell – quest
- b) talk – chalk – stalk – balk – calk – walk
small – ball – fall – hall – tall – call – mall – pall
poll – roll – toll – boll
- c) feud – deuce – Zeus – feudal – neutral
new – chew – few – grew – crew – threw – screw
- d) write – wrote – written knot – knack - knave
wrest – wreck – wrong knell – knelt – knife
- e) right – night – bright – might – light – fight
high – nigh
- f) bought – thought – fought – ought – nought
brought – sought – wrought – fought – ought
- g) sing – sting – king
ring – bring – spring
sang – slang – tang
bank – tank – thank
ink – drink – pink
sunk – chunk- drunk
English – angry – angle

Training Exercise 3

We're ◡ at a ◡ lesson. the ` walls in our ◡ classroom
We're ◡ at the ◡ table. a ` piece of ◡ chalk
The ` ceiling's ◡ white. an ` English ◡ newspaper

Text

We're ◡ at a ◡ lesson now. ` This is our ◡ classroom. It's ↗ small, } but it's ` light and
◡ clean. The ` walls in our ↗ classroom are ◡ blue. The ` floor's ◡ brown. The ` ceiling's
◡ white. The ` door and the ` windows are ` white, ◡ too. We're ` sitting at the ◡ table.
It's ◡ brown. The ` chairs are ` brown, ◡ too.

“ Please ` come ◡ here, Jack. ` Don't ` take your ◡ book. ` Take a ` piece of ↗ chalk
and ` write the ` new ` English ↗ words } on the ◡ blackboard, please. ↗ Thank you.
` Write ` four ` questions at ◡ home, please.”

“ What's ◡ this?” “It's a ◡ newspaper.”

“ What ◡ kind of newspaper is it?” “It's an ◡ English newspaper.”

“ Where ◡ are you?” “We're at a ◡ lesson.”

“ What are you ◡ doing?” “We're ◡ writing.”

Active words

a lesson	урок
a classroom	клас, класна кімната
small	маленький
but	але
light	світлий
a wall	стіна
blue	голубий
a floor	підлога
a ceiling	стеля
a window	вікно
a chair	стілець
to come	приходити
a piece	шматочок
chalk	крейда
to write	писати
new	новий
English	англійський
a word	слово
four	чотири
a question	питання
a newspaper	газета

Зведена таблиця основних сполучень літер

Сполучення літер	Приклади	Винятки
Голосні		
-ai [eɪ]:	rain, pain, train, main, gain, sail, nail, hail, laid, Spain, plain	said [sed]
-au [L]:	fauna, fault, vault, daunt, haul, haunt, launch	
-aw [L]:	law, saw, paw, raw, draw, straw, flaw, dawn, fawn, lawn	
-ee [i:]:	see, free, sleep, deep, weep, feed, feel, seed, fifteen, tree, fleet, fee	
-ea [J] [e]:	read, sea, tea, speak, leave, leaf, beat, meal, bean, mean, clean bread, dead, spread, pleasure, measure, meadow	
-eu [jH]:	fued, neutral, feudal, neuter	
-ew [jH]:	new, few, dew, stew, mew	sew [sqV]
-r(l)(j)+ew [H]:	grew, crew, drew, flew, June	

-ie [J]:	thief, chief, grief, brief, fiend	friend [frend]
-oa [qV]:	coat, soap, cloak, oak, coal, throat, boat, loaf	
-oe [qV]:	goes, toe, doe, woe, poe, roe, poem	
-oo [H]:	room, good, food, fool, pool, stool, wool, tool, roof, spoon, noon	
-oo+k [V]:	book, cook, look, took, hook, brook, rook	good [gVd]
-ou [aV]:	house, ground, found, cloud, proud, mouse, grouse	soup [su:p], group [grHp], soul [sqVl], cousin [kAzɪn] country [ˈkʌntri]
-ow [qV]: [aV]:	snow, grow, mow, throw, sow, glow, tow, slow, bowl, bow, crow flower, cow, brow, how, brown, frown, crown, bow, Moscow	howl [haul]
-all [R]:	tall, all, wall, call, stall, ball, always, already	mallow [ˈmɔ:lqV], tallow [ˈtɔ:lqV] fallow
-al+k [Lk]:	talk, walk, balk, stalk, chalk	
-oll [qV]:	boll, roll, toll, poll	
-ou+r [aVq]:	our, flour, sour, hour	four [fL], pour [pL]

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-ea+r [lq]:	ear, near, dear, fear, clear, tear, rear deer, beer, career, veneer, Engineer	bear [bFq], tear [tFq], wear [wFq], swear [swFq]
-ai+r [Fq]: -ei+r [Fq]:	air, fair, hair, pair, lair their	
-oa+r [L]	soar, roar, oar, board	
-oo+r [Vq]	moor, poor, spoor, moor	door [dL] floor [flL]
-ui [(j)H]	suit, cruise, juice, fruit	
-aught [L]:	caught, taught	
-ar [R]:	arm, farm, charm, alarm, harm	warm [wLm], war [wL]
+ss -a +st [R] + sk + sp	pass, class, glass, grass, brass past, fast, cast, vast, master ask, task, bask, mask grasp, clasp, gasp, rasp	
+ nt -a+ ce [R] + nch	plant, grant, can't, aren't France, chance, dance, glance Branch, ranch, planch, stanch	
-a+ff [R] ft, th	staff, chaff, craft, shaft bath, path, lath	
-a+l+m [R] f, ve	Calm, palm, balm, calf, half, halves	
-ought [L]:	bought, thought, fought, wrought, bought, sought	
-ou+ld [H]:	could, should, would	shoulder ['SqVldq], mould [mqVld]
-igh(t) [R]:	high, sigh, night, light, bright, sight, right, might, tight	
-eig(h,t,n) [el]	neigh, eight, reign, deign, weight, feign, sleigh	

Приголосні та їх сполучення

c	[s]: - перед літерами <i>e, i, y</i> : ceiling, circle, bicycle, cell, certain [k]: - перед рештою літер: cold, cry, clock, coal, catch, can	
g	[G]: - перед літерами <i>e, i, y</i> : gender, general, gibe, gipsy, gist [g]: - перед рештою літер: god, gay, good, grey, grow, gum	girl, give, get, gift, giddy, gear[glq], giggle
s	[s]([z]): - sad, sell, silly, son, stand, excuse, houses, has, pause, rose	
x	[gz]: - перед наголошеною голосною: exam, example, exist [ks]: - в решті випадків: excuse, exclaim, exhibition, excite	
j	[G]: – перед голосними: joke, jest, jacket, jam, jolly, jingle, jungle	
wh	[w]: – на початку слів, крім випадків, коли далі йде літера <i>o</i> : why, when, what, which, whale, where	who [hH]; whole, whose, whom
wr	[r]: - write, wreck, writhe, wrist, wreath, wrath, wrangle	
nk	[Nk]: - think, drink, tank, bank, monkey, monk, pink, link, thank, honk	
ng	[rj]: - sing, wing, tongue, fang, king, song, hang, twang, cling, mingle	
ck	[k]: - clock, back, stick, brick, stock, Jack, quick, pick, click	
sh	[S]: - shall, wish, dish, fish, flash, dash, smash, clash, shallow	chemistry ['kemi:stri], chaos ['kei:Ps]
t(ch)	[C]: - catch, match, chalk, chest, chair, charming, chill, choose, challenge	
kn	[n]: - know, knock, knee, knob, knight, knell	
mb	[m]: - climb, comb, bomb, tomb	
ph	[f]: - philosophy, philology, phial, Philip	
th	[T]: - think, thank, thin, through, thick, thief, thought, thorough, thistle [D]: - the, that, those, these, this, them	
qu	[kw]: - quiet, quite, quick, quarrel, square, quilt, squirrel	queue [kju:]

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-tion (-sion)	[Sn]: - question, revolution, mention, translation, aggression, procession	
-ssure	[Sq]: - pressure, fissure	
-sure	[Zq]: - measure, pleasure, treasure, leisure	sure [SVq]
-ture	[Cq]: - nature, future, adventure, literature, furniture, pasture	
-ess	[ls]: - kindness, homeless, business, endless	

Exercises:

1. Spell the words, transcribe them, and determine the number of letters and sounds: ceiling, window, chair, piece, chalk, word, question, colour, light, blue, come, eight

2. Read the words and explain the reading rules:

a) quite, quick, quest, quiz, quaver, quits; small, fall, tall, call, all; chalk, walk, talk, stalk, calk; poll, boll, roll, toll; new, few, stew, pew, hew, pewter, hewn, news, neutral, feud, deuce, feudal; write, wrest, wrung, wrist, wring, wreck, wrap, wry, wrong; English, angry, angle; high, nigh, right, night, bright, might, light, fight, bought, thought, brought, fought

b) she, meek, reel, grim, happy, pony, sack, lad, got, lard, pond, mule, bloom, butter, ugly, rudder, sink, mill, fuss, hobby, fly, cube, seep, pep, send, stove, made, Sam, pane, sand, plate, mean, heat, pine, sty, teach, close, clock, calk, shelf, cock, tape, tone, bud, fun, fume, laid, bay, tube, far, hard, term, bird, skirt, thirsty, ice, free, party, peg, gent, peck, skin, single, country

3. Fill in the blanks with the possessive pronouns:

1. We're students. This is ... classroom. The door in ... classroom is white. 2. I'm at home now. ... room is small, but it's light and clean. These are ... sisters. ... names are Mary and Ann. 3. Open ... books, please. 4. Sit down, Peter. ... mark is "good". 5. Is she a teacher? Are these boys and girls ... pupils? 6. This man is an engineer. ... name's Petrov.

4. Fill in the blanks with the articles where necessary:

1. What colour is ... floor in your room? 2. Write ... question on ... blackboard, please. 3. Please open ... window. 4. Please close ... door. 5. Are you writing ... new words? 6. Is he giving you ... piece of chalk? 7. Where's chalk? 8. Where's ... Room Six? 9. ... exercise-book is on ... table.

5. Put questions to the underlined words:

1. It is our classroom. (2)
2. It's a light room. (1)
3. The walls in my room are yellow. (3)
4. This cup is white. (1)
5. They are new ties. (1)
6. The table is at the window. (1)
7. The chairs are at the table. (1)
8. Klimov is our teacher. (3)
9. Peter is sitting at the window. (3)
10. It is an English newspaper. (2)

6. Fill in the blanks with adjectives and adverbs where necessary:

1. The walls ...the rooms ... my flat are yellow and blue.
2. Please go ... the blackboard, Peter. He is ... the blackboard now.
3. Take a piece ... chalk ... the table and writes these words, please. Who's writing the new words ... the blackboard?
4. Please come ... the room.
5. We're going ... the classroom.
6. The blackboard is ... the wall ... our classroom.
7. Please put these matches ... your bag.
8. Please open that book ... page eight.
9. They're looking ... the boys.

7. Answer the questions:

1. Is this a classroom?
2. What kind of classroom is it?
3. Is it large or small?
4. What colour are the walls in this classroom?
5. What colour is the floor (ceiling, door)?
6. Where's the blackboard?
7. What colour is it?
8. Where's the piece of chalk?
9. Where are you?
10. Are you at a lesson or at home?
11. Is Ann at the blackboard or at her table?
12. What's she doing there?
13. Is your bag new?
14. Is this a table or a chair?
15. Where's your friend sitting?

8. Translate into English:

А. слова четвертого уроку, сторінки тої книги, нові слова тих уроків, три шматка крейди, колір цієї сумки, стіни нашої аудиторії, робітники Києва.

Б. 1. Не посылайте Каті ті книги. Пошліть Каті ці нові книги. 2. Зустріньте цих інженерів тут. 3. Не давайте мені чорний олівець, дайте мені червоний олівець, будь-ласка. 4. Не читайте цей текст на уроці, прочитайте його вдома. 5. Не беріть мій зошит, візьміть той чистий зошит. 6. Пишіть слова і запитання у своїх зошитах і не дивіться на дошку. 7. Закрийте свої книги і відкрийте зошити. 8. Не кладіть свою сумку на стіл, покладіть її на той стілець, будь-ласка. 9. Не списуйте третій текст, спишіть четверту примітку. 10. Не ходіть туди, сідайте,

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будь-ласка. 11. Не робіть цього зараз, ідіть сюди, будь-ласка. 12. Не пишіть цих слів зараз, зробіть це вдома. 13. Не від'їзжайте, будь-ласка.

В. Це наша аудиторія. Якого кольору стіни у вашій аудиторії? – Вони жовті. – Ваша аудиторія велика чи мала? – Вона не велика, але світла. 2. Якого кольору стеля? – стеля біла. – Якого кольору підлога? – Підлога коричнева. 3. Де ваш стіл? – Він біля вікна. 4. Вона читає питання. 5. Візьміть крейду і напишіть своє питання на дошці. 6. Якого кольору її зошит? – Він голубий. 7. Ви читаєте нову книгу? 8. Я даю вам вісім нових олівців. 9. Що роблять зараз ці студенти? – Вони пишуть слова.

ГРАМАТИЧНИЙ ДОВІДНИК

Урок 1

1. Наказові речення. The Imperative Sentences.

Наказові(спонукальні) речення виражають прохання, наказ, пораду, запрошення, застереження, спонукають до дії тощо.

The Imperative Sentence expresses a request, an order, an advice, an invitation, a warning, etc.

Наказові речення утворюються за допомогою інфінітива без частки **to**.

Imperative sentences are formed by means of the infinitive without particle **to**.

E.g.: Tell!

Take a pen.

Meet Ted.

2. Поняття про відмінок іменників та займенників.

The Cases of Nouns and Pronouns.

Відмінок – це форма іменника, що виражає зв'язок цього іменника з іншими словами в реченні.

Case is the form of the noun indicating the relation of the notion to other words in the sentence.

В англійській мові іменник має лише два відмінки: **загальний** і **присвійний**.

There are two cases of nouns in English:

The Common Case and the Possessive Case.

Загальний відмінок не має спеціальних відмінкових закінчень. Сполучення іменника в загальному відмінку з прийменником **of** відповідає українському родовому відмінку.

The Common Case has no special case endings. The combination of a noun with the proposition **of** is similar to the Ukrainian Genitive Case.

E.g.: the back of the chair *спинка стільця*

the answers of the pupils *відповіді учнів*

Присвійний відмінок відповідає на запитання чий? чия? чие? чиї? whose?

The Possessive Case is formed by means of **apostrophe** and the ending **-s**.

Утворення присвійного відмінка.

The formation of the Possessive Case.

1. До іменника додається апостроф і закінчення **-s**.

E.g.: Ben's bed, Kate's brother

2. Якщо іменник в однині закінчується на **-s**, **-ss**, **-x**, то додається лише апостроф, хоча звичайне позначення **'s** також можливе.

E.g.: James' (=James's) pen

3. Якщо іменник у множині закінчується на **-s**, до нього додається лише апостроф.

E.g.: the students' meeting

В англійській мові особові займенники мають два відмінки: **називний** і **об'єктний**.

In English the personal pronouns have two cases: **the Nominative Case** and **the**

Objective Case.

Число	Особа	Називний відмінок	Об'єктний відмінок
Однина	1	I - я	me – мене, мені
	2	you - ти	you – тебе, тобі
	3	he - він she - вона it – воно	him – його, йому her – її, їй it – його, йому, їй
Множина	1	we - ми	us – нас, нам
	2	you - ви	you – вас, вам
	3	they - вони	them – їх, їм

Урок 2

1. Рід і число іменників.

Gender and Number of Nouns.

В англійській мові іменник не має категорії роду: іменники, які означають живі істоти, в залежності від статі замінюються займенниками **he**, **she**, іменники, які означають неживі предмети – займенником **it**.

В англійській мові іменники діляться на **власні (Proper Nouns)**:

e.g. London, Sunday, Peter та **загальні (Common Nouns)**:

e.g. water, country, boy.

Загальні іменники діляться на **злічувальні (countable nouns)** – означають предмети, які можна полічити:

e.g. a test, a book і **незлічувальні (uncountable nouns)** – це назви речовин і багатьох абстрактних понять, які не можна полічити:

e.g. love, gold, sugar.

Утворення множини

Злічувальні іменники вживаються в однині (singular) і множині (plural).

Незлічувальні іменники множини не мають.

$$N_{pl} = N_{sing} + - (e)s$$

The plural of nouns is formed by adding the ending – (e)s to the singular. This ending is pronounced:

[s] after voiceless consonants except [s], [ʃ], [ç]; lamps, cats

[z] after vowels and voiced consonants except [z], [ʒ], [ʒ]; seas, pens

[ɪz] after the sounds [s], [ʃ], [ç], [z], [ʒ], [ʒ]. classes, matches, boxes, benches ...

Більшість іменників в англійській мові утворюють множину додаванням до форми однини закінчення **-s**.

The plural of nouns is formed by adding the ending –s to the singular.

E.g.: a girl – girls, a car – cars, a student – students.

У складних іменниках (Compound Nouns):

- форму множини приймає лише головний іменник:

e.g. a mother-in-law – mothers-in-law,

a passer-by – passers-by;

- які утворені з інших частин мови –s додається в кінці слова:

e.g. forget-me-not – forget-me-nots,

merry-go-round – merry-go-rounds;

- якщо першим словом є man або woman – обидва слова приймають форму множини:

e.g. man-servant – men-servants,

woman-doctor – women-doctors.

Виключення – множина деяких іменників утворюється зміною кореневого ГОЛОСНОГО.

Some nouns form the plural by changing the root vowel.

man - men чоловік

woman – women жінка

foot – feet ступня ноги

tooth – teeth зуб

goose – geese гусак

mouse - mice миша

louse- lice воша

child – children дитина

ox- oxen віл

Іменники **sheep** вівця, **deer** олень, **swine** свиня, **fish** риба та назви деяких видів риб мають однакову форму в однині і множині.

2. Поняття про додаток. Місце прямого і непрямого додатка в реченні. The Object. The Direct and Indirect Objects.

В англійській мові розрізняють три види додатка:

- прями́й (direct);
- непря́мий (indirect);
- прийменниковий (prepositional).

Прямим називається безприйменниковий додаток, що означає особу або предмет, на які спрямовано дію, виражену дієсловом-присудком. Прямий додаток здебільшого виражається іменником у загальному відмінку або особовим займенником в об'єктному відмінку.

The direct object is a non-propositional object which denotes a person or a thing directly affected by the action of the verb. The direct object is mostly expressed by a noun in the Common Case or by a personal pronoun in the Objective Case.

Звичайно прями́й додаток стоїть безпосередньо після дієслова, до якого відноситься.

The direct Object usually stands immediately after the verb it refers to.

*e.g. He drinks **coffee** in the morning.*

*We helped **him**.*

Непря́мий додаток означає особу, до якої звернено дію, виражену дієсловом-присудком.

The indirect object denotes a person or a thing towards which the action of the verb is directed.

Непря́мий додаток завжди стоїть між дієсловом і прями́м додатком. Якщо непря́мий додаток треба поставити після прямого, перед ним вживається прийменник **to** або **for**.

It always placed between the verb and the direct object. When the indirect object must be placed after the direct object, the prepositions **to** or **for** are used.

*e.g. I gave **him** a pen. – I gave a pen **to him**.*

*Mother bought **me** a dress. – Mother bought a dress **for me**.*

3. Поняття про означення. The Attribute.

Означення, що стоїть перед означуваним словом, називається **препозитивним**, означення, що стоїть після означуваного слова, називається **постпозитивним**.

An attribute placed before its head-word is called a **prepositive attribute**, an attribute placed after its head-word is called a **postpositive attribute**.

e.g. prepositive

*the **Kyiv** metro*

postpositive

*the works **by Ch. Dickens***

Препозитивне означення в англійській мові може бути виражене:

- прикметником – *The old **woman** looked at me.*
- займенником – *She lives with **her** mother.*
- кількісним і порядковим числівником – *I've been here for **two** years. Read **the first** sentence.*
- дієприкметником – *I looked at his **smiling** face.*
- герундієм без прийменника – *The **building** season began.*
- іменником у присвійному відмінку та іменником у загальному відмінку без прийменника – *Her **sister's** flat is clean. He opened the **kitchen** door.*

Постпозитивне означення може бути виражене:

- іменником у загальному відмінку з прийменником – *The door **of the room** was open.*
- дієприкметниковим зворотом – *He looked at the children **playing** in the yard.*
- герундієм з прийменником – *I was looking forward to the pleasure **of telling** it to you.*
- інфінітивом – *This is the article **to translate**.*
- прислівником – *The room **upstairs** was light.*
- кількісним числівником, вжитим у значенні порядкового – *They are in room **ten**.*
- прикметником із залежними від нього словами – *It was a school for the pupils **clever at mathematics**.*

Урок 3.

1. Поняття про інфінітив. The Infinitive.

Інфінітив – це неособова форма дієслова, яка називає дію і відповідає на питання що робити? що зробити? (e.g. *to read, to write*) Ознакою інфінітива є частка **to**. В заперечній формі перед інфінітивом ставиться частка **not**.

The Infinitive is a non-finite form of the verb which names an action.

Але слід пам'ятати, що в деяких випадках інфінітив вживається без частки **to**:

- після модальних дієслів (крім *have to, be able to, ought to*);
- в об'єктному інфінітивному звороті після дієслів: *to see, to hear, to feel, to watch, to observe, to notice, to let, to make*;
- після виразів *would rather, would sooner, had better*.

2. Дієслово **to be**. The Verb **to be**.

Дієслово **to be** широко вживається і як повнозначне дієслово, і як допоміжне для утворення різних часових форм інших дієслів.

Слід запам'ятати як дієслово **to be** відмінюється в Present Simple:

Singular		Plural	
I	am	We	are
You	are	You	are
He	is		
She	is	They	are
It	is		

В усному мовленні здебільшого вживаються скорочені форми:
I'm, he's, she's, we're, you're, they're.

3. Речення. Загальні відомості. The Sentence.

Залежно від мети висловлювання (according to the purpose of utterance) в англійській мові розрізняють такі типи речень:

1. розповідні (declarative sentences): e.g. I like to study English.
2. питальні (interrogative sentences): e.g. Do you speak English?
3. спонукальні (imperative sentences): e.g. Mind your pronunciation.
4. окличні (exclamatory sentences): e.g. What a beautiful girl!

Слід пам'ятати, що для англійської мови у розповідному реченні характерний сталий порядок слів: підмет стоїть перед присудком, непрямий додаток ставиться між присудком і прямим додатком, прийменниковий додаток звичайно ставиться після прямого додатка, обставина звичайно стоїть після додатків, обставини часу ставляться після обставин місця, а обставини способу дії – перед обставинами місця і часу, означення може стояти перед означуваним словом або після нього.

За будовою (according to the structure) речення поділяються на прості (simple) та складні (composite). Просте речення може бути поширеним (extended) і непоширеним (unextended). Складні речення поділяються на складносурядні (compound) і складнопідрядні (complex).

4. Займенник it. The pronoun it.

Займенник **it** замінює іменники – назви неживих предметів, абстрактних понять, тварин і рослин, а також іменник baby.

e.g. *This is my house. **It** is new.*

Займенник it також вживається:

- як підмет у безособових реченнях (as a subject in impersonal sentences):
e.g. *It is raining now.*
- у значенні вказівного займенника (as a demonstrative pronoun):
e.g. *It is very interesting.*

- у підсилюваних зворотах (in the structure) it is + S + that / who:
e.g. *It is a book which I've read.*

5. Поняття про артикль. Неозначений артикль. The Article. The Indefinite article.

Артикль – це службове слово, яке вживається перед іменниками.

Неозначений артикль **a** вживається перед словами, що починаються з приголосного, **an** - з голосного.

Неозначений артикль утворився від числівника one і тому вживається тільки перед злічувальними іменниками в однині:

1. коли йде мова про особу чи предмет, що вперше згадується (a person or a subject mentioned for the first time): *It happened in **a** small town.*
2. коли на увазі мається кожен або будь-який предмет (every or any subject or object): ***A** child is crying.*
3. з деякими словами (with the words **a lot, a few, a little, a bit**): ***a** lot of books.*
4. перед іменниками в однині після слів (before the nouns in singular after the words **such, rather, quite**): *such **an** expensive dress.*
5. після слова what в окличних реченнях (after the word **what** in exclamatory sentences): *What **a** good idea!*

Урок 4

1. Означений артикль. The Definite article.

Означений артикль походить від вказівного займенника that. Вживається перед іменниками в однині та множині:

1. коли йдеться про відомий чи згадуваний раніше предмет або коли поняття чи явище уточнюється контекстом (when the subject is known or mentioned in the context): *This is **a** girl. **The** girl is beautiful.*
2. коли перед іменником стоїть порядковий числівник (when there is an ordinal numeral): ***the** first lesson.*
3. прикметник у вищому ступені (an adjective in the superlative degree): ***the** best song.*
4. предмети єдині у своєму роді (unique objects): ***the** Earth, **the** Moon, **the** sky, **the** world.*
5. у виразах (in expressions): *in **the** morning, on **the** left, **the** other day, **the** more... **the** better..*
6. перед прізвищами, коли маються на увазі всі члени родини (with the surnames when all members of the family are meant). У цьому випадку прізвище ставиться у формі множини: ***the** Tailors.*
7. перед назвами більшості газет, пароплавів, готелів (with the names of newspapers, ships, hotels): ***the** Daily Mail, **the** Titanic, **the** Hilton Hotel.*

8. з субстантивованими прикметниками (with the substantivized adjectives) : **the poor, the blind.**
9. з назвами деяких країн (with the names of some countries): **the USA, the UK, the Netherlands.**
10. з назвами гір (mountains): **the Crimean mountains, the Appalachians.**
11. з водними ресурсами (water resources): **the Thames, the Atlantic Ocean.**
12. перед не обчислювальними іменниками, коли мається на увазі обмежена кількість речовини (with uncountable nouns which denote a certain amount): **Give the bread. The water is frozen.**
13. з іменником, який визначає весь клас (with a noun which denotes the whole class): **The rose is a beautiful flower.**

**2. Вказівні займенники this, that these, those.
Demonstrative pronouns.**

Однина	Множина
This - цей, ця, це	These - ці (або це)
That - той, та, те	Those - ті (або то, це)

Вказівні займенники this (these), that (those) можуть вживатися в значенні іменника або прикметника:

Як іменник: **This** is my child.

These are my children.

Як прикметник: I am busy at **this** moment.

I'll be back at **that** time.

3. Множина іменників, які в однині мають закінчення –s, -ss, -sh, -ch, -tch, -x.

The plural form of the nouns.

Множина іменника утворюється за допомогою додавання закінчення –es - якщо іменник у однині закінчується на – s, - ss, -sh, -ch, -tch, -x. The plural form of the nouns is formed by adding –es if the noun ends in – s, - ss, -sh, -ch, -tch, -x

E.g. a class - classes, a box – boxes, a lunch – lunches

- якщо іменник у однині закінчується на –o.

E.g.: a hero – heroes, a tomato – tomatoes, an echo - echoes

Винятки : *pianos, videos, zoos, autos, photos, solos, kilos, sopranos, radios, studios, etc.*

В деяких іменниках на –o допускаються обидві форми:

mosquitoes / mosquitos, volcanoes / volcanos, zeroes / zeros, tornadoes / tornados

Урок 5

1. Питальні речення. Загальні запитання.

Interrogative sentences. General questions.

У питальних реченнях присудок або його частина стоїть перед підметом, крім тих, де питання стосується підмета або його означення.

In the interrogative sentences predicate or its part is placed before subject, except special questions to the subject.

e.g. Does your father work?

Are children sleeping?

Загальне запитання ставиться до всього речення і вимагає відповіді “так / ні”; починається з допоміжного або модального дієслова, після якого стоїть підмет, а потім основне дієслово. General questions require answer “yes” or “no” and is formed by means of auxiliary or modal verb, subject and the main verb.

e.g. Did he go to Paris last week? – No, he didn't.

Can I help you? – Yes, you can.

Між підметом і дієсловом у загальних запитаннях можуть стояти прислівники неозначеного часу.

e.g. Have you ever been to London?

Do you often visit her?

2. Коротка стверджувальна відповідь.

The short affirmative answer.

Коротка відповідь складається зі стверджувальної частки „так”, підмета і допоміжного дієслова.

The short affirmative answer is formed by means of the affirmative particle “yes”, subject and the auxiliary verb.

e.g. Is Kyiv a city? – Yes, it is.

Do you study in Kyiv? – Yes, I do.

3. Множина іменників, які в однині закінчуються на –f, -y.

The plural form of the nouns ending in –f, -y.

Множина іменника утворюється за допомогою додавання закінчення –es, якщо іменник закінчується на у. При цьому літера у змінюється на і. If the noun ends in -y preceded by a consonant, the y is changed into i the the ending –es.

E.g.: a story – stories, a city - cities

Літера у з попередньою голосною не змінюється.

E.g.: a boy – boys, a play - plays

У іменниках, що в однині закінчуються на f, у множині f змінюється на v. The plural of some nouns ending in –f or –fe is formed by changing f into v and adding the ending –es.

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E.g.: *a wife – wives, a knife – knives, a leaf – leaves*

But: *a chief – chiefs, a scarf – scarfs /scarves*

4. Нульовий артикль. Zero article.

Артикль не вживається:

1. з кількісними числівниками (with cardinal numerals): *room five, test ten* But: *the fifth room, the tenth test*;
2. перед званнями, якщо за ними йде прізвище (with the titles followed by names): *Professor Brown, Doctor Luis*;
3. з власними іменами, назвами міст, вулиць, площ (with the proper names and the names of the cities, towns, streets, squares): *Peter, London, Trafalgar Square*;
4. перед назвами місяців, днів, пір року (with months, days, seasons): *April, Monday, winter*;
5. з абстрактними явищами та незлічувальними іменниками (with abstract notions and uncountable nouns): *freedom, metal, knowledge*;
6. перед словами *breakfast, lunch, dinner, supper* вжитих у загальному значенні (with the words *breakfast, lunch, dinner, supper* used in general meaning): *We have breakfast at 8 o'clock*.
7. у деяких виразах (in some word expressions): *at night; by train, plane...; from morning till night; to go to bed; by heart; day after day...*

Урок 6

1. Стверджувальні і заперечні речення з дієсловом **to be**.

Affirmative and negative sentences with the verb to be.

Стверджувальне речення утворюється за допомогою підмета і дієслова **to be** у відповідній формі.

The affirmative sentence is formed by means of the subject and the verb **to be**.

e.g. *I **am** a student.*

*He **is** a doctor.*

У заперечній формі після дієслова **to be** ставиться частка **not**.

In the negative form the particle **not** is placed after the verb **to be**.

e.g. *Lucy **is not** my group mate.*

*We **are not** engineers.*

В усному мовленні замість **is not / are not** вживаються переважно скорочені форми **isn't / aren't**. **Am not** скороченої форми не має.

e.g. *You **aren't** sure.*

2. Альтернативні запитання.

Alternative questions.

Альтернативні запитання – це запитання вибору, які складаються з двох частин з'єднаних сполучником *or*. Вони можуть мати структуру загальних або спеціальних питань.

Alternative questions imply choice and are connected by the conjunction *or*. They can have the structure of general and special questions.

e.g. Is this house big or small?

Where does he live: in London or in Paris?

3. Прийменниковий додаток.

The prepositional object.

Прийменниковим називається додаток, виражений іменником, займенником або іншою частиною мови з прийменником.

The prepositional object is expressed by a noun, pronoun or an other part of speech with a preposition.

e.g. I've read about it.

4. Особові займенники. Personal Pronouns. Особові займенники (I, you, he, she, it, we, they) в англійській мові мають два відмінки: називний the Nominative Case і об'єктний the Objective Case (Див. Урок 1).

Займенник **he** вживається замість іменників, які позначають істот чоловічої статі: father, boy, займенник **she** – жіночої статі: sister, cow, займенник **it** – назви неістот, тварин і рослин (Див. Урок 3).

Займенник **you** вживається при звертанні до однієї або кількох осіб і відповідає українським займенникам *ти* і *ви*.

Урок 7

1. Запитальні речення з дієсловом *to be*.

Interrogative sentences with the verb *to be*.

У питальній формі дієслово *to be* ставиться перед підметом.

In the interrogative form the verb *to be* is placed before the subject.

e.g. Is your wife at home?

Are they in the garden now?

У питально-заперечній формі дієслово *to be* ставиться перед підметом, а частка *not* – після підмета, але частіше тут вживаються скорочені форми *isn't* / *aren't*.

e.g. Isn't she a teacher?

Хіба вона не вчитель?

Aren't you hungry?

Невже ти не зголоднів?

2. Прийменники місця і напрямку.

Оскільки в сучасній англійській мові відмінкові закінчення відсутні, прийменник є одним із головних засобів вираження зв'язку іменника (або займенника) з іншими словами в реченні.

Прийменники місця. Prepositions of place.

Where? Де?		
in	The mouse is in the box.	Миша в коробці.
on	The mouse is on the box.	Миша на коробці.
at (near, by)	The mouse is at (near, by) the box.	Миша біля коробки.
under	The mouse is under the box.	Миша під коробкою.
over (above)	The mouse is over (above) the box.	Миша над коробкою.
in front of	The mouse is in front of the box.	Миша перед коробкою.
behind	The mouse is behind the box.	Миша за коробкою.
among	The mouse is among the flowers.	Миша серед квітів.
between	The mouse is between two pieces of cheese.	Миша між двома шматками сиру.
opposite	The mice are opposite each other.	Миші одна навпроти одної.
beyond	The cat is beyond the wall.	Кіт за стіною.
in the middle of	The mouse is in the middle of the carpet.	Миша посеред килима.
in the corner	The mouse is in the corner of the room.	Миша в кутку кімнати.

Запам'ятай словосполучення

з прийменником in :	з прийменником at :
In the street In the square In the sky In the country In the picture In the north (east, west, south)	At home At school At the theatre (= in the theatre) At the cinema (= in the cinema) At the factory At the lesson

Прийменники напрямку. Prepositions of direction.

Where to? Куди?	Where from? Звідки?
<p>To – до, у, на (рух у напрямку до предмета або місця). e.g to go (come, return) to school, to the lesson, to the blackbord, to the cinema, to the theatre.</p>	<p>From – від, з (рух від предмета або місця). e.g to go (come, return) from school, from the lesson, from the cinema.</p>
<p>Into – у (рух у напрямку до предмета або місця з просуванням у середину). e.g to put a cup into the cupboard, to put a pen into the bag, to come into the room.</p>	<p>Out of – з (рух із середини іншого предмета або місця). e.g to take the book out of the drawer, to go out of the house, to go out of the yard.</p>
<p>On(to) – на (рух на поверхню іншого предмета). e.g to jump on(to) the horse, to put a ball on the ground, to put a book on the desk.</p>	<p>Off – з (рух з поверхні предмета). e.g take it off the sofa, off the table, off the shelf, off the roof.</p>

Урок 8**1. Заперечна форма наказового способу.****The negative form of imperative sentences.**

Заперечна форма наказового способу утворюється з допоміжного дієслова **do**, заперечної частки **not** та інфінітива основного дієслова без **to**. В усному мовленні звичайно вживається скорочена форма **don't**.

The negative form of the Imperative Mood is formed by means of the auxiliary verb **do**, the particle **not** and the infinitive of the main verb without **to**. The short form is **don't**. *E.g.: Do not go there.*

Don't be angry.

2. Спеціальні запитання. Special questions.

Спеціальні запитання утворюються за допомогою питальних слів для з'ясування чогось конкретного.

Special questions are formed with the help of question words (**what, why, when, where, who, whose, how, how many/much, etc.**)

e.g. Where do you live?

What is your name?

3. Дієприкметник теперішнього часу. Participle I.

Дієприкметник - це неособова форма дієслова, що має властивості дієслова, прикметника і прислівника; утворюється за допомогою закінчення **-ing**.

Introductory Course

The participle is a non-finite form of the verb which has verbal, adjectival and adverbial properties and is formed with the help of the ending **-ing**.

Слід пам'ятати, що на письмі при додаванні закінчення **-ing**

1. кінцева **e** опускається: *to write – writing*;
2. кінцева приголосна подвоюється, якщо їй передує короткий наголошений голосний: *to sit – sitting, to begin – beginning*; But: *looking, cooking*
3. кінцева **l** подвоюється в будь-якому разі: *to compel – compelling, to travel – travelling*;
4. буквосполучення **ie** змінюється на **y**: *to lie – lying, to die – dying, tie -tying*.

4. Теперішній тривалий час.

The Present Continuous (Progressive) Tense.

The Present Continuous Tense is formed by means of the auxiliary verb to be in Present Simple and Participle I of the main verb.

In the negative form the negative particle **not** is placed after the auxiliary verb. In the interrogative form the auxiliary verb is placed before the subject.

Positive and negative

I	'm (am) am not	
He She It	's (is) isn't	working.
We You They	're (are) aren't	

Question

	am	I	
What	is	he she it	wearing?
	are	we you they	

Short answer

Are you going?	Yes, I am./No, I am not.
Is Anna working?	Yes, she is./No, she isn't.

The Present Continuous Tense is used to express:

1. An activity happening now: *Where are they? - They are playing football in the garden.*
2. An activity happening around now, but perhaps not at the moment of speaking: *I'm reading a good book by Henry James.*
3. A planned future arrangement: *What are you doing this evening?*

Some verbs are not used in Present Continuous:

1. feelings: *to love, to hate, to like;*
2. wish and desire: *to wish, to want, to desire, to prefer, to agree, to impress, to promise;*
3. physical ability: *to see, to smell, to hear, to taste;*
4. mental ability: *to know, to understand, to believe, to doubt, to imagine, to realize, to remember, to think;*
5. relation between things: *to be, to belong, to involve, to consist, to contain, to depend, to need, to include, to possess.*

Урок 9-10

1. Присвійні займенники. Possessive Pronouns.

Число	Особа	Відносна форма (що вживається перед іменником) Conjoint form	Абсолютна форма (що вживається самостійно) Absolute form
Однина	1	my (мій)	mine (мій, мої)
	2	your (твій)	yours (твій)
	3	his (його) her (її) its (його)	his (його) hers (її) its (його)
Множина	1	our (наш)	ours (наш)
	2	your (ваш)	yours (ваш)
	3	their (їхній)	theirs (їхній)

2. Присвійний відмінок чи фраза з of. The preposition of.

Належність певній істоті якогось предмета, ознаки або якості можна виразити також поставивши іменник, що означає істоту, у загальний відмінок з прийменником of перед ним:

e.g. my friend's name = the name of my friend

Unit 1

Grammar: The Present Simple Tense
Topic: We Learn Foreign Languages
Text A: We Learn Foreign Languages
Text B: At an English Lesson

THE PRESENT SIMPLE TENSE

Форма теперішнього простого часу (*Present Simple* або *Present Indefinite*) в усіх особах (*persons*) однини (*singular*) й множини (*plural*), крім третьої особи однини (*the third person singular*), збігається з інфінітивом (*infinitive*) без частки (*particle*) *to*.

I/we/you/they learn

У третій особі однини в *Present Simple* до інфінітива (без частки *to*) додається закінчення *-s* або *-es*.

He/she learns

Правила вимови закінчення третьої особи однини:

[s] – після глухих приголосних звуків, крім [s], [ʃ], [tʃ]:

to work – works [wɜ:kks]

to write – writes [raɪts]

to help – helps [helps]

[z] – після дзвінких приголосних, крім [z], [ʒ], [dʒ] і після голосних:

to read – reads [ri:dz]

to see – sees [si:z]

to sing – sings [sɪŋz]

[ɪz] – після звуків [s], [z], [ʃ], [ʒ], [tʃ], [dʒ]:

to dress – dresses ['dresɪz]

to wash – washes ['wɒʃɪz]

to rise – rises ['raɪzɪz]

to change – changes ['tʃeɪndʒɪz]

Правила додавання закінчення третьої особи однини:

Більшість дієслів у третій особі однини мають закінчення *-s*.

Закінчення *-es* додається:

- 1) якщо основа дієслова закінчується на *-s*, *-ss*, *-sh*, *-ch*, *-tch*, *-x*: *to dress – dresses*, *to wash – washes*, *to teach – teaches*, *to watch – watches*, *to mix – mixes*;
- 2) якщо основа дієслова закінчується на *-y* з попередньою приголосною, то *y* змінюється на *i* перед *-es*: *to study – studies*, *to cry – cries*;

Примітка. Але якщо перед *y* стоїть голосна, то до дієслова додається лише закінчення *-s*: *to play – plays*, *to stay – stays*.

- 3) якщо основа дієслова закінчується на *-o*: *to go – goes*, *to do – does*.

Питальна і заперечна форми утворюються за допомогою допоміжного дієслова (*auxiliary verb*) **do** (для третьої особи однини **does**).

How often do you go to the dentist?

Ann does not (doesn't) often drink tea.

Present Simple вживається для передачі:

- повторюваної або постійної дії стосовно теперішнього часу:
He works very hard. He starts at 7.30 and finishes at 8 in the evening. – Він працює дуже важко. Він починає в 7.30 і закінчує о 8 вечора.
- дії або стану, які не обмежені якимись часовими рамками і відбуваються незалежно від волі людини (загальновідомі факти):
The River Amazon flows into the Atlantic Ocean. – Річка Амазонка упадає в Атлантичний океан.
Vegetarians do not eat meat or fish. – Вегетаріанці не їдять м'ясо та рибу.
- дії, що відбувається в момент мовлення (з дієсловами **to see, to hear, to understand, to know, to love, to hate, to say, to ask**):
Do you see the picture? – Ти бачиш картину?
I hear you well. – Я добре тебе чую.
- запланованої майбутньої дії, коли мова йдеться про різні розклади, програми:
What time does the film begin? – Коли почнеться фільм?
The train leaves Plymouth at 10.30 and arrives in London at 13.45. – Потяг вирушає з Плімута о 10.30 і прибуває до Лондона о 13.45.

Примітка. Present Simple не вживається в цьому значенні, якщо йдеться про особисті плани:

What time are you meeting Ann? (not 'do you meet') – О котрій годині ти зустрічаєшся з Анною?

Present Simple вживається з прислівниками та прислівниковими зворотами: **every day, usually, sometimes, often, seldom, always** тощо.

Словосполучення **every day, every week, every year** знаходяться у кінці речення:

We read newspapers every day. Do they go to the office every morning? I don't read every evening.

Але при переліченні ці обставини можуть знаходитися на початку розповідного речення:

Every day we read texts, do exercises and write new words in our exercise-books.

Прислівники **usually, sometimes, often, seldom, always** знаходяться перед головним дієсловом:

They usually read English books. Do they often read English books? They don't always read English books.

Примітка. У реченні з дієсловом **to be** ці прислівники ставляться після нього:

His marks are always good. He is usually at his office in the morning.

Прислівник **sometimes** може знаходитися на початку речення:

Sometimes we have dictations.

GRAMMAR EXERCISES

1. Add -s (-es) to the verbs, put them in the correct column and read them out.

To speak, to write, to close, to finish, to get, to happen, to die, to enjoy, to play, to rain, to smoke, to start, to stay, to live, to eat, to cost, to see, to want, to hear, to sleep, to mix, to sing, to match, to drive.

[s]	[z]	[ɪz]
speaks	happens	closes

2. Translate from English into Ukrainian and comment on the usage of the Present Simple.

1. Dr Manson usually comes to work at a quarter to nine. 2. Magnet attracts iron. 3. Do you see any books on the desk? 4. It's so noisy in the hall that I don't hear the speaker at all. 5. Every day we go to the language laboratory and spend two hours there. 6. Robert Brown is a good sportsman. He swims very well. 7. The lecture begins at eight. I don't want to be late. 8. The sun rises in the east.

3. Complete the sentences. Use the Present Simple of the verbs in brackets.

Model: The President of the USA (to live) in the White House. – *The President of the USA lives in the White House.*

I (not/to go) to the theatre. – *I don't go to the theatre.*

1. Our neighbours ___ (to make) a lot of noise. 2. I ___ (not/to live) in London. I ___ (to live) in Brighton. 3. The sea ___ (to cover) two thirds of the world. 4. Loud music ___ (to give) me a headache. 5. We ___ (not/to come) from Canada. We ___ (to come) from the USA. 6. She ___ (to work) from Mondays to Fridays. She ___ (not/to work) at weekends. 7. Andrew and Les ___ (not/to go) to school by bus every day. Most mornings Andrew ___ (to go) by bicycle and Les ___ (to walk). 8. You ___ (not/to write) to your pen-friend very often, but he ___ (to write) to you every week.

4. Study this information. Write sentences about Bob and Ann, George and yourself. Use *always/usually/often/sometimes/never*.

Model: *Bob and Ann never drink coffee in the morning.*

How often do you...?	Bob and Ann	George	you
1. drink coffee in the morning?	never	usually	?
2. read newspapers?	often	never	?
3. get up before 7 o'clock?	sometimes	always	?

5. Complete the sentences. Use the correct form of these verbs.

boil close cost go have like meet open cost smoke speak teach wash
--

1. She's very clever. She ... four languages. 2. Steve ... ten cigarettes a day. 3. We usually ... dinner at 7 o'clock. 4. I ... films. I often ... to the cinema. 5. Water ... at 100 degrees Celsius. 6. In Britain the banks ... at 9.30 in the morning. 7. The City Museum ... at 5 o'clock every evening. 8. Food is expensive. It ... a lot of money. 9. Peter ... his hair twice a week. 10. Tina is a teacher. She ... mathematics to young children.

11. Your job is very interesting. You ... a lot of people. 12. Shoes are expensive. They ... a lot of money.

6. Complete the sentences. All of them are negative. Use *don't/doesn't* and one of these verbs.

cost drive go know play see sell smoke wash wear
--

Model: Helen ... sports, she seldom goes to the gym. – *Helen doesn't like sports, she seldom goes to the gym.*

1. Have a cigarette. – No, thank you. I 2. They ... newspapers in that shop. 3. She has a car but she ... very often. 4. I like films but I ... to the cinema very often. 5. He smells because he ... very often. 6. It's a cheap hotel. It ... much to stay there. 7. He likes football but he ... very often. 8. I ... much about politics. 9. She is married but she ... a ring. 10. He lives near our house but we ... him very often.

7. Complete the questions in the Present Simple.

Model: Who ___ with your English? – My sister helps me with my English.

Who helps you with your English? – My sister helps me with my English.

1. “ ___ to the radio every morning?” – “I listen to it most mornings.”
2. “ ___ in Manchester?” – “No, he lives in Newcastle.”
3. “What time ___ work every day?” – “She usually finishes at 5.30.”
4. “How often ___ swimming?” – “I go about once a week.”
5. “ ___ TV every evening?” – “They watch it most evenings.”
6. “ ___ the guitar?” – “Yes, she plays the guitar and the piano.”
7. “How much money ___ a month?” – “We earn about \$800.”
8. “ ___ much in your country?” – “Yes, it snows a lot during the winter.”

8. Use the verbs in the box and the words in brackets to make sentences.

cost do go have like play rain do smoke speak

1. ... he often ...volleyball? – Yes, he's a very good player. 2. Excuse me, ... you ... English? – Yes, a little. 3. What ... you ... ? – I'm a secretary. 4. What ... your sister ...? – She works in a shop. 5. ... she ... ? – Yes, 20 cigarettes a day. 6. How often ... it ... in summer? – Not often. It's usually dry. 7. ... you ... dancing? – Yes, I love it. 8. What time ... they usually ... to bed? – 10 o'clock. 9. What ... you usually ... for breakfast? – Toast and coffee. 10. How much ... it ... to stay at this hotel? – \$30 a night.

9. Correct the wrong statements using expressions of disagreement: *I don't agree with you; Certainly not; Not at all; Far from it; I shouldn't say so.*

Model: You often miss your classes. – *Far from it. I do not miss my classes. I am always present at the lessons.*

1. You often come home late at night.
2. Your friend makes a lot of mistakes in spelling.
3. Your sister often plays the piano.
4. Your parents always help you with your homework.

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5. You drink a lot of milk every day.
6. Your group-mates finish work at the library at 6.
7. Your friend usually waits for you after classes.
8. When winter comes, it gets warm.
9. All of you go in for sports.
10. Your brother smokes a lot.

10. Respond to the following questions.

Model: – What does a teacher do?

– *He teaches.* – *Who teaches?* – *A teacher does.*

1. What does a swimmer do?
2. What does a runner do?
3. What does a pianist do?
4. What does a worker do?
5. What does a composer do?
6. What does a painter do?
7. What does a typist do?
8. What does an actor do?
9. What does a driver do?
10. What does a writer do?

11. Put the adverbs in the brackets in the proper place.

Model: Jane does exercises in writing and orally (always). – *Jane always does exercises in writing and orally.*

1. John goes to see Peter (often).
2. They go to the cinema (sometimes).
3. I go to bed late (seldom).
4. I get up early (usually).
5. Michael comes late for the lesson (never).
6. I come in time for my lessons (usually).
7. I see them (seldom).
8. My father comes home early (always).
9. They go to the country in summer (often).
10. Our professor shows us films at the lesson (sometimes).
11. He is late for the lectures (never).
12. She goes to the theatre alone (usually).
13. We meet at the University (always).
14. My grandparents are full of energy (always).

12. Work in pairs and find out how often your partner buys/borrows/sees the things on the list. Use expressions of frequency (*twice a week, once a fortnight, every couple of months*).

Model: How often do you buy stamps? – *I buy stamps once a month.*

buy - a magazine

- a book

- a lipstick

- a pair of shoes

- stamps

- text-books

borrow - money

- pens

- a ruler

- a bike

- ideas

- clothes

see - grandparents

- boxing on TV

- closest friend

- a film in a cinema

- boy/girl friend

- a film on video

13. Complete the sentences with the correct form of the verbs in brackets.

A young and poor man (to come) into a small shop because it (to be) cold. There (to be) no people in the shop. A pretty shop-girl (to meet) him.

“You (to want) to buy anything, sir?” she (to ask) with a smile. The young man (to examine) the things on the shelves of the shop. The shop-girl (to ask) him, “You (to want) to buy a cigarette-case?”

“No, thank you, I (not/to smoke).”

“You (to prefer) to buy this box of paints?”

“No, I (not/to paint).”

“You (to like) this album?”

“No, I (not/to draw).”

“You (to want) to buy any soap?” the girl (to ask).

And the young man (to buy) the soap because he (not/to want) to say “I (not/to wash)” to the young girl.

14. Imagine you are a famous person.

a) Make a list of things you do every day.

Examples: *get up at ...*

drink champagne

eat ... for breakfast

go to the gym

have lunch with ...

b) Work with a partner. Interview each other about your routines.

Model: *A: What time do you get up?*

B: I get up at 7 a.m.

c) Write a letter to a journalist about a day in your life. Let the group guess who you are. Begin your letter like this:

16th September

Dear Mr Smith,

This is my typical day. I get up at ...

15. Most of the sentences below have mistakes. Find and correct them.

1. I doesn't like cooking. 2. Do she speak German? 3. They want to learn English. 4. We am tired and we wants to go to bed. 5. John like watching football on TV, but he not likes playing it. 6. I work at home because I have a computer. 7. Sarah aren't happy because she don't have a nice flat. 8. I smokes, I drinks, and I not go to bed early. 9. He doesn't smoke, he not drinks, and he gos to bed early. 10. Does they like playing cards?

16. Translate from Ukrainian into English using the Present Simple Tense.

1. Як часто ви виконуєте домашні вправи письмово? 2. Ти слухаєш тексти англійською мовою? – Так, але я не завжди їх розумію. 3. Тобі подобаються ці тістечка? – Ні, зовсім не подобаються. 4. Я не бачу Бориса в лабораторії. Де він зараз? – Він у читальному залі. Він ніколи не приходить у лабораторію ввечері. 5. Хто пам'ятає цей вірш? – Мері. 6. Я хочу стати хорошим учителем, тому я наполегливо працюю над англійською. 7. Катя любить поговорити по телефону зі своїми друзями. 8. Ліна ніколи не пам'ятає, як пишуться важкі англійські слова в транскрипції. 9. Твій друг знає французьку чи німецьку? 10. Коли сонце сідає влітку? 11. Чому він так багато курить? Це погано для його здоров'я. 12. Дідусь часто розповідає нам про свою молодість. Ми завжди слухаємо його дуже уважно. 13. Скільки лекцій у вас кожного дня? 14. Роберт часто читає

Unit 1

англійські газети, але він не читає французькі. 15. Коли починаються екзамени? – У січні. 16. Ти ходиш в університет кожного дня? – Так, звичайно. У нас по три пари кожного дня. 17. Чому він так рідко дзвонить тобі? 18. Як часто ти повертаєшся додому так пізно? 19. Хіба ти не пам'ятаєш, як її звати? 20. Потяг вирушає о 6.30, тому в нас є час, щоб трохи відпочити.

17. Read and discuss the following proverbs.

- 1) What the heart thinks the tongue speaks.
- 2) When three know it, all know it.
- 3) Four eyes see more (better) than one.

DO THE SELF-TESTS

Test 1.1. Choose the correct verb form in the following sentences.

1. I often *go/goes* to the cinema.
2. You *is/are* busy till half past eleven.
3. She *play/plays* the guitar.
4. That shop *close/closes* at nine.
5. *Do/Does* you often go to the cinema?
6. *Does/Do* he always miss classes?
7. Who *make/makes* many mistakes in tests?
8. Which of you *know/knows* his new address?
9. They *don't/not keep* old documents.
10. She *doesn't/don't* go to school.

Test 1.2. What questions must be asked to get the following answers?

1. **Yes**, I often go to the theatre. I just love it!
2. **No**, I don't teach Chinese. I teach Japanese.
3. **Yes**, it is difficult for me to understand Italian films. My Italian's still poor.
4. **No**, I don't often catch colds, I'm healthy.
5. Alex speaks **four** foreign languages, and he's good at them.
6. Eve **teaches music** at a music school.
7. I don't **often** take a taxi home. It's too expensive for me.
8. Bob usually plays basketball **in the evening**.
9. He speaks French **very well**.
10. **My sister** studies at the University.

WHAT TO SAY AND HOW TO BEHAVE

Agreement

Yes, it is/they do/he can etc. (згода зі стверджувальним реченням)
e.g. Their flat is very comfortable. – Yes, it is.

No, it isn't/they don't/he can't etc. (згода із заперечним реченням)
e.g. It's not very hot today. – No, it isn't.

I (quite/certainly) agree with you.

I think so too.

You are (quite) right here.

Exactly so. (formal)

I couldn't agree more. (emphatic)

It goes without saying.

Yes, indeed.

I go all the way with you.

It's beyond any doubt.

I agree with you up to a point/in a sense/in a way but...

That may be true, but (on the other hand)...

Disagreement

No, it isn't/they don't/he can't etc. (незгода зі стверджувальним реченням)

e.g. They are sleeping now. – No, they aren't.

Yes, it is/they do/he can etc. (незгода із заперечним реченням)

e.g. He doesn't know English. – Yes, he does, he speaks it quite well.

I disagree/don't agree (with you) (there).

I'm afraid I can't agree (with you) (there). (milder, more tactful)

I'm afraid/I think you're mistaken.

I'm of a different opinion.

I doubt it.

Far from it.

Just the other way round.

On the contrary!

Nothing of the kind.

(rather abrupt)

Not at all.

1. Read and act out the dialogues.

1. – I think, he is sorry.

– Yes, he is. He is certainly very sorry.

2. – Most people spend too much time watching television.

– I couldn't agree more.

3. – The film is very interesting.

– I certainly agree with you.

4. – He isn't very hardworking.

– Yes, he is. He works day and night.

5. – We have a lot of time.

– I'm afraid you are mistaken. We have only a few minutes left.

6. – He likes such films.

– Nothing of the kind. He hates them.

2. Agree/disagree with the following using various forms of expressing agreement/disagreement.

1. This exercise isn't very difficult. 2. The secretary isn't very helpful. 3. It's a very

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interesting book. 4. They are playing in the yard. 5. Ann didn't go to the meeting. 6. Supermarkets are very convenient. 6. She wants to live here. 7. He will come. 8. You are tired. 9. She is doing her homework. 10. They were late.

Text A. WE LEARN FOREIGN LANGUAGES

My name is Ann. I am a first-year student at Nizhyn Mykola Gogol State University. The students of our University learn one of three languages – English, German or Polish. I study English. It is one of my favourite subjects. I learned English at school so I'm going to improve it at the University.

We have English four times a week. When the teacher comes into the room we stand up and greet her. Then we sit down and our lesson begins. We speak only English in class, we don't speak Ukrainian. At our English lessons we check our homework, read and retell texts and translate sentences from Ukrainian into English or from English into Ukrainian, ask and answer questions. We describe pictures, speak on various topics, make up dialogues. Sometimes we work with articles from newspapers and listen to English texts. During the English classes we do a lot of exercises in writing and orally. The teacher explains to us new sounds, intonation, grammar. When we finish our work at the unit we write final tests. I usually get good marks but sometimes I make a lot of mistakes and then my mark is poor.

I try to do my best to master the language. I am very attentive in class and always prepare my lessons. I learn new words and rules, do exercises and listen to laboratory tasks. I never miss classes and work very hard. I want to have a good command of English to enjoy foreign literature, to understand the words of popular songs and foreign films, to visit Great Britain and to have no difficulty in communicating with foreigners.

Text B. AT AN ENGLISH LESSON

Teacher: Good morning, students. Sit down, please. Is anyone away from the lesson?

Monitor: No, nobody is. All the students of our group are present. Oh, sorry, Nataly Ivanchuk is absent.

Teacher: What's up? Is she ill?

Monitor: She is. It's a cold with a high temperature.

Teacher: That's too bad. But let's begin our lesson. July, take your exercise book, please, come to the blackboard and write Exercise 3 to check the homework.

July: Shall I write it in transcription?

Teacher: Do, please. And you, Ann, read Text 8, will you? Listen attentively to Ann's reading and write down the mistakes, if she has any. Will you read louder, please. Don't forget you are a future teacher. That'll do. Any mistakes, students?

Tanya: I think Ann mispronounces the verb 'відповідати'.

Teacher: That's right. We don't pronounce [w]. Please, Ann, repeat the verb three

times. Read the text next time again and make you reading distinct. Now, students, look at the blackboard.

July: Shall I read the exercise?

Teacher: Certainly. (*July reads.*) Is everything correct, Nick?

Nick: I think it is.

Teacher: Thank you, July. Clean the board, please, and go to your place. Now let's listen to the new text. Open you books at page 90.

ACTIVE WORDS AND WORD COMBINATIONS

A language – мова

w.c. a foreign language, to master the language

cf. mother tongue

a first-year student – студент першого курсу, першокурсник

to learn – вчити, знати

w.c. to learn by heart

syn. to study

to improve – удосконалювати

a subject – предмет

w.c. favourite subject

time – раз

w.c. four times a week, every time, at a time

a teacher – вчитель, викладач

a lesson – урок, заняття

w.c. at the lesson

syn. class

w.c. to have classes, in class, during the English classes

to speak – говорити

w.c. to speak English, to speak on various topics, Speak up, to speak to sb, to speak about

homework – домашня робота, домашнє завдання

w.c. to do homework, to check the homework, to check through (go through) the homework

a text – текст

w.c. to read Text B, to retell the text, to listen to English texts

a sentence – речення

w.c. to translate sentences from Ukrainian into English

a question – питання

w.c. to ask/answer questions, to ask questions on/about the text, to put questions to the sentence

e.g. May I ask you a question?

an exercise – вправа

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w.c. to do exercises in writing/orally, Exercise 3 (вправа номер три).

to listen to sb/sth – слухати когось/щось

cf. to hear sb/sth

to explain to sb – пояснювати комусь

a test – контрольна робота, тест

w.c. to write a test, final test

a mark – оцінка

w.c. to get a mark, to give a mark, a good/poor mark, a mark for an answer, a mark in a subject

a mistake – помилка

w.c. to make a mistake, to correct mistakes, to get rid of mistakes

to do one's best – робити все у своїх силах

e.g. He does his best to finish the work.

attentive – уважний

to work hard at – старанно працювати над чимось

to have a good command of – добре володіти

to understand – розуміти

to have no difficulty in – не мати труднощів із чимось

to be away from – бути відсутнім

syn. to be absent from, to miss a class

ant. to be present (at)

What's up? – Що сталося?

syn. What's the matter?

a cold – застуда

w.c. a bad cold, to catch a cold

let us (let's) – давайте

e.g. Let us read this text.

to write – писати

w.c. to write down

syn. to put down

Shall I write it in transcription? – Мені написати її у транскрипції? (запит про розпорядження, інструкцію)

e.g. Shall I read? Shall I begin? Shall I open the window?

louder – голосніше

e.g. Will you read louder?

That'll do. – Достатньо.

to repeat – повторювати

w.c. to repeat the answer, to repeat sth after sb

cf. to revise, to review

to look at – дивитися на

correct – правильний

w.c. the correct answer, That's correct.

syn. right

ant. wrong

a page – сторінка

e.g. Find page 90. Open your books at page 15. It's on the same page.

TOPICAL VOCABULARY

Classroom English:

Sit down!

Go to your place.

Stand up!

Who is on duty today?

What day is it today?

What date is it today?

Is anybody absent today?

Is this right (correct, wrong)?

May I come in?

May I go out?

Don't go so fast!

Come to the blackboard!

Wipe the word (the sentence) off.

Let the others see the board.

Don't stand in front of the board.

May I ask you a question?

May I say this way?

Will you repeat it?

Please, repeat it.

Speak up!

Go on reading (writing, retelling).

Will you pronounce (translate, spell) it?

Will you say it again (once more)?

What is the pronunciation (spelling) of the word?

Please pronounce (translate, spell) it.

Stop talking.

Silence, please.

Keep silent.

No helping (whispering), please.

How long is it before the bell?

The lesson is over.

Studying at the university: to leave school, to enter the university, semester, list of students, group-register, monitor, group-mate, to be from, to come from, to be on duty, to be in time, to be late (for the lecture), a piece of chalk, duster, to wet the duster, to clean the board, to give/set/check/hand in homework (home-assignment), to do homework orally/in the written form/in writing, to prepare lessons, to make a report, to collect exercise-books, to revise, to repeat, a break, in break, professor, (at) the Dean's office, timetable, credit, exam(ination), to examine, to take an exam, to pass an (one's) exam, to help one another in studies, to make (good) progress, to be good at sth/doing sth, to do well, to be a diligent student, to be a top/good student.

Learning a foreign language: to pronounce/mispronounce, pronunciation, to spell, spelling, to transcribe, transcription, intonation, practice, to translate, to retell, to make up a dialogue, laboratory work, to speak fluently/distinctly, to look the word up in the dictionary, What's the English for ...?

After classes: to have spare time, to take part in, to go in for (sports), to discuss (films, books), to spend time together, to go on excursions, to visit museums, to arrange parties, to live in the lodgings, to live in the hostel, to live at home.

VOCABULARY ACTIVITY 1

Word building: suffixes **-ful** and **-less**

It is sometimes (*but not always*) possible to make adjectives from nouns by putting **-ful** or **-less** on the end, e.g. 'careful' means 'with care', 'careless' means 'without care.'

Make a suitable adjective from the noun at the end of each sentence by adding **-ful or **-less**.**

1. Thank you for the books. They will be very ____ for my studies. (use) 2. This pen doesn't write at all. It's completely _____. (use) 3. Thanks to modern technology, a visit to the dentist is now often quite _____. (pain) 4. The policeman held my arms tightly behind my back. It was very _____. (pain) 5. The government is trying to help ____ families. (home) 6. Thank you for all you've done. You've been very _____. (help) 7. I'm very, very tired. I had a ____ night last night. (sleep) 8. We are ____ that the missing child will soon be found. (hope) 9. What is this food? It has no taste. It's _____. (taste)

VOCABULARY ACTIVITY 2

Remember the difference between the verbs *learn* and *study*

Learn

- 1) вчитися; вчити (щось): *We learn foreign languages at school.*
- 2) навчитися (чогось): *William learned to read when he was four.*
- 3) дізнаватися (про щось – **about**): *Before you begin the game, you need to learn about the rules.*

Study

- 1) вивчати, досліджувати; розглядати; обмірковувати: *We are studying these facts.*
- 2) навчатися, вчитися: *He studies well. She studies at university.*
- 3) готуватися (до екзамену тощо – **for**): *Ann is busy, she is studying for her exams.*

Choose the correct word: *learn* or *study*.

1. I'd like (to learn/to study) to swim. 2. My son (learns/studies) very well. 3. She (is learning/is studying) Biology at college. 4. He (is learning/is studying) to be a lawyer. 5. Jane (learns/studies) at college. 6. She (learns/studies) languages very quickly. 7. The boy (learned/studied) to read very easily. 8. Jane wants (to learn/to study) something about him. 9. Less than 10% of girls choose (to learn/to study) Science at school. 10. His daughter (is learning/is studying) to drive. 11. How long did it take you (to learn/to study) how to do this? 12. Dad thinks I should (learn/study) to be a doctor, but I'm not interested in medicine.

VOCABULARY EXERCISES

1. Fill in the gaps with prepositions where it is necessary.

1. Peter is always ... time ... his lessons. 2. We often go ... the blackboard ... class. We write a lot ... sentences ... the blackboard. 3. We have a lot ... work to do ... class. 4. I like to speak ... English ... my sons. 5. Please ask questions ... the text.

6. Explain this rule ... me again, I don't understand it. 7. What do you usually speak ... class? 8. How often do you write ... your friends? 9. Do Exercise 5 ... writing and Exercise 9 ... orally. 10. How do you get ... your office? 11. Mary is very good ... French. 12. I don't understand why you don't answer ... my question. 13. Two of my group-mates are away ... the lessons today. 14. We always listen ... our teacher very attentively. 15. Please translate the text ... Ukrainian ... English. 16. I have no difficulty ... learning texts ... heart. 17. Open your books ... page 21. Look ... the picture. 18. I don't like to look words ... the dictionary. 19. Some students live ... the lodgings, others live ... the hostel. 20. We want to go ... an excursion and visit ... some museums.

2. Fill in the gaps with articles where it is necessary.

My daughter is ... student. He studies ... economics at ... university. She knows ... German, but she learns ... English as well. She has ... English classes on ... Tuesdays and on ... Saturdays. She is always in ... time for ... lessons. In ... class they usually do ... lot of ... exercises orally and in ... written form, they also make up ... dialogues and write ... tests. On ... other evenings she does ... homework. She often looks up ... new words in ... dictionary when she translates ... sentences from ... Ukrainian into ... English. She also reads ... English magazines and newspapers at ... home. She likes ... English classes very much. ... teacher always gives her ... good marks for ... her answers.

3. Use the words from the box to complete the questions below and match them to the answers.

spell	difference	pronounce	plural	mean	say
-------	------------	-----------	--------	------	-----

- | | |
|---|--|
| 1) What is the ... of 'child'? | a) We pronounce it [ail] like 'I'll.' |
| 2) What is the ... between 'it' and 'IT'? | b) It is 'children.' |
| 3) How do you ... 'principal' in English? | c) Pronoun and Information Technologies. |
| 4) What does 'www' ... ? | d) It's f-o-r-e-h-e-a-d. |
| 5) How do you ... 'forehead'? | e) World wide web. |
| 6) How do you ... this word? | f) Headmaster. |

4. Say the same but don't repeat the words in bold type.

1. That's **right**. 2. Shall I **put** it **down**? 3. She is **absent from** the lecture. 4. We **discuss** different topics. 5. He doesn't have any **problems with** English grammar. 6. This student **studies in my group**. 7. I do all the exercises **in writing**. 8. Our monitor **does well in all the subjects**. 9. He is **never in time** for the classes. 10. **Say it again** please.

5. Answer the questions.

- 1) Are you a teacher?
- 2) Where do you study?
- 3) When do you have your lessons?

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- 4) What languages do you learn?
- 5) Do you speak English after classes?
- 6) Do you know English well?
- 7) Does your friend know English well?
- 8) Are you always in time for the lessons?
- 9) What does your teacher usually explain to you?
- 10) Do you like to make up dialogues?
- 11) Do you often write final tests?
- 12) What do you usually speak about in class?
- 13) Do you have a lot of homework to do?
- 14) What marks do you usually get for your answers?
- 15) Do you have any difficulties in learning English?

6. Use the words from the box to complete the sentences.

correct	do the exercise	listen attentively	revising
repeat	practice	hand in	rub it out
look it up	making mistakes	write it down	

1. I'm playing the tape once so _____. 2. Well, everybody _____ after me: "It's better late than never". 3. Remember to _____ some of the rules you have learned today outside the classroom. 4. I want you to _____ on page 47. 5. Don't forget you need to _____ your essays on Monday. 6. I'm not going to _____ every mistake you make because it won't be helpful. 7. If you're not sure what this verb means, _____ in your dictionary. 8. Whenever you hear a new word for you, _____ in your notebook. 9. Don't worry about _____, to err is human. 10. Write the answers in pencil. Then if you get some wrong, you can _____ and do them again. 11. Remember there's a test on Wednesday. So, spend some time _____ this evening.

7. What word is defined?

- 1) To find the meaning of a word in a dictionary; 2) to remove writing from the board; 3) to say something again; 4) to look through some information to refresh it in your memory; 5) a person who studies in the same group; 6) to say or to write the letters of a word in the correct order; 7) to express smth in a different language; 8) to speak easily and well; 9) a list showing the times at which some events take place; 10) smth that is not said or written down correctly.

8. Complete these common classroom questions.

- 1) You want to know the Ukrainian for the word 'damage,' so you ask: What ...?
- 2) You want to know the meaning of the abbreviation 'a.m.,' so you ask: What ...?
- 3) You want to know the correct spelling of a word, so you ask: How ...?
- 4) You want to know the pronunciation of 'bicycle,' so you ask: How...?
- 5) You want to know what day of the week it is today, so you ask: What ...?
- 6) You want to know if you should continue reading, so you ask: Shall ...?

9. Act as a teacher of English. Ask your pupils:

Model: to spell the word – *Spell the word, please.*

1) To tell you the date; 2) to write the date on the board; 3) not to stand in front of the board; 4) to look at the board and check the spelling; 5) to clean the board; 6) to bring some chalk; 7) collect the exercise-books; 8) to check homework; 9) to read the text; 10) to come up to your desk.

10. Ask questions to get the following answers.

Model: We have English three times a week. – *How often do you have English?*

1. She has got a bad cold. 2. Usually, I get good marks for my answers. 3. We write it when we finish a unit. 4. My favourite subjects are Ukrainian and English. 5. I am a first-year student. 6. A-s-s-i-g-n-m-e-n-t. 7. He brings chalk, wets the duster and cleans the board. 8. 'Distinctly.' 9. She studies English. 10. He lives in the hostel.

11. Translate into English.

a) 1. Хто сьогодні черговий? – Я сьогодні чергова. – Витріть дошку і принесіть крейди. 2. Моя сестра – майбутній учитель. – Наскільки добре вона знає французьку мову? – Вона знає її добре. 3. Коли ваш син готує уроки? – Увечері. 4. Ви не знаєте цих слів, повторіть знову ці слова і граматичні правила вдома. 5. Запишіть домашнє завдання: зробити вправу 15, поставити запитання до тексту, подивитися нові слова у словнику, затранскрибувати їх і вивчити. – Можна запитати? А вправу нам робити усно чи письмово? – Письмово. 6. Хто зазвичай пояснює вам нові правила? – Наш викладач. 7. Їй не подобається повторювати слова за викладачем. 8. Сьогодні хто-небудь відсутній? – Так, Марія Васильчук сьогодні відсутня. – Що сталося? – Вона хвора. У неї сильна застуда.

b) 1. Дайте, будь-ласка, журнал групи. Я запишу список студентів. 2. Яке сьогодні число? – Сьогодні 14 листопада. 3. Як сказати англійською «пропускати заняття»? 4. Де староста? – Вона в деканаті. 5. А зараз здайте домашню роботу. Максиме, зберіть, будь-ласка, зошити. 6. Ми складаємо екзамен з англійської у другому семестрі, у першому семестрі у нас залік. 7. Хто найкращий студент у вашій групі? – Олена. Вона старанно працює і добре встигає з усіх предметів. 8. Студенти нашої групи живуть у гуртожитку. Ми допомагаємо один одному у навчанні, проводимо час разом, іноді організуємо вечірки. 9. Я роблю все у моїх силах, щоб добре володіти англійською. Але я роблю багато граматичних помилок. Я дуже хочу їх позбавитися. 10. Аня має деякі труднощі з вимовою англійських звуків. Вона неправильно вимовляє звук [з:]

12. Translate into English.

Я і моя подруга вивчаємо англійську мову. Це наш улюблений предмет і ми наполегливо працюємо над ним. Ми маємо англійську у вівторок, четвер і п'ятницю. Ми завжди приходимо вчасно на заняття. На заняттях студенти часто складають діалоги та оповідання, описують картини, переказують тексти, перекладають речення з української мови на англійську. Ми також читаємо

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статті з англійських газет, обговорюємо їх, відповідаємо на запитання викладача. Викладач пояснює нам нові граматичні правила, іноді ми пишемо контрольні роботи. Після кожного розділу ми пишемо підсумкову контрольну роботу. Вдома ми виконуємо завдання усно і письмово. Також я люблю читати англійські книжки, і я багато читаю.

SPEECH EXERCISES

1. a) Read and translate Text A.

b) Answer the questions below.

- 1) Where does Ann study?
- 2) What languages do the students of the university learn?
- 3) What is Ann's favourite subject?
- 4) How often does Ann have English?
- 5) Do they speak Ukrainian in class?
- 6) What kinds of work do they do in class?
- 7) Who explains new material to the students?
- 8) What marks does Ann usually get in English?
- 9) Does Ann do her best to master the language?
- 10) Why does Ann want to have a good command of English?

c) Retell the text in the person of the student's mother.

d) Speak on the way you learn English.

2. a) Read and translate Text B.

b) Make up 10 general questions about the text, ask your group-mates to answer them.

c) Learn the conversation by heart and act it out.

3. a) Here are some things that students do when they read or hear a new word in a foreign language. Discuss in pairs the order in which you do them.

- ◆ You practise saying it.
- ◆ You look it up in a dictionary or someone explains it to you.
- ◆ You write it down in your notebook.
- ◆ You try to guess what it means.
- ◆ You think of a way to remember it.
- ◆ You try hard to use it in conversation.
- ◆ You check the pronunciation.

b) Discuss these questions with other students. Be honest!

- 1) Which of the things in the list do you always do when you read or hear a new word?
- 2) Which do you sometimes do?
- 3) Which do you never do?
- 4) Should you do any of these things more often?
- 5) What is the best order to do these things?

4. Here are some of the reasons why people study foreign languages, English in particular. Tell the others about your reasons for learning English. Prove that learning English is an obligatory part of your education.

- to be better educated;
- to travel abroad;
- to get a good job;
- to be familiar with social and cultural life in other countries;
- to be able to talk to people from English-speaking countries.

5. Play the game 'Optimists and Pessimists'.

Divide the group into two teams. The players take turns to make complaints starting with the ideas below. The other side must try to say something positive. The answers must be introduced by one of the phrases from the box. Each team has 10 seconds to answer. Use the suggested ideas for playing the game. Think of your own ones.

On the other hand, ... Anyway, ... Even so, ... OK, but ... Very true, but...

Model: Team 1: – *English is very difficult, isn't it?*

Team 2: – *Yes, but on the other hand, if you practise regularly, you'll see your progress and you'll enjoy it.*

Ideas to discuss:

- 1) Grammar is really boring.
- 2) I hate learning to spell.
- 3) It seems impossible to understand Americans.
- 4) I can't understand Olha's accent.

6. Complete and roleplay the dialogue. Speaker A is a student who has some problem. Speaker B is a teacher, who tries to solve the problem.

A: Excuse me, _____. Do you have a few minutes?

B: Certainly.

A: I'd like to talk to you about _____.

B: _____.

7. Act out a dialogue between a teacher and a student.

a) Beginning a lesson; b) checking homework; c) reading a text; d) giving homework.

8. Carry out a survey on the topic "The English Language in the Modern Life." Interview some people you know and find out:

- 1) how many people use English in their jobs;
- 2) how many people visited an English-speaking country;
- 3) how many people have ever read articles, newspapers or magazines in English;
- 4) how many people spoke to foreigners in English;
- 5) whether people think that English is an important language in the modern world;
- 6) what opportunities for learning English people have;
- 7) whether they think they really need English;
- 8) if there are language problems in Ukraine;

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- 9) which advice to a person studying English they think is better, to speak as much as possible and not to worry about mistakes or to learn grammar very carefully before learning to speak.

9. a) Read Tania's e-mail letter to her American pen-friend. Answer the questions:

- 1) Where does Tania study?
- 2) What subjects does she learn?
- 3) How many faculties are there at Tania's university?
- 4) What helps students to study?
- 5) Does Tania like the university?

Dear Sally,

It was so nice to hear from you. My congratulations on becoming a student!

I have got some news too. First of all, I am glad to tell you that now I am a first-year student at Nizhyn Mykola Gogol State University. I study at the philological faculty. I learn Ukrainian and English.

There are seven faculties at the University. The students learn a lot of subjects here, like Ukrainian, Literature, Mathematics, Physics, Geography, Chemistry, Biology, Foreign languages, History, Psychology, Music and others.

We have good libraries and reading-rooms where we read books and do our homework. Our students like to go in for sports. We have good gymnasiums and a stadium. There is a language laboratory and computer classes which help us to master the languages.

It goes without saying that our University is very beautiful - just look at the photo! (That's me on the steps). I'm proud that I study here.

And what is your college like? Do you like studying there? I'm looking forward to hearing from you. Write soon!

Best wishes,
Tetiana

b) Tania's another friend lives in Great Britain. Tania shared the news with her via Skype. Act out their conversation.

c) Speak on your university.

10. Read the conversation. What do you learn about Simon's college from it? Act out a similar dialogue about your university.

Mr. Fenton Hello, Simon. How are you feeling today?

Simon I'm not sure how I'm feeling. Better, I think.

F How do you like the college?

S I doubt if I'll like it but I like where it is and I like its size. It looks very small.

F Yes, it's very pleasant. There are only about a thousand students.

S What kind of students come here?

F That's a difficult question to answer. I suppose it's an impossible question to answer, really. There are all kinds. They're difficult to describe.

S What do they do in their spare time?

F All kinds of things. There are a lot of different kinds of clubs to join. Some students meet their friends at the Union*. Some go to the library to study.

S Do they have to go to the library to study?

F No, they can study where they want to.

S Do you know what sports they play?

F Oh yes, there are teams for all kinds of sports.

S It sounds as if going to college is fun.

* Union – student's union represents students' interests at the university, arranges social events, gives advice to students. The student union building is usually the centre of student life and has a bar and a common room, and often a restaurant and shops.

11. Comment on the following quotations.

- 1) Education made us what we are. (*Claude-Adrien Helvetius, 1715–71*)
- 2) We teachers can only help the work going on, as servants wait upon a master. (*Maria Montessori, 1870–1952*)
- 3) Education is what survives when what has been learnt has been forgotten. (*B.F. Skinner, 20th century*)
- 4) What we have to learn to do, we learn by doing. (*Aristotle, 384–322 BC*)

12. a) Which four things below are the most important for learning a language?

- a) hard work
- b) enjoying learning
- c) really believing that you will be successful
- d) having a good teacher
- e) really wanting to learn (motivation)
- f) studying lots of grammar
- g) getting praise from your teacher
- h) being realistic about the progress you can make
- i) 'developing an ear' for the language
- j) reading and listening to lots of English

b) You are going to read the opinions of two English teachers, Alastair and Teresa. Which of these ideas do they mention?

What's the secret of successful language learning?

We asked two experienced teachers of English for their opinion.

Alastair Banton is a teacher at a private language school in the UK. He has also taught English in Japan.

I think the most important thing is that you really have to want to learn the language – without that, you won't get very far. You also have to believe that you will do it ... imagine yourself using the language confidently, and think, 'Yes, I can do that'.

Then there are other things: of course you need to work hard, but at the same time you need to enjoy it and not get frustrated when you feel you're not making much progress. And you

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have to be realistic – learning a language takes time, and you can't expect to know and understand everything in a few weeks!

Also, you should try to 'develop an ear' for the language – not only to recognise the sounds of the language and to understand what people are saying, but also notice the exact words and phrases that people use ... and then try to use them yourself. Some people can do this naturally, but others have to learn how to do it – that's where having a good teacher is important!

Teresa Pelc is a teacher of English in Poland. She has taught English in a secondary school for a number of years.

For me, motivation is the most important thing. You have to be ready to study grammar, read a lot, listen to English songs, radio and TV, and what's more you have to do these things systematically.

It is so easy to forget what you have just learnt ... that's why I needed a teacher to force me to study. Even the most motivated students need that extra push sometimes. I believe that only a very few people can learn a language on their own.

Learning a language can be quite stressful, especially for adults ... suddenly, we speak like children and make fools of ourselves! But if you're motivated, you learn to overcome this. It all sounds like very hard work – and it is. It is also very enjoyable – I praise my students for everything they do well, however small it is. Many of them are very successful and speak English better than me, and some of them have even become English teachers themselves!

(From *Cutting Edge Pre-intermediate*)

c) Read the text again. Which words or phrases mean:

- a. you won't make much progress (para. 1)?
- b. become angry because you can't do what you want to do (para. 2)?
- c. see and pay attention to (para. 3)?
- d. often and carefully, and in an organised way (para. 4)?
- e. alone, without help (para. 5)?
- f. do something that makes you seem stupid (para. 6)?

d) Which pieces of advice are the most useful? Discuss with other students.

13. Read the following advice. Which techniques do you already use? Which would you like to try? Which do you find the most useful?

How to Master English Faster

1. Practice every day. Don't miss a single day. Even if you are absolutely busy, find 15 minutes. Try to devote the earliest hours to language and at least 20-30 minutes in the evening just before going to bed.
2. Focus on developing different skills like reading, writing, speaking and comprehending of speech. It is usually harder to develop speaking skills for people who can hardly speak in his or her native language. If you don't see immediate progress – don't panic. Everyone can learn a language. Carry on with your lessons. Be patient.
3. Make a special list of phrases that will definitely be useful, which you think you will need in most cases. Revise it from time to time and develop it. Practice them until you can say them perfectly. When learning new words and expressions pay attention to their different meanings and pronunciation.

4. Change forms of studying. Be inventive. Try different approaches: read magazines and books, watch English channels on TV, listen to the radio or tape-recorder, do exercises or simply look through a text-book or dictionary.
5. Try to put yourself in the natural language environment as often as possible. Listen to educational tapes when you are not occupied with something important: in lines, during breakfast at weekend, on your way to work and back, in the evening before going to sleep. Watching films in the original is definitely both entertaining and very effective. Use every possibility to talk with native speakers.
6. Take notes, write shopping lists and diary in English. Writing short stories, compositions and essays is a very effective way of learning a language. It teaches you to express your thoughts and even to think in the language you are learning.
7. Try to translate in your memory everything that is possible: headlines in newspapers, titles of films, books and articles, slogans, pieces of phrases, etc. It's a kind of useful mental game and exercise like doing crossword puzzles. If you like it, you will make significant progress in learning new words very soon.
8. Don't be afraid to speak and don't be afraid of possible mistakes. Don't feel offended, hurt or upset if somebody corrects you. On the contrary you could ask your friends to correct your mistakes. Correcting mistakes is a part of the learning process.
9. If you really want to learn a language, try to minimize reading, speaking and even thinking in your native language.

(From *the Internet*)

14. Make up dialogues on the situations.

- 1) You are very good at learning English. You know how to master a foreign language faster. Give some advice to a friend.
- 2) You are having a talk with your younger sister/brother and comparing your English classes at the university with her school lessons.
- 3) You are talking to a student of another faculty. You exchange impressions and ask each other a lot of questions about your English classes.

15. Learn the proverbs, use them in your dialogues or situations.

- 1) Live and learn.
- 2) It's never late to learn.
- 3) A good beginning makes a good ending.

16. Speak about your group using the topical vocabulary.

17. a) Read the passage below and choose the best title.

- 1) English in the future.
- 2) Are the British bad at languages?
- 3) Language teaching in British schools.
- 4) The British school system.

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Since 1989, all state schools in Britain offer nine subjects: arts, English, geography, history, mathematics, music, physical education, science and technology. At secondary schools pupils from the age of 11 also learn a modern foreign language.

At the moment, most pupils choose French, and European languages will probably be the most popular ones in the near future. But Britain has a high immigrant population and it's possible that schools will also offer Urdu, Gujarati or any one of Asian languages spoken by the ethnic groups. However, the British government does not participate in the European Lingua programme, which requires all member states to offer two European languages in their schools. In general, people don't think foreign languages are important, and few people speak a foreign language fluently. But many people have strong opinions about how schools should teach their own language – English. Some think schoolchildren should speak with the same standard accent and stress the importance of grammar. Others feel that regional accents and dialects are just as important, and part of someone's cultural identity. It is clear, however, that the type of language a person uses, shows a lot about their education and background. Teaching English as a mother tongue will probably remain more important than learning a foreign language.

b) Look at the sentences which are underlined. Are they also true for this country? Is there any other information about Britain which is also true for this country?

c) How many of your friends or family speak English? (Don't include people in your class). Write a paragraph about one of these people. Say when, where and why this person speaks English.

18. a) Work in groups. Answer the questions and decide how good your memory is.

- 1) When is your parents' wedding anniversary?
- 2) What did you have to eat last night?
- 3) Where were you ten days ago? What did you do that day?
- 4) Where were the Olympic Games in 1992?
- 5) When was your mother born?
- 6) How many phone numbers can you remember?

b) Read the newspaper article about Dominic O'Leary, the man with the best memory in the world and answer the questions.

- a) What are some of the things Dominic can remember?
- b) How did he become world champion?
- c) Was he good at school? Why not?
- d) What did his teachers say about him?
- e) When did he start to improve his memory?
- f) What did he see?
- g) Why isn't he popular with casino managers?
- h) How many clubs did he visit with the interviewers?
- i) How many clubs did he play in? Why?
- j) What do you think of Dominic's suggestions for a good memory?

WORLD CHAMPION MEMORY MAN

THIS IS DOMINIC O'LEARY, the man with the best memory in the world. He can tell you the day of any date in any year. What day was April 21, 1876? 'Wednesday,' says Dominic. He can remember the teams and the scores of every football match in every World Cup. And he became world champion memory man when he remembered the order of thirty-five packs of playing cards!

At school, Dominic was a pupil who couldn't remember his lessons. 'My Maths and English teachers said I was stupid because I could never remember what they taught me.' But four years ago, he saw a programme on television which showed people how to improve their memory, and last October he became world champion. 'I remembered the order of thirty-five packs of cards,' said Dominic. 'It was quite easy.'

Dominic, 34, can earn £800 a day on European TV programmes. He lives with his wife, Alison, a clothes designer, in a small village near Bath, and he is the manager of an office cleaning company.

WINNING

Casino managers don't want Dominic to visit their casinos, because he can remember every card. 'I played as a professional gambler for a few months, and I won £1,000 a night, but then the managers asked me to leave.'

We went with Dominic to seven clubs in London and Brighton. He started with £500, and four hours later, he had £1,250 in his pocket. He won £750.

He played in just three clubs for four hours. The other four clubs knew his face and didn't want him to play.

In his free time, Dominic loves number games and crosswords, writing music, and playing the piano. He says children can learn to improve their memory from the age of five. 'Then they can do anything,' says Dominic.

HOW TO IMPROVE YOUR MEMORY

Dominic says anyone can have a good memory. These are his suggestions.

- When you go to bed, remember everything you did that day.
- Remember things in pictures, not words. 'Words are difficult to remember, but pictures are easy.' For example, if you want to remember the name Kate, think of a cat. For the number 8814, think of two snowmen, a tree and a bird.
- If you forget something, remember where you were when you **could** remember it.

(From *Headway Elementary*)

c) Write questions to get the following answers.

- 1) Wednesday.
- 2) Last October.
- 3) Eight hundred pounds a day.
- 4) She's a clothes designer.
- 5) Seven hundred and fifty pounds.
- 6) He likes number games, crosswords, writing music, and playing the piano.

d) What do these numbers in the article refer to?

Example: 1876 – *April 21, 1876 was a Wednesday.*

- 1) 35 2) 34 3) £1,000 4) 7 5) £1,250 6) 5

e) Try Dominic's ideas to remember some words in English!

DO THE SELF-TESTS

Test 1.3. Read the text and a) fill in the gaps with the words from the box; b) guess what George says.

understand	thinks	says	starts
look at	is	hates	look out of
stops	sees	mean	wants
start	asks	loves	replies

The English Lesson

George is sitting in his English class. It is a hot afternoon and he is feeling sleepy. It ___ (1) a grammar lesson and George is bored. He ___ (2) grammar. He ___ (3) to leave school and work. He wants to be a gardener. George ___ (4) flowers and trees. He ___ (5) the window. He ___ (6) the trees and flowers. Then he ___ (7) day-dreaming.

After ten minutes the teacher ___ (8) talking. She ___ (9) the students to do a grammar exercise in their books. The students take out their exercise-books and their pencils and they ___ (10) writing. The teacher looks at George. She ___ (11) that he isn't writing so she says,

“Why aren't you writing, George?”

George stops dreaming and says, “What, Miss?”

“Wake up, George!” the teacher says. “Why aren't you writing?”

George ___ (12) for a moment and ___ (13), “I ain't got no pencil.”

The teacher looks at George and says, “You aren't got no pencil? You ___ (14), ‘I don't have a pencil.’”

George doesn't understand the English teacher so he ___ (15), “Sorry, Miss.”

The teacher says in an angry voice, “I don't have a pencil. He doesn't have a pencil. She doesn't have a pencil. We don't have pencils. They don't have pencils. Now, George, do you ___ (16)?”

George looks at the teacher for a moment and then he says, “___.”

Test 1.4. Read the text. a) What kind of text is it?

- 1) An advertisement brochure for a language school
- 2) A newspaper article about a language school
- 3) A story about people at a language school

WHY LEARN ENGLISH WITH US? BECAUSE WE'RE THE BEST

If you don't believe us, read what our students say.

I came to your school because I wanted to learn English. I thought English was difficult and boring work, only grammar, lots of vocabulary to memorise, etc. But then I saw that here you can also learn English with films, or songs. We also had computer classes on the internet. I didn't know any English when I started at your school, but one year after I knew a lot of English.

Doris

I have been at the International School of English for two years. I'm studying now for an important exam. I like this school because there are not many students in the class and the teacher gives us a lot of personal attention.

Kanda

When I had my first lesson at the International School of English, I was very nervous because I could not speak English very well. But I liked studying English because all the teachers were very friendly, and they always made students relax so we could understand the lessons. I'm going to come back next year.

Renata

I'm a student at your school. I speak a lot of English, but I don't practise outside of class, so I come here to the conversation classes. I'm learning lots of English expressions. The teachers at your school have helped me a lot. The classes are good, and they are cheaper than other schools. That's why I'm with the International School.

Monica

I haven't studied English before. When I was a child, we didn't study English at school. Now all the children in my country are learning English when they are very young. I'm studying English because I need it for my work. In the future, everybody in my country will speak English.

Constantine

If you want

English for school. English for work. English for fun.

Come to INTERNATIONAL SCHOOL OF ENGLISH.

(From Streetforward Elementary)

b) Read the text again and answer the questions.

- 1 Who didn't feel relaxed when she came to the school?
- 2 Who likes speaking in class?
- 3 Who is going to take an important exam?
- 4 Who didn't learn English when he was younger?
- 5 Who says there aren't many students in the class?
- 6 Who comes to the school because it isn't expensive?
- 7 Who thought that English was difficult, but liked it?
- 8 Who makes a prediction about English in his country?

Unit 2

Grammar: The Present Continuous Tense

Topic: My Working Day

Text A: Kate's Working Day

Text B: Work about the House

THE PRESENT CONTINUOUS TENSE

Форма теперішнього тривалого часу (*Present Continuous* або *Present Progressive*) складається з допоміжного дієслова (*auxiliary verb*) **to be** у формі Present Simple (**am/is are**) та дієприкметника теперішнього часу (*Present Participle* або *Participle I*) повнозначного дієслова (*main verb*). Дієприкметник утворюється додаванням закінчення **-ing** до основи дієслова.

Правила додавання закінчення *-ing*:

- 1) Німа літера **e** в кінці слова випадає: *to write* – *writing*, але *to see* – *seeing*; *to be* – *being*.
- 2) Приголосна, якій передує короткий наголошений голосний, подвоюється: *to sit* – *sitting*; *to put* – *putting*.
- 3) Сполучення **ie** замінюється **y**: *to lie* – *lying*.
- 4) Кінцева **r** подвоюється, якщо їй передує наголошений монофтонг: *to prefer* – *preferring*.
- 5) Кінцева **l** подвоюється, якщо їй передує короткий звук (наголошений чи ненаголошений): *to travel* – *travelling*.

Present Continuous вживається для передачі:

- тимчасової дії, яка відбувається під час мовлення:
We are reading grammar rules now. – Ми читаємо граматичні правила.
I am living in a hostel. – Я живу в гуртожитку (тимчасово).
- дії, яка постійно повторюється в теперішньому часі:
They are reading a lot these days. – Вони зараз багато читають.
She is seeing a lot of him these days. – Вона часто бачиться з ним зараз.
- дії, яка постійно повторюється і дратує мовця (часто вживається у поєднанні зі словами *always, all the time* тощо):
He is always talking about money. – Він тільки про гроші й говорить (і це мене дратує).
- запланованої майбутньої дії:
I'm meeting the professor at 3 o'clock. – Я зустрічаюся з викладачем о 3-й годині.

Примітка 1. Деякі дієслова не вживаються у часах групи *Continuous*. До них відносяться:

- 1) дієслова, що передають стан мимовільного чуттєвого сприйняття (**hear** – чути, **see** – бачити, **smell** – пахнути, **taste** – бути на смак тощо);

- 2) дієслова, що передають значення володіння або приналежності (*have* – мати, *belong to* – належати, *own* – володіти тощо);
- 3) дієслова, що передають розумовий стан (*know* – знати, *understand* – розуміти, *think, believe* – вважати, *remember* – пам'ятати);
- 4) дієслова, що передають суб'єктивне ставлення (*like* – подобатися, *love* – любити, *hate* – ненавидіти тощо);
- 5) дієслова, що передають значення враження (*impress* – вражати, *surprise* – дивувати, *look like* – здаватися, бути схожим);
- 6) дієслова, що передають значення буття або існування (*be* – бути, *feel* – почуватися);
- 7) дієслова, що передають значення потреби або віддавання переваги (*need* – потребувати, *prefer* – віддавати перевагу, *want* – хотіти, *wish* – бажати);
- 8) дієслова, що передають значення виміру (*cost* – коштувати, *weigh* – важити, *contain* – містити).

У всіх випадках, наведених вище, замість *Present Continuous* вживається *Present Simple*:

I think it's a good book. – Мені здається, це гарна книжка.

Примітка 2. Необхідно розрізняти дієслова, що передають стан і дію чуттєвого сприйняття. Дієслова, що передають дію чуттєвого сприйняття, можна вживати в тривалих часових формах. Порівняйте:

- 1) *I hear my favourite song.* – Я чую свою улюблену пісню (хочу чи ні – стан).
- 2) *I am listening to my favourite song.* – Я слухаю улюблену пісню (бо хочу – дія).
- 3) *The juice tastes good.* – Сік гарно смакує (стан).
- 4) *John is tasting the juice.* – Джон куштує сік (дія).

Як свідчать приклади 3 і 4, одні й ті ж самі дієслова можуть відноситися як до категорії стану, так і до категорії дії. У першому випадку їх не можна вживати в тривалих часових формах, а в іншому – можна.

GRAMMAR EXERCISES

1. Find and correct fifteen mistakes in the spelling of the following present participles.

Copiing, putting, translateing, telling, closing, sitting, seing, giving, meetting, being, forgeting, lieing, getting, filling, swimming, readding, answerring, writeing, eating, begining, paying, opening, cutting, forbiding, laying, traveling, winning, dying, stoping.

2. Translate from English into Ukrainian. Compare the use of the Present Continuous and the Present Simple tense-forms.

1. Do you understand the problems they are discussing? 2. What does he do for a living? – He sings and plays the guitar. 3. I'm learning to drive a car. Next month I am getting my driving licence. 4. Tom drives very well. He is always very careful when driving. 5. What are you doing, Bob? Are you still looking for your books? You are always losing your things! 6. It is cold today. It is snowing all day. It often snows at

Unit 2

this time of the year. 7. Mike doesn't speak English, does he? 8. Listen to them! What language are they speaking? 9. The Moon goes round the Earth. 10. The family are having lunch now. 11. How many meals a day do you usually have? 12. Don't worry. Father is coming back soon. 15. Skill comes with practice.

3. Without translating the sentences say what grammar form should be used in the following situations.

- a) – Лікарю, що ви **вживаєте**, коли у вас сильний нежить?
– Шість носовичків на тиждень.
- b) Мама готує на кухні і просить доньку: “Бетті, йди подивися, що там **робить** Джон і скажи, щоб він цього не робив.”
- c) Відвідувач, виходячи з ресторану, звертається до офіціанта:
– Дощ усе ще **йде**?
– Не знаю, Ваш столик **обслуговую** не я, а он той блондин.

4. Open the brackets using the Present Simple or Present Continuous tense-forms.

1. Your car is so clean. How often you (*to wash*) it? 2. You (*to understand*) what he (*to talk*) about? 3. Nancy (*to look*) like her father. 4. What you (*to do*)? – I'm an engineer. 5. The soup (*to taste*) good. 6. Your brother (*to be*) a student now? – Yes, he (*to study*) at the University. 7. Ann (*to play*) the piano better than Susan. – And who (*to play*) now? – I (*to think*) it (*to be*) Susan. 8. What you (*to do*) tomorrow evening? – I (*to go*) to the theatre. 9. I usually (*not/to have*) breakfast before I (*to go*) to work. 10. Jane (*to be*) in Paris now. She (*to learn*) French there. 11. You (*to hear*) this noise downstairs? What can it be? 12. Excuse me, but you (*to stand*) on my foot. 13. She (*to give*) two concerts in London next week. 14. What time the children (*to come*) out of school, as a rule? 15. You (*to believe*) in God? 16. It often (*to rain*) here at this time of the year? 17. In Britain most shops (*to close*) at 5.30 p.m. 18. Where you (*to come*) from? – I (*to come*) from Russia. 19. Alice never (*to go*) to work by bus. She (*to walk*) through the park, as a rule. 20. I (*to phone*) my parents twice a week.

5. Respond to the following according to the model (always substituting *Ukrainian* for the adjective of nationality or the language mentioned).

Model: – He usually smokes Turkish cigarettes.
– *But today he is smoking Ukrainian cigarettes.*

1. He usually drives a German car.
2. He usually rides an English horse.
3. He usually sings German songs.
4. He usually plays Italian music.
5. He usually drinks English beer.
6. He usually dances with a Greek girl.
7. He usually uses an English dictionary.
8. He usually has lunch in a Japanese restaurant.
9. He usually listens to the news in English.
10. He usually writes in Polish.

11. He usually talks English.
12. He usually lectures in Spanish.
13. He usually addresses students in Ukrainian.
14. He usually cooks an Indian meal for us.
15. He usually travels by an Italian airline.

6. Express your surprise at the following. Ask if the person isn't doing something else.

Model: Ted is doing his homework. (play computer games)

Oh, really? Isn't he playing computer games?

1. Ann is smoking a cigar! (to cook dinner)
2. George is washing up! (to lie on the sofa)
3. Andrew is buying roses for his wife! (to talk to the shop-assistant)
4. Paul is telling lies! (to tell the truth)
5. Andrew is cooking breakfast! (to look for something to eat)
6. Peter is making his bed! (to read a magazine)
7. Tom is sitting beside Margaret! (to stand beside Olivia)
8. Bill is dancing with Alice! (to drink beer)
9. George is listening to our conversation! (to listen to the music)
10. Sara is going abroad for her holiday! (to go to the country)

7. A and B are doing something at the same time. Work in pairs. Ask and answer questions about them as in the model.

Model: – *Sandra is reading, and what is Susan doing?*

– *While Sandra is reading, Susan is watching TV.*

A	B
1. Sandra / read	Susan / watch TV
2. Helen / play the guitar	Lee / play the piano
3. Carl / repair his car	Julia / work in the garden
4. Bill / make coffee	Bridget / take a shower
5. Rob / speak to the manager	Clare / choose a car
6. Sheila / pack her things	Melanie / call for a taxi
7. Teacher / examine Alice	Albert / wait for her in the hall
8. Kate / clean the windows	Jane / wash up
9. Rachel / water the flowers	David / read a newspaper
10. Mr. Parker / give a talk	his assistant / make notes

8. These people work at an office. Today their behaviour is unusual. Respond to the sentences according to the model.

Model: – They don't usually wear sandals in the office.

– *Then why are they wearing sandals today?*

– *It's very hot today*

1. The boss doesn't usually shout.
2. Jack doesn't usually write with his left hand.
3. They don't usually walk to work.
4. John doesn't usually have lunch alone.

Unit 2

5. Sara doesn't usually stand by the window.
6. Bob doesn't usually sit with his feet on the desk.
7. The boss doesn't usually use a calculator.
8. Laura doesn't usually criticize us.
9. Jill doesn't usually make tea.
10. The boss doesn't usually smile at us.
11. Bill doesn't usually take papers home.
12. Sam doesn't usually watch the clock.

9. Look at the picture and say what each person is doing.



10. Imagine it is one of the times listed below. Say what you are doing.

Model: At 9 o'clock on Monday morning I am having my breakfast.

- | | |
|-------------------------------|------------------------------------|
| 1) 9 o'clock, Monday morning; | 7) your birthday party; |
| 2) 7 o'clock p.m., Friday; | 8) New Year's Eve; |
| 3) Saturday evening; | 9) Easter morning; |
| 4) Sunday morning; | 10) a hot summer day; |
| 5) English lesson; | 11) a sunny and frosty winter day; |
| 6) break time; | 12) a nasty autumn day. |

11. Work in pairs. You both have a drawing of a block of flats where you can see people doing different things. But the drawings are not the same. There are eight differences. Student A look at the picture on page 183, Student B – on page 184.

Don't look at each other's pictures. Ask and answer questions to find what is different.

Model: *Is the man in Flat 6 eating? – Oh, no. In Flat 6 people are dancing.
Is the girl in Flat 10 listening to music? – That's right. She is listening to music.*

12. Try to complete the sentence 'Please be quiet!' in other suitable ways.

Model: *Please be quiet! I'm trying to listen to the radio.*

13. Your friend is inviting you to do something together, but you are busy. Explain the reason.

Model: – Let's go for a walk. – *I'm sorry, I am busy. I'm doing my homework.*

- 1) Let's go to the cinema.
- 2) Let's go shopping together.
- 3) Let's have a rest.
- 4) Let's go to the disco party.
- 5) Let's go to Kyiv at the weekend.
- 6) Let's have a bite.
- 7) Let's clean the room.
- 8) Let's cook dinner.
- 9) Let's watch TV.

14. Fill in the gaps, using the words in the box in the Present Simple or the Present Continuous. There is an example at the beginning (0). Write a similar story about your family.

dislike leave want learn watch prefer smell have a bath pack think read have

It's evening now. I *am learning* (0) my English. Mum ____ (1), and Dad ____ (2) some football on TV. I ____ (3) football, I ____ (4) films. My little brother Dick ____ (5) the flowers. I ____ (6), they ____ (7) good, because he is very pleased. My sister ____ (8) her things as she ____ (9) tonight. She ____ (10) to catch the 10 o'clock train. I ____ (11) my Grammar Book and I still ____ (12) a lot of things to do.

15. There are mistakes in most of the sentences below. Find and correct them.

1. The train is leaving at 9 p.m.
2. You are talking on the phone always.
3. They are been going on holiday.
4. What does he does in his free time?
5. Do you looking for anything?
6. Where you going on holiday this summer?
7. Does the baby sleeping?
8. The cat eats the fish now.
9. Is he doing his homework?
10. What do you wearing tonight?
11. He is loving her.
12. Do you see the bird in the tree?

16. Translate from Ukrainian into English using the Present Continuous Tense.

1. Що робить дитина? – Вона щось читає.
2. Послухай! Хто грає на скрипці?
3. Знов він грає в ігри на комп'ютері.
4. Здається, Джон дуже зайнятий. Вважаю, він готується до іспиту.
5. Емілі не може відповісти на дзвінок – вона приймає душ.
6. Впевнений, що вони дивляться телевизор або грають у футбол.
7. Одну хвилинку! Він закінчує перекладати статтю.
8. Вони все ще пишуть тест? – Так, закінчують.

Unit 2

9. Де Джейн? – Вона робить покупки. 10. Кет, телефон дзвонить, підними слухавку! 11. Зараз я читаю дуже цікаву книгу. 12. Куди ти дивишся? – На птаха. 13. Чим ти зараз займаєшся? 14. Вона все ще говорить з подругою по телефону. 15. Ти робиш усе правильно, але поквапся.

17. Translate from Ukrainian into English using either the Present Continuous or Present Simple.

1. Вона вивчає математику в університеті. 2. Кожного ранку він випиває склянку води та пробігає три кілометри, потім приймає душ, з'їдає один апельсин. 3. Чи я можу поговорити з Гелен? – На жаль, вона приймає ванну. 4. Він влаштовує вечірку наприкінці тижня. 5. Тед завжди готує обід сам, бо живе один. 6. Про кого говорить Кет? 7. Мій приятель шукає нову квартиру. 8. Я дивлюся, але нічого не бачу. 9. Кого ти чекаєш? – Я чекаю свого друга. 10. Не виходь на вулицю, йде дощ. В Україні восени часто йдуть дощі. 11. Що ти шукаєш у сумці? – Я шукаю ручку. 12. Знову Марк запізнюється! – Ні, дивись, він виходить з автобуса. 13. Не заходьте до аудиторії! Студенти пишуть контрольну. 14. Де Арнольд? – У нього зараз урок французької. У нього завжди урок у цей час. 15. Ми шукаємо ключі. 16. Пітер зазвичай робить домашні завдання перед вечерею.

18. Read and discuss the following proverbs.

- 1) Don't cut the bough you are sitting on.
- 2) When the children are doing nothing, they are doing mischief.
- 3) When you are drowning you clutch at a straw.

DO THE SELF-TESTS

Test 2.1. Correct the verbs in bold type if the tenses are wrong.

1. They **are understanding** the problem now. 2. They are glad to know that their son **is coming** home next week. 3. Can I see Jane? – I am sorry, you can't: she **has** lunch. 4. The soup **is tasting** delicious. 5. Now I **am seeing** what you are talking about. 6. I **am hating** to speak to him. 7. They **are being** so nice to me at present. I **am feeling** they **are liking** me. 8. He often **changes** his political views. Now he **is belonging** to the Liberal Party. 9. Look! Somebody **tries** to open the window. 10. Oh, this dish **is smelling** awful. 11. How can I recognize her? I have never met her. – She **is wearing** a blue jacket and black jeans. 12. She usually **drinks** coffee in the morning, but today she **drinks** tea. 13. He **believes** in God and **is** always **going** to church on Sundays. 14. Where is John? – He **prepares** his lessons; he usually **prepares** them at that time. 15. He **is wanting** to buy a car, but first he must learn to drive, so he **is taking** his driving lessons.

Test 2.2. Choose the correct verb form in the following sentences.

1. They usually *are sitting/sit* for hours without saying a word.
2. She *is keeping/keeps* her room tidy as a rule.
3. This dish *tastes/is tasting* delicious.
4. We *are seeing/see* each other only occasionally.

5. Could you turn off the television? Nobody *watches/is watching* it now.
6. How *do you get/are you getting* to your office?
7. She *is always complaining/complains*, I just can't stand it.
8. They *think/are thinking* about going to England.
9. She *tastes/is tasting* the soup to see if it is ready.
10. He *is always being late/late*, nobody can stand it any more.

Test 2.3. Open the brackets using the Present Simple or the Present Continuous tense-forms.

1. She (not to work), she (to swim) in the river.
2. Look! He (to teach) his boy to ride.
3. You (to read) much? – Yes, I (to read) about an hour every day.
4. What Tom (to do) now? – He (to clean) his shoes.
5. It (to rain)? – Yes, it (to rain) very hard. You can't go out yet.
6. Mrs. Jones (to sweep) the steps outside her house every day.
7. What you (to read) now? – I (to read) *Harry Potter*.
8. It is a lovely day. The sun (to shine) and the birds (to sing).
9. Where is Tom? – He (to lie) under the car.
10. You (to do) anything this evening? – No, I'm not. – Well, I (to go) to the cinema.
Would you like to come with me?
11. Ann usually (to do) the shopping, but I (to do) it today as she isn't well.
12. Mother (to have a rest) now. She always (to rest) after lunch.

WHAT TO SAY AND HOW TO BEHAVE

Asking someone's opinion

What do you think of/about ...?

e.g. What do you think of the book?

What do you feel about ...?

e.g. What do you feel about that film?

What's your opinion of/about ...? (formal, semi-formal)

e.g. What's your opinion of the lecture?

Expressing opinion

(Well), I think/thought (that) ...

e.g. (Well), I think (that) this book is very interesting. (Well), I thought they sang very well.

(Well), I think/believe (that) ... = it seems to me

e.g. I think/believe (that) he is a doctor.

I consider (formal, semi-formal)

e.g. I consider that the decision was a mistake.

In my opinion ... (emphatic)

To my mind ... (emphatic)

e.g. In my opinion To my mind John is too young for the job.

If you ask me, ... (colloquial)

Unit 2

e.g. *If you ask me, the film is really good. / The film is really good, if you ask me.*

The way I see that...

As far as I'm concerned...

On the one hand... On the other hand...

I'm convinced that...

I feel quite sure that...

I'm inclined to think that...

I tend to favour the view that...

1. Read, act out and make up similar dialogues.

1) – I thought the film was very good, didn't you?

– Well, the acting was good, in fact, but I didn't think much of the film itself.

2) – What do you think about Esperanto?

– I don't believe it will ever become a world language.

3) – I think Joan Rowling is one of the best modern English writers.

– If you ask me, I don't like books about Harry Potter at all.

2. Ask someone's opinion about the following using proper names. The person asked then replies.

Model: somebody's English

– *What do you think about Mary's English? – I think it's perfect.*

1) A well-known writer; 2) a famous singer or a musician; 3) somebody's cooking; 4) a textbook or dictionary; 5) a restaurant or café; 6) a pop-group; 7) a film; 8) a television programme; 9) a supermarket; 10) a dress/sweater/jacket etc a fellow-student is wearing.

Text A. KATE'S WORKING DAY

Helen: Kate, who wakes you up and when do you usually wake up on weekdays?

Kate: You see, my little sister likes to get up early like a lark. It is my sister Kitty who usually wakes me up. I'm a very sound sleeper, what my mother calls a sleepyhead. On weekdays my working day begins at 6:30.

H: Do you get up at the same time in winter and summer, autumn and spring?

K: If it is spring or early autumn I jump out of bed, run to the window and open it wide to let the fresh air in. It sets me into a cheerful working mood. In winter I'm not so quick to leave my bed, but all the same it's time to get up and start a day's work.

H: Kate, do you take a shower or a bath in the morning? What do you do before breakfast?

K: It doesn't take me long to make my bed and get washed. At 7:00 a.m. I am through with my shower and ready to have breakfast. Usually, I have a cup of coffee and some sandwiches for breakfast.

H: Do you always come in time for your classes?

K: I leave the house at 8:00 as I live quite near the university. It takes me about a quarter of an hour to walk there. The classes begin at 8:30 and I always come in

time.

H: Do you have a snack at the University? When do you have dinner?

K: You see, the breaks between lectures are not long. That's hardly enough time to have a short snack but I manage sometimes. I am back home at about 3:00 p.m. and have dinner. Then I clear away the dishes and wash-up.

H: Do you relax after dinner?

K: Of course, I do. After dinner I have a short rest: I read or watch TV or listen to music. Sometimes if I am tired, I have a short nap on the sofa.

H: And what about your usual share of the household work?

K: When I feel rested, I tidy up the flat and do some shopping if I am not very busy.

H: Oh, your domestic duties take a lot of time! That's a part of your daily routine.

K: Washing up after each meal is my duty so far. Besides, I dust the furniture, beat off rugs in the yard... Thanks God, my mother seldom asks me to help her in the kitchen.

Text B. WORK ABOUT THE HOUSE

There is always so much work to do about the house. We are seven in the family: my parents, my elder brothers John and Jake, my younger sister Sally, our Granny and me. It is our Mum who keeps the house, but each of us has his or her own share of household duties.

As a rule, Mum gets up early in the morning. First of all, she cooks our breakfast. By the time it is ready, all the members of the family are up. We do our beds and air the rooms. Then we have breakfast. When our breakfast is over we tidy up the dining-room – Mum sweeps the floor, and Sally washes the dishes. And soon everything is in good order. It's not difficult to keep the house tidy if you do your rooms regularly.

In order to keep the house neat every Saturday we do a considerable 'turn-out.' Today is Saturday and we are very busy. Each member of the family is doing something. Granny is watering the plants. Sally is dusting the furniture. John is cleaning the carpets with a vacuum cleaner. We have a lot of bed linen and clothes to wash and iron. Just now Mum is putting some of them into the washing machine. She is going to iron them as soon as they are dry. Jake is busy too, he is beating off the rugs. Dad is repairing the radio set. As for me, I'm washing the floor in the hall.

When we finish our work, the house is clean and cozy. We gather together in the living room and have a rest after the day's work.

ACTIVE WORDS AND WORD COMBINATIONS

a working day – робочий день

weekdays – будні

e.g. Monday, Tuesday, Wednesday, Thursday and Friday are weekdays.

w.c. on weekdays

weekend – кінець тижня, вихідний день

Unit 2

e.g. Saturday and Sunday are my weekend.

w.c. at/on the weekend, to go to some place for the weekend, to stay in some place over the weekend

to wake up – прокидатися

w.c. to wake smb up

syn. to be up

e.g. I'm usually up before seven.

cf. to get up

to begin – починати

ant. to be over/to finish

e.g. When does your working day begin?

time – час

w.c. it is time to do smth, in time, on time. What is the time? What time is it now?

e.g. What time do you get up?

to take – брати

w.c. to take a shower (a bath), it takes sb ... time/...minutes/...hours to do smth, to take a stroll (syn. to go for a walk), to take sb out (for a walk)

to have breakfast – снідати

w.c. to have dinner/supper, before/after supper, to have sth for breakfast

e.g. When does she have dinner?

to have a snack – перекусити

to leave the house – виходити з дому

e.g. He leaves the house early in the morning.

to be through with sth – закінчити щось, покінчити з чимось

e.g. Are you through with your shower?

near – біля, близько, недалеко

ant. a long way from – далеко від (вживається у стверджувальних, рідше питальних реченнях)

far from – далеко від (вживається в заперечних і питальних реченнях)

e.g. He lives near his office. He lives a long way from his office. Does he live a long way (far) from his office? He doesn't live far from his office.

to be back home – повертатися додому

syn. to return, to come back, to get back

e.g. She is back home at 8 in the evening. She returns (comes/gets back) home at 8 in the evening,

to relax – розслаблятися

syn. to rest, to have a rest

to have a nap – дрімати

cf. to sleep, to go to sleep (bed), to fall asleep, to be asleep

to keep the house – займатися домашнім господарством, вести дім

e.g. Who keeps the house in your family?

own – свій, власний

w.c. of one's own

e.g. Is the computer your own? She cooks her own meals. I need a room of my own.

share – 1) частина; 2) ділити, ділитися

e.g. This is your share of the cake. I share the room with my brother.

duty – обов'язок

w.c. household duties, be on duty

e.g. I have a lot of duties. Who is on duty today?

to lay the table (laid, laid) – накривати на стіл

e.g. My daughter helps me to lay the table.

to do – робити

w.c. to do a room, to do the bed

e.g. What are you doing? We do the flat every day. The children do their beds themselves.

tidy – охайний, чистий

w.c. to keep tidy, to tidy up

e.g. She keeps her flat tidy. Tidy up your room.

syn. neat, clean

to wash – 1) мити, прати; 2) умиватися

w.c. to wash up, to wash dishes/linen, to wash oneself

e.g. She is washing up. Wash the floor, please. I'm washing my hands.

busy – зайнятий

w.c. to be busy with sth, to be busy doing sth

e.g. Are you busy? She is busy with her pupils. They are busy translating the article.

cosy – затишний, зручний

e.g. My room is very cosy. This sweater is very cosy.

TOPICAL VOCABULARY

Time of Day:

(at) 7.00 – seven o'clock

8.15 – a quarter past eight

9.45 – a quarter to ten

4.30 – half past four

5.10 – ten (minutes) past five

6.25 – twenty-five (minutes) past six

9.57 – three minutes to ten

10.30 – ten thirty

12.00 – twelve o'clock = midday/noon

24.00 – midnight

a.m. (ante meridiem) – від 24 до 12 години

p.m. (post meridiem) – від 12 до 24 години

By my watch it is 10 o'clock.

His watch is 5 minutes slow (fast).

The watch keeps good time.

Put your watch 5 minutes forward (back).

Unit 2

Daily Routine: to be an early riser, to get up early like a lark, to be a heavy sleeper, to be a sound sleeper, a sleepyhead, to go through one's toilet, to wash one's face, to brush one's teeth, to shave, to do one's hair, to make one's bed, to do morning exercises, to dress, to have meals regularly, to cook meals oneself, to have a busy schedule, to sit late at night, to have one's working hours, to have spare (free) time.

Household Duties: to have much work to do about the house, domestic duties, one's share of household work, to keep the house in order, to air the rooms, to water the flowers, to sweep/to wash the floor, to dust the furniture, to wash up, to wash linen, to iron linen, to press clothes, to beat off rugs, to clean the carpets, to do shopping, to have a considerable 'turn-out', to work in the garden.

Spare Time: to play outdoor games, volley-ball, tennis, basket-ball, badminton, indoor games, chess, draughts, computer games, to have a good rest, to have a good time.

VOCABULARY ACTIVITY 1

Word building: adverbs of manner.

Прислівники способу дії відповідають на питання "як?" і можуть відноситися до дієслова або до прикметника, н-д: *She sings **beautifully**. She was **extremely successful**.* Вони зазвичай утворюються від прикметників за допомогою суфікса **-ly**: *slow – slowly; careful – carefully; dangerous – dangerously.* Кінцева **-y** при цьому змінюється на **-i**: *happy – happily; sleepy – sleepily.*

До прикметників, що закінчуються на **-ic**, зазвичай додається **-ally**: *tragic – tragically; comic – comically; basic – basically* (але: *public – publicly*).

Деякі прикметники і прислівники мають однакову форму: *fast – fast; hard – hard; daily – daily; late – late.*

In the following sentences put in each space the adverb made from the adjective in brackets.

1. I am afraid I ___ forgot to bring my camera. (stupid) 2. It rained ___ for three hours. (continuous) 3. He died ___, trying to save his friend's life. (heroic) 4. The children were playing ___ in the garden. (noisy) 5. Please answer my questions ___. (truthful) 6. The film ended ___ with the hero's death in a gun-fight. (dramatic) 7. She worked very ___. (hard) 8. He looked ___ at the person who had interrupted. (angry) 9. She promised ___ that the government would not raise taxes. (public) 10. He is usually very lively, but today he is ___ quiet. (strange) 11. He arranged his desk very ___, everything in its right place. (tidy) 12. I agree with you ___. You are ___ right. (complete, absolute)

VOCABULARY ACTIVITY 2

Remember the difference between the verbs *make* and *do*.

Make

1. You **make** something that didn't exist before, e.g. *to make lunch/trouble/peace/a noise/a plan/a joke/a mistake/a speech/a promise.*
2. **Make** is used when someone or something is changed in some way, e.g. *to make sb*

comfortable/a success/friends/money.

3. **Make** is used for some actions, e.g. *to make fun of sb/use of sth/an effort/an attempt/a start/a trip.*
4. You **make** somebody do something, e.g. *The police officer made them empty their pockets.*

Do

1. You **do** some actions: *to do exercises/research/a test/a course/a favour/business.*
2. **Do** is used with words that describe work and activities: *to do the shopping/cooking/a flat/a considerable 'turn-out'/work.*

Choose the correct word: make or do.

1. I'm going to ... a cake for his birthday.
2. Are you ... your homework now?
3. She ... aerobics three times a week.
4. Do you ... your dresses yourself?
5. It's a pleasure to ... business with you.
6. The car is ... in Japan.
7. Don't ... a noise. The children are sleeping.
8. It's your turn to ... the washing.
9. ... a cup of coffee, please.
10. I'm busy, I'm ... the flat.
11. It takes her 30 minutes to ... her hair in the morning.
12. The children are ... very well at school.
13. It's time to ... a decision.
14. He ... some mistakes in his dictation.
15. He is ... a French course.
16. His one aim in life is to ... money.

VOCABULARY EXERCISES

1. What words are defined here?

- 1) to sleep too long;
- 2) a short sleep;
- 3) a small amount of food between meals;
- 4) an informal word for 'a conversation';
- 5) to wash the dishes;
- 6) to put on clothes;
- 7) having much to do, occupied;
- 8) to ventilate a room;
- 9) with everything in its right place; neat and orderly;
- 10) a programme or timetable of planned events or work.

2. Complete the questions using the words from the box. Answer them.

afternoon	time	evening	watch	breakfast	when
teeth	wash	when	homework	go	what

1. What ___ do you have lunch?
2. ___ do you usually have dinner?
3. Do you ___ TV in the evening?
4. Do you brush your ___ every morning?
5. Do you do your ___ in the evening?
6. ___ time is it?
7. Do you usually eat your ___ at 8:00 in the morning?

Unit 2

8. Who has dinner at 6:00 in the ___ ?
9. Do you ___ to the University by car?
10. Do you ___ your face every morning before breakfast?
11. ___ do you take a shower?
12. Do you have a nap in the ___ ?

3. Read the rhymes and choose the words on the topic "Housework". Translate them from English into Ukrainian and learn them by heart.

<p>Mrs Grundy Mrs Grundy washes clothes on Monday, Irons linen on Tuesday, Goes shopping on Wednesday, Bakes cakes on Thursday, Sews buttons on Friday, Cleans rooms on Saturday, Cooks on Sunday... These are the duties of Mrs Grundy.</p>	<p>My mother is very busy with mop and cloth and broom; I help her dust the furniture and tidy up the room; She says we're having company to stay for dinner, too, So she wants everything to shine and look as fine as new. My mother's always trying to keep our home so neat, I find it very pleasant, as I enter from the street; I help her sweep the carpets and wipe each window frame, But we would keep it just as nice if no one ever came.</p>
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by A. Goldberg

4. Correct the mistakes in these sentences.

1. I live by my own. 2. I usually go to the bed about midnight. 3. Most nights I sleep very quickly. 4. In the morning I have a shower and shave me. 5. I usually have the breakfast about 7.30. 6. After breakfast I clean the teeth. 7. I arrive to work about 8.30. 8. After work I make the shopping. 9. In the evening I try to spend time on the open air. 10. Sometimes I play in outdoor games.

5. Fill in the blanks with the word that best fits the meaning of each sentence.

1. Our University is situated ... from my home. That is why I ... the house at 7 in the morning. 2. When is your son ... home? – He usually ... at 4 p.m. It ... him 20 minutes to ... home by 3. Are you ... with your ... ? Then it is time to 4. My mother has She keeps ... and cooks ... for us. 5. My ... are to ... dishes and ... the floor. My little sister ... the flowers and ... the furniture.

6. a) Look at the clocks and tell the time in English.

b) Play the game 'Now and Always'.

Model: *It's 7 o'clock. What are you doing? – I'm waking up.*

Do you always wake up at 7 o'clock? – Yes, on weekdays I always wake up

at 7 o'clock.



1



2



3



4



5



6



7



8



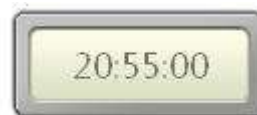
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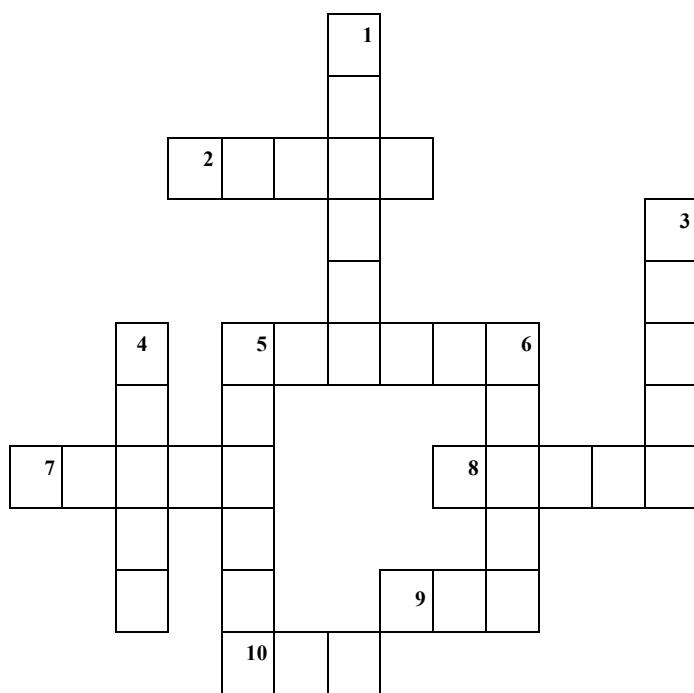


11



12

7. Do the home chores crossword.



Across

- 2. Every morning I ____ the plants.
- 5. My father usually ____ the dishes.
- 7. My mother usually ____ the meal.
- 8. Jack is a lazy boy. He never ____ at home.
- 9. I always wash the floor with a ____.
- 10. I usually ____ the table before meals.

Down

- 1. My brother sometimes ____ the window.
- 3. Tom always helps at home. He usually ____ his bed in the morning.
- 4. I usually sweep the floor with a ____.
- 5. My sister ____ the clothes.
- 6. I always ____ the floor at home.

SPEECH EXERCISES

1. a) Learn Text A by heart. Roleplay it with a partner. b) Speak on Kate's working day.
c) Compare Kate's working day with your own.

2. a) Answer the questions about text B.

1. Is the family large?
2. Who keeps the house?
3. Is Mum an early riser?
4. What does Mum do first of all?
5. What do the members of the family do when they get up?
6. Who tidies the dining room up when the breakfast is ready?
7. On which day of the week do they do a considerable 'turn-out'?
8. Are they busy today?
9. Is Granny cleaning the carpets?
10. What is Mum doing?
11. Is Jake busy?
12. What do they do when the work is over?

b) Retell Text B.

c) Speak on household work in your family.

- 3. Rewrite the following sentences in the correct order (check yourself with the key at the end of the Unit). Say if you do the same things on your weekdays.**

A Day in the Life of Beth

- a. Beth watches TV for one hour.
- b. She has dinner at 6:00 p.m.
- c. She brushes her teeth and eats breakfast.
- d. She has lunch at 12:30 p.m.
- e. She does her homework after watching TV.
- f. She has Math and English lessons in the morning.
- g. She goes to bed.
- h. Her mother picks her up after school.
- i. Beth gets up in the morning.
- j. She has music and computer lessons in the afternoon.
- k. Her mother drives her to school.
- l. She has a sound sleep.
- m. Beth turns off the lamp.
- n. She reads a story book in bed.

4. Read, learn and act out the following conversations. Make up your own ones.

1. – What time is it now?
– It's half past 10 by my watch.
– And by mine it's only a quarter past 10.
– Your watch is 15 minutes slow, I'm afraid.
– Then it's time to leave. It's late. See you!

Unit 2

- Bye-bye, then.
- 2. – What's the time by your watch?
 - It's ten to one.
 - Oh, really? It's five minutes to one by mine.
 - Isn't your watch too fast?
 - No, it isn't. It's a bit slow, in fact. It's one sharp.
 - Let's hurry up. Here's the bell.
 - So, it's exactly one o'clock.

5. Read the proverbs and explain them.

1. Time is money.
2. Don't waste time, it flies.
3. One cannot put back the clock.

6. Work with a partner. Act out an interview according to the role-cards.

Student A You are a journalist who is going to interview different people about their way of life, their daily routine. Think of a set of questions to ask your interviewee.	Student B You are the interviewee (a film star, a famous tennis player, a school teacher, a student, an old-aged pensioner etc.). Think of different details of your lifestyle and daily routine.
--	---

7. Read Mr Rimmer's notes for today and say what he is doing at different times of the day. Fill in your memo diary for today, using Mr Rimmer's notes as an example.

Monday, March 15
9.00 - study the firm contract
10.00 - discuss the terms with Mr Armbart
11.00 - coffee break
12.00 - lunch with Mr Munro
13.30 - telex London for detailed information
14.30 - discuss the report with the chief
16.00 - lecture on commerce
18.00 - meet the business partner at the airport

8. Read the questions of the quiz, choose the correct answer for you.

How Organized are You?

1. At what time do you usually get up on weekdays?
 - a) An hour before the classes at the university start.
 - b) Half an hour before the classes at the university start.
 - c) Fifteen minutes before the classes at the university start.

2. When do you arrive at the university?
 - a) Ten minutes before the lessons.
 - b) Just in time.
 - c) After your teacher has marked your absence.
3. Do you plan your working day in advance?
 - a) Yes, I do. It's very important for me.
 - b) From time to time.
 - c) No, there's no use in it.
4. Do you always fulfil your plans?
 - a) Yes, as a rule.
 - b) I always try, but sometimes it's very difficult to keep to plan.
 - c) The day is always too short for me.

Add up the number of times you score a, b or c. Now find out how organized you are.

If you get mostly:

a's – You are a fine example of an organized student.

b's – One more step and you'll become an organized student.

c's – You are not organized at all. Well, everyone has his/her weak points. Our advice will be to start working on yourself.

9. Read the information about opening and closing times in Britain. Write similar information for visitors to your country.

POST OFFICES open at 09.00 and close at 17.30 from Monday to Friday. They close on Saturday at 12.30.

BANKS open at 09.30 and close at 15.30 from Monday to Friday. A few banks open on Saturday morning. In big cities, *Bureau de change* offices open every day until quite late in the evening.

SHOPS usually open at 09.00 or 10.00 and close at 17.30 or 18.00. They do not usually close for lunch except in small towns. Most shops are closed on Sunday and national holidays.

10. a) Read the text and answer the questions below.

THE LONG-DISTANCE TEACHER

Mr Frank Garret, 65, is a schoolteacher. He is English, but he lives in France, in the Normandy village of Yerviile. Mr Garret lives in France, but he works in England.

Every Monday he leaves home at 2.30 in the morning and drives 101 miles from his village to Boulogne, where he leaves his car and catches the ferry to Folkestone. Then he catches the train to Maidstone in Kent and he arrives at Manor School at 8.25. He teaches French from 9.00 in the morning to 3.20 in the afternoon, and then leaves school. He arrives home at 9.30 in the evening. The journey there and back takes twelve hours and costs only £16.

Fortunately, Mr Garret works in England only one day a week.

And what does he do on the other days? He teaches English! He has a class of eighteen French students in Yerviile.

Unit 2

'Yes, on Tuesdays I'm tired,' he says, 'but I love my job in England and I love my home in France. I'm a happy man!'

(From *Headway Elementary*)

- a) Is Mr Garret French?
- b) How many jobs does he have?
- c) Does he go to Boulogne by train?
- d) Where does he leave his car?
- e) Where does he catch the train?
- f) Is the journey cheap or expensive? How much does it cost?
- g) Does Mr Garret go to Manor School every day?
- h) Why does Mr Garret live in France, but works in England?

b) This is only one day in Mr Garret's week. Can you imagine what his other working days are like?

c) Describe a typical working day of a teacher in Ukraine.

11. Read the text. Speak on the main character's working day. Is his life interesting?

Let me introduce Alex Dale to you. He is a very busy man. He isn't an idler. He's usually at the office at 7 o'clock. He often gets a lot of telegrams and letters and answers them. He speaks French and Italian on the phone. He has so much work that he sometimes stays late at the office and only gets home at eight.

Then he usually has supper. But it's a cold supper – he doesn't cook it. He doesn't watch TV. He doesn't play games, he even doesn't go to the pub with his friends. He has not many books at home. He doesn't go to see football matches. He goes to bed at half past ten. He has much work and no family. He lives alone. Isn't his life dull? "My life is too full to be dull," he says to his colleagues.

12. a) Look at the picture of a MetroNaps pod. Which activity do you think people do at MetroNaps: go to sleep, have a shower or watch TV.

b) Read the article to check your answer.

METRONAPS

Will Gotton works in an office in New York. He goes to work at 7:30. He starts work at 8:15. He usually finishes work at 6:00, but he has meetings after work. After his meetings he goes to the gym, or has a drink with friends in the café. He gets home at 9:00 and has dinner. He goes to bed at 12:15. It's a very busy day. How does he do it?

'Easy,' says Will, 'At 4:30 I go to MetroNaps.' MetroNaps is a company in New York. In MetroNaps you get into a machine called the MetroNaps pod. You listen to quiet, relaxing music and then go to sleep. After twenty minutes, the pod moves with music and light and you wake



up. MetroNaps also has a café, and there are sandwiches and drinks for you after your nap. Will likes MetroNaps. 'I get my best ideas in bed, not at desk,' says Will. 'When I go to work after a nap, I'm relaxed. I'm not stressed in meetings after work. I do more with my day.'

The MetroNaps offices are in the Empire State Building in New York. It's open from 10:00 to 6:00. It's a very quiet place.

(From *Streetforward Elementary*)

c) Read the article again. Answer the questions.

1. Where does Will Gotton work?
2. What time does he start work?
3. What time does he finish work?
4. What is a nap?
5. Where is MetroNaps?
6. Why does Will like MetroNaps?
7. What time does MetroNaps open and close?
8. How many hours is it open?

d) Put the events in order for a typical MetroNap.

- You have a sandwich and a drink.
- You get into the MetroNap pod.
- The MetroNap pod moves.
- You go to MetroNaps.
- You listen to quiet music.
- You wake up.
- You go to sleep.

e) Work in pairs. Do you have a nap during the day? Would you like a MetroNap? Tell your partner.

13. Read about a nurse on night duty. Use the verbs below to complete the text about his daily routine. You can use some verbs more than once. What do you think of the man's typical day?



watch finish start have go read get up

I'm a nurse at St Mary's Hospital. At the moment I'm on night duty. I ... (1) work at 9.30 p.m. and I ... (2) at 8 a.m. Then I ... (3) home and ... (4) breakfast. I usually ... (5) the newspaper and ... (6) television a little and then I ... to bed. I ... at about 4 p.m. I sometimes ... shopping, then I ... supper. After that I ... to the hospital. That's a typical day – or night – for me!

(From *Blueprint 1*)

14. For many people a working day is a series of routine actions, isn't it? Interview you partner on what he/ she likes and hates to do on his/her working day.

15. Write a composition "A student's ideal/happiest day."

16. Write a composition "Mother's work is never done." Use the questions as a plan.

1. Does your mother get up early? Why?
2. Does she do the flat in the morning? When does she do it as a rule?
3. When does she leave the house?

Unit 2

4. Where does she work?
5. How long does she stay at her work?
6. When does she come home after work?
7. How long does it take her to cook supper?
8. Who helps her about the house?
9. What does she do in the evening?
10. When does she go to bed?

17. Compare a working day of a housewife and a working woman.

18. Make up your own plan and speak on:

1. A schoolboy's weekday.
2. A housewife's day.
3. Your father's day.
4. Your working day.
5. Your busiest day of the week.

19. You like evenings at home better than mornings. Explain why.

20. Read the article about Kate Winslet, a British actress:

a) Find the answers to these questions.

1. How does Kate start her morning?
2. How much time does she spend on rehearsals?
3. How does the actress spend her evening?

b) Speak on Kate's day as if you were Peter or Hylda, her agents.

Just another day in the life of ...



7 30 a.m. Checks email and social media like Instagram and Facebook the moment she wakes up. Tries to spend no more than half an hour on that.

8.00 a.m. Has a bath and gets dressed listening to her favourites on the playlist. Has a quick look through BBC news about culture, film production and other media events.

8.30 a.m. Does her morning yoga to set herself into a cheerful working mood and to concentrate on everyday routine.

9.00 a. m. Has breakfast, usually 30 grams of protein, fresh seasonal vegetables and a glass of pure water. Tries not to multi-task, just gives herself 10-15 minutes of unfettered breakfast - thinking time.

9.15 a.m. Makes her daily phone call to her managers Peter or Hylda and arranges

details on her schedule. Reads working mails and checks messengers.

- 9.30 a.m.** First important business meetings online via Zoom concerning her shootings, costumes, consultations with makeup artists or stylists.
- 10.15 a.m.** Has a cup of black coffee, gets ready to go out.
- 11.00 a.m.** Visits morning events like interviews on the radio or TV, podcasts, charity celebrations or other rewarding events.
- 12.45 p.m.** Quick lunch, often eaten alone in her dressing room – usually salad, fruit and mineral water.
- 1.30 p.m.** Changes clothes for rehearsals and starts working.
- 2.00 p.m.** Rehearses her lines and performance, including on stage or in front of the camera, with other actors.
- 3.00 p.m.** Discusses her role with the director, producer, and other actors to improve the overall performance of the show.
- 4.45 p.m.** Performs the role, following the director's instructions.
- 5.30 p.m.** Keeps British traditions and has the 5 o'clock tea with her colleagues, chats, has a short rest.
- 6.00 p.m.** Final rehearsal of the day on the stage.
- 7.00 p.m.** Quick change of clothes and evening make up before leaving for a reception at Royal National Theatre.
- 8.15 p.m.** Signs autographs, poses for shots naps, answers journalists' questions.
- 9.00 p.m.** Enjoys the first night of "*Mare of Easttown*" with herself in the leading part.
- 10.30 p.m.** Takes a taxi and gets home.
- 10.45 p.m.** Bedtime. No supper. If her husband is out on some performing alone, she always waits up for him before going to sleep.
- 11.15 p.m.** Lights out.

c) Do you have any special rituals of starting a day?

21. You want to give the impression of being a man who does everything himself, you are very efficient and do most of important things at work. Say what you do.

22. Find Ukrainian equivalents for the proverbs, illustrate them in dialogues.

- 1) An early bird catches the first worm.
- 2) An hour in the morning is worth two in the evening.
- 3) Never put off till tomorrow what you can do today.

DO THE SELF-TESTS

Test 2.4. Read about Rowena and Dennis. Complete the questionnaire below.

ROWENA

I teach the piano to young children. In the week I get up at 7 am. I have toast and coffee for breakfast and I leave the house at 8 am. I walk to school. It's only a ten-minute walk from my home. I start teaching at 9 am. I really like my work and the children like their music lessons very much. On Saturday and Sunday I don't get up before 9 am and I have a big breakfast about 10 am. I play tennis or football on Saturday afternoon and in the evening I go to the cinema or a club with my friends.

DENNIS

I'm a student and I study music at Oxford University. In the week I get up at 6 am and I play the piano for two hours before breakfast. I have egg and bacon, toast and marmalade for breakfast at 8.30 am then I play for another two hours. I go to lectures or study in the library. At four or five pm I go into town with friends and we go to a café. We drink coffee and we talk about music. In the evening I play the piano again for about two hours or I go to concerts in Oxford or London. On Saturday and Sunday I don't play the piano before 10 am but I still practice for six hours.

	Rowena	Dennis
1. Do you get up before 8 am?		
2. Are you a student?		
3. Do you work?		
4. Do you eat a big breakfast?		
5. Do you like music?		
6. Do you play the piano a lot?		
7. Do you play tennis?		
8. Do you play football?		
9. Do you go to the cinema?		
10. Do you go to cafés with friends?		
11. Do you go to concerts?		
12. Do you get up early on Sundays?		

Test 2.5. Read the magazine article about Tanya Philips, who is a presenter on breakfast television in Britain.

My Working Day

My working day starts very early. From Monday to Friday I get up at half past three and I have a shower and a cup of coffee. I usually leave the house at ten past four because the car always arrives a few minutes early. I get to the studio at about five o'clock and start work. *Good Morning Britain* starts at seven o'clock and finishes at nine o'clock. Then I leave the studio at a quarter past ten. After that, I get home at three o'clock. A woman helps me with the housework and the ironing. I read the newspaper and do some work. Then my husband gets home at half past five in the afternoon and I cook dinner. We stay at home in the evening. We don't go out because I go to bed very early. We usually watch television and then I go to bed at half past eight. I'm usually asleep by nine o'clock. At weekends I don't get up until ten o'clock. In the evening, we often see some friends or go

to the cinema. But I'm always up early again on Monday morning.

(From *Reward Elementary*)

a) Where do these sentences go in the article?

- 1) After the programme we always have breakfast and relax.
- 2) I often go shopping and have lunch with friends.
- 3) We usually have dinner quite early, at seven o'clock.

b) Complete the journalist's notes to get the questions she asked Tanya.

- | | |
|--------------------------|------------------------|
| 1) working day / start; | 7) go home / at once; |
| 2) leave / the house; | 8) help / housework; |
| 3) get / the studio; | 9) do / come home; |
| 4) last / the programme; | 10) do / after dinner; |
| 5) do / after programme; | 11) time / go to bed; |
| 6) leave / the studio; | 12) spend / weekends. |

Answer key. Ex 3 p. 47: *i, c, k, f, d, j, h, b, a, e, g, n, m, l.*

Unit 3

Topic: Leisure

Grammar: 1. The Past Simple Tense
2. The Possessive Case
3. The Numeral

Text A: The Weekend

Text B: Holiday Plans

THE PAST SIMPLE TENSE

Форма минулого простого часу (*Past Simple* або *Past Indefinite*) правильних дієслів (*regular verbs*) утворюється за допомогою додавання закінчення **-ed** до інфінітива без частки (*particle*) *to*.

Правила вимови закінчення **-ed**:

[t] – після глухих приголосних, крім *t*:

to ask – asked [a:skt]

to like – liked [laikt]

[d] – після голосних і дзвінких приголосних, крім *d*:

to live – lived [lɪvd]

to clean – cleaned [kli:nd]

to answer – answered ['a:nsəd]

[ɪd] – після *t, d, te, de*:

to want – wanted ['wɒntɪd]

to depend – depended [dɪ'pendɪd]

to hate – hated ['heitɪd]

to decide – decided [dɪ'saɪdɪd]

Правила додавання закінчення **-ed**:

1. Німа літера *e* в кінці слова випадає: *to love – loved*.

2. Кінцева літера *y* після приголосного змінюється на *i*: *to cry – cried; to study – studied*, але *play – played*.

3. Приголосна, якій передує короткий наголошений голосний, подвоюється: *to stop – stopped; to permit – permitted*, але *visit – visited*.

4. Кінцева *r* подвоюється, якщо їй передує наголошений монофтонг: *to prefer – preferred*, але *answer – answered*.

5. Кінцева *l* подвоюється, якщо їй передує короткий звук (наголошений чи ненаголошений): *to travel – travelled*.

Форма *Past Simple* неправильних дієслів (*irregular verbs*) утворюється по-

різному (див. Appendix 2): *to write – wrote; to put – put; to go – went.*

Питальна і заперечна форма правильних і неправильних дієслів утворюються за допомогою допоміжного дієслова **did**:

Did you enjoy the party last night?

I did not (didn't) go for a walk last Sunday.

Примітка. Для утворення питальної і заперечної форми *Past Simple* дієслова **to be** допоміжне дієслово **to do** не вживається:

He was not (wasn't) at home at 8.30.

Why were you late?

Past Simple вживається для передачі:

- одноразової або постійної дії в минулому:

Terry worked at a bank last year. – Террі працював у банку минулого року.

We went to the cinema three times last week. – Ми ходили у кінотеатр тричі минулого тижня.

- ряду послідовних дій у минулому:

Mr Todd came into the room, took off his coat and sat down. – Містер Тодд зайшов у кімнату, зняв пальто і сів.

- повторюваної дії в минулому:

Bernard smoked 20 cigarettes every day. – Бернارد курих по 20 цигарок кожного дня.

Past Simple вживається з такими обставинами часу: *yesterday, the day before yesterday, last year, three days ago, in 1988, on Monday* etc.

THE POSSESSIVE CASE

Іменник у англійській мові має два відмінки – загальний (*the Common Case*) і присвійний (*the Possessive Case*). Присвійний відмінок іменників у однині утворюється додаванням апострофа (*apostrophe*) і закінчення **-s (-'s)**, яке вимовляється як:

[s] – після глухих приголосних, крім [s], [ʃ], [tʃ]:

Nick's [niks] *friends* – друзі Ніка,

Kate's [keits] *toy* – іграшка Каті.

[z] – після голосних і дзвінких приголосних, крім [z], [ʒ], [dʒ]:

the manager's ['mænɪdʒəz] *office* – кабінет директора,

Kitty's ['kɪtɪz] *brother* – брат Кітті.

[ɪz] – після звуків [s], [z], [ʃ], [ʒ], [tʃ], [dʒ]:

Alice's ['ælısɪz] *adventures* – Алісині пригоди,

George's ['dʒɔ:dʒɪz] *room* – кімната Джорджа.

Якщо іменник в однині закінчується на **-s, -ss, -x**, то на письмі в присвійному відмінку додається здебільшого тільки апостроф, хоча позначення **-'s** також можливе; в обох випадках закінчення вимовляється **[ɪz]**:

Mr Evans' (або Mr Evans's) daughter – донька містера Еванса.

Unit 3

Якщо іменник у множині закінчується на *-s*, то в присвійному відмінку множини до нього додається лише апостроф, а у вимові ніяких змін не відбувається:

my sisters' ['sistəz] room – кімната моїх сестер.

Якщо іменник у множині не закінчується на *-s*, то його присвійний відмінок утворюється так само, як і в однині, тобто додаванням *'s*:

a children's book – дитяча книга.

У присвійному відмінку вживаються іменники, що означають назви істот (*living beings*):

the horse's tail – кінський хвіст,

a policeman's hat – капелюх поліцейського.

У інших випадках, тобто з неістотами (*things*) перед іменником вживається прийменник **of**:

the door of the room (не ~~*the room's door*~~),

the beginning of the story (не ~~*the story's beginning*~~).

Але у присвійному відмінку вживаються:

а) іменники, що означають час і відстань, у тому числі зі словами **today, yesterday, tomorrow**:

tomorrow's meeting – завтрашня зустріч,

yesterday's excursion – вчорашня екскурсія.

a week's holiday – тижнева відпустка,

eight hours' sleep – восьмигодинний сон,

at a mile's distance – на відстані в одну милю;

б) назви країн, міст, а також слова **country, town, city, world, ocean, river**:

Italy's largest city – найбільше місто Італії,

the world's population – населення світу,

the city's new theatre – новий міський театр;

в) назви планет: **the sun, the moon, the earth**:

the sun's rays – промені сонця,

the moon's surface – поверхня місяця;

г) збірні іменники типу **government, party, army, crew, family, society**:

the government's decision – рішення уряду,

the family's business – родинна справа.

Примітка 1. Закінчення *'s* може стосуватися цілих словосполучень, але додається тільки до останнього слова:

Jack and Jill's wedding – весілля Джека і Джилл.

Примітка 2. Закінчення *'s* додається й до займенників **somebody, someone; anybody, anyone; other, another; each other, one another; one**:

someone's book – чиясь книжка.

THE NUMERAL

Числівники в англійській мові поділяються на кількісні (*cardinal numerals*) і порядкові (*ordinal numerals*).

Кількісні числівники

Прості (Simple)	Похідні (Derived)	Складені (Composite)
1 – one	13 – <i>thirteen</i>	21 – <i>twenty-one</i>
2 – two	14 – <i>fourteen</i>	69 – <i>sixty-nine</i>
3 – three	15 – fifteen	235 – <i>two hundred and thirty-five</i>
4 – four	16 – <i>sixteen</i>	4007 – <i>four thousand and seven</i>
5 – five	17 – <i>seventeen</i>	
6 – six	18 – eighteen	
7 – seven	19 – <i>nineteen</i>	
8 – eight	20 – <i>twenty</i>	
9 – nine	30 – <i>thirty</i>	
10 – ten	40 – forty	
11 – eleven	50 – fifty	
12 – twelve	60 – <i>sixty</i>	
100 – a (one) hundred	70 – <i>seventy</i>	
1000 – a (one) thousand	80 – eighty	
1000000 – a (one) million	90 – <i>ninety</i>	

Порядкові числівники, крім перших трьох, утворюються з відповідних кількісних числівників додаванням суфікса *-th*:

one – first	seven – <i>seventh</i>
two – second	eight – eighth
three – third	nine – ninth
four – <i>fourth</i>	twelve – twelfth
five – fifth	twenty – twentieth
six – <i>sixth</i>	thirty-one – thirty-first

Примітка. При додаванні суфіксів *-teen/-ty/-th* у деяких числівниках відбуваються зміни на письмі (у тексті вони виділені напівжирним шрифтом).

Іменник, що має означення, виражене порядковим числівником, вживається з означеним артиклем:

the sixth lesson.

В англійській мові дати позначаються кількісними числівниками, причому спочатку називають число сотень, а потім – десятків і одиниць:

1978 – *nineteen hundred and seventy-eight*, або *nineteen seventy-eight*;

2009 – *two thousand and nine*, або *twenty oh nine*;

2015 – *twenty fifteen*.

Число місяця позначається порядковим числівником з означеним артиклем. Він ставиться або перед назвою місяця з прийменником *of*, або після неї без прийменника:

1 вересня 2010 – *(on) the first of September twenty ten*, або *September the first twenty ten*.

Unit 3

Примітка. Числівники *hundred, thousand, million* у множині не мають закінчення *-s*, якщо перед ними стоїть інший числівник:

564 – five hundred and sixty-four,

8000 – eight thousand,

2000025 – two million and twenty-five.

Але якщо ці числівники вживаються як іменники, тобто коли перед ними немає іншого числівника, вони приймають у множині закінчення *-s*. У цьому разі після них стоїть іменник з прийменником *of*:

hundreds of students – сотні студентів;

thousands of workers – тисячі робітників.

GRAMMAR EXERCISES

1. Write the Past Simple of the following verbs. Explain the spelling rules.

To open, to love, to plan, to empty, to regret, to quarrel, to try, to die, to cry, to fry, to smoke, to play.

2. Add -ed to the verbs, put them in the correct column and read them out.

Arrive, close, help, want, hurry, look, watch, clean, cook, regret, rob, visit, add, push, start, live, end, wait, count, like, travel, tidy, laugh, finish, kiss, post, change, open.

[ɪd]

counted

[t]

kissed

[d]

opened

3. Translate from English into Ukrainian and comment on the use of the Past Simple.

1. Robert did his morning exercises to the music, went to the bathroom and took a cold shower. 2. The students learned the poem by heart last week. 3. When Jill was a schoolgirl, she did any sum easily. 4. Yesterday Mary was on duty. She came to school earlier than usual, wetted the duster, cleaned the blackboard and fetched some pieces of chalk. 5. Nick worked in the reading room every day when he was a first-year student.

4. Complete the conversation. Use the verb 'to be' in present or past.

A: It ___ a beautiful day today.

B: Yes, it is especially because the weather ___ so terrible yesterday. The weather in this city ___ so strange. One day it ___ warm, and the next day it ___ cold.

A: You ___ right about that. In my country, it ___ always warm and sunny.

B: ___ it warm in the winter, too?

A: Uh-huh. It ___ usually between 70 and 90 degrees. Last Christmas I ___ home for two weeks, and it ___ sunny and warm. My friends and I ___ at the beach every day. How about you? ___ you here this past Christmas?

B: Yeah. My parents ___ here for five days for a visit. We ___ cold most of the time, and my mother ___ ill for a few days. They ___ happy to see me, but they ___ glad to leave this awful weather.

A: ___ your parents back home now?

B: No, they ___ on another vacation – this time, in a warm place.

5. Complete the sentences with one word or phrase from the list.

on Sundays	at the moment	in the evening	last week
usually	last night	tomorrow	two months ago
yesterday	every morning		

1. I ... walk to school.
2. We are going to visit them
3. Tom went to bed at 12 o'clock
4. She watches TV
5. You didn't come to school
6. We drink milk for breakfast
7. Father doesn't work
8. She wrote a letter to John
9. Don't go outside! It's raining
10. He telephoned me

6. Put the verbs into the correct tense (Present Simple, Present Continuous or Past Simple).

1. She always (go) to church on Sunday.
2. I (buy) a new bicycle last week.
3. My family (go) to the theatre yesterday.
4. Tom (live) in London three years ago.
5. My mother (make) some coffee now.
6. Sam (go) to the circus tomorrow.
7. I (talk) on the telephone at the moment.
8. Sally always (help) her mother in the house.
9. I (have) dinner in a restaurant last Friday.
10. I (do) my homework in the evening every day.

7. Correct the following wrong statements using: *I am afraid you are mistaken; Quite the other way round; On the contrary; Far from it; I believe; Nothing of the sort, I am afraid.*

1. Yesterday after classes you went to the language lab.
2. Last Sunday you got up at 10, had breakfast and went to bed again.
3. On Monday you left your flat, took a taxi and went to the University.
4. At your English lesson you read a newspaper.
5. On Tuesday you were on duty.
6. When you began to write an essay, you didn't know much on the literary topic.
7. Last night you did your hair, put on your beautiful black dress and elegant shoes and went to the theatre.
8. In the evening you looked through the newspapers.
9. After breakfast you washed up and did the room with the vacuum-cleaner.
10. When you came home, you put on your slippers and sat down in your favourite arm-chair to have a short rest.

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8. Some people are talking about the bad things they did last year. Put the verbs in the past tense.

1. I ... (drink) some beer at my friend's party. 2. I ... (draw) a funny picture of my teacher. 3. I ... (eat) my sister's sweets. 4. I ... (break) my mother's favourite vase and didn't tell her. 5. I ... (wear) my brother's jumper without asking his permission. 6. I ... (hide) my sister's favourite T-shirt when she was going to a party. 7. I ... (hit) my little brother when he annoyed me. 8. I ... (forget) my best friend's birthday. 9. I ... (keep) some money that was supposed to be for charity. 10. I ... (throw) my friends homework in the bin. 11. I ... (put) a spider in my sister's hair. 12. I ... (swear) at my dad. 13. I ... (spend) my school lunch money on crisps and sweets. 14. I ... (hurt) my friend's feelings by saying she was fat. 15. I ... (sell) my brother's Walkman to my friend because I needed some money. 16. I ... (steal) five pounds from my mum's purse. 17. I ... (go) to my friend's house instead of doing my homework. 18. I ... (tell) my mum a lie.

9. Make up questions in the Past Simple and give short answers.

Model: Do you know this man? (last year)

Did you know this man last year? – Yes, I did./No, I didn't.

1. Do you live in the hostel? (last year)
2. Do you study at the university? (three years ago)
3. Do you go to symphony concerts? (last year)
4. Do you write poems? (some years ago)
5. Do you go to the university library? (the day before yesterday)
6. Do you like reading? (in your childhood)
7. Does it take you long to do your homework? (yesterday)
8. Do you drink coffee? (in the morning)
9. Do you play volleyball? (the other day)
10. Do you cook for yourself? (last Sunday)

10. Make up questions and give answers.

Model: I took this book from the library. (When?)

When did you take this book from the library? – I took it yesterday.

1. I enjoyed the performance. (Where? Why?)
2. He played the piano last night. (Where? How?)
3. My father worked at a factory some years ago. (At what factory?)
4. Les' Kurbas founded a theatre. (Where? When? What theatre?)
5. They heard some interesting songs last week. (What songs? Where?)
6. This artist painted many posters. (How many? What posters?)
7. She took music lessons from this teacher. (When? Why?)
8. This director made some good movies for children. (About whom?)
9. She sang many songs at the concert. (At what concert? How many songs?)
10. He played in the orchestra. (What instruments? When?)

11. Put the verbs in brackets into the Past Simple. Learn the dialogue by heart. Make up a similar one.

Pamela: What (you/to do) last weekend?

Tony: I (to go) to my cousin's house.

Pamela: (to be) it far?

Tony: No, it only (to take) us 30 minutes.

Pamela: (you/to stay) there long?

Tony: We (to stay) only over the weekend. What (you/to do) last weekend?

Pamela: My family and I (to take) the dog and we (to have) a picnic on the beach.

Tony: (to be) it sunny?

Pamela: Yes, the sun (to shine) all day.

12. Most of the sentences below have mistakes. Find and correct them.

1. Yesterday evening I am watching TV. 2. He brushes his teeth three times yesterday. 3. She met her friend yesterday evening. 4. He eats an orange now. 5. We do our shopping last Monday. 6. They buy a new car every year. 7. We are leaving home at 8.30 yesterday. 8. It was hot in the room, so I open the window. 9. The weather is good yesterday afternoon, so we are playing tennis. 10. When I was a child, I wanted to be a doctor.

13. Put the verbs in brackets into the Present Simple or Past Simple.

Tommy Brown (to be) a real story-teller. No one (to believe) what he (to say) because he always (to tell) lies. He (to live) in a small village and (to work) on a farm near his village. One night last week Tommy (to finish) work late. It (to be) dark and cold. Suddenly he (to hear) a strange noise so he (to look) up. It (to be) a UFO with bright flashing lights. It (to come) down towards him and he (to see) two green men looking at him. He (to scream), (to drop) his bag and (to run) away. When he (to arrive) at the village he (to meet) some villagers and (to start) to tell them the news but they all (to laugh) at him. No one (to believe) Tommy.

14. Translate from Ukrainian into English using the Past Simple Tense.

1. Тед закінчив школу чотири роки тому. 2. Коли Ліна закінчила роботу, вона вирішила піти в кіно зі своїми друзями. 3. Скільки екзаменів ви складали минулого року? 4. Минулого тижня ми писали контрольну роботу. Я отримала четвірку. 5. Учора Мері прокинулася дуже пізно. Було без чверті 8. 6. Ганна поїхала до інституту на таксі. На дорогу пішло 5 хвилин. 7. Минулої суботи Майкл вичистив килим, випрасував білизну і сховався у магазин. 8. Учора я слухала цікаву передачу за участю відомих акторів. 9. Його батьки зупинялися в цьому готелі кожного разу, коли приїздили в Лондон. 10. Андрій приймав холодний душ кожного ранку минулого літа? – Так, і зарядку він робив кожного ранку.

15. Translate from Ukrainian into English using either the Present Simple, the Present Continuous or Past Simple.

1. Ранок був сонячним, але зараз іде дощ. 2. Містер Томпсон живе у Празі. – Що

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він там робить? – Він викладає англійську. 3. Я знайшов ключі в кишені свого пальта, коли прийшов додому. 4. Дощ припинився годину тому, але дме сильний вітер. 5. Що з тобою? Ти така бліда. Як ти себе почуваєш? – У мене сильно болить голова. 6. Коли він приїхав? – Він приїхав о другій. 7. Я прочитала цю книгу, коли вчилася у школі. Мені вона дуже сподобалась. 8. Джек у лікарні. Три тижні тому він потрапив у аварію. 9. Чому ви завжди критикуєте усе, що я роблю? 10. Скільки коштує твоя сумка? – Я заплатила за неї 180 гривень.

16. Read and discuss the following proverbs.

1. He that never climbed never fell.
2. The day is lost on which you did not laugh.
3. Care killed the cat. gluttony

17. Join the nouns.

Model: the door/ the room – *the door of the room*;
the mother/ Ann – *Ann's mother*.

- | | |
|-----------------------------|--|
| 1. the camera/ Tom | 11. the garden/ our neighbours |
| 2. the eyes/ the cat | 12. the result/ the football match |
| 3. the top/ the page | 13. the new headmaster/ the school |
| 4. the daughter/ Charles | 14. the ground floor/ the building |
| 5. the newspaper/ today | 15. the children/ Don and Mary |
| 6. the toys/ the children | 16. the economic policy/ the government |
| 7. the name/ your wife | 17. the husband/ the woman talking to Tom |
| 8. the name/ this street | 18. the house/ my aunt and uncle |
| 9. the car/ Mike's parents | 19. the name/ the man I saw you with yesterday |
| 10. the birthday/ my father | 20. the new manager/ the company |

18. Paraphrase the following using the Possessive Case.

Model: I must sleep 9 hours a day to feel well.

I must have nine-hours' sleep to feel well.

1. Every day at noon we have a break, which lasts fifteen minutes.
2. We walked 5 miles so were tired.
3. The walk to the station was pleasant. It took us twenty minutes to get there.
4. Last year we spent two weeks in Greece. The holiday was terrific.
5. The trip to the lake was tiring. It took us five hours.
6. Don't take a training course that lasts a week. It won't do you good.
7. I slept only five hours yesterday because my train came late.
8. Yesterday our lesson lasted thirty minutes because our teacher was to leave at 12 o'clock.
9. They are going to have a voyage round Europe. It will take them least three weeks.
10. My workweek lasts five days.

19. Translate from Ukrainian into English using the Possessive Case.

1. Він завжди бере книги свого брата.
2. Єдине, що вона хотіла – знову побачити будинок своїх батьків.
3. Ніхто не міг пояснити поведінку молодої дівчини на

вчорашній вечері. 4. Футбольний матч минулої неділі розчарував нас. Наша команда програла. 5. Хлопець зараз проглядає дитячий журнал. 6. Після годинної перерви ми продовжили роботу. 7. Це була поїздка (ride) тривалістю чотири з половиною години. 8. Я не люблю коров'яче молоко. 9. Візит Ганни та Петра здивував його. 10. Це пальто Джона, а те – Макса.

20. Answer the questions. Write the numbers in full.

1. How many minutes are there in two hours?
2. How many kilometers are there in a mile?
3. What is your normal temperature?
4. How much do you weigh?
5. How many cents are there in \$2.5?
6. How many days are there in a year?
7. When were you born?
8. What is the number of your flat/house?
9. What is your telephone number?
10. What is the population of Ukraine?

21. Write the answers to these sums and read them aloud.

1. 47 and 34 is ____.
2. 33 multiplied by 4 is ____.
3. 45 times 4 is ____.
4. 314 plus 216 is ____.
5. 112 minus 45 is ____.
6. Add 12 and 4, multiply by 8, then subtract 40 and divide by 11. You have got ____.
7. 90 divided by 6 is ____.
8. Divide 66 by 11, multiply by 5, add 20, and subtract 18. You have got ____.

22. Correct the mistakes if any in these sentences.

1. The radio said that there were more than ten thousands people taking part in the meeting.
2. She bought two dozens eggs.
3. My birthday is on the twenty-one of March.
4. His telephone number is four six seven, five nine, two three.
5. There are two hundred fifteen pages in this book.
6. The game ended with the score three one.
7. The temperature is two degrees below oh.
8. He was born in nineteen eighty-first.

23. Translate from Ukrainian into English.

1. Він заплатив за це намисто (necklace) п'ятнадцять з половиною тисяч доларів.
2. Зачекайте, будь ласка, півгодини. Секретар друкує зараз ваші документи.
3. Літак відлітає через півтори години.
4. Джейн купила двадцять яєць.
5. Він народився 3 жовтня 1979 року.
6. На зборах було три тисячі студентів.
7. Тисячі студентів закінчують коледжі Оксфорда і Кембриджа щорічно.
8. Щоб викликати пожежну команду (fire brigade), дзвони 001.
9. Цей замок (castle) було побудовано у XII столітті.
10. Його багатство (fortune) складає три мільйони доларів.

DO THE SELF-TESTS

Test 3.1. Ask questions to get the following answers.

1. **Yes**, I forgot to call them yesterday.
2. **No**, we didn't miss the ten o'clock train.
3. **Yes**, they bought different newspapers.
4. **No**, I didn't have a car five years ago.
5. **Yes**, I had a lot of friends at school.
6. **Yes**, he had a lot of work to do last week.
7. He last went to London in **February**.
8. The students understood the English film **very well**.
9. It took them **three days** to finish the work.
10. We lived **in Canada** ten years ago.
11. I stayed **in the Centre Hotel** when I was in London.
12. They began the discussion **at exactly ten**.

Test 3.2. Correct the mistakes where necessary.

1. I like Ann camera.
2. What is the name of this town?
3. When is your's sister birthday?
4. Do you like this coat's colour?
5. Write your name at the top of the page.
6. What is Jills' address?
7. What was the accident's cause?
8. My parents' s house is near the city centre.
9. Maria's spoken English is very good.
10. For me the morning is the best part of the day.
11. My brother's job is very interesting.
12. The car stopped at the street's end.
13. Pat favourite colour is blue.
14. This house's walls are very thin.
15. Mary's and Nick's parents live in London.

WHAT TO SAY AND HOW TO BEHAVE

Suggestions

Let's...

Why don't we ... ?

Why not ... ?

What/How about ... ing ...?

e.g. What about going for a walk?

I suggest that we do sth/doing sth

e.g. I suggest that we change the timetable. I suggest changing the timetable.

I propose (that) – stronger and more formal. Used mainly at meetings, official discussions.

Responding to suggestions

Yes, let's (do that).

That's a (very) good idea.

Good idea.

That/It might be interesting.

OK.

All right.

I don't mind.

I don't like ... – only among friends

e.g. Let's go to the Picasso exhibition. – I don't like modern art.

I'm not very keen on ... /fond of ... – more tactful

e.g. I'm not very keen on modern art.

I don't feel like it (at the moment/just now).

I'm too tired.

We haven't got time.

I'd rather ...

e.g. Let's go by bus. – I'd rather walk, if you don't mind. I need some fresh air.

I'd rather not.

e.g. Why don't we call in and see Diana? – I'd rather not. She'll keep us talking for hours.

Read the dialogues and act them out. Make up similar dialogues.

1. Deciding what to do in the evening.

Ann: What shall we do tonight?

Bill: Why don't we go to the cinema? There is a new Italian film on at the Odeon.

A: I don't feel like seeing a film.

B: Well, how about asking Martin and Jenny round for supper? If they are free, of course.

A: That's a good idea. We haven't seen them for ages. But what can we give them for supper?

B: There is some cold chicken. And we could make a salad.

A: OK. I'll go and give them a ring.

2. Deciding where to spend one's holiday.

Roger: Where shall we go for our holiday this year?

Jean: Why not go to the south coast as usual?

R: I'd rather go somewhere different this year. Besides, the south coast is always so crowded in summer.

J: Have you got any definite ideas?

R: I thought we might go to the Lake District for a change.

J: But the Lake District's almost as crowded as the south coast in the holiday season. What about Wales? We could try and rent a cottage somewhere quiet.

R: Yes, let's do that. The scenery is really beautiful.

Text A. THE WEEKEND

Most people work a five-day week, from Monday to Friday. Therefore from Friday evening till Monday morning people are usually free.

Everyone looks forward to the weekend and when Friday comes along, as people leave work they say to each other, "Have a nice weekend". Then on Monday morning they ask, "Did you have a nice weekend?" or "What did you do at the weekend?"

Young people like to go away for the weekend. They go to see their friends or relatives or to the country to have a good time in the open air. Those who stay at home at the weekend try both to relax and to catch up with all the jobs they are too busy to do during the week.

What is the best way to spend weekends? It is a difficult question for the Browns. There is a difference of opinion in the family. For example, Susan is fond of figure-skating in winter time. In summer she likes swimming and boating. Tony is always ready to go fishing, snow or rain. It's his favourite pastime. His wife is a home sort. She likes to stay at home on weekends. She likes watching television and knitting. As for Sam and Kitty they spend their weekends in different ways. They go to the cinema or to the theatre. They often go to see their friends. Sometimes they go for a camping weekend.

Last weekend the Browns agreed to go to the country for a picnic. On Saturday everybody got up early in the morning. Tony went out to get the car ready. His wife and Kitty made sandwiches.

In a quarter of an hour they were ready to go. But Tony couldn't start the engine. He tried again and again without success. It took him nearly half an hour to find the trouble.

At last they drove off. The weather was fine and everybody was in high spirits.

Soon they found a nice place on the bank of the river. The women wanted to sunbathe and Sam and Tony were eager to go fishing. In the evening they made a fire and had a light supper.

It was dark when they decided to go back. But Tony couldn't start the engine again. Everybody was worried. Besides, the weather got cold.

They got home very late. Everybody was tired but glad the picnic was over.

Text B. HOLIDAY PLANS

S = *Mrs Smith*; L = *Mrs Lang*

S: Hello! Is this you, Helen?

L: Yes, good morning! How are you, Jane!

S: Thank you. I'm very well this morning. I am calling to invite you and your husband for a boat trip up the River Thames.

L: For what day did you plan this trip?

S: I planned it for today.

L: I am sorry, my husband is working today. He left home very early this morning. This is his busy season. He works very hard. Sometimes he works twelve hours a day.

S: Doesn't he get a holiday?

L: He is going to take his holiday next month.

S: How many weeks' holiday does he have?

L: He usually takes two weeks, but this year he wants to take an extra week. He needs a complete rest.

S: Where do you intend to spend the three weeks' holiday?

L: We would like to spend two weeks in the mountains and the third week at the seaside. The mountain air is very good for Walter and the sea air does me good.

S: I wish you to enjoy your rest. Now, how about coming on the boat ride with us this morning? Take the children along. You know my husband loves children.

L: That is very sweet of you, Jane.

ACTIVE WORDS AND WORD COMBINATIONS

to be free – бути вільним

e.g. People are free at the weekend.

ant. to be busy

to look – дивитися

w.c. to look at, to look for, to look forward to, to look through, to look after

e.g. The boy is looking at the picture. What are you looking for? People look forward to weekends. In the evening my father looked through some newspapers. A nurse looked after him in his childhood.

weekend – вихідні

w.c. at/on/over the weekend, Have a nice weekend!

e.g. How was your weekend? – It was lovely (terrible, nice, boring, great, fine).

to see (saw, seen) – бачити

e.g. What do you see?

w.c. to come to see – відвідати, приходити до когось (стосується минулого часу);

to come and see – відвідувати, приходити до когось (стосується майбутнього часу або вживається у наказовому способі)

e.g. I often went to see my friends last year. Please come and see me this evening.

to stay – залишатись

w.c. to stay at home at (on) the weekend

a country – країна

e.g. What country do you live in?

w.c. to go to the country, to be in the country

ant. to go to town, to be in town

to spend (spent, spent) time – проводити час

e.g. We spent a good time in the country.

w.c. to spend time (money) on sth – витратити час (гроші) на щось

e.g. He spends much time on his English.

to relax – розслабитися, відпочивати

e.g. It is so pleasant to relax after a hard-working day.

syn. to rest, to have a rest

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cf. *Did you have a good holiday?* – Ви гарно відпочили? (провели відпустку)

Did you have a good rest? – Ви гарно відпочили? (поспали, посиділи)

family – сім'я

cf. *My family is large.* – Моя сім'я велика.

The family are at table now. – Зараз уся сім'я за столом.

to swim (swam, swum) – плавати

e.g. *In summer we swam in the sea.*

w.c. to go swimming

pastime – приємне проведення часу

e.g. *What is your favourite pastime?*

to be a home sort – бути домосідом

e.g. *My sister is a home sort.*

a cinema – кіно

w.c. to go to the cinema

a theatre – театр

w.c. to go to the theatre

a picnic – пікнік

w.c. to arrange a picnic

to drive (drove, driven) – водити, їхати

e.g. *You are driving so fast.*

to be in high spirits – бути у гарному гуморі

ant. to be in low spirits

syn. to be in a good mood

to sunbathe – загоряти, приймати сонячні ванни

syn. to lie (lay, lain) in the sun

weather – погода

e.g. *What was the weather like yesterday? – The weather was fine.*

holidays – канікули

syn. vacation

a holiday – відпустка, відпочинок

w.c. to have a holiday, to be (away) on holiday, to go to some place for a (one's)

holiday, to take a holiday – взяти відпустку

e.g. *Where are you going for your holiday? He is away on holiday now.*

a holiday centre – місце відпочинку

a holiday home (a rest home) – будинок відпочинку

to intend – збиратись, мати намір

syn. to be going to do (col)

a river – річка

w.c. a long river, on the bank of a river

cf. on the shore of a sea – на березі моря

to worry – турбуватися

w.c. to be worried about sth

e.g. *I'm worried about my son.*

TOPICAL VOCABULARY

Places: a sea, at the seaside, on the seashore, a beach (on the beach), a wood, a forest, a park, one's birthday, a birthday party.

Activities: to have much fun, to celebrate holidays, to be out of doors (to be in the open air), to skate (to go skating), to ski (ski'd, ski'd), skis, to go skiing, to make a snowman, to throw snowballs, to play chess, to play (to have) a game of chess, to go sightseeing, to see the sights, to go to the seaside, to make a fire, to cook meals on the fire, to pick (gather) berries (mushrooms), to pick flowers, to go boating, to go fishing, to enjoy sth, to ask (invite, have) sb to dinner, to have sth for dinner, to doze, to have a lie-in, to make plans for the weekend beforehand, at leisure, pleasant, to be lucky with the weather, to live by the sea, to prefer peaceful rest, to be tired after weekdays (of noise, people), to look healthy and refreshed, early (late) in June.

VOCABULARY ACTIVITY 1

Word-building: suffixes -ed and -ing.

Віддієслівні прикметники можуть утворюватися за допомогою закінчень **-ing** (*interesting, tiring*) і **-ed** (*interested, tired*). Різницю в значенні можна побачити у прикладах:

History was very interesting at school. I was very interested in it.

The journey was very tiring. We were very tired when we arrived.

Make the correct adjective from the verb at the end of each sentence.

1. It was a very _____ football match. (excite) 2. The children were very _____ on Christmas day. (excite) 3. We felt very _____ on holiday. (relax) 4. It was a wonderfully _____ holiday. (relax) 5. A shopkeeper likes to have _____ customers. (satisfy) 6. She was a nurse and found it a very _____ job. (satisfy) 7. It was a _____ film. I nearly fell asleep. (bore) 8. The book was very badly written. I soon got _____ with it. (bore) 9. After the explosion, the _____ children were taken to a safe place. (frighten) 10. A _____ noise woke me up in the middle of the night. (frighten) 11. He has an _____ habit of not looking at you when he's talking to you. (annoy) 12. We have had lots of complaints from _____ customers about our bad service. (annoy)

VOCABULARY ACTIVITY 2

a) Remember the difference between *to like doing sth* and *to like to do sth*:

to like doing sth – любити щось робити (взагалі)

to like to do sth – полюбляти щось робити (у певній ситуації)

e.g. I like reading. I like to read in the evening.

Paraphrase the following sentences, using *to like doing something* instead of *to like to do something*.

Model: My granny likes to gossip with her friends in the evening. – *My granny likes gossiping.*

1. I like to listen to jazz when I am sad. 2. Tom likes to box after each quarrel with his

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girlfriend. 3. Nick likes to clean the room at night. 4. Ann likes to get presents on her birthday. 5. Mother likes to tell me fairy-tales in the evening before going to sleep. 6. My brother likes to go fishing in summer. 7. My friend likes to play the piano when the guests come. 8. Her daughter likes to recite poems by heart standing on a chair. 9. Children like to bathe in the river when the weather is nice. 10. I like to read books before going to sleep.

b) Remember the difference between *to have a rest*, *to go for rest* and *to take a rest*:

to have a rest – відпочивати

to go for rest – їхати на відпочинок

to take a rest – перепочити

e.g. You look tired, go to the country and have a long rest. I usually go to the Crimea for rest in summer. After that hard work we decided to take a rest.

Develop the following statements using the expressions from the list.

Model: I have got a bonus. – *I have got a bonus and will go abroad to have some rest there.*

1. The summer is so sultry this year. 2. I have been working hard this week. 3. Next week I will have my vacation. 4. Irene has done a lot of work today. 5. The Nicksons are packing things. 6. Jane has bought a ticket to Paris. 7. The Crimea is full of people in summer. 8. The children gathered a lot of fruit. 9. This café looks inviting. 10. The whole year I have been saving money for going abroad.

c) Remember the difference between *to look at*, *to see*, *to watch*:

to look at – дивитися, розглядати, подивитися

to see – бачити

to watch – дивитись, спостерігати

e.g. Look at what the child is doing. Did you see anybody there? I tried to watch a TV programme but Billy began to cry.

Fill in the blanks with the appropriate forms of *look at*, *see* or *watch*.

1. We have developed the habit of ... TV at night. 2. They went to Kyiv to ... their relatives. 3. My father is ... a football match now. 4. Did you ... the film on television last night? 5. I used to sit at the window and ... people go along the street. 6. ... this flower, it is so beautiful! 7. Would you prefer to play football or ... it? 8. That man is suspected of robbery and the police are going to ... him from now on. 9. Can you ... in the dark? 10. She is ... at the stars.

VOCABULARY EXERCISES

1. Answer the questions using the vocabulary of the lesson.

1. How long does a weekend last?
2. Where do most people generally spend their weekends?
3. Do you think people who stay at home at the weekend manage to relax?
4. Do you spend your weekends with your family?

5. Do you often visit your friends?
6. Do you sometimes invite them to your place?
7. What is your favourite pastime?
8. Are you fond of watching TV?
9. What do you like to do when there is nobody around?
10. Do you often spend your weekends in the country?
11. When did you last go to the country?
12. What was the weather like?
13. What did you do in the country?

2. Fill in the gaps with prepositions where necessary.

I enjoy... living ... a large city very much. But after a week or so, I feel like breathing some fresh air and having a look ... the countryside. Some people have country houses where they go ... the weekend. I am a tourist and I can drive ... the country any time during the week: then everything is peaceful and inviting.

I especially like walking ... the forest. One can walk ... hours. One can also go riding ... the fields, or lie ... the grass and sunbathe. I am also fond ... picnics if the weather is nice.

I don't like crowds when I'm ... holiday. I remember when I was a small boy I always tried to get away ... other people. We always had our holidays ... the coast. Sea and sunshine, that's what we looked ... every summer. We always went ... a small fishing village.

Today people seem to like crowds. I myself dislike the idea ... spending a holiday ... hundreds ... other people. I don't understand the kind ... people who go ... holiday camps. There are lots ... children there. The camps are popular ... young married couples. They not only get a holiday ... work, but also a holiday ... the children as there are nurses to look ... small children.

So you see why I don't bother ... holiday camps. I am not a cheerful sort ... fellow, am I?

3. Fill in the gaps with articles where necessary.

“Do you want to go to ... country?” my wife asked me on ... Sunday. “I'd love to,” I answered. We decided to go to ... Kachanivka and got there at eleven in ... morning. ... weather was fine and we had ... long walk in ... park. We went back to ... town at four in ... afternoon. We had ... dinner and in ... evening we went to ... theatre. (We often go to ... cinema or to ... theatre on ... Saturday or ... Sunday). ... play was very interesting and we liked it very much. Then we went ... home. At ... home we had ... supper, played ... game of ... chess and went to ... bed at 12 o'clock.

4. Fill in the gaps with a suitable word. Mind that there may be several possible variants.

Moving Around

Millions of people all over the world _____ (1) their holidays travelling. They want to _____ (2) other countries and continents, modern cities and the ruins of

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ancient _____ (3). It is always interesting to _____ (4) new things, different ways of life, to _____ (5) different people, to _____ (6) different food, to _____ (7) to different music.

Those who live in the country prefer going to big cities and _____ (8) museums and art _____ (9), to look at the shop windows and to see the sights. City-dwellers, on the contrary, like to laze about in the sun somewhere at the _____ (10) or hike in the mountains and woods. Most travellers and holiday-makers like to take _____ (11) of all the sights they visit and the beautiful views they see to remind them of those places.

5. Match the verbs with the expressions they can go with.

- | | |
|-----------------------|---------------------|
| 1) to pitch/to put up | a) water |
| 2) to pick | b) sand castles |
| 3) to cook | c) on the beach |
| 4) to blow up | d) a fish |
| 5) to collect | e) mushrooms |
| 6) to fetch | f) in the sun |
| 7) to make | g) on the open fire |
| 8) to see | h) an air bed |
| 9) to click | i) sightseeing |
| 10) to sit | j) a camera |
| 11) to lie | k) the sights |
| 12) to catch | l) a tent |
| 13) to go | m) brushwood |

6. Match the beginnings of the conversations with their endings and continue them.

- 1) What do you do with your spare time?
- 2) Where are you going for your vacation?
- 3) Where did you spend your last holidays?
- 4) What is your favourite pastime?
- 5) What kind of holiday is popular with youth in Great Britain?
- 6) Where are you planning to spend the coming weekend?
- 7) You are the picture of health! Where were you?
- 8) How did you spend the summer?
- 9) What nice weather!
 - a) To a sanatorium. The doctors said I needed some treatment.
 - b) I went to a rest-home on the Black Sea coast.
 - c) I go to the theatre as often as I can.
 - d) There is nothing like swimming and boating for me.
 - e) I sailed from Kyiv to Odesa. So, you might call it a voyage.
 - f) A walking holiday. It is much cheaper than any other kind of holiday.
 - g) In summer I went to the village where my parents live. I helped them with their work in the field and about the house, too.
 - h) Yes, let's arrange a picnic on the bank of the river.
 - i) We're going by car to Yalta for the weekend.

7. Express the following in other words.

1) to stop working, to rest; 2) a meal eaten in the open air away from home; 3) to sleep lightly; 4) to get pleasure from something; 5) the part of the seashore nearest to the water; 6) something you do to make time pass pleasantly, a hobby or game; 7) to visit interesting places in town; 8) time that is free from work, when you can do what you like; 9) a pair of long narrow strips of wood, metal, or plastic fixed under the feet for moving quickly over snow; 10) to do something special or enjoyable to show that a day or event is important.

8. Complete the following sentences using the vocabulary of the unit and expand on them.

1. The weather is nice! I intend to 2. Soon the children were tired after 3. At leisure we 4. When I am alone at home 5. Let us go 6. In winter my brother prefers 7. Have a cup of tea and 8. It was not his idea to 9. When they get through with their work, they 10. If you want to look healthy and refreshed

9. Translate the sentences into English.

Усі люди люблять вихідні, але проводять їх по-різному. Влітку вони їздять за місто або на море. Погода влітку чудова! Вони купаються, загоряють, грають в різні ігри, катаються на човні або рибалять. Ми з друзями часто влаштовуємо пікніки у лісі. Взимку ми проводимо багато часу на свіжому повітрі. Ми катаємося на ковзанах і лижах, граємося у сніжки. Чимало людей, які віддають перевагу спокійному відпочинку, залишаються вдома на вихідні. Вони дивляться телевізор, читають, займаються своїми улюбленими справами.

SPEECH EXERCISES

1. Read Text A, retell it a) as it is; b) on the part of one of the members of the family.

2. Read Text B in parts, act it out. Make up similar dialogues using this one as a model.

3. Read the dialogues and learn them by heart.

1

- What do you do with your spare time?
- I'm a great theatre-goer. I go to the theatre as often as I can.
- And I'm very keen on* sport. I spend a couple of evenings a week at the Central Stadium. I also enjoy sitting in cafés talking to my friends.
- I'm usually so tired when I come home that I just watch TV – any kind of programme. At weekends I do a lot of reading.
- I collect jazz records and often invite friends to bring theirs for a jazz session.

*to be keen on sth – захоплюватися чимось

2

- What kind of holiday-making* do you prefer?
- I prefer a quiet country place with a river and a forest to any other place.

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- Isn't it dull and lonely?
- No, not for me, at least. I like fishing, though I'm a poor fisher, I'm fond of wandering in the forest picking up mushrooms and berries.
- It's quite different with me. I like to meet different people and make friends with them when on leave.
- Well, tastes differ.

*holiday-making – проведення відпустки

3

- Are you going to bathe today?
- Of course, I am.
- That's fine. We can be on the beach by eleven and sunbathe for half an hour.
- It hurts me when I touch my shoulders. I hope they are not going to blister*.
- They look a bit red. Don't lie in the sun for a long time.
- Where are we going to sunbathe today? What about the top of the hill, the view is so beautiful!
- Oh, no! The wind is cold there. Let's do it on the beach. The sand is so warm to lie on.
- Right! I say the sea looks rough** today. You mustn't swim too far.

*to blister – покриватись пухирями

**rough – бурхливий (про море)

4. Read the poem and learn it by heart.

Leisure

By W. H. Davies

What is this life if, full of care, We have no time to stand and stare No time to see, when woods we pass, Where squirrels hide their nuts in grass. No time to see, in broad daylight, Streams full of stars, like skies at night. No time to turn at Beauty's glance,	And watch her feet, how they can dance. No time to wait till her mouth can Enrich that smile her eyes began. A poor life this is if full of care, We have no time to stand and stare.
---	--

5. Read the proverbs and explain them.

- 1) All work and no play makes Jack a dull boy.
- 2) Rest is rust.
- 3) A change is as good as a rest.

6. Read the questions of the quiz, choose the correct answer for you.

desert – пустельний

shelter – притулок

to explore – обстежувати

slogan – гасло

survival – виживання

What type of holiday do you prefer?

1. You are on holiday. Now you can ...
 - A. Eat lots of ice-cream.
 - B. Do what you want to without hurrying.
 - C. Visit unknown cities.
2. You are on a desert island. The first thing you do is ...
 - A. Look for food and water.
 - B. Look for shelter and a place to sleep at night.
 - C. Explore the island.
3. You are leaving for your holidays. Your luggage is ...
 - A. One suitcase.
 - B. Two suitcases.
 - C. One bag.
4. Holidays are the right time to ...
 - A. Relax.
 - B. Go shopping.
 - C. Go for a walk in the woods.
5. Your slogan for holidays is ...
 - A. "Relax, relax, relax."
 - B. "Make sure you spend your holidays in the right place."
 - C. "Let's go on a holiday adventure!"
6. Why do you go on holiday?
 - A. To relax.
 - B. To see something different from everyday life.
 - C. To discover new places.
7. Your most enjoyable holiday is ...
 - A. A sea cruise.
 - B. In a hotel with a swimming pool.
 - C. In a national park.
8. On holiday, you like the idea of taking ...
 - A. A foreign language course.
 - B. Guitar lessons.
 - C. A survival course.

Add up the number of times you score A, B or C. Now find out what type of holiday you prefer. If you get mostly:

A's – A quiet holiday. You don't like holidays that are full of activities. You prefer relaxing in a quiet place with your friends. Holidays mean you at last have time to read a good book or learn a foreign language. It isn't important whether you are in the mountains or at the seaside. The important thing is to relax.

B's – An adventurous holiday. You want an unusual holiday full of fun and friendly people. It is the time to make lots of new friends and learn how to play the guitar. Have a wonderful holiday, but don't get too tired!

C's – A holiday in contact with nature. You love nature and adventure. You are always looking for new places to discover. Holidays are the best time to feel free to rediscover nature. The best holiday for you is a camping holiday where you take a survival course!

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7. Read the article, match the two parts of the sentences below.

A Short History of the Weekend

What did you do last weekend? You probably relaxed and didn't think about work for two days. But people didn't always have two-day weekends. Where does the weekend come from?

2000 B.C. – 1800 A.D.

Many people spent one day a week on religion. This was called a 'holy day' in England, and the English word *holiday* comes from this expression. On this day people rested and prayed.

1800 – 1840

Sunday was the 'holy' day. But many workers used this day to play games and have fun. And then they didn't go to work on Monday morning because they felt too tired. In the U.S., workers called these days 'blue Mondays'.

1874

In England, Saturday afternoon became a holiday. Work stopped at one o'clock. This was the beginning of the weekend in England. Around 1900 in the U.S., workers began to take off Saturday afternoons in the summer. Then, by 1930, most offices were closed on Saturday afternoons all year.

1940

Offices and factories were closed all day Saturday, and the two-day weekend began in the U.S. What did people do on those first weekends? They went to the theatre or the movies. That took the train and visited their friends. They took walks in the park. They relaxed and had fun.

a) Before 1800, people ...	1) had a two-day weekend.
b) In the early 1800s, workers ...	2) began to take off Saturday afternoons.
c) In 1847, English workers ...	3) generally rested and prayed on Sundays.
d) By 1930, American workers ...	4) stopped work at one o'clock on Saturdays.
e) After 1940, American workers ...	5) didn't rest on Sundays, and then felt too tired to work on Mondays.

8. a) Read the dialogue. Do you think Jane told her father the truth?

Father: What time did you come home last night, Jane?

Jane: Oh, I don't know. About half past twelve, I think.

F: Half past twelve? I didn't hear you.

J: Well, I came in quietly. I didn't want to wake you up.

F: Did you go to that damned disco-party?

J: Disco, Daddy? Oh, no. You know, I don't like loud music. I went to a folk* concert with Alice and Mary. It was very good.

F: Why did you come back so late? The concert didn't last till midnight.

J: No, but we went to Alice's place and had coffee and then we began to talk about our studies.

b) Read the entry from Jane's diary and speak on the way she really spent her weekend.

May, 14. Tuesday.

Lovely time with Frank at the disco. Danced till half past one. Then went to the bar for a drink. We kissed a bit. Got home at 3 a.m. again. Didn't find my key, so climbed** in through a window. Was tired this morning. Daddy asked a lot of stupid questions, as usual.

*folk – народний

**to climb – лізти, підніматись угору

9. Work in pairs. Make up dialogues using the prompts given below.

- Model:
- *Where did you spend your summer holidays?*
 - *In the country.*
 - *Whom did you spend your summer holidays with?*
 - *With my parents.*
 - *What did you do?*
 - *I swam in the river, went fishing, read a lot.*
 - *How did you like your holidays?*
 - *They were great!*

Where?	What did you do?	With whom?	How?
in a summer camp	read books	with my parents	great
in a sports camp	watched TV	with my friends	boring
in a holiday centre	went fishing	with my family	awful
in the country	swam in the river	alone	nice
on the bank of the river	played football		interesting
at the seaside	listened to music		
	went to the forest		
	earned money		
	travelled		

10. Read the text and translate it into Ukrainian. Find words and word-combinations on the topic 'Weekend'. Speak on the way you like to spend your weekend.

On weekdays we are very busy but on days off we prefer to rest. It's important for us to rest after hard work. That's why we try to have a wonderful time at the weekend.

At leisure we spend a lot of time outdoors, go in for sports, read books, visit libraries, museums and exhibitions. Many people like to stay in town and to go to the theatre or cinema and enjoy an interesting performance or film. They visit their friends and spend free time with them. Some people go to the country to see their relatives and friends.

In winter we like to go to the winter forest to ski or to the skating-rink to skate. If there is much snow, we make snowmen and throw snowballs. After this we are always

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happy to return home, drink hot tea and have a rest near the TV set. In summer and spring picnics are popular with children and their parents. We are fond of picnics because we have an opportunity to admire the beauty of nature, to play outdoor games, to make a fire. In autumn when the weather is fine, we pick up mushrooms, nuts, walk in the park and admire colourful leaves.

As for me my days off are normally like this. I hate to get up early and on weekends I wake up later than usual. Then I do my morning exercises, wash my face, hands, brush my teeth. After breakfast I relax a little: listen to a lovely music and try to forget about my problems. Then I visit my friends, go to the disco-party or arrange a party at home. Of course, I do not only pleasant things but useful as well. I help my mother about the house, do my homework. My hobby is knitting. I knit a lot, especially when the weather is bad.

Unfortunately time flies quickly and the next Monday morning comes and I am looking forward to my next day off again.

11. a) A survey asked people in the United Kingdom how they spend their free time. Look at the results.

Top 10 Leisure Activities for adults in the United Kingdom:

- 1) Watching television
- 2) Visiting/Entertaining friends
- 3) Listening to the radio
- 4) Listening to cassettes/CDs
- 5) Reading books
- 6) Going to a restaurant
- 7) Going for a drink
- 8) Gardening
- 9) Going for a drive
- 10) Going for a walk

b) Make a similar list of top ten leisure activities for people in this country. The list can be for people of all ages, or just for young people. Compare your list with other students. What are the differences?

12. a) People around the world relax in very different ways. Read about favourite leisure activities in three continents and complete the table.

1. Surfing capital of the world

Any sunny day on the coast of Australia, you can see hundreds of young people going to the beach. They all share Australia's national passion – surfing. “My friends and I usually go down to the beach before breakfast in the summer,” says 19-year-old Jim Wolfe, “and come home again for dinner!” At weekends it is quite normal to drive hundreds of kilometres to find that ‘perfect wave’. But in Sydney, the biggest city in Australia, you don't have that problem – there are thirty-four beaches close to the city centre!

2. The music of the people

The most popular dance of Brazil, samba, is often called ‘the music of the people’. In

the 1960s and 1970s people turned to US-style pop music, but these days samba is back again. There are different versions of samba: some that people dance in their villages, others that they practise especially to dance at Carnival. In Rio thousands of people go to samba schools, typically on a Saturday night – to dance, to learn ... or just to watch. Thirty-year-old Ana Rita goes every week with her husband “... just because it is fun! Everybody loves to dance, and it's a great way to meet people!”

3. A day in the “banya”

If you are happy to take a bath in public, then a Ukrainian banya or bath house, is the place for you. The early banya was born in Kievan Rus'. It mixed bathing traditions from Byzantium to the south, the Finns to the north, the Jews who lived among them and Khazar tribes to the east. Ukrainians of all types meet there ... at any time of day. They go there to relax, to talk to their friends or even to discuss business. “It doesn't matter if you are old or young, fat or thin. Nobody cares, nobody looks at you ... it's a wonderful place!” says 24-year-old Masha, a student from Kyiv. There are cold baths, as well as a hot room where the temperature can reach forty-three degrees.

	Where do people do this?	What kind of people do it?	Why do they do it?
surfing			
samba			
the banya			

b) Which of these ways of relaxing would you like to try? Why? What do you usually do if you want to relax?

13. Make up dialogues.

- a) You and your friends are planning your weekend.
- b) Your friend looks healthy and refreshed. Ask him about his weekend.
- c) You returned to work tired after the weekend. Share your impressions about your unlucky day off with your colleagues.
- d) You and your friends are going to spend your holidays on the bank of the river. Discuss when and where to go, what to take with you.
- e) You had an awful holiday. Discuss it with your friend.
- f) You are planning your summer holidays. You are recalling how well you spent your holidays last summer.

14. Work in pairs. Agree or disagree with the following statements.

Your holiday is a success or you can have a good time only:

- 1) if you change your surroundings;
- 2) if you have your holiday in summer;
- 3) if you have much money.

15. Work in groups. Think over the way people of different ages and occupations spend their weekends (a pensioner, a teacher of 40, a man of 25, a teenager).

16. Make up your own plan and speak on:

- 1) your last weekend;
- 2) your Mother’s Day off;

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- 3) a day off you liked;
- 4) a day off you didn't like.

17. Write a composition 'Ideal holidays'/'An ideal weekend'.

18. Translate the dialogue into English and act it out.

Петро: Ти ходив куди-небудь на вихідних, Борисе?

Борис: Минулої суботи ми з дружиною ходили в кіно подивитися новий фільм.

У неділю я хотів сходити в театр. Але нам не вдалося дістати квитки. У тебе є якісь плани на сьогоднішній вечір?

П: Ні, а що?

Б: Давай сходимо в кінотеатр.

П: Із задоволенням.

Б: Фільм починається о 8.30. Ольга приєднається до нас?

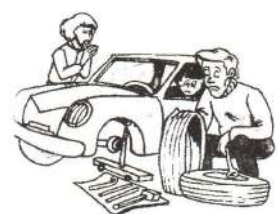
П: Хіба ти не знаєш, що в неї зараз відпустка? Вона поїхала у будинок відпочинку до Криму минулого тижня.

Б: Я не знав. Між іншим, що ти збираєшся робити під час своєї відпустки? Що до мене, мені дуже подобається проводити відпустку у Криму. Я відпочиваю у санаторії біля моря. Цілі дні я на пляжі. Я купаюся, загоряю, знайомлюсь з різними людьми. Увечері я граю у теніс та волейбол.

П: Я ненавиджу ідею проводити відпустку з натовпом людей. Я дуже втомлююся від людей та шуму, ось чому я надаю перевагу спокійному відпочинку за містом. Цього літа я планую поїхати у Карпати. Я хочу милуватися красою природи і проводити багато часу на свіжому повітрі. Сподіваюсь я добре відпочину там.

19. Look at the pictures and the list of the verbs and make up a story about the Smiths' last weekend.

begin	get into	mend	drive	can	tell	find	move	see	run
decide	be	have	get out	take	start	arrive	pack	go away	



DO THE SELF-TESTS**Test 3.3. Read the text and do the tasks below.****Expensive Holiday**

I had a friend whose name was McCalister. He was from Scotland. He was not a bad man but he hadn't been able to find a wife for a long time. He thought that all women loved only money and wasn't going to spend it on them.

Last year I was spending my holidays in Paris. When I was walking along the street, I met McCalister.

“What are you doing in Paris?” I asked.

“I am spending my honeymoon* here. I got married two weeks ago,” my Scottish friend answered with a happy smile.

“At last!” I exclaimed. “I congratulate you! Where can I see your wife? Will you introduce me to her?”

McCallister looked sad.

“That's impossible,” he said.

“Why not?” I asked in surprise.

“You see, she has stayed in Scotland. I am here alone,” my friend explained.

I was shocked. “Are you serious?”

“Yes, of course I am. She has been to Paris before and those tickets are terribly expensive”.

*honeymoon – медовий місяць

a) Say which of the sentences are true.

- A. McCalister was not ready to spend his money on women.
- B. McCalister went to Paris to spend his honeymoon there.
- C. The author of the story was glad to meet McCalister's wife in Paris.
- D. McCalister's wife had never been to Paris before.

b) Choose the correct answer.

1. Why couldn't McCalister get married for a long time?
 - A. He was a bad man
 - B. He was an ugly man
 - C. He thought all women loved only money
 - D. He thought that women loved him because of his money
2. How long had McCalister been married when the author met him in Paris?
 - A. For a week
 - B. For a month
 - C. For two weeks
 - D. For several days
3. What did McCalister look like when the author asked him about his wife?
 - A. Happy
 - B. Sad
 - C. Unhappy
 - D. Angry

Unit 3

4. Where was McCalister's wife at that time?
- A. In Paris
 - B. In the hotel
 - C. In a café
 - D. In Scotland

Test 3.4. Read the text and choose the right continuation from those given below.

Rainy Weather is Expected

Mr Hawk's parents live in the sea-side town of Chacewood. They are nice old folks. They are retired and love visitors. The Hawks often go down to Chacewood for a weekend. It isn't far. Chacewood is only a two hours' ride away.

Last week Mr Hawk got a letter from his parents. They were inviting him to come over for the weekend. "The weather is splendid", they wrote. When the kids learned about the invitation, they were happy. They are very fond of their grandma and grandpa.

On Saturday the Hawks got up very early. Mr Hawk went to get the car ready. Linda packed up things. Marge was busy with breakfast. As for the boys they were busy with discussing their weekend plans. Willy wanted to go fishing and hoped to catch a big fish. Bob wanted to go boating with Dad.

The preparations were almost over when Mr Hawk came in. He said he couldn't start the engine. Linda said there was the ten o'clock train to Chacewood. They could catch it if they hurried up a little. So, they started off immediately.

When the Hawks came to Chacewood the weather was rainy. It was cold and windy. They were wet through when at last they came to Mr Hawk's parents' house. It was warm and cosy inside. Lunch was on the table.

After lunch they began discussing their plans for Sunday. Mr Hawk said, "I want to sunbathe if the weather is fine". Linda said, "I am going for a walk on the beach if it doesn't rain tomorrow". Marge was going to say something when Bob said, "There is a weather forecast in the newspaper. Rainy weather is expected throughout Sunday ...".

1. Mr Hawk's parents are
 - a) farmers.
 - b) retired.
 - c) school teachers in a sea-side town.
2. The kids were happy to visit Chacewood because
 - a) the weather was splendid.
 - b) they are fond of their grandparents.
 - c) they are fond of travelling.
3. On Saturday the Hawks had a busy morning as
 - a) they all packed things.
 - b) they discussed their plans for the weekend.
 - c) everybody had a business of his own.
4. The family had a problem before they started off because
 - a) they were late for the train.
 - b) Mr Hawk couldn't start the engine.

- c) the preparations were not over.
- 5. When they got to Chacewood the weather was
 - a) cold and rainy.
 - b) wet.
 - c) warm and sunny.
- 6. After lunch they began
 - a) sunbathing.
 - b) discussing their plans for Sunday.
 - c) fishing.

Unit 4

Grammar: 1. The Future Simple Tense
 2. The indefinite pronouns *some, any*
 3. Ways of expressing future in English
Topic: My Family
Text A: My Granny's Family
Text B: My Aunt Emily

THE FUTURE SIMPLE TENSE

Форма простого майбутнього часу (*Future Simple* або *Future Indefinite*) складається з допоміжного дієслова **will** та інфінітива повнозначного дієслова без частки **to**:

I will do it. – Я зроблю це.

He will come. – Він прийде.

Примітка. Інколи із займенниками першої особи (*I* або *we*) замість **will** вживають **shall**. Обидва слова можуть скорочуватися як **'ll**:

We'll win, I'm sure. – Ми переможемо, я впевнений.

Заперечні форми **will not**, **shall not** скорочуються до **won't** [wəʊnt], **shan't** [ʃɑ:nt].

Future Simple вживається для передачі:

- одноразової або повторюваної дії, яка може статися (або не статися) у майбутньому:

They will visit you one of these days. – Вони провідають вас на днях.

- передбачень:

Our daughter will be very beautiful. – Наша дочка буде дуже вродливою.

- рішення, прийнятого в момент спілкування:

You are going to be late. – Then I'll take a taxi. – Ти запізнюєшся. – Тоді я візьму таксі.

З цією часовою формою часто вживаються такі обставини часу: **tomorrow**, **next year**, **next week**, **in a week**, **in a few days**, **one of these days**.

Примітка 1. У загальних запитаннях **shall** може вживатися для запиту інформації, а **will** – для ввічливого прохання:

Shall I start reading? – Мені починати читати?

Will you pass me the salt, please? – Передайте, будь ласка, сіль.

Примітка 2. У підрядних реченнях умови (вводяться зазвичай сполучником **if** і відповідають на питання «за якої умови?») і часу (вводяться зазвичай сполучниками **when**, **after**, **as soon as**, **till (until)**, **while** і відповідають на питання «коли?») замість **Future Simple** вживається **Present Simple**:

If it rains, we won't go anywhere. – Якщо задощить, ми нікуди не підемо.

Зверніть увагу, що сполучники **if** та **when** можуть вводити також підрядні додаткові речення (відповідають на питання непрямих відмінків), у яких **Future Simple** може вживатися:

I wonder if they will come tomorrow. – Цікаво, чи вони прийдуть завтра.

Tell me when you will be ready. – Скажете мені, коли будете готові.

WAYS OF EXPRESSING FUTURE IN ENGLISH

Крім **Future Simple** в англійській мові використовуються інші способи передачі майбутнього:

1) **Present Continuous** – для передачі запланованої дії, що неодмінно відбудеться у найближчому майбутньому:

I'm going to the theatre tomorrow. – Завтра я йду до театру.

2) **Present Simple** – для передачі дій, які відбудуться відповідно до домовленості, програми, плану (з дієсловами руху):

The train leaves at 8:30. – Поїзд відходить о 8.30.

3) Зворот **be going to** у випадках:

- передбачення подій, які відбудуться внаслідок ситуації, що склалася:

Look at that boy! He's going to fall! – Глянь на того хлопця! Він зараз впаде!

- повідомлення про плани або наміри щодо майбутнього:

I'm going to buy a car. – Я збираюся купити машину.

INDEFINITE PRONOUNS **SOME, ANY**

Неозначені займенники (*indefinite pronouns*) **some, any, no** та їх похідні (*derivatives*) з другою частиною **-body, -one, -thing** вживаються з незлічуваними (*uncountable*) іменниками та зі злічуваними (*countable*) іменниками в множині.

Займенник *some* та його похідні вживаються:

а) у стверджувальних (*affirmative*) реченнях

She brought me some water. – Вона принесла мені води.

Some boys came into the room. – До кімнати увійшли якісь хлопці.

б) у питаннях, що висловлюють пропозицію (*offer*) або прохання (*request*)

Would you like some coffee? (offer) – Бажаєте кави?

Can I have some water, please? (request) – Можна трохи води, будь-ласка?

Займенник **any** та його похідні вживаються:

а) у питальних і заперечних реченнях

Have you got any books in English? – У тебе є книги англійською мовою?

No, I haven't got any books in English. – Ні, у мене немає книг англійською мовою.

б) у стверджувальних і спонукальних реченнях у значенні “будь-який”

Please, take any book you like. – Будь-ласка, беріть будь-яку книгу, яка вам подобається.

Примітка. У заперечних реченнях замість **not any** може вживатися **no**:

We haven't got any money. = *We have got no money.* – У нас немає грошей.

GRAMMAR EXERCISES

1. Agree with the following using *I quite agree with you...*, *I go all the way with you...*, *You are quite right...*, *I think so too...*

Model: It will be hot tomorrow. – *You are right, it will be hot tomorrow.*

1. He will be very busy tomorrow.
2. I'll write a letter to you.
3. At this time tomorrow we'll be at home.
4. We'll have an English lesson tomorrow.
5. Our holidays will begin in a week.
6. He will return in a year.
7. The exam will begin at 9 o'clock.
8. The dinner will be ready in 5 minutes.
9. The library will open in half an hour.
10. We'll watch the film tomorrow.
11. Tim will wash up.
12. Betty will translate the article.

2. Say that the following will not happen in your opinion.

Model: We'll play chess tomorrow. – *No, I think we won't play chess tomorrow.*

1. He will help you with your homework.
2. They will be late.
3. Ted will phone me tonight.
4. She'll clean the room.
5. We'll visit them on Saturday.
6. It will be warm tomorrow.
7. His mother will come for the weekend.
8. The grandchildren will stay with us for a week.
9. Arsenal will win the game.
10. Father will meet me at the station.
11. They will pass their exam.
12. I'll do shopping in the evening.

3. Express your surprise or disbelief at the following.

Model: – My sister will come to see us on Sunday.

– *Will she really come to see us on Sunday? – Yes, she will.*

1. We'll go to the museum tomorrow.
2. I'll get up early tomorrow.
3. My parents will go to the seaside in summer.
4. Ann will be here tomorrow.
5. My group-mates will be in the library at this time.
6. I'll go home after classes.
7. My brother will go to bed at 9 o'clock.
8. They will go to Paris for their holiday.
9. We'll go skating tomorrow.
10. Sam will return the book by Saturday.

4. Ask when, where, why the following will happen. Think of possible responses.

Model: I'll go to bed early today. (why)

Why will you go to bed early today?

I'm tired./I have to get up early tomorrow.

1. We'll be there tomorrow. (where)
2. Our friend will come to see us. (when)
3. Mary will buy a present for him. (what)
4. Mike will cook dinner. (why)
5. I'll wait for them. (how long)
6. I'll buy this dictionary. (where)
7. They will finish their work. (when)
8. She will go shopping after dinner. (why)
9. We'll plant trees. (where)
10. I will buy some clothes. (what)
11. They'll go for a walk. (where)
12. I'll visit them. (why)

5. Here are some predictions about the life in the 21st century. Complete the sentences using the words from the box.

forbid	live	take over	use	work
be	elect	start	have	replace

1. People ___ on the moon.
2. Children ___ school at the age of three.
3. Computers ___ teachers.
4. People ___ 4 hours a day.
5. Houses and factories ___ solar energy.
6. Americans ___ a woman president.
7. Robots ___ most jobs.
8. There will be a law, which ___ having more than two children.
9. Six weeks ___ a normal annual holiday.
10. Great Britain ___ a black Prime Minister.

6. Write sentences about yourself using *I'll be...* *I'll probably be...* or *I don't know where I'll be.*

Model: tomorrow at 1 o'clock

I'll probably be at the market./I'll be at the university./I don't know where

I'll be at 1 o'clock tomorrow.

- | | |
|--------------------------------------|------------------------------------|
| 1) at 4 o'clock tomorrow afternoon | 5) on Sunday morning |
| 2) a month from now | 6) a year from now |
| 3) at midnight | 7) in ten years |
| 4) on the 1 st of January | 8) on the 15 th of July |

7. Try your hand at fortune-telling: make predictions about your fellow-students' future life (family, work, place of living).

Model: *I think Nataly will get married at the age of 25. Her husband will be a lawyer. They will have twins. They will live in a large city, probably in Odessa. Nataly will work as an interpreter.*

Unit 4

8. Match the events and spontaneous responses.

- | | |
|--------------------------|------------------------------|
| a) The kettle's boiling. | 1. I'll let it out. |
| b) It's raining. | 2. I'll open the car window. |
| c) Something's burning. | 3. I'll switch it off. |
| d) It's cold. | 4. I'll put the fire on. |
| e) I'm feeling sick. | 5. I'll close the window. |
| f) The dog's barking. | 6. I'll check the cooking. |

9. Think of possible responses in the following situations.

Model: – It's going to rain. – *I'll take an umbrella.*

- Someone's knocking on the door.
- There is no chalk in the classroom.
- It's too hot in the room.
- The phone's ringing.
- The music is too loud.
- We haven't got any bread.
- I'm thirsty.

10. a) Penny (in the photo) is thinking about her future. Look at the prompts and expand them as in the model.

Model: study hard/pass exams
– *If I study hard, I'll pass exams.*

b) Think of your own future and make up a similar sequence.



11. Open the brackets and use the proper tense, either the Future or the Present Simple.

1. We'll go swimming if it (to be) a nice day tomorrow. 2. I wonder if it (to rain) tomorrow. 3. You'll get wet if you (not to take) an umbrella. 4. He doesn't know when they (to come back). 5. I doubt if he (to join) us. He is very busy. 6. She will serve the table when he (to come). 7. I'll be grateful to you if you (to lend) me this sum of money. 8. I am not sure if he (to follow) my advice. 9. I wonder if I (to solve) this problem without anybody's help. 10. He supposes that they will buy the house if it (to be) in good condition. 12. I wonder if you (to invite) the Browns if they (to be) here on Sunday. 13. It's hard to say if she (to find out) everything. 14. I don't know when she (to go) to see them. 15. We will discuss the terms of the contract when he (to come).

12. Translate the sentences into Ukrainian, comment on different ways of expressing future.

1. What are you doing on Saturday evening? – I'm going to the circus. 2. I think it won't snow tonight, the sky is clear. 3. What time are you arriving tomorrow? – At 7. Will you meet me? 4. Look! The child is going to fall out of the window! Be careful!

5. Tomorrow is my day off. I'm not working tomorrow. Will you join me to the park?
 6. The water is dirty. I am not going to drink it. 7. I've got a toothache. I'm going to visit a dentist tomorrow. 8. Oh, it's so cold here. I'll go and close the window. 9. Can you come to me on Sunday? – Sorry, I can't. I am playing volleyball with my dad.
 10. Don't you know that Ann and Jack are getting married next week and leaving for Australia? 11. It's my birthday tomorrow. We are going to have a good time with all my friends. 12. Oh, dear! I forgot to phone my mother. Wait a minute! I'll give her a call.

13. a) Look at Leslie's notes. Ask and answer questions using *to be going to*. b) Say what you are going to do on each day of the week.

Model: What is Leslie going to do on Monday?

She is going to visit uncle Bob.

Monday	<i>visit uncle Bob</i>
Tuesday	<i>finish my report for the school paper</i>
Wednesday	<i>study for English test</i>
Thursday	<i>visit the new café</i>
Friday	<i>play tennis with Bob</i>
Saturday	<i>arrange a surprise party for Susie</i>
Sunday	<i>watch my favourite TV series</i>

14. Read the New Year resolutions. Do you share any of them? Think of your own ones.

1. Ted is going to give up smoking.
2. Bill is going to visit the gym three times a week.
3. Jill is going to do her homework more carefully.
4. Susan is going to read a book a week.
5. Ron is going to eat less fast food.
6. Betty is going to watch less TV.
7. Mary is going to learn to drive.
8. Tim is going to learn Spanish.
9. Ann is going to spend less time in the kitchen.

15. Fill in the gaps with *will* or *to be going to*.

1. Why are you leaving home so early? – I ___ take the 5 o'clock train to Kyiv.
2. Where are you carrying all those flowers? – I ___ plant them in my garden.
3. I think I've got a high temperature. – Wait a minute, I ___ get some medicine for you.
4. I have decided to make a lot of cakes for my party. – ___ you ___ make cheesecakes or plum-cakes?
5. Look! Somebody is crying for help! Let's help him! – No, I ___ call the police!
6. Don't stay under this tree! Look out! It ___ fall down.
7. Are you going shopping? – Yes, I ___ buy something nice for dinner.
8. What do you want for dinner? – I think I ___ have some fish and some salad.
9. Have you decided what to give your brother as a birthday present? – Oh, yes. I ___ give him a kitten.
10. Will you come to me on Sunday? – Sorry, I can't. I ___ visit my grandparents.

Unit 4

16. Complete the jokes with *will ('ll)* or *be going to*.

- Darling, I want to see the world!
– I ___ give you an atlas for your next birthday, then.
- I ___ buy one of those small Japanese radios.
– But how will you understand what they are saying?
- Waiter, there's only one piece of meat on my plate.
– Just wait a minute, sir, and I ___ cut it in two.
- How old are you now, Billy?
– Seven.
– And what ___ you ___ do when you are big like your mother?
– Stop eating chocolate!
- Mummy, mummy! Where are you? – cried a little boy at the beach.
– You poor boy, – said an old woman. – Come with me and I ___ get you an ice cream and then we ___ go and look for your mummy.
– I know where your mother is, – said a small girl. – She's sitting ...
– Be quiet, – said the boy. – I know as well, but this way I get a free ice-cream!

17. Use the necessary form to express the future events.

- The shops will be closed tomorrow. – I (to buy) bread and milk today then.
- The Browns (to move) to their new house this weekend.
- It's too dark in here to read. – Is it? I (to turn on) the light.
- In the 21st century people (to fly) to Mars and other planets.
- The flight to Berlin (to leave) at six o'clock.
- I (to go) to the country for the weekend. – I (to go) with you.
- If he (to be) busy tomorrow, I'll go to the cinema alone.
- What time (the play/to start) tomorrow?
- Natalie (to have) a birthday party on Saturday.
- Megan (to sing) in the school concert tomorrow night.
- I am afraid, it (to be) difficult for you to do this work alone.
- Where we (to meet)? Victoria Station (to be) all right?

18. Answer the questions.

- What are you going to do tonight?
- What are you doing tomorrow?
- Are you leaving for Kyiv tomorrow?
- Are you going to stay at home next weekend?
- What are you doing next Sunday?
- Will you be nineteen next year?
- Will you be rich when you are twenty?
- Will you be married in five years?
- What will you do in ten years?
- Where will you live in twenty years?

19. Translate the sentences into English.

- Коли закінчиться цей фільм?
- Мамо, я збираюся в кіно. Ти підеш зі мною?
- Подивися на хмари! Буде дощ.
- Сьогодні я почуваюся погано. Тому завтра я нікуди не піду. Залишуся вдома і читатиму.
- Твої друзі придуть до тебе на день народження?
- Я не збираюся читати цю книгу.
- Завтра я їду з друзями за місто.
- Сьогодні увечері я йду з друзями на футбольний матч.
- Ми подивимося новий фільм у неділю.
- Я відправлю їм телеграму, як тільки приїду.
- Скільки іспитів ти складатимеш?
- Ми приєднаємося, як тільки будемо готові.

20. Fill in the gaps with some, any, no.

1. I haven't got ___ time. I have to do ___ shopping, because there is ___ food left in the fridge. – Don't worry. I've got ___ free time. I'll go shopping, so you can get ___ rest. 2. I've got ___ beautiful postcards from London. 3. There aren't ___ bananas for Jim. 4. Have we got ___ orange juice? 5. There are ___ books on that desk. Are they yours? 6. This soup is awful. There isn't ___ salt in it. 7. Have you got ___ brothers or sisters? 8. Well done! There aren't ___ mistakes in your test. 9. There's ___ milk in the fridge. It's for Suzie. 10. Is there ___ ice cream for me? 11. I'm very tired. I haven't had ___ sleep. – Then go to bed and have ___ sleep. 12. I'm very thirsty. Bring me ___ water please.

21. Say that it is not true about you.

Model: I need to buy some shoes. – *I do not need to buy any shoes.*

1. I will make some salad. 2. We are going to eat some ice cream. 3. She bought some of the books second-hand. 4. He took photos of some monuments. 5. She wants to take some courses in design. 6. I recognized some of the students. 7. We visited some museums. 8. I met some interesting people at the party. 9. They are going to visit some places of interest. 10. We need some butter.

22. Translate into English.

1. Ви знали яку-небудь іноземну мову п'ять років тому? 2. Ви читали які-небудь англійські книжки минулого місяця? 3. Деякі студенти готують тут свої домашні завдання. 4. У мене вдома немає (ніяких) англійських книжок. 5. У вас є (які-небудь) друзі у цьому місті? 6. Будь ласка, бери будь-яку книгу, яка тобі подобається. 7. У тебе є які-небудь запитання? – Так, є декілька. – А в мене немає ніяких запитань. 8. Я не бачу (ніяких) помилок у цьому реченні. 9. Ваш батько говорить якою-небудь іноземною мовою? 10. Я бачу тут деяких своїх друзів. 11. Він зайнятий, у нього немає часу розмовляти з вами. 12. Де тут читальна зала? – Вибачте, я не знаю. Запитайте будь-якого студента і він вам скаже.

DO THE SELF-TESTS**Test 4.1. Choose the right variant to complete the sentences.**

- He ___ here till he ___ everything.
 - will stay, doesn't do
 - will stay, does
 - stays, will do
 - stays, will not do
- In case the weather ___ good, they ___ fishing.
 - will be, will go
 - is, go
 - will be, go
 - is, will go

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3. If he ____, we ____ to the theatre.
- doesn't come, won't go
 - will come, won't go
 - won't come, don't go
 - doesn't come, don't go
4. I can't decide if I ____ you till I ____ when they ____.
- will join, will know, will leave
 - will join, know, will leave
 - join, will know, leave
 - join, will know, will leave
5. She ____ home if it ____ too cold in the evening.
- will walk, won't be
 - walks, won't be
 - will walk, it is not
 - walks, it is not
6. ____ I see you before you ____ for London?
- Will ... see, will leave
 - Do ... see, leave
 - Do ... see, will leave
 - Will ... see, leave.
7. I ____ anywhere till my son ____ all his exams.
- won't go, doesn't take
 - don't go, doesn't take
 - won't go, takes
 - won't go, will take
8. If she ____ and we ____ at home, ask her when she ____ the magazine.
- phones, are not, will bring
 - will phone, will not be, will bring
 - phones, will not be, brings
 - will phone, will not be, brings
9. I ____ the article when I ____ home and ____ you up when it ____ ready.
- will translate, will come, will ring, will be
 - will translate, come, will ring, is
 - will translate, will come, ring, will be
 - translate, will come, ring, is
10. He ____ me the book if I ____ it not later than Saturday.
- will give, will return
 - give, return
 - will give, return
 - give, will return

Test 4.2. Find mistakes in the sentences and correct them.

- What will you eat? – I think I am having some chocolate ice cream.
- Have you got any plans for the weekend? – Yes. On Saturday I am skating and on

Sunday I am skiing.

3. If the weather will be fine, we'll go to the country.
4. They willn't come tonight, they will be busy.
5. I visit my relatives next Sunday.
6. She will go to the theatre with us?
7. I was born on the 14th of June. In three months I am twenty.
8. I wonder when they come tomorrow.
9. Don't worry. He shall be ready in a few minutes.
10. Look at the sky! It will rain.

Test 4.3. Fill in the blanks with *some, any, no*.

1. Unfortunately, they have got ___ money. 2. She wanted ___ juice, but there was not ___ in the fridge. 3. Is there ___ salt on the table? – No, there isn't. 4. I'd like to buy ___ new clothes, but I have ___ money. 5. When would you like to come? – ___ day will suit me. 6. I'm hungry. Let's go to ___ café. 7. She did not answer all the letters because she had ___ time. 8. She drank ___ water and went to bed again. 9. He returned home without ___ money. 10. Will you help me? I have ___ problems with my research.

WHAT TO SAY AND HOW TO BEHAVE

Introducing

Before introducing someone:

Have you ever met ...

Have you ever met my brother?

I don't think you've ever met my sister.

May I introduce ... (formal)

Mrs. White, may I intoduce Mr Black to you? Mr. Black – Mrs. White.

Let me introduce ...

I'd like you to meet ... (less formal)

This is ...

Meet ... (mainly AmE)

The two people who have been introduced both say:

How do you do? (formal, semi-formal)

Hallo. (informal, semi-formal)

Pleased/Glad to meet you. (mainly AmE)

Introducing oneself

May I introduce myself? My name is Lucy Smith. I'm your guide. (formal)

Let me introduce myself. My name is John Brown. I'm your lawyer. (less formal)

My name's Jane./**I'm** Jane. (informal)

Introducing a guest speaker to an audience

Ladies and gentlemen, I have great pleasure in introducing Professor Jones.

Unit 4

1. Read, act out and make up similar dialogues.

1. At work (formal)

Mr. Steel: Mr. Green, I don't think you've ever met my secretary. (*To his secretary*) This is Mr Green. This is Miss Smith.

Mr. Green: How do you do?

Miss Smith: How do you do?

2. At the theatre (semi-formal)

Ann: Mother, this is my friend Sarah.

Mrs. Williams: Hallo, Sarah.

Sarah: Hallo, Mrs. Williams.

Mrs. W.: What do you think of the play?

Sarah: I like it very much.

3. At a party (informal)

Bill: Mary, this is my brother Steve.

Mary: Hallo, Steve.

Steve: Hallo. Having a good time?

Mary: Yes, it's a very nice party.

2. Introduce the following people a) formally; b) informally.

1) A friend to your mother; 2) a guest speaker (Andrew Reed) to his audience; 3) your parents to your English teacher; 4) a colleague (Ann Jackson) to your husband/wife; 5) your sister to a fellow-student; 6) one guest at your party (Rachel West, aged 25, unmarried) to another (Linda Jones, aged 30, married).

Text A. MY GRANNY'S FAMILY

A = Annie; G = Grandmother

A: Granny?

G: Yes, my dear?

A: How many brothers and sisters did you have?

G: I had ... now let me see ... there was ... me, Alice, James, then Henry – that's four, isn't it? Then Robert and Emily, the twins – so that makes two sisters and three brothers.

A: What were they all like? Did they look like you?

G: Well, some did and some didn't. My sister Alice and I were very similar. People used to think we were the twins, but she was two years older than me. We both had fair hair, and when we were young, we used to have lovely ribbons in it. People said I was the pretty one – my sister Alice was so bad-tempered, she always looked unhappy.

A: Who were you closest to?

G: Ah, my brother James. He was such a kind boy, always smiling, and so gentle. We were great friends, we went everywhere together.

A: Who did he look like?

G: Well, James looked like my Mother; same nose, same mouth, while Henry, who was older, was more like Father. Henry had thick, dark hair, but James had fair like me.

Henry was quite a plump boy, not fat, but he was always well-built, like Father.

A: What about the twins?

G: They were very plain, I seem to remember. When they were babies, they were very similar. They both had long faces with high foreheads. Robert was very strict and serious – I was quite afraid of him – but then he was so much older than me, we didn't have much to do with each other. Robert looked middle-aged before he was twenty.

A: What about your Mummy and Daddy?

G: Ah, Mother was a darling. She used to have her hair in a tight bun, and she looked quite angry, but she wasn't really. She had smiling eyes and a heart of gold. Father was a very quiet man, he always looked thoughtful.

A: What were their names?

G: Daniel and Clare.

Text B. MY AUNT EMILY

Of all my relatives I like my Aunt Emily the best. She's my mother's youngest sister. She isn't married, and lives alone in a small village near Bath.

I think she is still rather attractive. She has thick brown hair which she wears in a bun, and dark brown eyes. She has a kind face, and when you meet her, the first thing you notice is her smile. She is the sort of person you can always go to if you have a problem.

Aunt Emily used to work at a nursery school and as a teacher of French at school but five years ago she retired. Now she's in her late fifties, but she's quite young in spirit. She likes reading and gardening, and she still goes for long walks over the hills. She's a very active person. Either she's making something, or mending something, or doing something to entertain herself. She's very generous. But not very tolerant with people who don't agree with her. I hope I'm as contented as she is when I'm her age.

ACTIVE WORDS AND WORD COMBINATIONS

like – схожий, подібний

w.c. to be like; look like

e.g. *What is he like? She looks like her father.*

similar – подібний, схожий

w.c. to be similar to sb/sth; similar in sth

e.g. *These books are very similar. John looks similar to his brother. They are similar in character.*

ant. different

used to – зазвичай, бувало

Зворот вживається для опису подій або станів, які регулярно відбувалися або мали місце у минулому, але потім припинилися або назавжди, або тимчасово.

e.g. *We used to live here.* – Ми раніше жили тут. *I used to go to the cinema every week.* – Я, бувало, ходив до кінотеатру щотижня.

old (older, oldest) – 1) старий; 2) давній

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w.c. to be ... years/months old; to be older than; to grow old

e.g. *How old are you? My granny is very old. Bill is my old friend.*

Паралельні ступені порівняння elder, eldest вживаються лише стосовно членів однієї родини і завжди з іменником: *This is my elder brother Mike. Our eldest sister is married.*

ant. young, new

both – обидва

e.g. *I like them both. Both of them are very nice.*

pretty – гарненький, чарівний, прекрасний (про жінку, дитину)

syn. beautiful, attractive, handsome (про чоловіка)

ant. plain (про жінку), unattractive, ugly

same – той самий, однаковий

w.c. at the same time; the same to you

e.g. *They live in the same house. Good luck. – The same to you.*

so – так, такий

e.g. *It is so cold today. He is so kind.*

such – такий

e.g. *He is such a kind boy.*

afraid – зляканий

w.c. to be afraid of sth/sb/doing smth; to be afraid to do smth; to be afraid that

e.g. *My little brother is afraid of dogs.*

syn. frightened, scared

to have sth to do with sb/sth – мати щось спільне з

e.g. *I have nothing to do with that man.*

each other – один одного

e.g. *They loved each other. We used to wear each other's clothes.*

quite – досить

e.g. *It's quite warm today. It's quite a warm day today.*

syn. rather

to be married (to sb) – бути одруженим (з кимось)

ant. single

w.c. to get married

cf. to marry sb

e.g. *She is married to her producer. My sister is going to get married. They got married last month. He married his distant relative.*

alone – сам, на самоті

e.g. *She lives alone. Don't go there alone. Leave me alone.*

still – все ще

e.g. *She still looks young. They are still busy.*

to wear – носити (про одяг, зачіску)

e.g. *She always wears black clothes. He wears his hair long.*

to work – працювати

w.c. to work as sth, to work hard

e.g. *Mary works as an interpreter. My parents work for the same company. He works*

at an office. I'm working at a new article.

nursery school – дитячий садок

syn. kindergarten

in one's fifties – у віці від п'ятдесяти до п'ятдесяти дев'яти років

w.c. in one's late fifties; in one's middle thirties, in one's early forties, in one's teens

e.g. My parents are in their late forties.

to agree with sb (about/on sth) – погоджуватися з кимось (стосовно чогось)

e.g. Do you agree with me? We agreed with the teacher about the time of the meeting.

ant. to disagree

as...as – так ... як, такий же ... як

e.g. Come as soon as possible. Are you as tall as your father?

age – вік

w.c. at the age of 18; at an early age; come of age; under age; for ages; look one's age

e.g. She is your age. She is fifty-eight but she doesn't look her age.

TOPICAL VOCABULARY

Name: first name, surname, middle name, nickname, maiden name, choose a name, give a name.

Relations by birth: parents, father (dad), mother (mom, mum), sister, brother, child (children), son, daughter, twins, grandmother (grandma, granny), grandfather (grandad, grandpa), grandparents, grandchild, great-grandchild, uncle, aunt, cousin, nephew, niece, distant relative.

Relations by marriage: single, married (to sb), divorce (sb), widow/widower, husband, wife, father-in-law, mother-in-law, step-mother, step-father, sister-in-law, brother-in-law, bride (fiancée), bridegroom (fiancé).

Age: What's your age? How old are you? to be born, baby, child, teenager, middle-aged, elderly, of the same age.

Parts of the body: head, hair (long, short, thick, straight, curly, fair, dark, grey, red), eyes (blue, green, brown, grey), nose (long, short, straight, turned up), mouth, lip(s), tongue, moustache, beard, cheek (plump, rosy), have dimples on one's cheeks, arm, hand, finger, leg, foot, toe.

Appearance: figure, well built, thin, slim, stout, plump, overweight, short, tall, pretty, beautiful, nice, good-looking, lovely, attractive, handsome, plain, ugly, bald.

Traits of character: jolly, merry, well-bred, polite, clever, kind, kind-hearted, strict, sociable, diligent, just, fair, modest, quiet, practical, tidy, witty, naughty, bad-tempered, lazy, shy, selfish.

Occupation: What are you? What do you do? worker, farmer, engineer, teacher, doctor, nurse, dentist, officer, saleswoman/man, shop-assistant, lawyer, journalist, typist, driver, secretary, book-keeper, postman, architect, painter, actor, actress, singer, musician, manager, businessman (businesswoman), pensioner.

VOCABULARY ACTIVITY 1

Wordbuilding: suffixes **-er/-or**.

Using suffixes **-er/-or** we can sometimes make a noun from an action verb to describe the person who does the action, *e.g. player – той, хто грає, гравець, collector – збирач, колекціонер*. Sometimes there is a small change in spelling, *e.g. swim – swimmer, law – lawyer*.

Complete the sentences with nouns having suffixes **-er/-or**.

1. The person who paints and draws pictures is a _____. 2. The person who takes photos is a _____. 3. The person who acts in films and on the stage is a _____. 4. The person who teaches children is a _____. 5. The person who builds houses is a _____. 6. The person who drives a car or a bus is a _____. 7. The person who is making a speech is a _____. 8. The person who plays football is a _____. 9. The person who comes to visit you is a _____. 10. The person who operates some machine is an _____.

VOCABULARY ACTIVITY 2

a) Remember the difference between **marry sb**, **get married** and **be married (to sb)**:

marry sb – одружитися з кимось, вийти заміж за когось

e.g. My friend married my sister.

get married – одружитися

e.g. Are you going to get married? They are getting married next month.

be married (to sb) – бути одруженим (з кимось)

e.g. Is your brother married? Jane is married to my former classmate.

Fill in the gaps with **marry sb**, **get married** or **be married (to sb)**.

1. Lucy ____ Jerry in 2005. 2) My elder sister ____ a well-known writer. 3. Do you really want ____ that man? 4. My best friend is going to _____. 5. As a rule young people in this country ____ when they are in their twenties. 6. Mum, how old were you when you ____ Dad? – I was twenty-three. 7. My brother ____ my best friend. (2 variants) 8. I heard, your cousin is ____ this Sunday. Who is the bride? 9. He proposed to her but she refused ____ him. 10. Every girl wants ____ a rich and handsome man.

b) Remember the difference between **so** and **such**:

so – такий, так (вживається перед прикметником або прислівником)

e.g. The book is so interesting. Don't come here so often.

such – такий (відноситься до іменника, часто означеного прикметником)

e.g. I can't answer such questions. This is such an interesting book.

Fill in the gaps with **so** or **such**.

1. The film was ____ interesting! 2. Ann is ____ a good singer! 3. He is ____ hardworking! 4. It was ____ cold, that we didn't go anywhere. 5. Mike is ____ a clever student. 6. Their flat is ____ small. 7. Your mother is ____ a good cook. 8. I like your parents. They are ____ nice. 9. The water was ____ dirty we decided not to go swimming. 10. We enjoyed our holiday. We had ____ a good time. 11. I don't like ____ films. 12. The mistake was ____ silly.

VOCABULARY EXERCISES

1. Agree with the following but don't repeat the words in bold type.

Model: She was lovely at **six months old**. – *Yes, she was a lovely baby.*

- 1) It's a terrible time **when you're 14 or 15**.
- 2) People usually feel bored when they **finally stop work**.
- 3) Jane's mother is **forty-two**.
- 4) Bob is **single**.
- 5) Sally is such a **pretty girl**.
- 6) He **likes to communicate with his friends**.
- 7) His father **works at hospital**.
- 8) Men in their family are **not tall**.
- 9) She is **not beautiful**.
- 10) They **never agree** with each other.
- 11) **Both** Mr and Mrs Green are **forty**.

2. Which part of your body is described?

- | | |
|-------------------------------|----------------------------------|
| 1) People wear a hat on it. | 7) The dentist looks after them. |
| 2) We wear shoes on them. | 8) We see with them. |
| 3) People have ten of them. | 9) We can kiss with them. |
| 4) One hears with them. | 10) Bald people don't have it. |
| 5) They get tired if you run. | 11) Most men shave them off. |
| 6) We smell with it. | 12) We use it to speak. |

3. The people here would like to be the opposite of what they are. Complete the sentences.

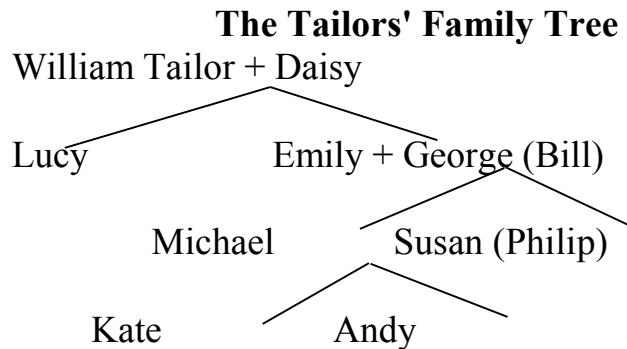
1. I'm short and fat, but I'd really like to be ___ and ___. 2. I've got curly hair, but I've always wanted ___ hair. 3. I've got light brown hair, but I'd much prefer to have ___ brown hair. 4. I'm rather weak, but I wish I were very ___ like those weightlifters and bodybuilders. 5. I've got a big nose, and I'm losing my hair. Why can't I be ___ like Tom Cruise or Brad Pitt? 6. I'm very shy, I'd like to be more ___. 7. I'm plain and plump. But I dream to be ___ and ___ like a supermodel. 8. I'm an only child in the family, but I'd like to have a ___ or a ___.

4. Complete the definitions with a suitable word.

1. My father's brothers are my ___. 2. My father's sisters are my ___. 3. My sister's husband is my ___. 4. My brother's wife is my ___. 5. My wife's mother is my ___. 6. My aunt and uncle's children are my ___. 7. My parents' parents are my ___. 8. My brother's daughters are my ___. 9. My sister's sons are my ___. 10. My eldest brother died, so his wife is a ___. 11. My mother remarried last year: her new husband is my ___. 12. All of these people are members of my family, so they are my ___.

Unit 4

5. Look at the Tailors' family tree, read the clues and solve the crossword puzzle. Speak on the Tailors' family as if you were Kate/Andy.

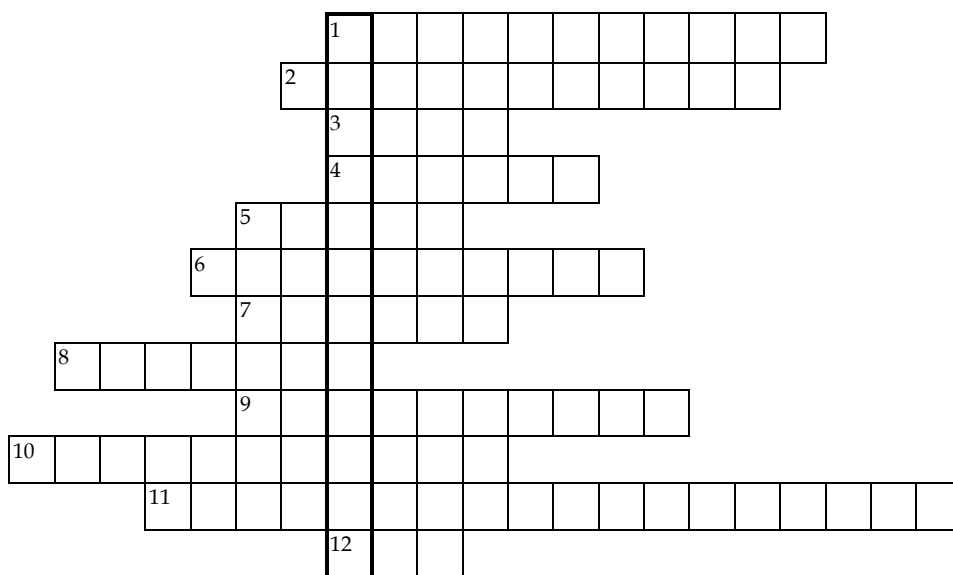


Across:

- 1) Susan's parents Emily and George are Australian. William is her ...
- 2) William emigrated to Australia and married Daisy. Daisy is Susan's ...
- 3) They had another daughter, Lucy, so Emily has a sister. Lucy's Susan's ...
- 4) When Susan's brother Michael got married, he had two children, Kate and Andy. Now Susan has a niece and a ...
- 5) Susan's father died five years ago and her mother became a ...
- 6) Emily remarried and her new husband, Bill, is a lawyer. Bill is Susan's ...
- 7) Susan's engaged. The name of her ... is Philip. He is thirty and he is a computer programmer.
- 8) Philip's mother died when he was a student and so Philip's father is a ...
- 9) Philip's father is getting married to Maria soon, and Maria will be Philip's ...
- 10) When Susan and Philip get married, Philip's father will be Susan's ...
- 11) Kate is Will and Daisy's ...
- 12) Andy is Michael's ...

Down:

- 1) What are Susan's ... called?



6. Read the text, then complete the sentences below.

James Thomas Brown has no brothers and sisters. His parents died when he was 20 and they left him their house. He married Julia and they had two children, but unfortunately his wife died two years ago. Recently he has fallen in love with Amy who he has known since they were young. She is the sister of a very good friend of his called Mike, who he likes and trusts.

- 1) James is his ____ name.
- 2) James Thomas Brown is his ____ name.
- 3) Thomas is his ____ name.
- 4) Brown is his ____.
- 5) He has no brothers and sisters so he is an ____ child.
- 6) His wife, Julia, died so he is a ____.
- 7) Amy is his present ____.
- 8) Mike is a very ____ friend.
- 9) If James marries Amy, she will become the children's ____-mother.

7. The following statements are not true. Correct them using *I'm afraid you are wrong; That's not quite right; You are mistaken; On the contrary; Nothing of the kind.*

Model: Your sister is single. – *You are mistaken, she is married.*

1. You were born on the fifth of April.
2. His cousin is married to a journalist.
3. Her uncle is a pensioner.
4. Your mother has got no grandchildren.
5. His son-in-law is a painter.
6. Kate's nephew and niece are naughty.
7. His wife has got a lot of relatives.
8. His father-in-law is fond of cars.
9. Jane is like her father.
10. Your brother is married.

8. Answer the following questions about yourself using complete sentences.

1. Where do you come from? (village, town, region or country)
2. Where were you born?
3. Who were you brought up by?
4. Where did you grow up?
5. Did your family move? If so, where to?
6. Where were you educated?
7. When did you start school?
8. When did you leave school?
9. What did you do when you left school?
10. When did you get married? Or when would you like to get married?
11. What would you like to do in the future? Where would you like to settle down?

9. Complete the sentences with words denoting people's occupation.

1. Alice is a ____ at the lyceum.
2. The ____ gives the patient his pills twice a day.
3. My father is a ____, he works on a bus.
4. If my tooth doesn't stop aching, I'll go and see my ____.
5. The ____ wanted to write an article about me in the newspaper.
6. The boss wants his ____ to copy the documents.
7. The ____ comes early so I get my letters and newspapers before I go to work.
8. Ask the ____ to show you another pair of

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shoes. 9. That ___ plays a lot of musical instruments. 10. My uncle is a ___, and next summer I'll work on the farm to help him. 11. He is sixty-five, he doesn't work any more, he is a ___. 12. Her father serves in the army, he is an ___.

10. a) In each sentence below put the correct adjective from the box.

jolly	sociable	polite	tidy	selfish
optimistic	lazy	kind	naughty	shy

1. She loves meeting people and going to parties. She's a very ___ person. 2. He is usually happy and cheerful and he often smiles. He is a ___ person. 3. Little Rosie is always breaking things and doing what her mother tells her not to do. She's a ___ girl. 4. He doesn't like work. He prefers to do nothing. He's ___. 5. She only thinks about herself. She doesn't care about other people. She's ___. 6. He always has good hopes for the future. He thinks everything will be fine. He's very ___. 7. She's very careful about her appearance and how she arranges her desk and her room. She's a ___ young lady. 8. He always remembers to say 'please' and 'thank you'. He's very ___. 9. She always cares about others and she is friendly. She is ___. 10. He feels nervous when he meets or speaks to other people. He is ___.

b) For each of the 10 adjectives above find in the list below the best adjective which describes the opposite kind of person.

- | | | |
|------------------|-----------------|------------------|
| (a) impolite | (d) unselfish | (g) well-behaved |
| (b) hard-working | (e) pessimistic | (h) sociable |
| (c) sad | (f) unsociable | (i) unkind |
| | | (j) untidy |

11. Fill in the gaps with prepositions where necessary.

Mary Smith is a woman ... thirty-four. She graduated ... the university twelve years ago. She works ... a lecturer now. She teaches German ... a college. She usually goes ... the college ... eight o'clock ... the morning and gets ... home ... three ... the afternoon. Eleven years ago, she married ... John. Now John is ... late thirties. He works ... an office. John goes sports. He plays ... tennis ... every weekend. Mary and John have two children. Their daughter Ann is a girl ... ten. She goes ... school. She spends eight hours ... school every day. ... home she does her homework and helps ... her mother. Ann is fond ... music. She plays ... the piano. Their son Tommy is a boy ... four. Tom likes to listen ... fairy tales. John takes Tom ... the nursery school every morning. They have a dog Jerry. They take him a walk ... the morning. ... the evening the family like to play ... different games together. Mary's and John's parents don't live ... them. They live ... the country. ... summer Mary takes the children ... the country and they stay ... their grandparents.

12. Translate into English.

1. У дитинстві Лілі була негарною, але зараз вона така вродлива. Вона схожа на свою матір – у них обох світле кучеряве волосся і блакитні очі. 2. Твоя старша сестра одружена? – Ні, вона не одружена. Але вона збирається вийти заміж. – А хто її майбутній чоловік? – Джон. Вони обоє працюють у тій самій фірмі. – Чим він займається? – Він юрист. 3. Твоя свекруха так молодо виглядає. Скільки їй

років? – Їй трохи за п'ятдесят, але вона не виглядає на свій вік. 4. Вчора друг нашої дочки приходив до нас. – Він тобі сподобався? – Знаєш, мені не дуже подобаються чоловіки, які носять довге волосся, але він такий дотепний! 5. Ви з братом близнюки? – Так, і ми дуже схожі. Навіть наші подруги не розрізняють нас. 6. Я не хочу, щоб ти мала щось спільне з тим чоловіком! – Боюсь, мамо, що це неможливо. Ми любимо один одного і збираємося одружитися. 7. Скільки років твоїм бабусі і дідусеві? – Дідусеві вісімдесят п'ять, а бабуся на два роки молодша. 8. Тут так темно. Я боюсь залишатися тут сама. – Але ти вже не немовля! Скоро ти будеш повнолітньою! 9. Якийсь чоловік приходив годину тому. Він хотів поговорити з тобою. – Як він виглядав? – Він середніх років, досить високий. У нього темне кучеряве волосся, трохи сиве. – У нього були вуса і борода? – Так. – Я думаю, що то був дядько Дейв. 10. Маріїні діти такі виховані і скромні. – Я згодна з тобою. До речі, а де її найстарший син? – Хіба ти не знаєш? Він працює журналістом. Він такий розумний.

SPEECH EXERCISES

1. a) Read Text A and answer the following questions:

- 1) How many brothers and sisters did Granny have?
- 2) What were the twins' names?
- 3) Was Alice the same age as Granny?
- 4) Why didn't people consider Alice pretty?
- 5) Why was Granny closest to her brother James?
- 6) Who did Henry look like?
- 7) Were the twins pretty children?
- 8) Which children had fair hair?
- 9) Was Granny's mother kind?
- 10) Was Granny afraid of her father?

b) Learn Text A by heart. Roleplay it with a partner.

c) Speak on Granny's family as if you were her daughter.

2. a) Read Text B and say which parts describe Aunt Emily's face and body, her likes and dislikes, her habits.

b) Retell Text B.

c) Describe someone you know in the similar way. Include the following: physical facts and description, likes and dislikes, habits, your opinions.

3. Read the text. Which piece of information do you find the most interesting? Unexpected? Useful? Do you know similar information about names in Ukraine?

Did you know that:

- the most common surname in English is Smith! A 'smith' was a person who made things from metal. The same name translated is also very common in many European languages.
- in Britain, your first name is more important than your middle name. But in Germany, for example the opposite is true.

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- in English, you don't use the titles 'Mr', 'Mrs' and 'Miss' as often as in other languages. So for example you cannot say Mr Peter or Mrs Christine. In most languages you can address a stranger with the words 'Mr', 'Mrs' or 'Miss' (translated of course). This is not 'correct' English.
- nowadays it is becoming more and more common for girls and women to use the 'new' word 'Ms' (instead of Mrs or Miss).
- in 2012, the five most popular boys' names in Britain were: 1 Harry, 2 Jack, 3 Oliver, 4 Charlie, 5 James. Sixty years earlier, when the grandfathers of these boys were born, the five most popular names were: 1 David, 2 John, 3 Peter, 4 Michael, 5 Alan.
- in 2012, the five most popular girls' names were: 1 Amelia, 2 Lily, 3 Emily, 4 Sophia, 5 Isabelle. In 1950, they were: 1 Susan, 2 Linda, 3 Christine, 4 Margaret, 5 Carol.
- some of the most embarrassing surnames in Britain are Longbottom, Smelly, Death, Eatwell and Rainwater.
- the most common first name in the world is Mohammed and the most common surname is Chang. But nobody in the world has the name Mohammed Chang!
- black parents in Britain choose much more original names for their children than white parents. Some typical 'black' names are: Byron, Winston, Curtis, Ashley, Latoya, and Ebony.

4. Read the text and do the tasks below.

The Happiest Person in Britain

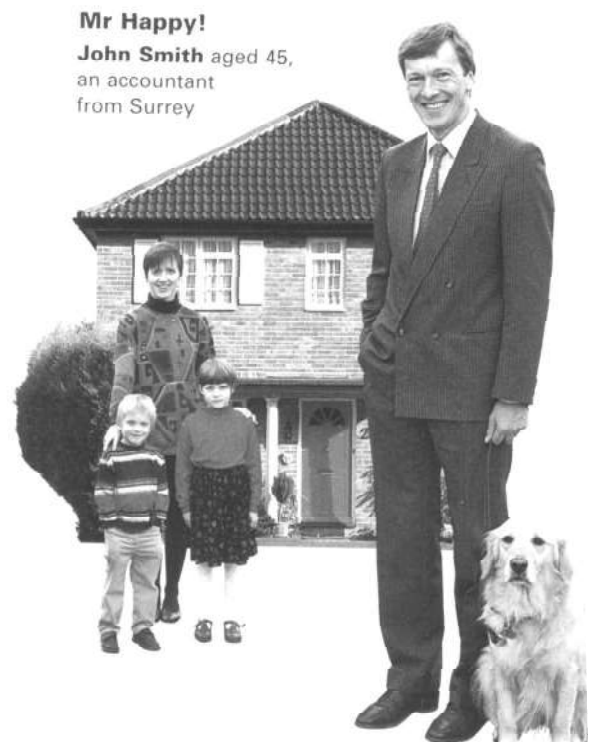
The happiest person in Britain today is a professional married man between the ages of 35 and 54. He lives in the south of England but not in London. He owns a comfortable, detached house and has two children.

What does he do?

He has a steady job in an office in London. After a hard day at work, he relaxes in front of the television or watches a video. He doesn't go out every evening, but two evenings a week he meets friends for a drink in the local pub. He owns a pet, usually a dog, and takes it for a walk every day after work. He spends on average £400 per week.

Where does he go?

At the weekend, he regularly eats in restaurants, goes to see shows, and plays a sport (usually golf). Most weekends he puts on a pair of old blue jeans, and potters in the garden. He usually goes on holiday abroad more than once a year.



What does his wife do?

His wife is happy, too, but not quite as happy. She runs the home and has a job, but she doesn't earn as much as her husband.

a) Ask and answer questions about John Smith.

Model: ... married: *Is he married? – Yes, he is.*

- a. Where... live?
- b. What ... do?
- c. How many children ...?
- d. How ... relax after work?
- e. How much ... per week?
- f. What ... do at the weekend?
- g. How often ... holiday abroad?

b) Ask and answer the same questions with a partner.

Model: *Are you married? – I'm not.*

c) John Smith's lifestyle doesn't seem very exciting.

- Why do you think he is so happy?
- Why is his wife less happy?
- Do you think men are generally happier than women in your country?

5. Speak on a) your family; b) your friend's family; c) your future family.

6. Read the text about family in Britain. Work in pairs. Discuss the questions below.

The Family in Britain

Women now have an average of 1.62 children. It is normal now for a British woman to have her first child when she is 29 years old. 31% (per cent) of parents are not married. 23% of children live with one parent, usually the mother. On average, 40% of marriages end in divorce.

- 1) How many children do women have in your country?
- 2) Is divorce common in your country?
- 3) Are the statistics for Britain similar in your country?

7. You have many relatives on your mother's side and on your father's side. Draw your family tree. Work in pairs. Tell your partner something interesting about each of your relatives.

8. Make up dialogues on the followings situations:

- 1) Your friend is showing you her/his family photos. You are very interested in her/his family and ask her/him a lot of questions about her/his relatives.
- 2) You've invited your boy-/girl-friend to your place to introduce him/her to your parents. Your parents ask him/her questions about his/her family, they wonder where he/she is from, what he/she is fond of, what he/she is.
- 3) Your friend moved to another town and got married. You are glad to meet her in five years. Ask her where she lives, what is her husband, if she has children and if she is happy in her family life.

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9. a) Work in pairs. Discuss these questions about your country.

How old are people when they leave the family home?

How old are people when they get married?

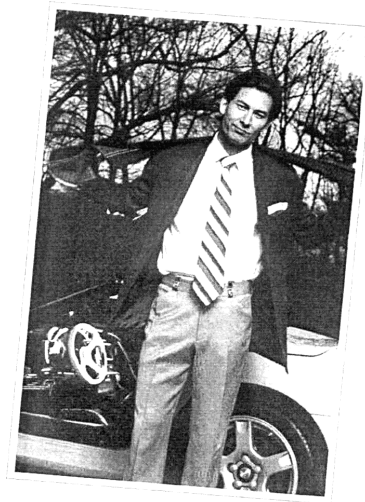
b) Read the article about the Castle family. What is the problem?

He Still Lives with his Parents

THE CASTLE FAMILY

Andy Castle lives in Brighton. He's not married. He has a nice car and a good job.

Andy Castle lives with his parents, in his parents' house. He's thirty-seven years old.



His mother's opinion

It isn't a problem. Andy is a very good boy. He doesn't have parties in the house.

Why does Andy live at home?

Because he likes it here. He helps me around the house. It's not a problem. I have a daughter Emily, but she doesn't live at home. Andy is my only son.

His father's opinion

It's not right. His mother says he's a good boy ... well, he's a man! And a thirty-seven-year old man doesn't live with his mother and father. What about a family for Andy? I want to be a grandfather!

Why does Andy live at home?

I don't understand. He has money, he's a handsome young man. I love him, but it's better for Andy if he has his own house or flat.

Andy's opinion

It's fine. My father isn't very happy, but that's his problem. I don't have a girlfriend right now. When I meet the right girl, I'll get married and leave home.

Why do you live at home?

I have great parents, and I'm very happy to live with them. I like my house. A lot of my friends live at home.

c) Read the article again and choose the correct word.

- 1 Andy *is/isn't* 32 years old.
- 2 Andy *has/doesn't have* a car.
- 3 His mother *wants/doesn't want* Andy to live at home.
- 4 Emily *lives/doesn't live* with Andy.
- 5 Andy *is/isn't* married.
- 6 His father *loves/doesn't love* Andy.
- 7 Andy *likes/doesn't like* his house.

d) What's your opinion? Do you know a person in Andy's situation?

10. Tell a life-story of your friend/your parents/sister etc. Say when and where she/he was born, speak on her/his early childhood, school years, marriage, children, job, hobby.

11. a) Describe 1) your best friend; 2) a neighbour; 3) your ideal of a handsome man/beautiful woman, giving information about their hair, face, height, build and general appearance.

b) Now in the same way, describe somebody very famous, e.g. pop star/politician, give some extra information about them and see if someone else can guess who you are describing.

12. Put the letter in the right order. Answer it.

*Dear Miriam,
and very intelligent, too.
They are dark and very good-looking,
We've got two children:
I'm Spanish, from Barcelona.
Here's a photograph.
I am tall and dark,
our daughter Rosa is four,
My name is Teresa Riera.
I speak Catalan, Spanish, and a little French
and my husband Patricio is an artist.
I am an English student at a language school.
I'm a photographer for a fashion magazine,
Please write.
and Patricio is tall and fair,
and our son Antonio is two.
Yours sincerely, Teresa*

13. You are going to meet someone at the station who doesn't know you, so you are to writing a letter describing your appearance.

<i>Write your address here</i> <i>Write the date here</i>
<i>Dear ...,</i> <i>I am looking forward to meeting you at the station next Monday. I will be there at ten o'clock and will wait for you on platform five.</i> <i>(Describe your appearance)</i> <i>Yours sincerely,</i> ...

14. Here are some factors which may be important for appearance. Which do you think to be the most important? Add any others that you think are important.

clean hair clean clothes clean shoes
new clothes fashionable clothes informal clothes

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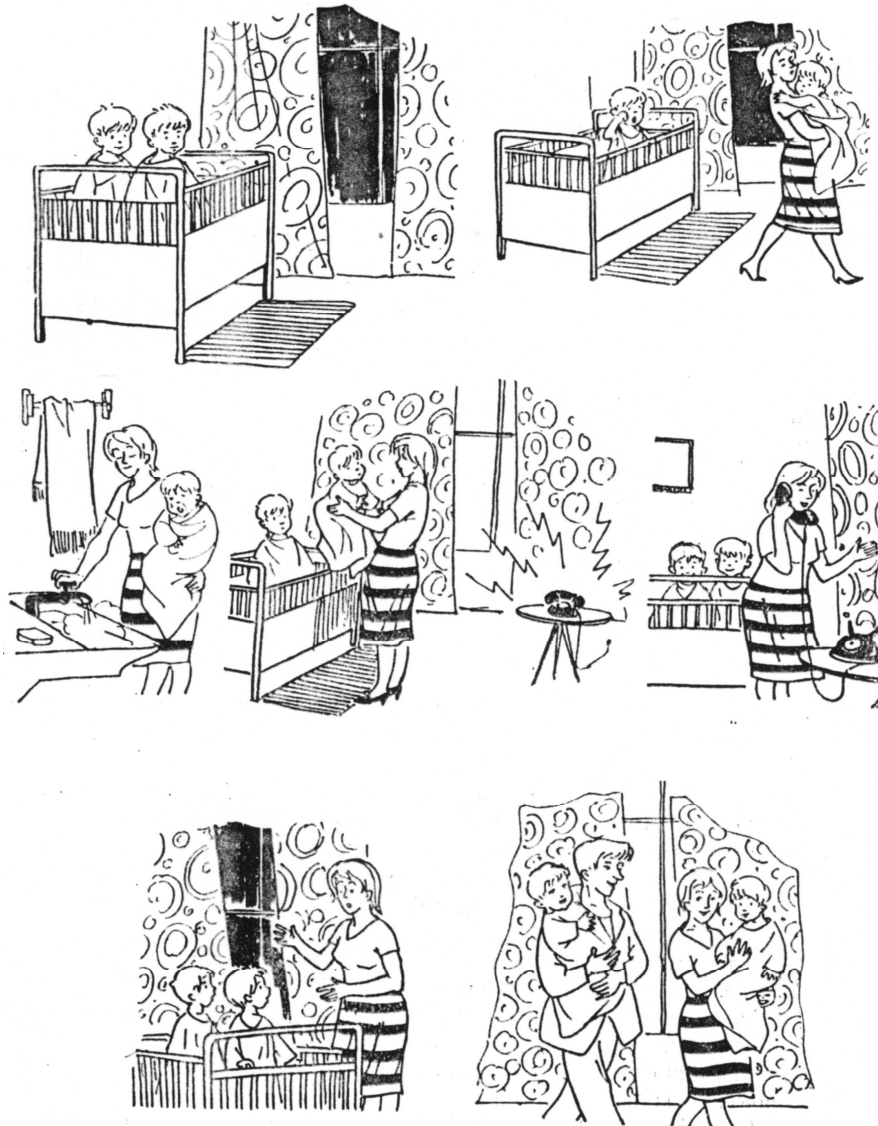
bright jewellery expensive jewellery one piece of jewellery
 a big smile a friendly expression a serious expression
 a straight back bright eyes white teeth strong shoulders long legs
 Others _____

Choose three the most important factors for these people. Add two other kinds of people to the list.

	Three important factors		
a politician			
a teacher			
a supermodel			
a salesperson			
a....			
a....			

Compare your choices with other people. What thoughts helped you to make your choices?

15. a) Look at the pictures below and make up a story based on them. b) Do you know any families with twins? What are they like?



16. Complete the dialogue with the words from the box. Act it out.

business-student	leave	do	pretty	in fact
boy-friends	indeed	name	too	really

- Hallo, Dan. How are you?
- Oh, hi Andrew. Not bad.
- How is your mother?
- Oh, very well, thank you. And how are you?
- Fine, thank you. Very fine, _____. I've got a new girl-friend.
- _____? I've got a new girl-friend, _____.
- Oh, is she _____?
- Pretty, clever and well-bred.
- What does she _____?
- She is a business-student.
- Oh, my girl-friend is a _____, too.
- Is she English?
- No, she is American, _____.
- American? From Washington?
- Yes.
- Is she going to _____ the college in a year?
- Yes.
- And her _____ is Greta!
- Well, yes. Do you mean ...
- Surely. I think Greta has got two new _____.

17. a) Professor Max Schmidt is a psychologist. He believes that people's favourite colours tell us a lot about their personalities. Which of the following colours is your favourite?

Red Blue Yellow Green Violet Pink

b) Read what your favourite colour says about your personality. Do you agree?

Personality Types

- Red** You are extravagant. You like a good life.
Blue You are a bit immature. You seem younger than other people.
Yellow You are quite independent and you like being alone.
Green This suggests that you are lively and energetic.
Violet This means that you are easygoing and calm.
Pink This can show you are sometimes thoughtless.

18. Explain the idioms. Make up dialogues with them.

- a) to turn over a new leaf;
- b) cat-and-dog life;
- c) to be born with a silver spoon in the mouth.

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19. Read about your type of personality in the text below. Is it true? Write a few sentences about yourself, about your parents, and friends.

Model: It is true that I am energetic, but I do not think that I am bossy, and I do not agree that I am often bad-tempered. I look calm, but actually I am rather nervy.

Aries ['æri:z]: energetic, bossy, often bad-tempered, warm, generous, sensitive, artistic.

Taurus ['tɔ:rəs]: hardworking, calm, friendly. Interested in business, money, friends and family.

Gemini ['dʒemɪnaɪ]: clever, witty, very talkative, changeable. Interested in books, people and ideas.

Cancer ['kænsə]: humorous, conservative, often happy, anxious and shy. Interested in history.

Leo ['li:əʊ]: proud, bossy, independent; either very tidy or very untidy; passionate and generous.

Virgo ['vɜ:gəʊ]: practical, punctual, critical, hardworking, perfectionist. Interested in nature.

Libra ['li:brə]: friendly, energetic (but also lazy), pleasant, argumentative. Interested in sport, animals.

Scorpio ['skɔ:piəʊ]: brave, sometimes violent, extremist, possessive, passionate. Often very religious.

Sagittarius [ˌsædʒɪ'teəriəs]: talkative, self-confident, cheerful. Interested in sport, travel, living dangerously.

Capricorn ['kæprɪkɔ:n]: conservative, polite, serious, sociable, but shy. Interested in home, politics, people.

Aquarius [ə'kweəriəs]: tolerant, sociable, but unstable. Interested in sport and politics. Often brilliant or mad.

Pisces ['paɪsi:z]: sensitive, emotional, imaginative, artistic, depressive. Very interested in themselves.

20. a) Do the personality quiz below to discover what sort of person you are. Write Y for Yes, N for No and S for Sometimes.

What sort of person are you?

1. Are you usually smiling and happy?
2. Do you enjoy the company of other people?
3. Do you find it difficult to meet new people?
4. Is it important for you to succeed in your career?
5. Does your mood change often and suddenly for no reason?
6. Do you notice other people's feelings?
7. Do you think the future will be good?
8. Can your friends depend on you?
9. Is your room often in mess?
10. Do you get annoyed if you have to wait for anyone or anything?
11. Do you put off until tomorrow what you could do today?
12. Do you work hard?
13. Do you keep your feelings and ideas to yourself?
14. Do you often give presents?
15. Do you talk a lot?
16. Are you usually calm and not worried by things?

b) Work in pairs. Ask your partner to do the quiz about you. Compare your ideas and your partner's ideas about you. Are they the same?

c) Match these adjectives with the questions in the quiz. Which qualities are positive and which are negative? Which can be both?

- | | | | |
|---------------|--------------|-----------------|---------------|
| a) untidy | e) reserved | i) lazy | m) easy-going |
| b) optimistic | f) shy | j) generous | n) reliable |
| c) sociable | g) impatient | k) moody | o) cheerful |
| d) talkative | h) ambitious | l) hard-working | p) sensitive |

21. What makes a good friend? Make up a list of qualities you like your friends to have. Work in pairs. Describe your ideal friends.

DO THE SELF-TESTS

Test 4.4. Put each of the following verbs in the correct space in the passage. Speak on Freddie Fox's life as if you were the interviewer.

bring up	settle down	move	become	come from
leave	educate	was born	grow up	play for

Interviewer: Freddie, you're Scotland's number one footballer. Tell us about your early life. Where were you born?

Freddie Fox: Well, I (a) ___ in the North of Scotland 22 years ago. I (b) ___ a small, quiet village. It was a nice place for a child to (c) ___ and in the future I'd like to (d) ___ my own children in the country.

I: And where did you go to school?

F: Well, education is sometimes a problem in the country. My parents couldn't (e) ___ me themselves so I had to travel several miles to the nearest school. But then my father had to (f) ___ to Glasgow for his work.

I: And you were invited to (g) ___ Rangers Football Club.

F: That's right. I was 16 so I was able to (h) ___ school and (i) ___ a professional footballer.

I: And what about the future?

F: Well, I don't know. I'm still young. I'll get married. I'll play football as long as I can. When I stop, I hope to get a job as a club manager. And finally I'd like to (j) ___ in the North of Scotland again.

Test 4.5. Read the text and choose the right continuations for the sentences below.

WHY DO PEOPLE LOOK LIKE THEIR PARENTS?

People's appearance (like that of animals and plants) depends on things called genes. Genes are found in the cells of people's bodies, and they are passed on from parents to children. A child has some genes from its father and some genes from its mother.

Here are some facts about eyes. Many Europeans and Americans can have blue, green or brown eyes. But a brown-eyed person, for example, may also carry genes for another colour in his/her body. So, two brown-eyed or green-eyed parents may not have a child with the same colour eyes. If a child's father and mother both have brown

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eyes, the child will probably also have brown eyes, but this is not certain.

If one parent has got blue eyes and one has got brown eyes, their children may have either blue eyes or brown eyes, but most will probably have brown eyes. (The gene for blue eyes is 'recessive' and the gene for brown eyes is 'dominant'! It means that if a child gets a gene for blue eyes and also a gene for brown eyes from its parents, brown will 'win', and the child's eyes will be brown, not blue.)

People only have blue eyes if their bodies are carrying no genes for other eye colours. So, if both parents have got blue eyes, their children cannot have eyes of another colour.

1. If both parents have got blue eyes, their children:
 - a) will certainly have blue eyes,
 - b) will probably have blue eyes,
 - c) may have blue eyes.
2. If both parents have got brown eyes, their children:
 - a) will certainly have brown eyes,
 - b) will probably have brown eyes,
 - c) may have brown eyes.
3. If one parent has got blue eyes and one has got brown eyes, their children:
 - a) will certainly have blue eyes,
 - b) will probably have blue eyes,
 - c) may have either blue eyes or brown eyes,
 - d) will probably have brown eyes,
 - e) will certainly have brown eyes.

Unit 5

Grammar: 1. Structure 'There is/are'

2. Modal verbs

Topic: Home

Text A: The Brown's Flat

Text B: An American Home

STRUCTURE *THERE IS/ARE*

Щоб повідомити про місце перебування нового (тобто такого, який не згадувався раніше) об'єкта, вживаються речення із конструкцією *There is/are*. Вони будуються за такою схемою:

There + to be у необхідній формі + підмет + обставина місця.

There is a computer in my room. – У моїй кімнаті є комп'ютер.

There are some bookshelves there. – Там є кілька книжкових полиць.

У минулому часі вживаються форми *there was/were*, у майбутньому – *there will be*:

There was a woman in the room.

There were some children there too.

There will be a new school here soon.

Дієслово вживається в однині, якщо підмет виражений злічуваним іменником в однині або незлічуваним іменником:

There is a vase on the table. – На столі (стоїть) ваза.

There is some water in the vase. – У вазі є трохи води.

Якщо підмет виражений злічуваним іменником у множині, дієслово вживається у множині:

There are some/five flowers in the vase. У вазі – кілька/п'ять квіток.

Якщо у реченні є кілька однорідних підметів, дієслово узгоджується з першим із них:

There is a teacher and some students in the room.

There are some students and a teacher in the room.

Щоб утворити питання, **to be** у необхідній формі ставиться перед **there**:

Is there a cake in the box? – У коробці (є) торт?

Were there any mistakes in the test? – У контрольній роботі були помилки?

Will there be a garden behind your house? – Позаду будинку буде сад?

What is there in the box?

Unit 5

Для утворення заперечного речення після дієслова ставиться **no** або **not any**. У розмовній мові часто вживаються скорочені форми: **there isn't**, **there aren't**, **there wasn't**, **there weren't** [wɜ:nt], **there won't be**:

There isn't any child in the room. – У кімнаті немає (ніякої) дитини.

There isn't any milk in the fridge. – У холодильнику немає молока.

There is no time for this work. – Для цієї роботи немає часу.

There aren't any books here. – Тут немає (ніяких) книг.

There were no students in the classroom. – В аудиторії не було студентів.

There won't be any boys there. – Там не буде хлопців.

Примітка 1. З конструкцією **there is/are** вживаються тільки іменники з неозначеним артиклем (злічувані в однині) або без артикля (у множині або незлічувані). Іменники з означеним артиклем у цій конструкції зазвичай не вживаються.

Примітка 2. Слово **there** [ðə(r)] є ввідним і не перекладається. У реченнях з обставиною місця 'там' у кінці речення вживається ще одне **there** [ðeə(r)].

There were many nice things there. – Там було багато гарних речей.

Примітка 3. На українську мову речення з цією конструкцією перекладаються, починаючи з обставини місця:

There is a vase on the table. – На столі ваза.

Відповідно, для перекладу на англійську мову речень, що починаються з обставини місця вживається конструкція **there is/are**:

У моїй кімнаті знаходиться (є) комп'ютер. – *There is a computer in my room.*

Речення, які починаються з іменника, перекладаються інакше, причому іменник вживається з означеним артиклем:

Комп'ютер знаходиться у моїй кімнаті. – *The computer is in my room.*

MODAL VERBS

Модальні дієслова не мають лексичного значення, не називають дію, а виражають ставлення до дії (здатність, можливість, необхідність тощо зробити що-небудь). Дія передається повнозначним дієсловом, яке стоїть після модального.

Модальні дієслова мають деякі спільні риси:

1. У них немає форм інфінітива і дієприкметника.
2. У них немає категорії числа і особи.
3. Інфінітив повнозначного дієслова вживається після модальних дієслів без частки **to**.
4. Вони не вживаються у наказовому способі (the Imperative Mood).
5. У реченні вони виконують функцію присудка (разом із повнозначним дієсловом).
6. В усному мовленні модальні дієслова зазвичай не наголошуються (крім загальних запитань, коротких заперечних форм і коротких відповідей) і мають редуковану форму.

THE MODAL VERB CAN

Модальне дієслово **can** має загальне значення здатності, можливості. Воно має дві часові форми – теперішню і минулу – **can** і **could**:

She couldn't swim last year, but now she can swim very well. – Вона не вміла плавати минулого року, але зараз вона дуже добре вміє плавати.

Щоб утворити запитання, ставиться **can (could)** перед підметом:

Can you swim? – Ти умієш плавати?

Could he really read at the age of three? – Він справді міг читати у три роки?

Where can I meet you? – Де можна з тобою зустрітися?

Запитання до підмета:

Who can sing this song? Which of you could wake without an alarm-clock?

Заперечна форма утворюється додаванням частки **not** (скорочено **can't, couldn't**):

I cannot play the piano. – Я не вмію грати на піаніно.

He could not speak at the age of two. – Він не вмів розмовляти у два роки.

He can't do this, he is busy. – Він не може це зробити, він зайнятий.

We couldn't see anything. – Ми не могли нічого (по)бачити.

Модальне дієслово can виражає:

1. Здатність (фізичну, розумову) та можливість:

I can swim. – Я вмію плавати.

My son could read when he was four. – Мій син умів читати у чотири роки.

He can come any minute. – Він може прийти будь-якої хвилини.

Примітка. У значенні “здатність, можливість” **can (could)** має синонім – вираз **to be able to**. **Can (could)** вживається, коли говоримо про здатність або можливість загалом, **to be able to** – у певній ситуації (особливо в минулому):

I can dance but I am not able to dance now because I don't feel well. – Я вмію танцювати, але не можу танцювати зараз, тому що погано почуваю себе.

He lived in London then, so he could read English newspapers every day. – Він жив тоді в Лондоні, отже міг читати англійські газети щодня.

I'm very glad that you were able to come. – Я дуже рада, що ви змогли прийти.

У майбутньому часі у значенні “здатність, можливість” вживається вираз **to be able**:

I'll be able to do it tomorrow. – Я зможу зробити це завтра.

When will you be able to come and see us? – Коли ви зможете провідати нас?

2. Дозвіл, запитання про дозвіл, прохання (у підкреслено ввічливих проханнях вживається **could**):

Can I take this book? – *Certainly, you can.* – Можна взяти цю книгу? – Звичайно, можна.

Can I see you tomorrow? – Можна зустрітися з вами завтра?

Could you help me, please? – Чи не могли б Ви мені допомогти, будь-ласка?

Примітка. У значенні “дозвіл, прохання про дозвіл” **can** має синонім **may**, який вживається в більш офіційних ситуаціях.

May I come in? – *Yes, you may.* – Чи можу я увійти? – Так, заходьте.

THE MODAL VERB **MUST**

Модальне дієслово **must** має загальне значення обов'язку, необхідності. Воно не має часових форм. Питальні і заперечні речення утворюються за аналогією з модальним дієсловом **can**:

Must he come at once?

Why must we do this?

He must not shout.

They mustn't [mʌsnt] open the window.

Модальне дієслово **must виражає:**

1. Зобов'язання (*obligation*), обов'язок (*duty*), необхідність (*necessity*), наказ (*order*). У цьому значенні **must** вживється у стверджувальних і питальних реченнях, що стосуються теперішнього і майбутнього часу:

I must attend classes. – Я повинна відвідувати заняття.

Must he discuss it with you? – Він мусить обговорити це з тобою?

У цьому значенні **must** має синонім – **to have to**. Він вживається у минулому (**had to**), теперішньому (**have/has to**) і майбутньому (**will have to**) часах:

I had much work to do, so I had to get up early. – У мене було багато роботи, отже довелося встати рано.

We have to do this work as soon as possible. – Ми повинні зробити цю роботу якомога швидше.

You will have to meet him after classes. – Тобі доведеться зустрітися з ним після занять.

Іноді у теперішньому і майбутньому часах вони відрізняються за значенням: **must** передає необхідність, висловлену мовцем, **to have to** – необхідність, зумовлену обставинами (*circumstantial necessity*):

I must do it today, I can't leave it for tomorrow. – Я повинен зробити це сьогодні, я не можу залишити це на завтра.

Our relatives came to see us so I have to stay at home. – Наші родичі приїхали провідати нас, отже я змушений залишатися вдома.

Примітка 1. Питальна і заперечна форми дієслова **to have to** як утворюються за допомогою допоміжного дієслова **do**). Питальні речення передають запит про необхідність виконання дії:

Must we go there at once? – Нам треба йти туди негайно?

When do I have to do it? – Коли я повинен це зробити?

Did you have to do this exercise? – Тобі потрібно було зробити цю вправу?

Примітка 2. Щоб запитати про інструкції чи розпорядження використовується також **shall**:

Shall I repeat the sentence? – Мені (слід) повторити речення?

Примітка 3. Іноді у питаннях **must** має відтінок роздратування, небажання щось робити і перекладається як “чи обов'язково повинен”:

I am very tired. Must I do it now? – Я дуже втомлений. Чи обов'язково я повинен робити це зараз?

Примітка 4. Відсутність необхідності робити щось передається за допомогою *don't have to* або *needn't* (*mustn't* означає заборону (див. нижче):

You don't have to do this today. – Вам не потрібно (немає необхідності) робити це сьогодні.

Shall I learn the poem by heart today? – No, you needn't. You can do it tomorrow. – Я повинен вивчити вірш напам'ять сьогодні? – Ні, не треба. Можеш зробити це завтра.

2. Настійливу пораду, запрошення (*insistant advice, invitation*):

You must come and have dinner with us. – Ви (обов'язково) повинні прийти пообідати з нами.

You must read this book, it's very interesting. – Ти мусиш прочитати цю книгу, вона дуже цікава.

Примітка. Пораду виражає також модальне дієслово *should* (*shouldn't*):

You should spend more time in the open air. – Тобі слід проводити більше часу на свіжому повітрі.

You shouldn't work so much. – Тобі не слід так багато працювати.

3. Заборону (*prohibition*) (у заперечній формі *must not* (*mustn't*):

You mustn't play with matches. – Тобі не можна (заборонено) гратися сірниками.

Visitors mustn't feed the animals. – Відвідувачам заборонено годувати тварин.

GRAMMAR EXERCISES

1. Read and translate the poem. Learn it by heart.

In space there is a galaxy.

In the galaxy there is a sun.

Near the sun there is a planet.

On the planet there is an ocean.

Near the ocean there is a continent.

On the continent there is a country.

In the country there is a city.

In the city there is a park.

In the park there is a house.

In the house there is a bedroom.

In the bedroom there is a bed.

And in the bed, there is ... me.

2. Express your surprise at the following information.

Model: There is a TV-set in each room. – *Is there really a TV-set in each room?*

1. There are fifteen students in our group.
2. There are 2000 pages in this book.
3. There is an article about you in the newspaper.
4. There will be much snow this winter in Ukraine.
5. There will be a skating rink here next year.
6. There was a park there in my childhood.
7. There were twelve children in my granny's family.
8. There will be some new boys at

5. Disagree with the following.

Model: There is a pen on the desk. (under the desk). – *Oh, no. There isn't any pen on the desk. But there is a pen under the desk.*

1. There are some apples in the fridge (on the table). 2. There is a magazine on the shelf. (on the chair). 3. There is some money in the bag. (in the pocket) 4. There are some children in the yard. (in the garden) 5. There is some milk in the cup. (in the glass) 6. There is a bag in the hall. (in the kitchen) 7. There were some dogs near the house. (in the park) 8. There was a vase on the table. (on the shelf) 9. There will be a cinema here. (in Boston Street) 10. There will be some bushes in front of the house. (behind the house) 11. There was a picture on this wall. (that wall) 12. There will be a TV set in this corner. (by the window)

6. Mr Reed worked hard the whole night. He drank a lot of coffee and left the mugs all over his study. Say what Mrs Reed saw when she entered her husband's study in the morning. Make use of the words in the box.

Model: *There was a mug near the briefcase.*



briefcase
shelf
desk
computer
diary
lamp
bag
door
window

7. Architects are making a project of a new hotel. Study their notes and say what it will be like.

Model: *There will be two restaurants at the hotel.*

In every room:

two beds

two arm-chairs

a television

an air conditioner

a telephone

At the hotel:

two restaurants

four tennis courts

two parking lots

a swimming pool

a bar

Unit 5

8. Read and translate the proverbs. Illustrate them in short dialogues.

1. Where there is a will there is a way.
2. There is no place like home.
3. There is no rule without exception.

9. Translate the sentences.

1. У моєму диктанті було багато помилок, і я отримала погану оцінку. 2. На дворі багато снігу. 3. Що у тій сумці? – Там кілька бутербродів і пляшка води. 4. Скільки студентів у твоїй групі? – Зараз у нашій групі 10 студентів. А минулого року нас було дев'ятеро. 5. У кожній кімнаті є телевізор. 6. Під ліжком миша! – Це неможливо! У будинку немає мишей. 7. У нашому місті немає кінотеатру, але є театр. 8. Подай мені журнал, будь-ласка. Він на столі. – На столі немає ніякого журналу. Там лише кілька газет. 9. Де моя нова сукня? – Сукня у твоїй кімнаті. 10. У твоїй кімнаті для тебе є сюрприз. 11. У новій школі буде плавальний басейн? – Так, там буде плавальний басейн і два спортивних майданчики. 12. Вибачте, вони зараз не в офісі. Вони на зустрічі. 13. На полицях багато пилу. 14. Десять років тому тут був парк, а зараз тут супермаркет.

10. Translate the sentences into Ukrainian. Comment on the usage of *can (could)*, *may* and *to be able to*.

1. Mike can run very fast. 2. They can understand French. 3. Kate can speak English well. 4. My brother can come and help you in the garden. 5. They can phone any time, so stay at home. 6. Can you help me with mathematics? 7. His little sister can walk already. 8. We were not able to come in time as our bus was late. 9. I'm not able to understand anything – I have a bad headache. 10. This old woman cannot sleep at night. 11. His sister can cook very well. 12. You may use my car while I'm on holiday. 13. May I close the window? It's cold here. 14. Could I ask you a question? 15. Father won't be able to go the country with us, he'll be busy.

11. Say that you, your friend or somebody else can/could also do it.

Model: Ann can speak English very well. – *Mary can also speak English well.*

1. Jane can dance very well.
2. My mother can speak two foreign languages.
3. Mike could swim when he was three years old.
4. My cousin can skate very well.
5. Sam can drive a car.
6. My father could ride a bike at the age of seven.
7. Our grandmother could cook when she was ten.
8. My brother could read when he was four.
9. Dave can write poems.
10. Sally can knit very well.

12. Work in pairs. Discuss which of the things below computers can do now and what you think they will be able to do in the future.

Model: *Computers can count very well. Computers can't smell, but I think they will be able to do it in the future.*

- | | | |
|-------------------------|-----------------------|-------------------|
| 1) count | 6) have conversations | 11) play chess |
| 2) smell | 7) write books | 12) do crosswords |
| 3) forecast the weather | 8) think | 13) hear |
| 4) check spellings | 9) translate | 14) see |
| 5) make music | 10) speak English | 15) love |

13. Read the advertisements and information about Martha, Frank, Les and Rosa. Answer the questions below.

Model: Can Martha work as babysitter? – *Martha can work as babysitter because she can swim and ride a horse.*

Can Rosa work as babysitter? – *Rosa can't work as babysitter because she can swim, but she can't ride a horse.*

WANTED
SECRETARY
 Type 70 words per minute.
 Need to speak Spanish.

WANTED
SUMMER BABYSITTER
 Take two small children to the beach every day.
 Also, go horseback riding with ten-year-old girl.

DRIVER WANTED
 Drive truck to airport every day.
 Pick up boxes and deliver to downtown offices.

WANTED
SUMMER CAMP WORKER
 ♦ Teach children the guitar
 ♦ Also work with children in art class

	Martha	Frank	Les	Rosa
draw	no	no	yes	yes
drive	yes	no	yes	no
lift 100 pounds	no	no	yes	yes
play the guitar	no	yes	no	yes
ride a horse	yes	no	no	no
speak Spanish	no	yes	no	yes
swim	yes	yes	no	yes
type	yes	yes	no	no

1. Can Les work as babysitter?
2. Can Les work as driver?
3. Can Frank work as secretary?
4. Can Rosa work as summer camp worker?
5. Can Frank work as driver?
6. Can Martha work as secretary?
7. Can Rosa work as driver?

Unit 5

8. Can Les work as summer camp worker?
9. Can Martha work as summer camp worker?
10. Can Les work as secretary?

14. Ask your partner questions as in the model.

Model: stand on your head

- *Can you stand on your head?*
- *Yes, I can./No, I can't.*
- *Could you stand on your head in your childhood?*
- *No, I couldn't./Yes, I could.*

- | | |
|----------------------------------|------------------------------------|
| - speak another foreign language | - play a musical instrument |
| - remember new people's names | - draw |
| - use a washing machine | - ride a horse |
| - write very quickly | - write poetry |
| - sing a song in English | - knit a jumper |
| - cook for yourself | - type quickly |
| - use a computer | - do crosswords |
| - ski | - touch your nose with your tongue |
| - drive a car | - count to ten in three languages |
| - cook a meal for six people | - swim 500 metres |

15. Answer the questions as in the model.

Model: Can he have a talk with me now? – *No, he can't have a talk with you now. But he will be able to do it in an hour.*

1. Can you help me now?
2. Can we meet today?
3. Can you answer these questions?
4. Can he come today?
5. Can you buy a car this year?
6. Can you go on a holiday in a month?
7. Can you go to the seaside this week?
8. Can you write to me at once?
9. Can I phone them now?
10. Can we watch TV now?
11. Can we go on an excursion this weekend?
12. Can I see your friend today?

16. Using the prompts explain why you or somebody else wasn't/weren't able to do the following.

Model: Did you dance at the party? – *No, I wasn't able to dance. I was too tired.*

1. Did she sing at the concert yesterday? (to have a sore throat)
2. Did you visit your grandparents last week? (to be ill)
3. Did you buy that coat? (to be too expensive)
4. Did they meet you at the station? (to be very busy)

5. Did your parents go to the seaside last summer? (to have no money)
6. Did you watch the football match yesterday? (to have no time)
7. Did you read the book yesterday? (to have a headache)
8. Did you sleep well? (to be too noisy)
9. Did the children go for a walk? (to be too cold)
10. Did your brother do the task himself? (to be too difficult)
11. Did she translate the article yesterday? (to have no dictionary)
12. Did Ann clean the room? (to be unwell)

17. Make polite requests using *may, can or could* according to the situation.

Model: You're in a friend's room. You're hot and you want to open the window.

Ask your friend.

– *Can I open the window?*

1. You're in an office. You want to use the telephone on the secretary's desk. Ask the secretary.
2. Your classmate has a car, but you don't have one. It's raining, and you want to get a ride. Ask your classmate.
3. You made a mistake. You don't have an eraser, but your classmate has an eraser. Ask your classmate.
4. You're at your neighbours house. You want to have a drink of water. Ask your neighbour.
5. You have a question about something in your grammar book. Ask your teacher.
6. You're at a restaurant. You want to sit at the empty table in the corner. Ask the waiter.
7. You want your fellow-student to give you her/his address.
8. You are carrying a lot of things. You want a stranger to open the door for you.
9. You are having dinner. You want your mother to pass you the salt.
10. You are for the first time in London. You ask somebody to tell you the way to the British Museum.

18. Fill in the gaps with *can, may, to be able to* in the necessary form.

1. ... I come in? 2. Do you think you ... do that by tomorrow? 3. ... see Dr. Green? – Yes, you ... This way, please. 4. ... I use your pen? 5. You ... take this book: I don't need it. 6. ... I ask you to help me? 7. ... you help me? 8. Only a person who knows the language very well ... answer such a question. 9. The car was too expensive. He ... to buy it. 10. He tried to open the door, but he ... 11. They ... come tomorrow. They will be busy. 12. ... (you) come and see me next Sunday at three o'clock in the afternoon?

19. Translate into English, using *can (could), to be able to, may*.

1. Я вміла розмовляти англійською, коли мені було сім років. 2. Моя мама не вміє розмовляти німецькою. 3. Твоя сестра вміє плавати? – Так, вона вміла плавати коли їй було лише п'ять років. 4. Вибачте, що я запізнився. Можна мені увійти? – Так, можна. 5. Твоя донька вміла читати до того, як пішла до школи? – На жаль, ні. Але зараз вона вже дуже добре читає. 6. Мої родичі приїздять сьогодні удень.

Unit 5

Ти зможеш зустріти їх на вокзалі? 7. Вона не може вас зрозуміти, оскільки не знає добре української. 8. У мене немає ручки. Можна взяти Вашу? – Вибачте, не можна. Я вже йду. 9. У минулому році я не вміла кататися на ковзанах, а зараз умію. 10. Я не можу перекласти цей текст. Ти можеш мені допомогти? – Зараз я не можу, але я зможу допомогти тобі увечері. 11. Чи не могли б Ви мені допомогти? Я не розумію цього запитання. 12. Моя бабуся дуже любить читати, але зараз не може читати – у неї проблеми з очима. 13. Чи не міг би ти увімкнути світло? 14. Було дуже темно, я не міг нічого побачити, але я чув, що у кімнаті хтось є. 15. Ми організуємо пікнік у неділю. Ти зможеш прийти?

20. Translate the sentences into Ukrainian. Comment on the meaning of the modal verbs.

1. You must stop eating much if you want to lose weight. 2. I must help my mother today. 3. You mustn't talk at the lessons. 4. I can't go to the theatre today. I have to finish translating the article. 5. You must take a taxi if you want to catch that train. 6. You must tell your mother about it. 7. Must we learn the poem today? – No, you needn't. You may do in tomorrow. 8. Clean the room, please. – Shall I do it now? – Yes, please. 9. The train was late. I had to wait. 10. The party is going to be great fun. You must come! 11. You must come and see us as soon as you can. 12. You must go home now, Billy. 13. My relatives are coming tonight. I'll have to meet them at the station. 14. You mustn't play here.

21. Say that you must do it too.

Model: We must do our homework every day.
– *I must do my homework every day too.*

1. Students must attend all the classes.
2. Everybody must be in time for the classes.
3. Children must help their parents.
4. All people must have their meals regularly.
5. We all must have a rest at the weekend.
6. Students must work hard to know English well.
7. I must help my mother about the house.
8. Students must return to the hostel before 11.
9. I must read a lot as I want to be good at Literature.
10. People must sleep eight hours a day.

22. Answer the questions using the suggested words.

Model: Why can't you go to the theatre? (get ready for the test)
– *I must get ready for the test.*

1. Why can't you come to the party? (do homework)
2. Why can't you watch TV now? (clean the room)
3. Why can't your father have a holiday now? (finish his project)
4. Why can't you help me? (cook dinner)
5. Why can't your friend join you? (help her mother)

6. Why can't you listen to the music? (finish reading this book)
7. Why can't you go for a walk? (look after the baby)
8. Why can't your group-mates go to the concert? (read for the seminar)
9. Why can't your cousin help you? (go to the university)
10. Why can't you go for a walk? (attend my classes)

23. Complete the rules for the English language school, using *must* and *mustn't*. Write similar rules for your English classes.

THE NEW ENGLISH LANGUAGE SCHOOL

We speak English all the time!

1. The students ... speak their own language.
2. They ... speak English in the lesson.
3. They ... smoke in the classrooms.
4. They ... do their homework every night.
5. They ... eat at the lesson.
6. They ... take drinks into the classrooms.
7. They ... be punctual.
8. They ... tell the teacher if they don't understand the lesson.

24. Answer the questions.

1. What must we have to write a letter?
2. What must we have if we want to buy something?
3. What must we use if we want to wash our hands?
4. What must you do if you have a cold?
5. What must you do to make your reading distinct?
6. What must you do to know English well?
7. What must we do to be healthy?
8. What must you do to be on time for classes?
9. What must we do to keep the house clean?
10. What must you do to be a top student?

25. Respond to the following.

Model: You must read this story.

– *Must I read it today?*

1. You must do your homework. (at once)
2. You must read thirty books. (this term)
3. You must clean the house. (today)
4. You must do this exercise. (just now)
5. You must write the report as soon as possible. (at the weekend)
6. You must go to the dentist's. (this week)
7. You must learn this poem by heart. (today)
8. You must get up. (at once)
9. You must finish this work. (tonight)
10. You must clean your room. (every day)

26. Respond to the following.

Model: I don't see what's wrong here. – *Shall I show you?*

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1. I don't know this expression.
2. I can't see what is written on the blackboard.
3. I can't swim.
4. I can't hear you.
5. It's too hot in the room.
6. I don't know Kyiv well.
7. I can't find the newspaper.
8. I don't know where my pen is.
9. It's too dark in the room.
10. This book is not interesting.
11. I don't remember this word.
12. I don't understand how to do this exercise.

27. Discuss what people mustn't do in the following places. Make use of the ideas below.

Model: *I think people mustn't use mobile phones in the library.*

in the forest	at the university	in the zoo	in the library
- use mobile phones		- enter the cages with animals	
- feed the animals		- be late	
- make a noise		- make a fire	
- break trees		- smoke	
- walk on the grass		- drink beer	

28. Look at the list of jobs. What do these people have to do? What don't they have to do?

air stewardess	taxi driver	shop assistant	politician	vet
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Model: *Air stewardesses sometimes have to work long hours. They have to travel.
They don't have to use a computer.*

- ♦ work long hours
- ♦ travel
- ♦ use a computer
- ♦ drive
- ♦ wear a uniform
- ♦ be nice to people
- ♦ work on Sundays
- ♦ work with money
- ♦ get up early
- ♦ look smart
- ♦ look after people
- ♦ study for a long time
- ♦ look after animals

29. Make up short dialogues using the word combinations.

Model: read the exercise: *Shall I read the exercise once more? – No you needn't.
Your reading is quite good.*

- 1) clean the windows;
- 2) buy something to eat;
- 3) wake the children up;
- 4) help you;
- 5) wash the dishes;
- 6) bring you something to drink;
- 7) switch on the light;
- 8) clean the blackboard;
- 9) bring some chalk;
- 10) close the window.

30. Look at the information below about things Amanda, Jenny and Nick had to do last week. Work with a partner. Ask and answer questions about these people.

Model: *Did Amanda have to visit her uncle last week? – No, she didn't.*

Did Nick have to study for a History test? – Yes, he did.

Amanda	Jenny	Nick
go to the dentist	change her library books	study for a History test
study for a Maths test	go to the doctor	write a report
tidy her room	visit her uncle	bathe his pet
write to her aunt	buy a birthday present	repair his skateboard
clean her bicycle	for a friend	go shopping

31. What do you have to do in your English lessons? Say twelve sentences with *have to* or *don't have to*. Can you think of any other rules?

Model: vocabulary – *We have to learn vocabulary.*

read long books – *We don't have to read long books.*

- | | |
|-----------------------|---------------------------------|
| 1) learn poems | 7) learn texts by heart |
| 2) write exercises | 8) translate |
| 3) learn songs | 9) learn grammar rules |
| 4) read aloud | 10) use a dictionary |
| 5) write compositions | 11) do projects |
| 6) read newspapers | 12) answer questions in English |

32. Answer the questions.

- 1) What did you have to do yesterday?
- 2) What did you have to do before classes?
- 3) What will you have to do tomorrow?
- 4) What are some of the things you have to do today?
- 5) What important things do you have to do this week?
- 6) What do you never have to do?

33. Complete the sentences with your own ideas.

Model: Students do not have to... – *Students do not have to go to the university on Saturdays.*

Children must not...	We don't have to...
Children don't have to...	We must not...
Drivers must not...	... doesn't have to...
Drivers don't have to...	... must not...
Readers must not...	I don't have to...
Readers don't have to...	I must not...

34. What do you think teachers, parents and children should or shouldn't do? Use the ideas on the list. Say ten sentences.

Model: help with the housework – *Children should help with the housework.*

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- give a lot of homework
- get a lot of pocket money
- be too strict
- watch too much television
- give tests
- have longer holidays
- listen to their parents
- give more pocket money
- behave badly in class
- do homework regularly

35. These people have some problems. Jack wants to be better at school. Ann wants to save money. July wants to lose weight. Write sentences with *should* and *shouldn't* to give them advice. Use ideas below.

Model: *Jack should work harder in class.*

Ann shouldn't buy unnecessary things.

July should take more exercise.

- work harder in class
- spend all the pocket money
- eat bread and potatoes
- eat salads and fruit
- do little jobs for the neighbours
- buy sweets and ice-creams
- waste time in class
- go babysitting
- learn a little every day
- spend so much on clothes
- buy unnecessary things
- do homework regularly
- take more exercise
- listen to the teacher

36. Fill in the gaps with modal verbs and their substitutes.

1. ... I take your pencil? – Do, please. 2. You ... not go out today. It's too cold. 3. When ... you come to see us? – I ... come only tomorrow. 4. ... I write a letter to him? – No, you ..., it's not necessary. 4. You ... go if you want. 5. Yesterday we lost our way and ... to ask a policeman. 6. Billy! You ... go out alone! 7. Why ... not you understand it? It's so easy. 8. ... we do the exercise at once? – No, you ... You ... do it later. 9. If you want to understand spoken English better you ... watch films in English. 10. They ... go home, they ... stay longer. 11. You ... never do that again. 12. You look tired. You ... have a rest. 13. My mother is eager to meet you. You ... come and have tea with us on Saturday. 14. You ... go there at once. They are waiting for you. 15. I ... not read before I went to school. 16. Sally, it's very late. You ... go to bed. 17. She sings very well, but yesterday she ... not sing – she had a sore throat. 18. It will rain tomorrow so we ... stay at home. 19. My cousin came to visit me so I ... stay at home. 20. We have enough food. You ... buy anything.

37. Translate into English using the proper modals (*can, may, must, need, to have to, to be able to*).

1. Вона змогла знайти книги вчора? – Ні, їй доведеться зробити це сьогодні. 2. Можна я скористаюся твоїм телефоном? – Прошу. 3. Прочитайте цю статтю. – Мені робити це зараз чи я можу прочитати її увечері? – Немає необхідності читати її зараз. Можете зробити це пізніше. 4. Коли ви можете обговорити це? – Ми зможемо зустрітися з ними у п'ятницю. 5. Ми будемо змушені розповісти все її батькам. 6. Погода була погана, і мені довелося залишитися вдома. 7. Ви не повинні шуміти у читальному залі. 8. Прибери у своїй кімнаті! – Чому я повинен

завжди прибирати? Чому Нік не може це зробити? 9. У кімнаті так темно, я нічого не бачу. 10. В аудиторії було дуже шумно. Ми не могли нічого почути. 11. Ми повинні допомогти батькам. 12. Ти занадто багато працюєш. Тобі слід проводити більше часу на свіжому повітрі. 13. Я повинна багато працювати, щоб бути відмінницею. 14. Мені доведеться сидіти допізна, щоб закінчити цю роботу.

38. Read and translate the proverbs. Comment on the meaning of the modal verbs. Use the proverbs in dialogues or situations.

1. No living man all things can.
2. Teachers open the door, but you must enter by yourselves.
3. Liars should have good memories.

DO THE SELF-TESTS

Test 5.1. Use the proper forms of the verb *to be*.

1. There (were/was/are) much furniture in the room.
2. There (is/are/was) many flowers in front of the house.
3. There (were/will be/are) a lot of people at the meeting tomorrow.
4. It was late, there (were/was/will be) no buses.
5. There (was/will be/were) only two houses here ten years ago.
6. There (were/are/is) one thousand words in this dictionary.
7. There (are/is/was) two books and a notebook on the desk.
8. There (were/is/are) an apple and an orange on the plate.
9. There (were/is/was) some milk in the glass in the morning. Where is it?
10. (Will there be/Are there/Is there) time to do this work tomorrow?
11. There (are/will be/is) a lot of guests at tomorrow's party.
12. (Is/Were/Was) there any new words in the text?
13. There (were/was/are) not any newspapers in the box. It was empty.
14. When I came in there (was/are/were) several people in the room.
15. There (was/will be/is) a new house here in a year.

Test 5.2. Choose the proper modal verb.

1. You ... read that book, you know the language well enough.
a) can b) may c) must d) should
2. My telephone doesn't work. ... use yours?
a) Must I b) Could I c) Do I have to d) Am I able to
3. She ... speak English very well.
a) may b) should c) can d) is able
4. You ... wait for me. I can get home myself.
a) mustn't b) don't have to c) can't d) doesn't have to
5. I'll be free tomorrow and ... help you.
a) will be able to b) can c) may d) will have to
6. I'm so tired. ... clean the room now?
a) Must b) Shall c) Can d) May

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7. Read this story, please. – ... I begin?
a) Must b) Shall c) May d) Should
8. You ... eat so much. It's not good for your health.
a) shouldn't b) mustn't c) don't have to d) needn't
9. She spoke so quickly that I ... understand her.
a) can not b) could not c) am not able to d) may not
10. The windows aren't dirty, you ... clean them.
a) needn't b) mustn't c) shouldn't d) cannot
11. She is a very interesting person. You ... meet her.
a) need to b) will be able to c) have to d) must
12. It's a good film. You ... watch it.
a) should b) can c) shouldn't d) need to
13. I ... hurry. I don't want to be late.
a) should b) must c) have to d) mustn't
14. She didn't know how to use the computer. I ... teach her.
a) must b) will have to c) should d) had to
15. Billy, you ... stay in bed so long. Get up at once!
a) may not b) must not c) shouldn't d) don't have to

WHAT TO SAY AND HOW TO BEHAVE

Leave-taking

(Well, I'm afraid) I must go/be going (now).

I must be off now.

Good-bye.

Bye-bye.

See you later/tomorrow/on Saturday/next week/at the theatre/party/concert.

Good night.

(Please) give my (kind) regards to ... – formal

e.g. Give my kind regards to Professor Grant.

(Please) remember me to ... – formal, semi-formal

e.g. Please remember me to your parents.

Give my love to ... – informal

e.g. Give my love to Bill. – Thank you (Thanks), I (certainly) will.

Read and act out the dialogues. Make up similar dialogues.

1. Formal

Mr Adams: I am afraid I must be going.

Mr Brent: Must you really?

Mr Adams: Yes, I'm afraid so. I've got some urgent work to do.

Mr Brent: Well, I won't keep you then.

Mr Adams: Good-bye.

Mr Brent: Good-bye. Remember me to your wife.

Mr Adams: Thank you. I will.

2. Semi-formal, informal

Paul: I've come to say good-bye.

Roger: When are you off?

Paul: My plane leaves at 12.30 tomorrow.

Roger: Well, have a good journey.

Paul: Thanks. Good-bye.

Roger: Bye. Keep in touch.

Paul: I will. And thanks for everything.

Roger: Don't mention it. Well, all the best.

Paul: Thanks. Bye-bye.

Text A. THE BROWNS' FLAT

David Brown and his family moved to a new flat some weeks ago. Their three-room flat is on the sixth floor of a nine-storied block of flats in the centre. The flat is well-planned, but isn't quite furnished yet.

This is what the Browns' flat is like now. The living room is large, light and very cosy. It has two large windows which face the yard. The walls are pale green. The curtains match the colour of the walls. In the middle of the room there is a nice carpet. There is a television-set in the corner near the window. In the opposite corner there is a coffee table and an arm-chair. By the wall opposite the window there is a comfortable sofa. There is a water-colour picture above the sofa. It's a still life of a rich green colour. There is a bookcase by the wall opposite the doorway. There are a lot of books in it. The Browns are fond of books. They have some more bookshelves but they are in the hall.

The bedroom isn't large. There are only two beds in it and a grey rug on the floor between them. The walls are light pink. David's wife is going to buy curtains to match the walls and also a wardrobe, a bedside table and some chairs.

The nursery is just across the hall on the left. It isn't large either. But their daughter Leslie is happy to have a separate room.

The kitchen is fairly large. There aren't many things in it. There are two tables, a fridge and a cupboard in it. The cupboard is white with glass doors. On the shelves there are a lot of dishes, plates, teacups and other things. There are also some stools in the kitchen. There is, of course, a gas-cooker and a sink in the kitchen too.

The bathroom is down the hall on the right. The lavatory is near the bathroom.

The Browns are happy to have such a nice flat.

Text B. AN AMERICAN HOME

Mr Tard: Good morning, Mr Menning. How are you?

Mr Menning: Fine, thank you. How are you?

T: Fine, thanks. I am on my way home. Do you want to see my new house?

M: Yes, I do. Is it far?

T: No, I walk to the college every morning. It takes about 10 minutes.

M: I like this street.

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T: It's Maple Street. Here is our house.

M: You've got a beautiful yard, Mr Tard.

T: Thank you. My family enjoys it very much. We spend a lot of time here in summer. Please, come in.

M: Your living room is very attractive. I like your large windows.

T: We like plenty of light.

M: Is your furniture new? It seems quite modern.

T: Yes, it's new. My wife and I like modern furniture. It's very comfortable. In fact we have a comfortable house.

M: Do you have a bedroom downstairs?

T: No, our three bedrooms are upstairs. Downstairs we have a living room, a dining room and a kitchen. There is a bathroom downstairs too. We have a toilet and a wash-basin.

M: Do you have a bathroom upstairs too?

T: Yes, the upstairs bathroom has a tub and a shower. And, of course, it has a toilet and a wash-basin too.

M: Do you have a large family, Mr Tard?

T: We have three children. Our two boys have their room and the baby-girl has her room. They use the yard for their play room in summer.

M: Do they have a play room in winter?

T: They use the boys' room. It's quite large.

M: I like your room very much. Do you own your home?

T: No, we rent our house but we want to buy a house soon. We enjoy ours. Please, drop in again.

M: Thank you very much.

ACTIVE WORDS AND WORD COMBINATIONS

to move (to/into a flat/house) – переїжджати, заселятися у квартиру/будинок
e.g. They moved last month. We are going to move into a new flat next week.

room – кімната

w.c. a three-room (-roomed) flat, a living room, a sitting room, a dining room, a bedroom, a bathroom, a children's room

a floor – 1) підлога; 2) поверх

e.g. My flat is on the third floor. – Моя квартира на четвертому поверсі.

cf. the ground floor – перший поверх

the first (second) floor – другий (третій) поверх

nine-storeyed (nine-storied) – дев'ятиповерховий

e.g. My friends live in a many-storeyed building.

a block of flats – багатоквартирний будинок

to be well-/badly-planned – бути добре/погано спланованим

e.g. It is a well-planned house.

furniture (uncountable) – меблі

e.g. There is much (little) furniture in the flat. – У квартирі багато (мало) меблів.

w.c. a suite/set of furniture, an article/piece of furniture, to be (well-/badly-) furnished

to face the yard – виходити у двір (про вікна)

e.g. My window faces the garden.

syn. to look out on sth

match – підходити, пасувати (за кольором, стилем)

e.g. I bought a sofa and two armchairs to match. The armchairs match the sofa.

(the) middle – середина

w.c. in the middle – посередині

e.g. There is a table in the middle of the room. – Посередині кімнати стоїть стіл.

a carpet – килим

w.c. to spread the carpet – стелити килим

syn. a rug – килимова доріжка; a mat – килимок, рогожа

e.g. Wipe your feet on the mat. – Витирайте ноги об килимок.

There is a rug beside your bed. – Біля твого ліжка – доріжка.

a television (TV) set – телевізор

w.c. buy a television set

cf: to see sth on TV, to watch TV

a corner – куток

w.c. in the corner of the room – у кутку кімнати

at/on the corner of the street – на розі вулиці

e.g. There is an arm-chair in the corner. – У кутку стоїть крісло.

There is a shop at/on the corner of the street. – На розі вулиці є магазин.

opposite – протилежний, навпроти

e.g. In the opposite corner there is a TV set. – У протилежному кутку стоїть телевізор.

There is a park opposite our house. – Навпроти нашого будинку – парк.

a table – стіл

w.c. a coffee table, a bedside table, a dressing table

an arm-chair – крісло

a chair – стілець

a sofa – софа, диван

comfortable – зручний

w.c. a comfortable room (flat, arm-chair)

a picture – картина, фотографія

w.c. in the picture, a water-colour picture

a bookcase – книжна шафа

a doorway – дверний отвір, двері

a bookshelf (pl – bookshelves) – книжна полиця

a hall – передпокій, вестибюль, коридор

a bed – ліжка

between – між

a wardrobe – шафа для одягу

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a nursery – дитяча

left – лівий

w.c. on the left, to the left of

e.g. The nursery is on the left. – Дитяча кімната знаходиться ліворуч.

There is a piano to the left of the table. – Зліва від столу стоїть піаніно.

ant. right

either – також (у заперечних реченнях)

e.g. I don't like this book either.

cf. I like this book too. – Мені теж подобається ця книжка.

I also like this book. – Мені теж подобається ця книжка.

to have a separate room – мати свою (окрему) кімнату

a kitchen – кухня

a fridge (refrigerator) – холодильник

a cupboard – шафа для посуду, буфет

dishes – посуд

a plate – тарілка

w.c. a soup plate – глибока тарілка; a dinner plate – мілка тарілка

a cup – чашка

w.c. a teacup – чайна чашка; a coffee cup – кавова чашка

a stool – табурет

a gas cooker (stove) – газова плита

a sink – раковина на кухні

w.c. a sink with two taps with hot and cold water – раковина з кранами для гарячої і холодної води

a lavatory – туалет

syn. toilet, water closet (w.c.)

a wash basin – раковина для вмивання

a tub (bath) – ванна

to own a house – бути домовласником

e.g. Who owns that beautiful house? – Хто домовласник того красивого будинку?

cf. to let a house, to rent a house

e.g. They are planning to rent a flat. – Вони планують наймати квартиру.

Who lets a house? – Хто здає будинок?

TOPICAL VOCABULARY

Parts of a house: attic, balcony, basement, cellar, fireplace, papered walls (to be papered), tiled walls (to be tiled), roof, porch, staircase, shutter, terrace, windowsill.

Housing estate: yard, garden, kitchen garden, lawn, garage, gate, fence, hedge.

Household appliances and utensils: coffee maker, dishwasher, iron, microwave oven, mixer, table lamp, standard lamp, wall-bracket, chandelier, telephone, toaster, vacuum cleaner, washing machine, kettle, saucepan, frying pan, knife (*pl.* knives), spoon, fork.

Furnishing: built-in furniture, chest of drawers, coat rack, curtain rail, desk, dressing

stool, double/single bed, wall unit (cupboard base unit, display cabinet unit, drinks cupboard).

Decor: clock, curtain, mirror, vase, knick-knacks.

Kinds of dwelling: cottage, detached house, semi-detached house, basement flat, bungalow, penthouse; to share the room with sb.

Modern conveniences: central heating, electricity, gas, hot and cold running water, a lift, a telephone, a chute.

Houses/flats may be: attractive, beautiful, comfortable/comfy, cosy, cluttered, cramped, interesting, large, pleasant, relaxing, spacious, small, warm, well-kept, downstairs, upstairs, to be of original design, to have separate rooms.

VOCABULARY ACTIVITY 1

Word-building: Number + Noun

Вираз 'a journey which took three hours' можна замінити складеним прикметником 'a three hour journey', що утворюється додаванням числівника й іменника, який вживається в однині.

Paraphrase the sentences using compound adjectives.

Model: He was wearing a suit that cost 500 dollars. – *He was wearing a 500-dollar suit.*

- a) We went on a walk. We walked five miles.
- b) There will now be a break. It will last ten minutes.
- c) She has written a book. It has 200 pages.
- d) There is a new hotel in the centre. It has 20 storeys.
- e) We had a holiday. It lasted two weeks.
- f) He bought a boat last year. It's ten metres long.
- g) She started an English course last week. It will last six months.
- h) The President will go on a tour in April. He'll visit five countries.
- i) He drives a lorry. It weighs two tons.

VOCABULARY ACTIVITY 2

a) Remember the difference between the words **comfortable** and **convenient**:

comfortable передбачає комфортність, *e.g. a comfortable chair/bed/clothes* – зручний стілець/ліжко/одяг;

convenient – такий, що влаштовує з точки зору часу, місця, функцій тощо, *e.g. convenient time/place/washing machine* – зручний час/місце/пральна машина
e.g. The new sofa is very nice and comfortable. Our time-table for the next week is rather convenient.

Complete the following sentences with **comfortable** or **convenient**.

1. These spouses are looking for a ___ set of furniture for their sitting room.
2. The night was so cool outdoors that I missed my ___ bed.
3. Summer is the most ___ time for rest.
4. Our firm gives a great variety of ___ clothes.
5. When Julia bore a baby she

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bought a ___ washing mashine. 6. Your shoes are more ___ for me than mine. 7. The forest is rather a ___ place for a picnic. 8. I brought that ___ chair from my parents' place. 9. Let's choose a ___ time for both of us to go shopping. 10. My only desire is to buy a ___ car with all modern equipment.

b) Remember the difference:

on the ground/first/third floor – на першому/другому/четвертому поверсі

a two-storeyed building – двоповерховий будинок

e.g. There is a grocer's shop on the ground floor of our house. My aunt bought a flat in a nine-storeyed building.

Translate into English.

1. На першому поверсі розміщені крамниця і кафе. 2. Цей юрист має кабінет на четвертому поверсі. 3. Вони завжди приймають гостей в їдальні на першому поверсі. 4. Було важко, коли ми жили на 9 поверсі, та ліфт деякий час не працював. 5. Наш тато мріє про гарний двоповерховий будинок. 6. Молодші учні навчаються на першому поверсі. 7. Цей триповерховий будинок належить відомому бізнесмену. 8. Чимало людей продають квартири на першому поверсі.

VOCABULARY EXERCISES

1. Express the following in one word.

1) A large comfortable chair with arms; 2) a table at which one reads, writes or does business; 3) a small seat with no back; 4) the entrance from the street; 5) a pot used for boiling water; 6) a sheet of cloth hung up as a covering at a window; 7) a piece of material laid on the floor for wiping the shoes on; 8) tables, chairs and other movable things that you need in a house; 9) an electrical device that sucks up dust and dirt; 10) a house joined to another house on one side only.

2. Make up sentences from the table.

A living room		a room for bathing.
A sitting room		a room for sleeping.
A dining room		a room for children.
A bedroom		a room for general use.
A bathroom	is	a room used for cooking.
A kitchen		a room used for studying.
A study		a room for receiving guests.
A flat		a room for meals.
A nursery		a number of rooms on one floor of one house.

3. Say which of these things are in your bedroom, your study, your kitchen and your living room. Organise them into four columns.

Bedroom	Study	Kitchen	Living room
Bed, gas stove, kitchen table, dressing table, cupboard, mirror, wardrobe, refrigerator, forks, piano, knives, writing table, sofa, television-set, carpet, tea-things, frying pan,			

cups, bookcase, arm-chair, washing machine, dishes, sink, telephone, desk-lamp, picture, kettle, coffee table, curtains, chair, stool, iron.

4. Insert articles.

One night last week my friend George, who is over here on ... visit, and I were invited to dinner at ... Browns'. We got there about seven o'clock, and were shown in by Annie, ... youngest daughter of ... Browns. When we went in to dinner, ... host sat at ... head of ... table, ... hostess at ... other end, while George and I sat on either side. We were ... only guests, ... table was beautifully laid, and laying ... table for dinner is no easy matter. There must be ... white table-cloth, knives, forks, spoons, glasses, and ... table-napkin for everybody. Then there must be plates, dishes, salt-cellars, pepper and mustard-pots. Other things required during ... meal are placed on ... sideboard. I found ... Browns' dining room very attractive, indeed. I liked their pictures, their curtains, their lights; it's ... long time since I saw ... room that I liked so much. It was ... very enjoyable evening and I was glad that George had ... chance of dining with such ... charming people.

5. Fill in prepositions or adverbs.

Marian is ... the kitchen. She is near the table ... the middle ... the room. There is a lamp ... the table. There are a lot ... things ... the table. There is a jug ... the middle ... the table. Marian has a dish and a spoon ... her hands. ... Marian there are two pots, two bowls and a frying pan. Behind her there is a dresser and a kitchen sink ... it. There are a lot ... things ... the shelves ... the dresser. There are plates and dishes, and jugs and bowls. There is a loaf ... bread ... a bread-board, and a tray ... tea-cups. ... the bottom ... the dresser there are two drawers, and two cupboards. ... the kitchen sink ... two taps there is a plate-rack ... some plates ... it. Over the sink, there is a clock ... the wall. ... the window, there is a table and some shelves. There are two saucepans ... one shelf.

6. Complete the text with the words from the box below.

ground floor, home, look, housewarming party, central heating, staircase, gas, sky-scrapers, front, mat, first floor, kitchen, country house, move in, modern conveniences, electricity, back, running water, hallstand, living room.

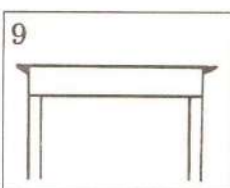
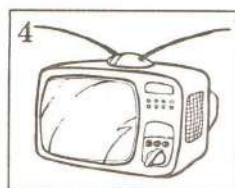
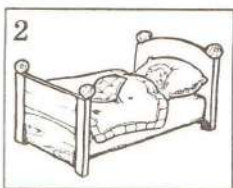
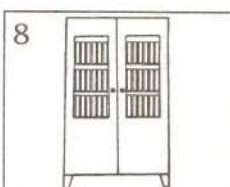
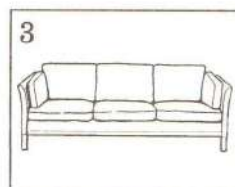
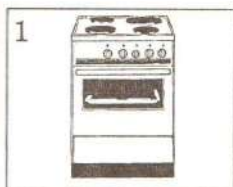
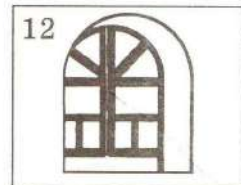
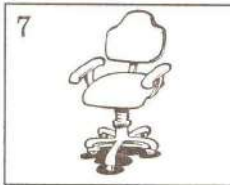
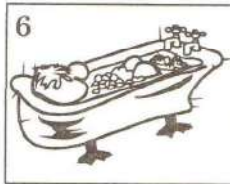
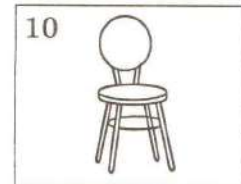
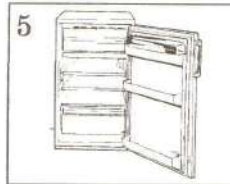
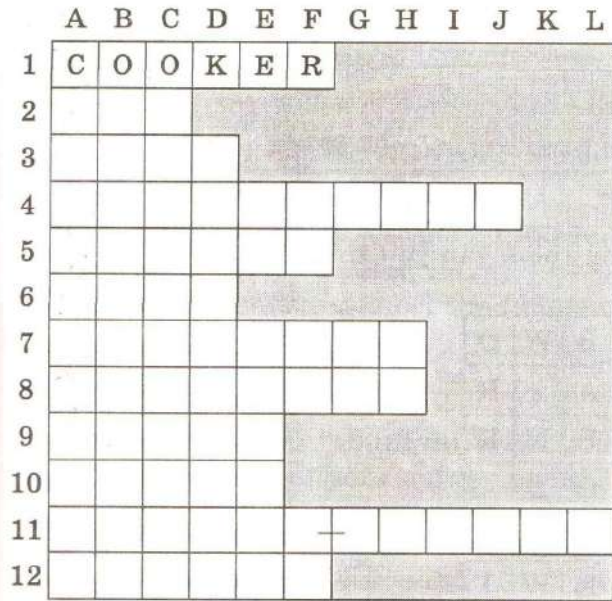
A building may be one-, two- and three-storeyed or even higher. There are many multistoreyed houses in Kyiv. American multistoreyed buildings are called Our first floor is usually called the ... in England, and our second floor corresponds to the English

The house we live in is our ..., or, more officially, our residence or dwelling. The place that we stay in when we go to the country in summer is called a The windows of the house may face the sea, a river, a square or a street; it may ... south, north, west or east. When people ... a new flat or house they usually have a Most of the flats nowadays have all ... such as telephone, ..., ..., ... and The entrance to the house from the street is called the ... door. There is usually another entrance, too, leading into the house from the yard – the ... door. The ... leads to the upper floors.

Unit 5

We enter a flat. We wipe our feet on the door ... at the door-step and find ourselves in the hall. Its furniture consists of a hall-stand, a small table and a mirror. We take our coats off and hang them on the Then we go into the ..., which is the room for general use during the day. Besides this room the flat has bedrooms, a bathroom and a lavatory and a

7. Do the crossword. Then find the three English proverbs by taking the correct letters from it. Comment on the proverbs.



9a	6d	2b	1f	8h'	3a		12c	4i		11g	4c	9b	1a	4d

9d	5c	1d	8h		6d	12e	7c	2b

5f	9b	3a	9a		12f	1e	4g	9a		7e	11d	7c	2b		10d	3a

9c	8h	4g	9a

10b	1c	7c	9e		4f	8g		12a	6d	1e	11a	5f		4a	6d	8h

7e	11k	9b	1f	4a		5c	8g

8. Answer the questions.

1. What house do you live in? 2. Is it a many-storeyed house? What floor is your flat on? 3. What modern conveniences are there in your house? 4. What is your flat like?

5. Which is your favourite room and why? 6. What is the main piece of furniture in your bedroom? Is there a carpet on the floor? Where do you keep your clothes? What is there on your dressing table? Are there any arm-chairs in your bedroom? 7. Is your study a simply-furnished room? Is there a writing table in it? What things are there on the writing table? Why is there a bookcase in your study? 8. What do you do in the dining room? What is there in the middle of the room? Is your dinner table square or round? Where do you keep your tea and dinner things? Is there a sofa in your dining room? What other pieces of furniture can you see in the dining room? Does the door of your dining room give upon a balcony? 9. Is there a bathroom and a lavatory in your flat? What is there in your bathroom? 10. Where do you do the cooking? Where do you keep your kitchen utensils? What kitchen utensils have you got? Are there chairs or stools in your kitchen?

9. Translate into English.

1. У мого друга велика трикімнатна квартира. Вона дуже зручна і затишна.
2. Вони переїдуть у свій приватний будинок завтра. Це будинок з усіма зручностями: з газо-, водо-, електропостачанням.
3. Вчора моя сестра купила нові меблі і тепер її квартира дуже гарно обставлена.
4. У мого друга є великий будинок за містом. У ньому два поверхи. Поряд з будинком є гараж. Перед будинком – невеличкий сад.
5. Що знаходиться на першому поверсі твого будинку? – Там кухня, їдальня, вітальня. А на другому поверсі дві спальні. Всі кімнати добре сплановані.
6. Я наймаю квартиру в центрі міста. Вона на третьому поверсі. Вона невелика, але світла. Там великі вікна, які виходять на парк.
7. Завтра у нас новосілля, тому зараз слід все прибрати і почистити килими пилососом.
8. Ось кухня. Тут є все необхідне: газова плита, холодильник, мікрохвильова піч і посудомийна машина.
9. Це не кімната, а мрія. Стіни поклеєні сріблястими шпалерами, під стіною зручний диван з двома кріслами, навпроти журнальний столик. На підлозі величезний м'який килим, який дуже пасує до кольору меблів.
10. Де у вас телефон? – Він у кабінеті, на письмовому столі.

SPEECH EXERCISES

1. Read Text A. Write 10 questions about the text covering the main points. Get ready to retell the text using the questions as a plan.

2. Read Text B in parts, act it out.

3. a) Read the dialogues and learn them by heart in parts.

1. - I hear you are moving to a new flat, Bob? Where is it?
 - It's in a new residential area just across the river, you know. It's a dream of a flat. Three rooms, a nice layout, all conveniences, gas, electricity, running water, a telephone. We are furnishing and decorating it now.
 - Are the rooms large?
 - Oh yes, fairly large. But the children's room is rather small.

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- Is there a room for Michael?
- No, Michael is going to get married in a couple of weeks. They are planning to rent a flat. Young people are independent these days, you know.
- Yes, they are. By the way, is your flat high up?
- Yes, it is on the tenth floor. But there's a lift ... Look, how about coming to see us one of these days? In fact, we are going to have a house-warming party.
- Yes, but ...
- No buts, please. I can't take 'no' for the answer.

2. Customer: Will you show me a sitting room set, if you please?

Shop-assistant: Here are a number of different styles. How do you like this one?

C: I don't like it at all.

S: How do you like the set over there?

C: I prefer this one. How many pieces does it consist of?

S: It has a sofa, four arm-chairs and six ordinary chairs.

C: Have you also got a table to go with the set?

S: Yes, indeed, here is one in exactly the same style.

C: Now let me see some dining room furniture. At first an extension table. What wood is this one made of?

S: It is of black walnut.

C: Let me see another one.

S: Does this one suit you any better?

C: I like it much better, have you chairs and a sideboard to go with it?

S: Certainly.

C: Let me see the sideboard.

S: I advise you to take this one. It is an exact match.

C: I don't see any bedroom furniture here.

S: Let us look at this one.

C: I like it very much. Do you also sell bedding?

S: You will find everything of the kind upstairs: mattresses, pillows and so on.

b) Make up your own dialogues.

- You have recently moved into a new flat and you are showing your friends round the flat.
- You want to furnish your room anew. Your mother and you are in a furniture shop.

4. Read the questions of the quiz, choose the correct answer for you.

Your house ... reflects your character!

lounge – вітальня

attached – прив'язаний, відданий

creative – творчий

source – джерело

inspiration – натхнення

neat – чистий

1. You like living:

- a) in the city centre
- b) in the country

- c) in a faraway island
- 2. Your ideal house has:
 - a) a yellow roof
 - b) a brown roof
 - c) a red roof
- 3. Your ideal house is:
 - a) full of objects
 - b) always tidy
 - c) big so that you can invite friends
- 4. Your ideal house is made up of:
 - a) only two rooms
 - b) at least four rooms
 - c) three rooms and a garden
- 5. For your friends, you like to organise:
 - a) a party in the lounge
 - b) lunch in the kitchen
 - c) tea in the garden
- 6. You change your bedroom furniture:
 - a) once a year
 - b) when it is old and you don't like it anymore
 - c) you are too attached to your old furniture to change it.

Add up the number of times you score a, b or c. Now find out what you are like by describing your ideal house.

If you get mostly:

a's – You are a creative and original thinker. Your house is very untidy but it is the source of your inspiration!

b's – You are conservative. Your house is neat and tidy ... just the right place to relax in peace and quiet.

c's – You like dreaming. Your house and your garden represent an island for living out your fantasies!

5. Read these short extracts which include the word 'home'. Decide what the expressions with 'home' mean in these contexts. How would you say these expressions in your own language?

1. 'I was born in Northern Ireland but I came over to England to do my training – I'm a nurse. England's all right, I suppose, but I like to go home every now and then.'

2. 'My gran lived on her own for a bit after grandad died. But she's getting on a bit now – she's 84, actually – so she moved into a home last year. She's looked after there so my parents don't have to worry about her so much.'

3. 'I'm quite happy to stay at home most evenings. I'm out at work all day so I'm in no hurry to go out in the evenings as well.'

4. 'My brother's football-mad. He's a Manchester United supporter and he's got all the

Unit 5

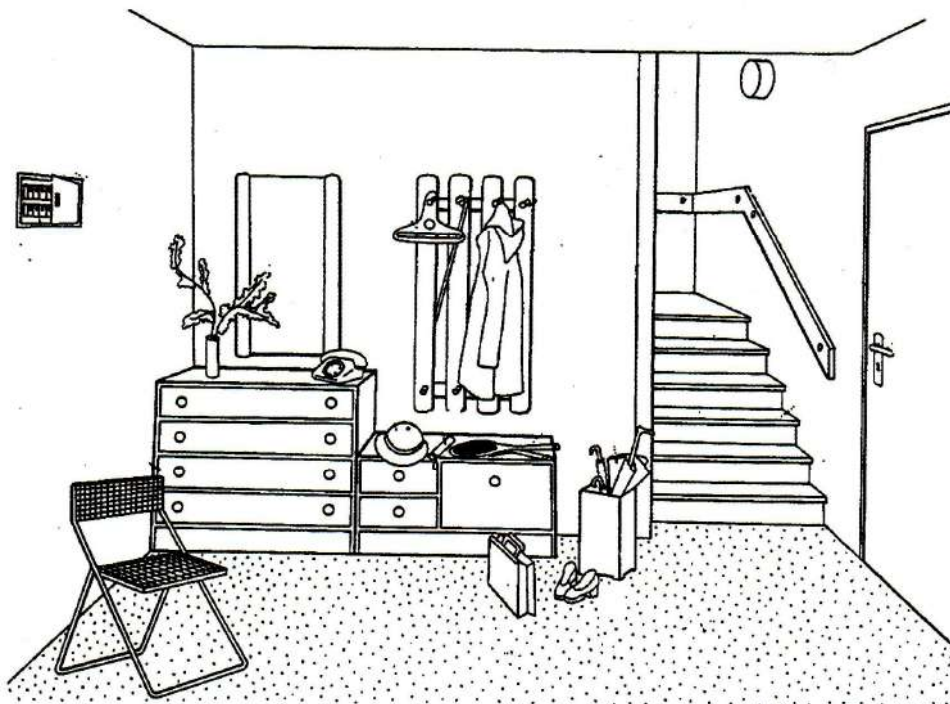
players' autographs. He goes to all their matches when they're playing at home and even goes to some of the away ones.'

5. 'My flat seems to get smaller as the years go on. I've got so many things now and I never seem to be able to find a home for them.'

6. 'A male friend of mine is an absolutely wonderful cook. He makes the most fantastic pasta dishes you can imagine. He's really at home in the kitchen.'

7. 'When I worked in Germany as an au pair, I had a great time. The family I worked for were very nice and they treated me like one of them. It was really a home from home.'

6. Look at the picture and describe it. What does your hall look like? Would you like to add or take away any items in your hall?

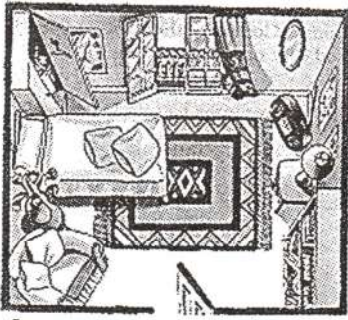


7. Read the proverbs and explain them.

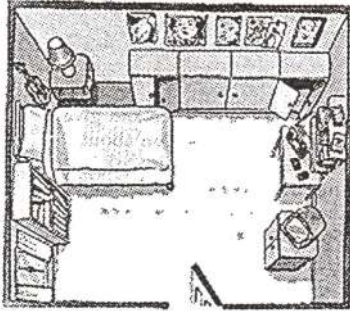
1. A man without a home is a bird without a nest.
2. Men make houses, but women make homes.
3. An Englishman's home is his castle.

8. Here are three descriptions of bedrooms. Read the descriptions and match them to the layouts.

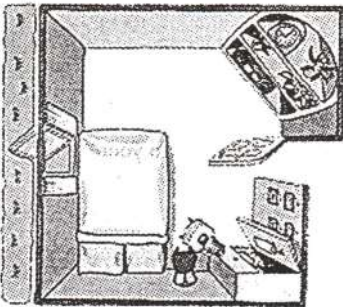
1. My room is at the end of the corridor. On my door there is a small bell. My room's got a big bed, with a nice yellow bedspread. My bed is in front of the window. When you look out of the window you can see the garden of our house, and the primary school.



a



b



c

Next to the bed there is a small table. On the table, there is a lamp. There is a chair behind the table. On the wall near the door I've got photographs of my family and my friends. There are also photos of children, because I love children. Near the table there is a cupboard, for my clothes. Behind the door there is a bookcase. But there are no books! On the shelves, I've got some plants, a small clock and a radio.

The room is small but comfortable. I feel relaxed in my room. (*Sema*)

2. Opposite the door there are four cupboards along the wall. Then, on the right, against the wall, I've got a working desk with three shelves above it, full of books and my tape recorder and cassettes.

On the left, there is my classical guitar hanging on the wall, next to the bed. I've got a television too, on a cupboard beside the desk. On the opposite wall there is a window and a bookcase. There is a side table beside my bed. There is a small lamp on the table. The walls everywhere have got a lot of pictures and posters. (*Julio*)

3. My room is small, but lovely. The carpet on the floor is very colourful. On the right I've got my cassette player, my wardrobe. Next to the cassetteplayer there is a table and then some bookshelves. The table has got a lamp on it. On the left, beside the wardrobe, I've got my bed with

cushions on it. Next to the bed there is a small armchair with cushions, too. I've got a vase of flowers on the bedside table which is between the armchair and the wardrobe. The walls are white and covered with posters. I haven't got a dressing table, only a mirror on the wall. The curtains at the window are colourful – they match the carpet. My favourite thing is the balcony, which is lovely on long, hot summer nights. (*Mihaela*)

9. For most people, a dream home is just ... a dream. But for those people who have the right combination of money and imagination, building that dream can become reality and the results can be rather strange! Read the description of the houses and answer the questions.

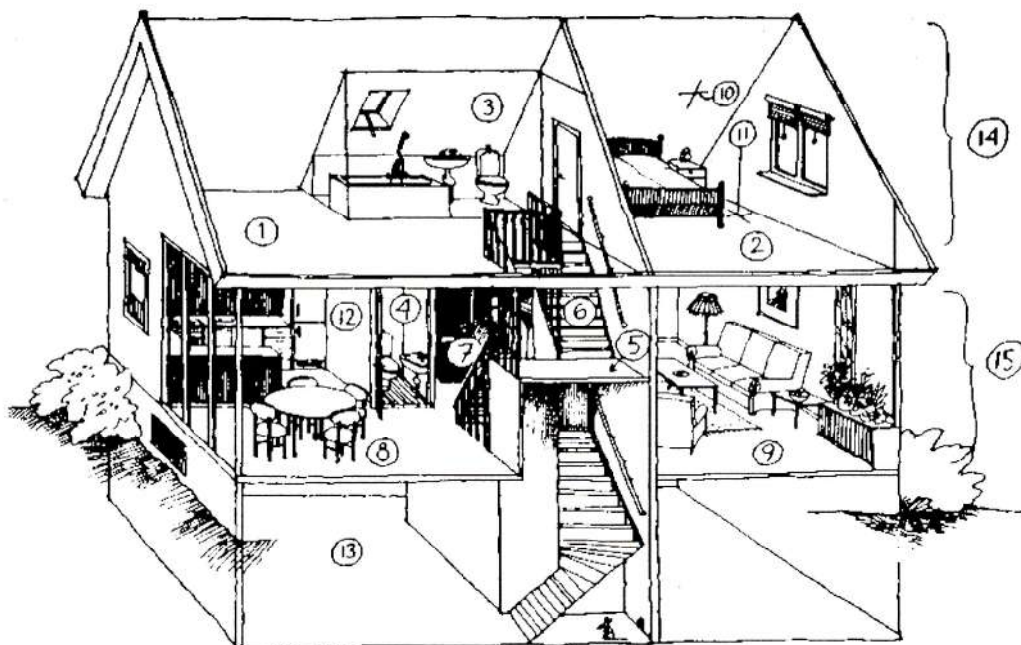
- What is special about the houses?
 - Which of the houses would you most like to visit/live in? Why?
 - Do you have an idea of your dream house? Describe it to your group-mates.
1. Not suprisingly, perhaps, it's in the United States that the idea of dream homes seems strongest. Jim Onan, of Illinois, USA, built his own five-storey golden pyramid. The pyramid is surrounded by water – and just to make sure there are no unwanted visitors, there are sharks swimming around in it! The pyramid has five bedrooms, six

Unit 5

- bathrooms and an observatory on the top floor so Jim can watch the stars in peace.
- But that's tiny compared to the Hollywood of TV producer Aaron Spelling: the house itself occupies 3,390 square metres, and contains four bars, three kitchens, eight garages, a doll museum and a special room for wrapping presents!
 - And if it's technology you're interested in, computer billionaire Bill Gates spent over \$50 million on his state-of-the-art home by Lake Washington. Everyone who enters receives an electronic pin which controls lights, services and even turns off the TV when you leave the room!
 - Perhaps America's most famous dream home is a white-columned mansion in Memphis, Tennessee, which now attracts 700,000 visitors a year. Graceland, Elvis Presley's 'rock'n'roll palace' was decorated in his favourite bright colours – red, orange and green – and is filled with velvet, gold, wall-sized mirrors, and enormous statues. Elvis lived at Graceland with his family from 1957 – but became more and more lonely there. He died alone in an upstairs bathroom in 1977.

10. a) Look at the layout of the house. Write the numbers 1-15 next to the correct words.

living room	dining room	bedroom
stairs	downstairs	ceiling
toilet	floor	bathroom
cellar	upstairs	kitchen
attic	landing	hall



b) If you had to live in this house, what changes would you make? In groups of three, talk about your ideal house and see what differences there are. Use the questions.

What is your ideal house?

How big is it?

What are the rooms?

What kind of furniture do you have?

What is the colour-scheme and decoration like?

What view is there from the windows?

11. Draw a layout of your room/flat/house. Describe your room/flat/house to your friends. They must draw a layout. Then compare the drawings.

12. Work in groups. Think over advantages and disadvantages of living in a flat and in a private house.

13. Make up dialogues.

- a) A newly married couple is planning how to arrange the furniture in their new flat.
- b) You are invited to your friend's house-warming party. Ask your family for advice what present to buy.
- c) You are going to rent a flat. Talk about one flat you have seen and which impressed you.
- d) You are going to make your room in the hostel cosy. Have a talk with your friend what is necessary to do for it.

14. a) Where will people live in the twenty-first century? Read the text about Japan.

Living in the Skies

Louise Hidalgo considers life in the 21st century, with two-kilometre high buildings, and Japanese cities that touch the sky:

Imagine a building one third of the height of Mount Everest, built by robots, and containing a whole city, imagine you can walk out of your front door in a T-shirt and shorts on a cold winter's day and take a lift down 500 floors to school. Imagine you can see the sea a mile below you. Imagine you can never open a window. Imagine ...

Well, if Japanese architects find enough money for their project, in the 21st century you'll be able to live in a building like that.

Ohbayashi Gumi has designed a two-kilometre high building, Aeropolis, which will stand right in the middle of Tokyo Bay. Over 300,000 people will live in it. It will be 500 floors high, and in special lifts it will take just 15 minutes to get from top to bottom. Restaurants, offices, flats, cinemas, schools, hospitals, and post offices will all be just a few lift stops away. According to the architects, Aeropolis will be the first 'city to touch the skies'.

'There isn't enough land in Japan,' said design manager Mr Shuzimo. 'We're going to start doing tests to find the best place to build it. I hope people will like living on the 500th floor. It will take twenty-five years to build Aeropolis and it will cost over £2.000 million.'

Won't people want to have trees and flowers around them? 'We're going to have green floors, where children can play and office workers can eat their lunch-break sandwiches,' explained Mr Shuzimo. What about fires? 'If there is a fire, it will be put

Unit 5

out by robots. I hope we'll get the money we need to build. As soon as we do, we'll start. This will be the most exciting building in the world.'

b) Ask and answer questions about Aeropolis using the following numbers.

Model: twenty-five

How long will it take to build Aeropolis? – Twenty-five years.

- two thousand million
- two (kilometres)
- five hundred
- three hundred thousand
- fifteen
- fifteen million

c) Would you like to live in Aeropolis? Why/why not?

d) What is your idea of houses in the future?

15. a) Is it nice to have a garden at home? What plants do people usually grow in their gardens? Do you know the following flowers?

tulip daffodil rose snowdrop primrose chrysanthemums

b) Have you got a garden at home? If 'Yes', will you be sorry to leave it when you move house?

c) Read the text about a woman who loved her garden very much and answer the questions below.

The Garden that Moved House!

Artist Verena Devoy loves gardening. It is her passion. Until three days ago she lived in a lovely little thatched cottage in a village near Cambridge. She spent ten years and thousands of pounds to make her garden there beautiful. She had flowers and plants for every season of the year.

In autumn, big orange chrysanthemums grew next to the gold of the trees and bushes. In winter, little white snowdrops grew in the grass and under the trees. In spring there were bright yellow daffodils all over her front lawn and tulips and primroses next to the path. And summer! Summer was the prettiest season of all! She bought hundreds of roses to fill every part of the garden: she bought climbing roses to put round the windows and doors, pink roses for the front garden, and red and white roses for the back. A lot of people came to the village especially to see Verena's garden. It was more beautiful than the park.

Then last summer she decided that she would like to move to a bigger house. It was easy to sell her beautiful cottage. Mr and Mrs Grey from London came to see it.

'We fell in love with it immediately, especially the garden – we couldn't believe the colours of the roses. We wanted to move from London because we didn't have a garden there.'

Of course Mr and Mrs Grey bought the cottage and at the end of the summer they moved from London. They arrived at the cottage. 'There was **no** garden! There was a

brown field with some stones and rocks. There weren't any flowers or trees and there wasn't any grass! It looked terrible! We couldn't believe our eyes!

But it was true! Verena Devoy loved her garden so much that she took it with her when she left. Five large lorries carried all the flowers, trees, and plants to her new house five miles away. It cost £1,000! She says:

'I've got a much bigger garden now and I'm going to make it even more beautiful than my first garden. I'm going to plant all the flowers and trees again and this time I'm going to have a pond with some goldfish.'

And Mr and Mrs Grey? What do they say? 'She can't do this! We bought the garden with the house! We're going to see our solicitor!'

1. What is Verena's job? What is her hobby?
2. Why did she spend thousands of pounds?
3. Which was the most colourful season in her garden?
4. Why did Verena want to move?
5. Did Mr and Mrs Grey like the cottage when they first saw it?
6. Why were they shocked when they arrived at the cottage?
7. How much did Verena pay to move her garden?
8. What are her plans for her new garden?
9. What are Mr and Mrs Grey going to do?

d) Do you think Verena was right to take the garden with her? What would you do in her place? What would you do in Mr and Mrs Grey's place?

16. Speak on:

- 1) your flat/house; 2) the room in your flat/house you like most of all; 3) your classroom; 4) your grandparents' country house; 5) your dream house/flat.

17. a) Read the introduction to the Houseswap webpage. What does *swap* mean?

WELCOME TO [HOUSESAP.COM](http://houseswap.com)

Be at home, anywhere in the world

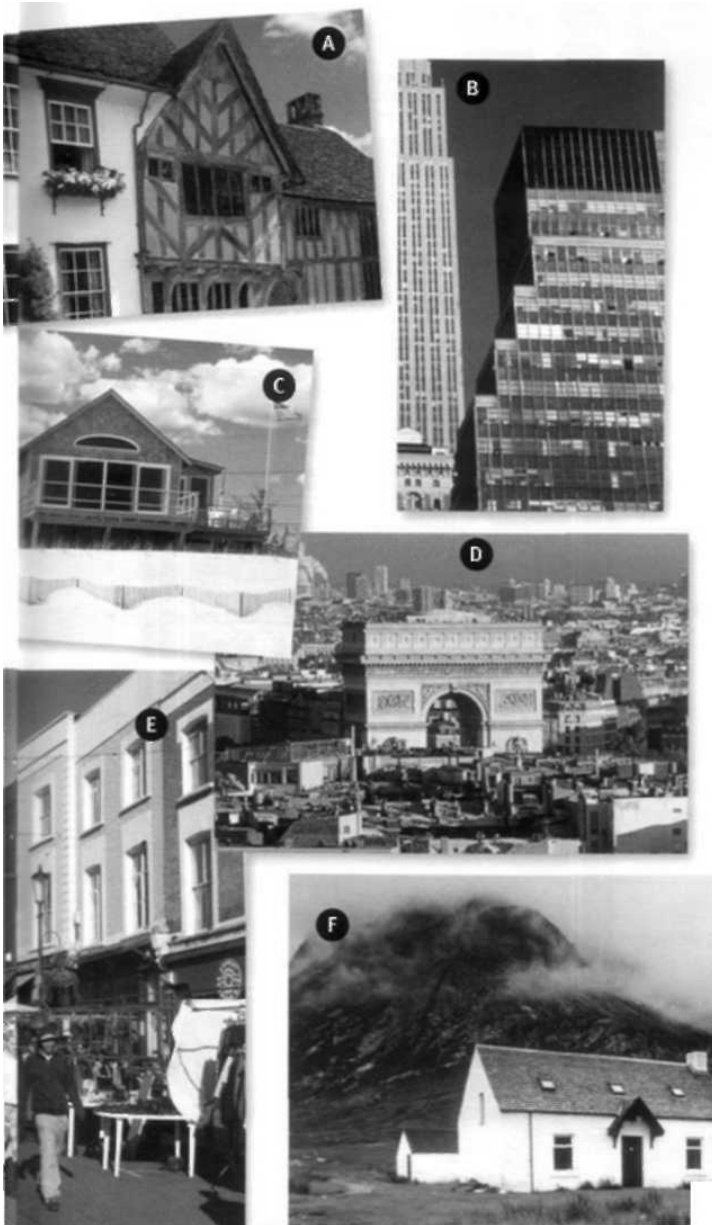
Would you like a new home for the holidays? With Houseswap it's possible. We have a database of more than 6,000 people who would like to swap homes. How does it work? Easy. You give them your house for the holidays, and they give you their house. Swap.

b) Read about some of the homes on Houseswap. Match each home to a picture. There is one extra picture (see keys at the end of the Unit).

This is my home. I live in a small, white house. It's in Cambridge. It's next to an old restaurant and it's close to the university.

Email Ann ann@houseswap.com

Unit 5



This is my home. It's a small house in Scotland. It's beautiful here and very quiet. The cottage is in the mountains. It's far from other people and noisy cities!

Email Sean sean@houseswap.com

We have a lovely big family house on the beach. It's in Santa Monica, California. It is a very good area to see Hollywood stars. The famous Hollywood letters are near our house!

Email Michael and Catherine mikecathy@houseswap.com

I live with two friends in the centre of London. The flat is in Notting Hill. It's a little noisy. It's behind a market. It's close to a hospital and 30 minutes from Heathrow Airport.

Email Hugh hugh@houseswap.com

My wife and I have a big flat at the end of the Champs Elysees in Paris. It's a little noisy, but it's beautiful. We are opposite the Arc de Triomphe.

Email Gerard gerard@houseswap.com

c) Read the texts again and decide if the sentences are true (T) or false (F)

1. Ann's house is in Cambridge.
2. Ann's house is very big.
3. Sean's house is in England.
4. Sean's house isn't in the mountains.
5. Michael and Catherine's house isn't very big.
6. Hugh's flat is in the city centre.
7. Hugh's flat is not close to the shops.
8. Gerard's flat is very quiet.

d) Play class houseswap: On a piece of paper write your name and a description of your home. Walk around the class. Tell other students in the class about your home. Find someone who wants to swap homes with you. Swap papers.

Model: – *This is my home. It's ... Would you like my house for the holidays?* – *Yes, OK. /No, thanks.*

Tell other students about your new home.

DO THE SELF-TESTS

Test 5.3. Read the text and do the tasks below.

The Flat

This is our very small flat on the fourth floor of a modern block. We have a lot of problems with it. For instance, it is impossible to get the family wardrobe into it. We have the strict minimum of furniture. Fortunately, the hall is already furnished with a number of cupboards. We are keeping an amazing lot of things there.

In the living room, if you can call it that, there is very little space for a table, four chairs and an armchair. No question of having a sofa in front of the TV-set. The bedroom is filled by the twin beds. We have things on a shelf above the radiator and on the window sills. In the kitchen everything is ready to hand, to be sure: if you are slim, you can make your way from the sink to the refrigerator, and from the fridge to the gas cooker.

Of course, this is a temporary apartment. But we are lucky to have it at the time. The housing problem is so bad. Of course, it's not our own flat, we are renting it for \$70 a month. Heating and all other expenses are included, after all it is fair enough.

a) Choose the correct continuation for the following statements:

1. *They are lucky to have the flat because*
 - a) it's cheap
 - b) it's large
 - c) it's modern
2. *They have a lot of problems with the flat because*
 - a) it's very small
 - b) it's not furnished
 - c) it's high up
3. *They are going*
 - a) to stay in the flat and to rent it
 - b) to buy it
 - c) to buy a house

b) Choose the correct continuation for the following statements:

1. *The flat is too small for the*
 - a) wardrobe
 - b) furniture
 - c) books
2. *They are keeping their things*
 - a) in the wardrobe
 - b) in the cupboard in the hall
 - c) on the sofa and the chairs
3. *In the kitchen*
 - a) there's enough space for things
 - b) everything is ready to hand because it's very small
 - c) it's easy to move about it

Unit 5

4. The rent for the flat is

- a) \$40
- b) \$50
- c) \$70

Test 5.4. Read the text and do the tasks below.

The Country House

We are buying a house with a large garden in the country. It's an old farm in fact. There's electricity and water in the house.

The house is made of stone and brick. It's gay and attractive. It has a red-tiled roof. And there's a small wooden building with a thatched roof opposite it. On the ground floor there is a kitchen, a living room and a small room. We're going to make a dining room of it. On the first floor it has three bedrooms and a bathroom. The top floor is actually a large attic. It is practically a fourth room. It has large windows. There's an original wooden staircase in the house.

The garden is quite large. There are a lot of flowers along the walks. There are benches and a table near the lawn. We are going to have lunch in summer-time in the shade of the trees. And there's a very useful kitchen garden at the back.

And what is more important. The house is not expensive. It's a good bargain.

a) Say which of the sentences are true.

- A. There are all modern conveniences in the house.
- B. It is a wooden house.
- C. It's a two-storeyed house.
- D. It's a good bargain.

b) Write the correct words in the blanks.

attic staircase useful to make attractive in the shade of

- 1. It's gay and _____ .
- 2. We are going _____ a dining room of it.
- 3. The top floor is actually a large _____ .
- 4. There's an original wooden _____ in the house.
- 5. We are going to have lunch in summer-time _____ the trees.
- 6. And there's a very _____ kitchen garden at the back.

Answer key. Ex. 17 (p. 148): 1 – A, 2 – F, 3 – C, 4 – E, 5 – D.

APPENDIX 1
UNIT 2. Ex 11 p. 35 Drawing for Student A.



Ex 11 p. 35 Drawing for Student B.



APPENDIX 2

CONVERSATIONAL FORMULAS

Spoken Phrases

Well...

Let me see...

By the way...

They say...

First of all...

To tell the truth...

To be quite frank...

I see.

As far as I know...

As far as I can see...

If my memory serves me right

Needless to say

As to me...

If I were you...

As a matter of fact...

The matter is that...

In any case...

... and so on.

After all...

In short.../ To be short...

To put it in a nut-shell...

To put it mildly...

Strange to say...

Opinion

I think/believe/consider (that)...

In my opinion

To my mind

If you ask me

The way I see that...

As far as I'm concerned...

On the one hand... On the other hand...

I'm convinced that...

I feel quite sure that...

I'm inclined to think that...

I tend to favour the view that...

Agreement

I (quite / certainly) agree with you.

I think so too.

Certainly.

Exactly so.

Naturally.

You are quite right here.
I couldn't agree more.
It goes without saying
Yes, indeed.
I go all the way with you.
It's beyond any doubt.

Disagreement

I agree with you up to a point /
in a sense / in a way but...
That may be true, but (on the other hand)...
I don't agree (with you) (there).
I disagree (with you) (there).
I'm afraid I can't agree with you.
I'm afraid you're mistaken.
I'm of a different opinion
I doubt it
Far from it
Just the other way round
On the contrary!

Greeting

How do you do? – How do you do?
Hallo (hello, hullo), Ann!
Hi, Ann!
Haven't seen you for ages.
It's good to see you again.
How nice to see you again.
I'm glad we've met!
How are you?
How are things?
How are you getting on?
-Fine, thank you.
-Thanks, life is fine with me.
-Pretty well, thanks.
-Not too bad, I'm glad to say.
-Never better.
-I'm O.K.
-As sound as a bell.
-So-so, middling.
-Fifty-fifty.
-Things look blue.
-Not well, I'm afraid to say. (A lot of work, little free time and still less fun.)

Introductions

Let me introduce ...
I'd like you to meet ...

This is ...

Meet...

How do you do?

Hallo

Pleased/ Glad to meet you

Gratitude

Thank you (very much).

Thank you ever so much.

I'm grateful to you (for sth.)

Don't mention it.

It's nothing.

Think nothing of it.

My pleasure.

That's all right.

You are welcome.

Apologies

Excuse me (for sth).

I am (terribly/ awfully) sorry.

I beg your pardon.

Please forgive me.

I must apologize for ...

It's quite all right.

Never mind.

No need to be sorry.

Forget it.

No harm done.

Congratulations

Merry Christmas!

Happy New Year!

Happy birthday!

Many happy returns of the day!

Congratulations!

May I congratulate you on/upon...

Wishes

Good luck!

I wish you success / luck!

My best wishes!

Have a good rest!

Happy journey!

Get well!

Keep well! Stay healthy!

(The) same to you!

APPENDIX 3

IRREGULAR VERBS

1. Be	was/were	been	бути
2. Beat	beat	beaten	бити
3. Become	became	become	стати
4. Begin	began	begun	починати
5. Blow	blew	blown	дути
6. Break	broke	broken	ламатися
7. Bring	brought	brought	приносити
8. Build	built	built	будувати
9. Buy	bought	bought	купувати
10. Catch	caught	caught	ловити, схоплювати
11. Choose	chose	chosen	вибирати
12. Come	came	come	приходити
13. Cost	cost	cost	коштувати
14. Cut	cut	cut	різати
15. Do	did	done	робити
16. Draw	drew	drawn	тягти, малювати
17. Drink	drank	drunk	пити
18. Drive	drove	driven	водити, їхати
19. Eat	ate [et]	eaten	їсти
20. Fall	fell	fallen	падати
21. Feel	felt	felt	почувати (себе)
22. Fight	fought	fought	боротися, битися
23. Find	found	found	знаходити
24. Fly	flew	flown	літати
25. Forget	forgot	forgotten	забувати
26. Get	got	got	одержувати
27. Give	gave	given	давати
28. Go	went	gone	йти, ходити
29. Grow	grew	grown	рости, ставати
30. Have	had	had	мати
31. Hear	heard	heard	чути
32. Hit	hit	hit	вдарити
33. Hurt	hurt	hurt	поранити, боліти
34. Keep	kept	kept	тримати, зберігати
35. Know	knew	known	знати
36. Lay	laid	laid	класти
37. Learn	learnt/learned	learnt/learned	вчити(ся)
38. Leave	left	left	залишати
39. Lose	lost	lost	губити, втрачати
40. Make	made	made	робити
41. Mean	meant	meant	значити

42. Meet	met	met	зустрічати
43. Pay	paid	paid	платити
44. Put	put	put	класти
45. Read [ri:d]	read [red]	read [red]	читати
46. Ride	rode	ridden	їздити верхи
47. Run	ran	run	бігти
48. Say	said	said	сказати
49. See	saw	seen	бачити
50. Sell	sold	sold	продавати
51. Send	sent	sent	посилати
52. Shine	shone [ʃɒn]	shone [ʃɒn]	світити
53. Shut	shut	shut	закривати
54. Sing	sang	sung	співати
55. Sit	sat	sat	сидіти
56. Sleep	slept	slept	спати
57. Speak	spoke	spoken	говорити
58. Spend	spent	spent	витрачати
59. Stand	stood	stood	стояти
60. Steal	stole	stolen	красти
61. Sweep	swept	swept	підмітати
62. Swim	swam	swum	плавати
63. Take	took	taken	брати
64. Tell	told	told	розповідати
65. Teach	taught	taught	навчати
66. Think	thought	thought	думати
67. Throw	threw	thrown	кидати
68. Understand	understood	understood	розуміти
69. Wake	woke	woken	прокидатися
70. Wear	wore	worn	носити
71. Win	won	won	перемагати
72. Write	wrote	written	писати

KEYS

Unit 1

Test 1.1. 1) go; 2) are; 3) plays; 4) closes; 5) Do; 6) Does; 7) makes; 8) knows; 9) don't keep; 10) doesn't.

Test 1.2.

1. Do you often go to the theatre?
2. Do you teach Chinese?
3. Is it difficult for you to understand Italian films?
4. Do you often catch colds?
5. How many foreign languages does Alex speak?
6. What does Eve do? What is Eve?
7. How often do you take a taxi home?
8. When does Bob usually play basketball?

Test 1.3. a) 1) is; 2) hates; 3) wants; 4) loves; 5) looks out of; 6) looks at; 7) starts; 8) stops; 9) asks; 10) start; 11) sees; 12) thinks; 13) replies; 14) mean; 15) says; 16) understand; b) 'My goodness! What happened to all the pencils, Miss?'

Test 1.4. a) 1. b) 1. Renata. 2. Monica. 3. Kanda. 4. Constantine. 5. Kanda. 6. Monica. 7. Doris. 8. Constantine.

Unit 2

Test 2.1. 1) understand; 2) is coming; 3) is having; 4) tastes; 5) see; 6) hate; 7) are, feel, like; 8) changes, belongs; 9) is trying; 10) smells; 11) is wearing; 12) drinks; drinking; 13) believes, goes; 14) is preparing, prepares; 15) wants, is taking.

Test 2.2. 1) sit; 2) keeps; 3) tastes; 4) see; 5) is watching; 6) do you get; 7) is complaining; 8) are thinking; 9) tastes; 10) is tasting; 11) late.

Test 2.3. 1) is not working, is swimming; 2) is teaching; 3) Do you read; read; 4) is Tom doing, is cleaning; 5) is it raining, is raining; 6) sweeps; 7) are you reading, am reading; 8) is shining, are singing; 9) is lying; 10) are you doing, I am going; 11) does, am doing; 12) is resting, rests.

Test 2.4. 1. a) yes; b) yes; 2. a) no; b) yes; 3. a) yes; b) no; 4. a) no; b) yes; 5. a) yes; b) yes; 6. a) no; b) yes; 7. a) yes; b) no; 8. a) yes; b) no; 9. a) yes; b) no; 10. a) no; b) yes; 11. a) no; b) yes; 12. a) no; b) no.

Test 2.5.a.

1) after 'Good Morning Britain starts at seven o'clock and finishes at nine o'clock.'

2) after 'Then I leave the studio at a quarter past ten.'

3) after 'Then my husband gets home at half past five in the afternoon and I cook dinner.'

- 1) When does your working day start?
- 2) When do you usually leave the house?
- 3) What time do you get to the studio?
- 4) How long does the programme last?

- 5) What do you do after the programme?
- 6) When do you leave the studio?
- 7) Do you go home at once?
- 8) Does anybody help you with the housework?
- 9) What do you do when you come home?
- 10) What do you do after dinner?
- 11) What time do you go to bed?
- 12) How do you spend your weekends?

Unit 3

Test 3.1. a) 1. Did you forget to call them yesterday? 2. Did you miss the ten o'clock train? 3. Did they buy different newspapers? 4. Did you have a car five years ago? 5. Did you have many friends at school? 6. Did he have much work to do last week?

b) 1. When did he go to London last? 2. How well did the students understand the English film? 3. How long did it take them to finish the work? 4. Where did you live ten years ago? 5. Where did you stay when you were in London? 6. When did they begin the discussion?

Test 3.2. 1. X – Ann's camera. 2. C 3. X – your sister's birthday. 4. X – the colour of this coat. 5. C 6. X – Jill's address. 7. X – the cause of the accident. 8. X – My parents' house. 9. C 10. C 11. C 12. X – at the end of the street. 13. X – Pat's favourite colour. 14. X – the walls of this house.

Test 3.3. a) a, b. b) 1. c; 2. c; 3. b; 4. d.

Text 3.4. 1. a; 2. b; 3. c; 4. b; 5. a; 6. b.

Unit 4

Test 4.1. 1) b; 2) d; 3) a; 4) b; 5) c; 6) d; 7) a; 8) a; 9) b; 10) c.

Test 4.2.

1. What will you eat? – I think I'll have some chocolate ice cream.
2. Have you got any plans for the weekend? – Yes. On Saturday I am going to skate and on Sunday I am going to ski.
3. If the weather is fine we'll go to the country.
4. They won't come tonight, they will be busy.
5. I'll visit my relatives next Sunday.
6. Will she go to the theatre with us?
7. I was born on the 14th of June. In three months I will be twenty.
8. I wonder when they will come tomorrow.
9. Don't worry. He will be ready in a few minutes.
10. Look at the sky! It is going to rain.

Test 4.3. 1) any; 2) some, any; 3) any; 4) some, no; 5) Any; 6) some; 7) no; 8) some; 9) any; 10) some.

Test 4.4. a) was born; b) come from; c) grow up; d) bring up; e) educate; f) move; g) play for; h) leave; i) become; j) settle down.

Test 4.5. a. 2) b. 3) c.

Unit 5

Test 5.1. 1) was; 2) are; 3) will be; 4) were; 5) were; 6) is; 7) are; 8) is; 9) was; 10) Will there be; 11) will be; 12) Were; 13) were; 14) were; 15) will be.

Test 5.2. 1) a; 2) b; 3) c; 4) b; 5) a; 6) a; 7) b; 8) a; 9) c; 10) a; 11) d; 12) a; 13) b; 14) d; 15) b.

Test 5.3. a) 1) a; 2) a; 3) a. b) 1) a; 2) b; 3) b; 4) c.

Test 5.4. a) A – false, B – false, C – true, D – true. b) 1) attractive; 2) to make; 3) attic; 4) staircase; 5) in the shade of; 6) useful.

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Навчальне видання

**ХАЛИМОН Ірина Йосипівна,
ТЕРЕЩЕНКО Валентина Яківна
ШТЕПУРА Алла Павлівна**

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8(04631)7-19-72
E-mail: vidavn_ndu@ukr.net